

THE SOCIAL INFLUENCES OF COACHES AND TEAMMATES IN YOUTH
SOCCER: IS IT POSSIBLE TO HAVE FRIENDLY COMPETITION?

A Dissertation
Submitted to
the Temple University Graduate Board

In Partial Fulfillment of
the Requirements for the Degree
DOCTOR OF PHILOSOPHY

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August, 2008

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ABSTRACT

The social influences of coaches and teammates in youth soccer: Is it possible to have *friendly* competition?

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Doctor of Philosophy

Temple University, 2008

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The relationship between specific aspects of the coach-athlete and athlete-athlete relationship on participation in competitive youth soccer was examined in the current study. The purpose of this study was to investigate the independent and combined effects from multiple social agents to examine whether age, gender, and competitive level moderate how status rank, achievement goal orientation, coaching behaviors, and friendship quality influence youth soccer participation.

The design of the current study utilized quantitative and qualitative research methods. Four online questionnaires including: 1) an Individual Skills Rank Assessment, 2) Perceived Motivational Climate in Sport

Questionnaire-2, 3) Leadership Scale for Sports, and 4) Sport Friendship Quality Scale, were completed by 172 youth participants. Sixteen youth soccer coaches completed the Status Rank Assessment online.

Quantitative results revealed significant participation differences exist based upon the interaction among status rank, age, gender, competitive level, achievement goal orientation, coaching behavior and friendship quality, with gender and self-esteem enhancement representing the two strongest predictors in determining which athletes switched teams within the past 12 months. Interview data suggested youth soccer athletes' initial decision to play for specific teams is not based upon pre-existing friendships. They do, however, typically become friends with their teammates throughout the season, which makes individual experiences more enjoyable. Furthermore, the friendships formed with teammates are indirectly influenced by the motivational climate established by their coach through: 1) the achievement orientation emphasized, and 2) the coaching behaviors displayed. Additionally, participants discussed the following common themes: 1) Friendships Make Soccer More Fun but Are Not Necessary, 2)

Girl Talk, 3) Just Want to Hang Out, 4) Confidence is Important, but Assumed, 5) Coach Knows Best, and 6) Play Your Best and Improve each Time.

ACKNOWLEDGMENTS

Completing a research project such as a dissertation requires assistance and support from several different people. I would like to take this time to thank several individuals for their contributions throughout my research process.

First, I would like to thank the sport psychology graduate faculty at Temple University. I thank: Dr. Melissa Napolitano and Dr. Michael Sachs, for allowing me to choose an original topic of research to pursue. Second, I would like to thank my dissertation committee members: Dr. Joseph DuCette, Dr. William Fullard, Dr. Melissa Napolitano, and Dr. Michael Sachs for offering continuous support, feedback, and encouragement to expand my knowledge throughout my research process. I would especially like to thank Dr. Joseph DuCette, who offered much needed guidance throughout quantitative statistical procedures.

I would also like to thank the many coaches and youth athletes who volunteered to participate in my research, especially the 24 individuals who participated in

follow up interviews and offered insight into their individual experiences as competitive youth soccer athletes.

For granting me permission to use their questionnaires, I would like to thank Dr. Maureen Weiss, Professor of Kinesiology, University of Minnesota; and Dr. Alan Smith, Associate Professor of Health and Kinesiology, Purdue University; Dr. P. Chelladurai, Professor of Physical Activity and Education Services, Ohio State University; Dr. Maria Newton, Assistant Professor of Exercise and Sport Science, University of Utah; and Dr. Joan Duda, Professor of Sport and Exercise Science, University of Birmingham.

Finally, I would like to take this time to thank my loving husband, who has supported and encouraged my progress through each step of my graduate studies, while simultaneously establishing his own strength and conditioning program at Pacific Lutheran University. Without his unconditional support, encouragement and overwhelming devotion, I would not have reached my own potential and success as a scholar.

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CHAPTER 1

THE PROBLEM

Introduction

Youth sport participation peaks around the ages of 10 to 13 years, then drastically declines each year until the age of 18, when only a small percentage of youth remain involved in organized sport (Armstrong & Van Mechelen, 1998). Past research has determined that attrition peaks around the ages of 13-16 years of age, highest in grade 10, when youth enter high school (Butcher, Lindner, & Johns, 2002), corresponding to youth's desire to expand their social friendships. McCullagh, Matzkanin, Shaw, and Maldonado (1993) showed that two of the most significant motives youth join sports include social affiliation and social status. Conversely, researchers investigating sport withdrawal reported that lack of enjoyment, increased pressure, and confrontational relationships with coaches and teammates were significant motives cited by youth athletes (Ewing & Seefeldt, 1989; Weiss & Smith, 2002).

Research thus far has indicated that youth's motivational attitudes and self-concepts can be influenced

significantly by adult figures such as coaches (Eccles & Harold, 1991). Extensive research exists explaining the effects coaching behaviors have on perceived self-worth and motivational attitudes youth develop of their own physical competence (Smith, Smoll, & Curtis, 1979). These findings have led to the development of intervention programs in which coaches are taught to adapt their coaching style toward different decision-making situations (Weinberg & Gould, 2007). However, current research has demonstrated that coaches may not be the only influential group affecting youths' social development within sport (Coakley, 2004; Ommundsen & Vaglum, 1991). Included in this group of influential individuals are peers (Brustad, 1993; Wylleman, 2000). Based upon previous research, then, it is not unreasonable to believe that friendships are motivationally significant in the youth sport context (Weiss & Stuntz, 2004).

Youth athletes cite peer affiliation as a key participation motive (Weiss & Petlichkoff, 1989), and peer comparison as an important source of physical competence information. Additionally, a larger percentage of the youth population participates in sports during the same time frame when social development is heavily influenced by peer relationships (Brustad, 1996). Around the age of 11, a

pattern for a preference of evaluative feedback is important. Horn and Weiss (1992) showed that a developmental pattern exists in youth's preferences for various forms of evaluative feedback. Their research showed that at the age of eight, children rely heavily on feedback from adult figures such as parents and coaches, but as youth reach the ages of 10 through 14, they increasingly rely on feedback from their peers, and engage in direct comparison of their abilities. Weiss and Ebbeck (1996) showed that youth perceptions' of competence and ability are directly related to feelings of achievement behaviors and affect. Youth with higher self-concepts experience positive friendships and more adaptive sport motivation. On the contrary, youth with lower self-concepts have less positive friendships and decreased motivation to continue participation.

Research investigating coaches' leadership style and patterns of feedback support the notion that the behavior coaches display to their youth athletes affects perceptions of competence, satisfaction and motivation (Allen & Howe, 1998). More specifically, coaching styles high in training and instruction, and democratic behavior, but low in autocratic behavior, are associated with higher levels of intrinsic motivation in athletes (Amorose & Horn, 2000).

Coaches design practice sessions, group athletes, and give recognition and evaluate athlete performances, ultimately creating a motivational climate which influences athlete's motivation. Thus, it is important to examine the psychological training environment they create over a competitive season.

Research testing the theoretical framework of Achievement Goal Theory supports the existence of the two motivational climates hypothesized in the sport context, more or less ego-involving (performance outcome) or task-involving (skill mastery) (Newton, Duda, & Yin, 2000). When task-involved, individuals demonstrate mastery of certain tasks, but when ego-involved, improvement is seen more as a means to the end, rather than the outcome. Recent research has demonstrated that task-involving motivational climates foster perceptions of competence, while ego-involving motivational climates elicit more fragile perceptions of competence because competence is construed on the basis of what others have done and there is greater preoccupation with the adequacy of one's own ability (Duda & Hall, 2001). Reinboth and Duda (2006) demonstrated that athlete perceptions of an ego-involving climate were linked to a lower sense of connection, decreased value and mutual support, and suggested that coaches should provide athletes

with social support such as acceptance and value players as people, rather than just as performing athletes, to increase athlete psychological well-being in the sport context.

Researchers have acknowledged a need for research to explore social aspects throughout youth sport experiences (Smith, 2003). Weiss and Stevens (1993) contend that a greater amount of research is needed to understand the strength of peer influence on youth's self-perceptions, considering especially the link among self-perceptions, self-worth, and motivational patterns for sport participation. Research conducted to date investigating youth sport has focused on participation and withdrawal motives, coaching style, achievement goal orientation, and friendship quality. Within the field of sport psychology, the number of studies that have been conducted to investigate youth sport participation, withdrawal, and the social influences involved have increased significantly over the past few decades. The most recent study (Ullrich-French & Smith, 2006) was based upon the premise that parents and peers represent the most consistent presence throughout adolescence and thus, those relationships provide the greatest influence on athlete motivation. As youth athletes mature physically over time, however, and

spend more time practicing their sport, coaches represent a greater and more consistent presence in the lives of competitive youth athletes and, thus, the combined influence of coach-athlete and athlete-athlete relationships on participation are of interest to sport psychology researchers.

Independently, researchers have investigated aspects of the coach-athlete and athlete-athlete relationship within youth sport, and found that coaches, as well as peers, do influence youth's sense of physical competence and motivational processes in sport. Of most importance, however, research has demonstrated that the influence of coaches is greater throughout late childhood, but teammates play an increasingly significant role in adolescence (Horn & Weiss, 1992), which corresponds considerably with the time of peak attrition. The question that needs to be examined, however, is how and when the relationships youth athletes form with their coaches and teammates overlap, and influence each other, to affect perceptions of competence and participation patterns compared to what we know about withdrawal patterns, in competitive youth soccer.

Statement of the Problem

The purpose of this study was to examine independent and combined effects of specific aspects of the coach-

athlete and athlete-athlete relationship on participation patterns in competitive youth soccer. Specifically, the purpose of this study was to examine the relationship among status rank, achievement goals, coaching behaviors and friendship quality to participation in competitive youth soccer. A secondary purpose was to investigate how these effects may or may not vary based upon age, gender, and competitive level.

Research Questions

Based upon a thorough literature review of the coach-athlete and athlete-athlete relationship, achievement goal orientation, and coaching behaviors in sport, the following questions were derived.

1. Are youth soccer players from one specific gender, age, or competitive level more likely to switch teams?
2. Does participation differ based on status rank?
3. Does participation differ based on achievement goal orientation?
4. Does participation differ based on perceptions of coaching behavior?
5. Does participation differ based on friendship quality?
6. How will the combined effects of status rank, achievement goal orientation, coaching behavior and

friendship quality on participation differ when age, gender and competitive level are added as covariates?

Hypotheses

Based upon the research questions listed previously, the following hypotheses were developed.

1. Participation will differ based on the interaction among gender, age, and competitive level, such that younger, female, less competitive athletes will switch teams more than older, male, more competitive athletes.

2. Participation will be higher for athletes whose soccer skills were ranked higher by their coaches.

3. Participation will be higher for athletes who had a task-oriented achievement goal orientation.

4. Participation will be higher for athletes who had higher perceptions of democratic coaching behavior.

5. Participation will be higher for athletes who had higher perceptions of positive friendship quality.

6. The combined effects of status rank, achievement goal orientation, coaching behavior and friendship quality on participation will differ based on age and competitive level, but not gender.

Limitations

The factors listed below were identified as limitations for this study.

1. The researcher explored youth experiences from 16 different soccer teams, with athletes ranging in age from 13 to 16 years.

2. Seventeen percent of competitive youth soccer athletes from the Greater Seattle Metropolitan population switched teams and joined another within the past 12 months.

3. The majority of interview participants did not provide detailed responses; thus, a considerable number of probes were required to elicit sufficient answers from interview participants.

4. Coaching behaviors did not vary between competitive levels, but a difference for preferred coaching behaviors does exist, based upon competitive level.

5. Coaches of youth athletes were hesitant to help throughout the research process because they had not developed a pre-existing, trustworthy relationship with the researcher.

Delimitations

The following parameters delimited the external validity of this study:

1. The geographic area surrounding the greater Seattle Metropolitan area was chosen as the selected area from which participants were obtained.

2. The individuals used as participants in this study were minors; therefore, parental permission was needed to administer inventories.

3. The participants in this study included male and female youth soccer athletes ranging in age from 13 to 16 years.

4. The participants in this study included male and female youth soccer athletes ranging in competitive level from select to premier level 1.

5. Both the select and premier level youth soccer seasons extended year round. The select level, however, took time off from December and reconvened in mid-January.

6. Data for this study were collected from youth soccer athletes during the months of February, March, and April 2008.

Definition of Terms

The following section includes pertinent definitions of terms used in this study:

Achievement Goals: Two major goals have been found to exist in achievement situations (Nicholls, 1984), which are: 1) task orientation, and 2) ego orientation. When an individual is task oriented, perceived success and competence are based upon task mastery and personal improvement. When an individual is ego oriented, the

individual is concerned with demonstrating superior ability by performing better than others (Nicholls, 1984).

Coaching Style: Chelladurai's Multidimensional Model of Leadership was used to assess coaching behaviors. Chelladurai proposed that an effective coach-athlete relationship is a function of three interacting aspects, including: 1) the coaches' actual behavior, 2) the type of coaching style preferred by the athletes, and 3) the type of coaching style that is required by the specific sport context (Chelladurai & Saleh, 1978, 1993).

Functionalist: Belief that sport has a function that is positive and encouraging for everyone who is involved as well as those who are not. Functionalism is the belief that sport contributes positively to our society and elicits positive opportunities for everyone that would not exist if sport were not part of our culture (Foley, 2001).

Greater Seattle Metropolitan area: Property that lies within the boundaries of the city of Seattle, King County, Snohomish County, and Pierce County within the Puget Sound area. The U.S. Census Bureau defines the metropolitan area as the Seattle-Tacoma-Bellevue Metropolitan statistical area.

Leadership Scale for Sports (LSS): Questionnaire designed by Chelladurai and Saleh (1978, 1980) to assess

athletes' perceptions of their coaches' leadership style and behaviors along five different dimensions, including: training and instruction, autocratic behavior, democratic behavior, social support, and positive feedback. The LSS consists of 40 items and asks athletes to indicate the degree to which their coach exhibits the type of behavior described in each of the individual items on a five point Likert scale ranging from (1) always to (5) never.

Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2): The Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2) (Newton & Duda, 1997) is a 29-item questionnaire designed to examine task-involving and ego-involving climates within the sport context. Athletes were asked to respond to the level with which they agreed with the statements from each item on a 5 point Likert scale ranging from (1) strongly disagree to (5) strongly agree.

Qualitative Research: Research technique that is interdisciplinary, transdisciplinary, and sometimes counter disciplinary (Denzin & Lincoln, 1994) and grounded in a multiple method approach, which focuses on process, finding purpose, meaning, and understanding the experiences of participants involved in the study. General assumptions are

usually not claimed in the discussion because the focus is on understanding individual experiences.

Self Concept: Concepts used to determine how we feel about our capabilities and ourselves. Self-concept incorporates all aspects of what we think we are; it is central to our conscious lives (Weinberg & Gould, 2007). Self-concept must be understood as a self-description rather than a self-evaluation and refers to the attributes through which individuals evaluate themselves to establish self-esteem judgments (Fox, 1998).

Self-Esteem: Related to perceptions of threat and corresponding changes in state anxiety. Athletes with low self-esteem have decreased confidence and experience increased levels of state anxiety than athletes with higher self-esteem (Weinberg & Gould, 2007).

Self-worth: Viewed as a global and relatively stable evaluative construct that reflects the degree to which an individual feels positively about him or herself (Fox, 1998).

Significant Socializing Agents: Specific individuals whom youth hold close relationships with and easily influence the thoughts of youth soccer athletes (i.e., parents, coaches, peers, professional and elite level sport role models).

Soccer: A game played on a rectangular field with net goals at either end in which two teams of 11 players each maneuver a round ball mainly by kicking or butting or by using any part of the body except the arms and hands in attempts to score points (American Heritage Dictionary, 2000).

Sport Friendship Quality Scale (SFQS): Questionnaire designed to further the understanding of youth friendships in sport. The SFQS consists of 6 dimensions and 22 items using a 5 point Likert Scale. The scale is broken up into six dimensions, including Self-Esteem Enhancement and Supportiveness, Loyalty and Intimacy, Things in Common, Companionship and Pleasant Play, Conflict Resolution, and Conflict (Weiss & Smith, 1999).

Social Learning Theory: Theory founded by Albert Bandura (1973), which explains behavior as learned through observing others and then having similar behavior reinforced. The reinforced behavior is then repeated and learned as appropriate.

Status Rank: The combination of personal attributes an individual athlete possesses as determined by the coach, as well as an individual's own self-perception. Within a sport team, experience, role (i.e., team captain), performance (skill/ability), and position on the team are directly

related to the sport task, and contribute to more favorable perceptions of overall status. In order to assess individual athlete's status on their team, coaches will be asked to rank each athlete from his or her team from 1 being the *best* to 16 being the *worst* overall skilled athlete on the team. Additionally, athletes were asked to rank themselves in comparison to their teammates using the same ODP skill assessment. Coaches were given the Washington State Youth Soccer Association (WSYSA) assessment sheet used in the Olympic Development Program (ODP), a national developmental program, to assess and note comments regarding individual skills first, then compare and rank athletes against one another. The ODP assessment sheet contains soccer specific physical and psychological skills deemed essential, but independent of positional skills, to play successfully at the highest age-appropriate level. Athletes in the current study were categorized and grouped into the following age-appropriate levels:

Under - 13 includes athletes born between August of 1994 through July of 1995, Under - 14 includes athletes born between August of 1993 through July of 1994, Under - 15 includes athletes born between August of 1992 through July of 1993, and Under - 16 includes athletes born between August of 1991 through July of 1992. Athletes who currently

play on a team that is an age group up from their chronological age were assessed using the ODP assessment for their age appropriate level.

Triangulation: Method of data collection that focuses on the use of multiple methods to increase reliability of interpretations (Glesne, 1999). Triangulation is used most often in qualitative research such as when a researcher codes an interview, then asks another researcher to code the same interview, then compares both interpretations for similarities.

Withdraw: Participants who indicated they have stopped playing soccer or left one team to pursue another within the past 12 months.

Youth soccer athletes: Children used as participants in this study who range in age from 13 to 16 years and who currently play on an organized soccer team.

CHAPTER 2

REVIEW OF LITERATURE

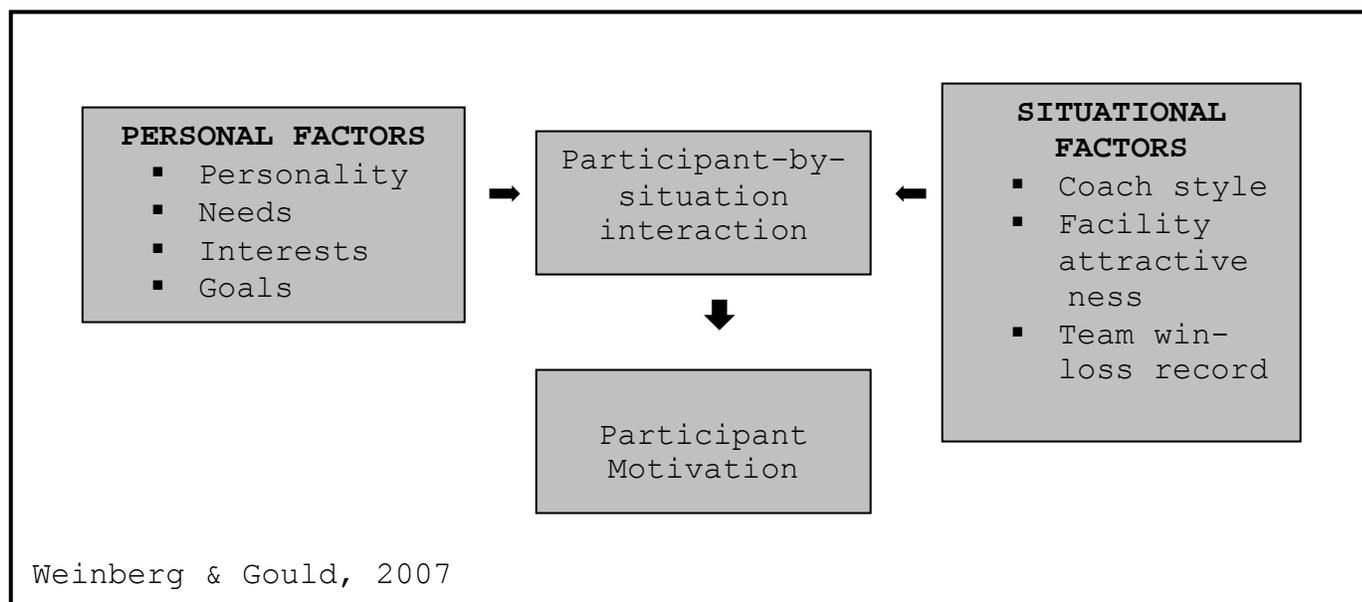
The purpose of this study was to examine independent and combined effects of specific aspects of the coach-athlete and athlete-athlete relationship on participation patterns in competitive youth soccer. Specifically, the purpose of this study was to examine the relationship among status rank, achievement goals, coaching behaviors and friendship quality to participation in competitive youth soccer. A secondary purpose was to investigate how these effects may or may not vary based upon age, gender, and competitive level. In the following section, the review of literature is presented.

Motivational Theories for Youth Participation

Youth sport has recently attracted a large amount of research interest from sport psychologists, as well as social scientists and psychologists. Social psychological theories have provided the backbone from which most researchers work to explain social development and motivation in youth sports.

The participant-by-situation interactional view contends that motivation results not solely from participant factors, such as personality, needs, interests, or goals, nor solely from situational factors, such as coaching style but, instead, how these two sets of factors interact (Weinberg & Gould, 2007) (See Figure 1).

Figure 1. *Participant-by-situational interactional model of motivation.*

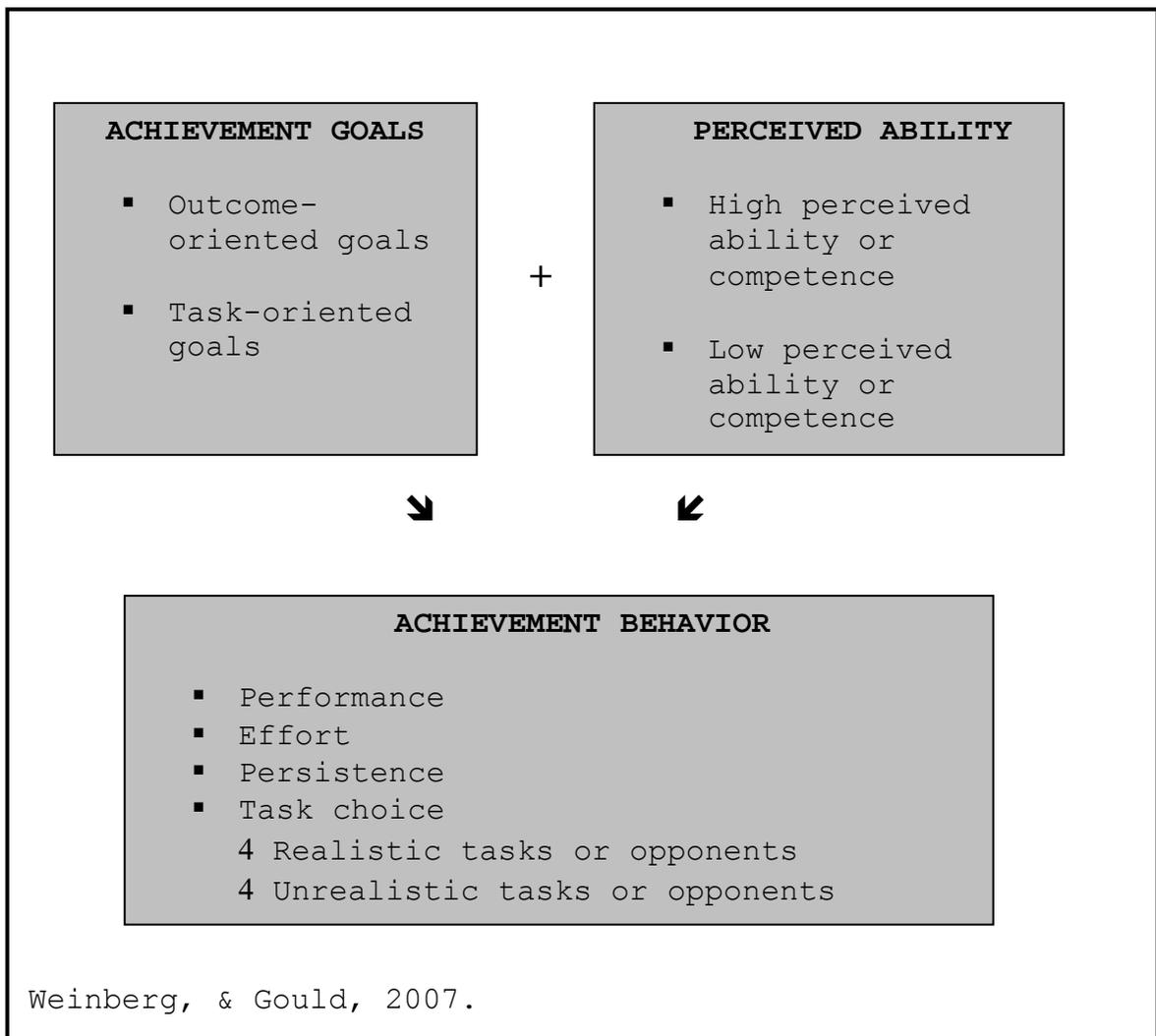


Achievement Goal Theory

Nicholls' Achievement Goal Theory contends that three factors interact to determine an individual's motivation: achievement goals, perceived ability, and achievement behavior (See Figure 2). Additionally, in order to understand an individual's motivation, we must understand

what success and failure mean to that person, and the best way to do that is to examine his or her achievement goals and how they interact with individual perceptions, or perceived ability, of competence.

Figure 2. *Three key factors in the achievement goal approach.*



Nicholls states that the primary achievement goal of every individual is to maximize demonstration of high ability for skills and minimize revealing low ability.

Nicholls explains that individuals assess their own ability in two ways: either through demonstration of task mastery or personal improvement (task orientation), or through peer comparison (outcome orientation). Task orientation is concerned with mastery, self-learning, and personal improvement. The task-involved individual employs a self-referenced perception of ability. Ego orientation constitutes the comparison of one's own performance to that of others. An ego-involved individual adopts an other-referenced perception of ability and experiences subjective success when he or she has a better performance than others in the social comparison process. These two goal orientations play an important role by influencing the individuals' cognitions and motivated behaviors in the achievement setting.

According to the goal orientation literature in the sport context, past research has shown a relationship exists between goal orientations and achievement behavior such as effort, performance, and persistence (Cury, Biddle, Sarrazin, & Famose, 1997; van Yperen & Duda, 1999). Task orientation has been shown to be associated with adaptive achievement behavior such as exerting high effort and showing greater persistence. Conversely, ego orientation leads to maladaptive patterns such as exerting less effort

and demonstrating a lack of persistence, particularly at low perceived competence in the face of adverse outcomes. Goal orientations have also been linked with one's beliefs about sport success, and intrinsic motivation (Rascle, Coulomb, & Pfister, 1998; White, Duda, & Keller, 1998; Whitehead, Lee, & Hatzigeorgiadis, 2003). For example, task orientation is related to beliefs that sport success results from high effort and cooperation, and intrinsic motivation, while ego orientation corresponds to beliefs that success is dependent on superior ability, that the purpose of sport is concerned with fostering social status, and declining intrinsic motivation.

Nicholls posits that individuals who assess their own ability through a task orientation (personal improvement) are more likely to exhibit high levels of intrinsic motivation and show longer persistence in that specific domain. However, in the case that individuals assess their own ability through social comparison, Nicholls predicts that as soon as the sport begins to threaten the athlete's perceived ability, that individual may develop negative expectancies and devalue future participation in that sport. In addition to the interaction between goal orientations and perceived ability, Nicholls emphasizes the importance of how the social climate influences one's goal

orientations and motivation level (Ntoumanis & Biddle, 1997), such that task-oriented climates are associated with task goals and outcome-oriented climates with outcome goals.

Participation Motives for Adult Populations

In many cases, Bandura's social learning theory (Bandura, 1977) is used for developing models for sport participation. Martin and Dodder (1991) showed that family is an important factor in the decision to participate in sport. Moreover, encouragement from peers, teachers, and coaches all influence individual sport participation (Carr & Weigand, 2002). Further, individual reasoning for non-participation or withdrawal from sport was investigated and a negative relationship between aversive events and sport participation was found. For instance, individuals may drop out of sport due to negative performances.

Martin (1997), however, suggested people may withdraw from sport not as a result of any negative experiences, but because other activities were more important than sport participation. Conversely, individuals who continued with their sport participation sought personal fulfillment through involvement. Those individuals participated in sport to fulfill enjoyment needs up until the point when a negative relationship was formed, then withdrawal occurred

to avoid continuance of negative events. It must be noted, however, that withdrawing from sport is not always the result of negative experiences and, as noted later, several studies have shown some individuals withdraw from sport to pursue other activities they find more enjoyable, such as spending more time with friends, or engaging in other hobbies without indicating the existence of negative events or influences (Butcher, Lindner, & Johns, 2002; Johns, Lindner, & Wolko, 1990; Koenraad & Johns, 1991).

Additionally, research investigating long-term participation among successful collegiate athletes has demonstrated that several factors, including individual characteristics such as motivation, but also contextual influences such as athlete-coach relationships and team cohesion (Giacobbi, Roper, Whitney, & Butryn, 2002), are essential components of their continued participation. This information is useful not only because it provides knowledge relevant to the development of successful collegiate athletes, but also can be implemented into coaching behaviors for youth sport.

Youth Sport Participation Motives and Reasons for Withdrawal

The results listed above from studies analyzing participation and attrition motives among adult populations

suggest that individuals participate in sport for reasons such as encouragement from family, coaches, and peers (Carr & Weigand, 2002), but more importantly, withdraw to avoid experiencing negative events or influences. Can these findings be applied to experiences of youth soccer participation patterns?

Considerable research has been conducted within the realm of youth sport, specifically participation motives of young athletes. However, withdrawal patterns have not been studied as extensively. Furthermore, participation patterns, such as withdrawing from one team to join another but remain competitive in the same sport (i.e., switching teams), have yet to be examined. While specific reasons have been identified as to why children participate in sports, reasons underlying youth withdrawal are much more difficult to pinpoint. These findings have prompted many researchers to concentrate their studies on determining why children join sports and, once they are involved, why they drop out.

McCullagh et al. (1993) showed that social reasons such as social affiliation and social status are significant motives for sport participation. Other reasons included to do something they are good at, improve their skills, get exercise and become fit, and be with their

friends or make new friends. Carr and Weigand (2002) found that significant people in children's lives impact sport participation motivation. In a study of talented adolescents, Patrick, Ryan, Alfeld-Liro, Fredricks, Hruda, and Eccles (1999) showed the enjoyment experienced from the social aspects of their experiences contributed to participation enjoyment and continued commitment in those specific activities.

When investigating youth withdrawal, Butcher et al. (2002) found two of the top reasons children withdraw from sport were because they had other non-sport things to do or because they had a conflict with another sport. In the same study, however, as many as 28% of children reported negative reasons for withdrawal, including excessive pressure, dislike of the coach, failure, lack of fun, or an overemphasis on winning. Engh (1999) stated that pressure on children contributes to the more than 70% of children who drop out of organized sport by the age of 13 each year. As noted previously, children may withdraw from sport simply because they are interested in other activities such as extracurricular activities, band, theater, or leadership clubs. These motives for non-sport participation are fine and have no negative effects on youth development, but when children state negative motives for withdrawal, that is

where intervention is needed. How do intervention programs for youth withdrawal relate to intervention needs for differing participation patterns, such as athletes who switch teams but remain competitive in the same sport?

There are numerous reasons why children withdraw from sport. For this reason, researchers must look at withdrawal patterns from two different perspectives. Gould and Petlichkoff (1988) suggested that youth sport withdrawal must be viewed on a continuum that ranges from sport specific to domain in general (drop out of all sports). Results by Butcher et al. (2002) outline this experimental need. The results from this study revealed that athletes performing at different levels or ages reported varying withdrawal motives that led some groups to drop out of sport altogether while other groups stopped their participation in one sport to pursue another. This is important to identify because the athlete that drops out of one sport as a result of a conflict with another sport is much different than the athlete who drops out of a sport because his or her achievement or social needs are not being met. Similarly, the athlete that drops out of sport as a result of a negative experience is also different than the athlete who withdraws from sport to pursue other creative interests but stays physically active in his or

her daily activities. The former is a matter of conflict which leads the athlete to make a decision between two or more sports but continues to play, while the latter is a matter of the athlete withdrawing from sport altogether.

In a study conducted by Koenraad and Johns (1991), it was found there are several factors that operate outside of the sport environment, which may draw athletes away from sport, and those environmental factors interact with developmental changes that coincide with the average age for withdrawal. It may be speculated that the difference between the two is that one athlete continues to play while the other drops out, and the motives for each are unrelated. Similarly, Butcher et al. (2002) concluded that "other interests," such as work, study, and family commitments were more prominent than sport-related reasons given by athletes for dropout for early adolescent athletes. One explanation offered for these findings suggests that alternatives might become appealing when the sport no longer or insufficiently fulfills the needs of the participant. Another explanation could be that those "other interests" become more appealing with no further motives, or when time becomes limited and one must choose between activities, other interests were chosen even when sport was just as enjoyable.

Extensive research has been conducted studying areas such as youth motivation for participation and withdrawal (Gould, Feltz, Horn, & Weiss, 1982; Koenraad & Johns, 1991). A general consensus contends that youth participate in sport for many reasons, but mostly for fun and enjoyment, and to make new friendships (Weinberg & Gould, 2007). Additionally, researchers have cited reasons for withdrawal such as lack of fun and enjoyment, too much pressure, and confrontational relationships with coaches and teammates (Ewing & Seefeldt, 1989; Weiss & Smith, 2002). It seems, then, that youth join sport for several different reasons and withdraw for varying motives, but one can conclude that social influence by significant individuals affects both decisions. Several motivational theories contend that the nature and perceptions individuals form of those relationships are essential to the development of motivational outcomes (Brustad, Babkes, & Smith, 2001). Thus, the social relationships youth athletes form with coaches and their teammates may help facilitate the development of both desirable and undesirable outcomes.

Social Development and Youth Sport

Youth sport experiences can provide opportunities for personal development that extend beyond the physical domain

to cognitive, affective, and social domains (Ewing & Seedfeldt, 1996) and, as a result, advocates of youth sport seek to promote experiences that foster long-term commitment for sport involvement. Youth sport experiences promote positive self-perceptions and intrinsic motivation, but also can increase stress, lower self-perceptions and increase amotivation (Weiss & Ferrer-Caja, 2002). The social relationships youth athletes develop can contribute to both the desirable and undesirable outcomes and, thus, are of interest to sport psychology researchers.

Developmental psychology research has demonstrated the friendships adolescents develop are essential to both emotional and psychological adjustment (Hartup, 1996), as well as an important developmental variable in the transition from childhood to adolescence (Simpkins, Parke, Flyr, & Wild, 2006). Buhrmester and Furman (1987) found that friendships play an increasingly important role in adolescents' lives and are characterized by more intense relationships. However, important age related changes are observable in friendships over time, displaying increases in both intimacy (Furman & Buhrmester, 1992; Sharabany, Gershoni, & Hofman, 1981) and emotional support (Reid, Landesman, Treder, & Jaccard, 1989).

Competitive youth sport potentially affects social development both positively and negatively. Researchers have found that youth sport increases self-concept (Marsh, 1998), results in higher self-esteem (Kavanassu & Harnish, 2000), increases body image (Miller & Levy, 1996), results in higher achievement-oriented attitudes (Curry, Snyder, Cook, Ruby, & Rehm, 1997), and facilitates general mental health (Steiner, McQuivey, Pavelski, Pitts, & Kraemer, 2000). To illustrate this point, Buhrmann and Bratton (1977) investigated the link between sport involvement and social status, and found that youth who participated in sport or who held a higher sport competence level were associated with higher social status in the school setting. On the contrary, research comparing youth soccer athletes to their non-athlete counterparts revealed that involvement in competitive sports negatively affects altruism (Blair, 1985), and moral development (Shields & Bredemeier, 1995).

To further complicate this matter, research in the recreation field has revealed a strong relationship between physical competence and social acceptance (Chase & Dummer, 1992; Weiss & Duncan, 1992). In a study by Chase and Dummer, fourth through sixth grade youth were surveyed on their perceptions of popularity. Athletic competence and physical ability were rated as the two most important

factors in determining social status. Furthermore, Bigelow, Lewko, and Salhani (1989) found that a lack of athletic skill was perceived as an obstacle to developing and maintaining friendships among teammates in 9th through 12th grade youth soccer athletes.

Research studying peer relationships, focusing mostly on friendship qualities, has shown that peers influence physical self-perceptions, enjoyment, and sport commitment (Weiss & Stuntz, 2004). Weiss, Smith, and Theeboom (1996) identified both positive and negative dimensions of friendships in sport through interviews with youth athletes between the ages of 8 and 16 years. Positive dimensions identified included companionship, pleasant play association, self-esteem enhancement, intimacy, loyalty, things in common, and emotional support, while negative dimensions identified included conflict, betrayal, and inaccessibility.

Social Concept and the Coach-athlete Relationship

Dating back to the mid 1950's, Cooley (1995) developed the social psychological theory that posits self-concept is influenced by an individual's social interactions. Cooley was the first to propose the "looking glass self" model where individuals adopt views of their own abilities as

they are reflected through reactions by significant others, such as parents and coaches (Kendall & Danish, 1994).

Several researchers have found that one possible reason for youth withdrawal is a lack of support and too much pressure placed on young athletes from significant others (Klint, 1986). Extensive research has been conducted studying both parent-athlete and coach-athlete relationships and found that youth's perceptions of their own physical abilities are often a result of the image projected from those significant individuals, and Horn (2004) found that peer comparison and evaluation are important sources of physical competence information. For instance, when parents convey an image to their child that reflects low ability, the child most often adopts that perception of his/her own ability, regardless of the actual situation. Further, when a parent places intense pressure and high expectations on a child while conveying an image that the child's efforts are never good enough, the child may develop negative associations of his/her abilities and the sport. This often leads to youth withdrawal.

Similar patterns have been found with studies examining coach-athlete relationships. Smoll, Smith, Barnett, and Everett, (1993) showed that coaches who gave more technical instruction, reinforcement and mistake

contingent feedback were rated more positively by youth soccer athletes, athletes with lower self-esteem responded more positively to coaches who used more reinforcing behaviors (Smith, Smoll, & Curtis, 1978, 1979), and withdrawal rates are associated with negative sport experiences as a by-product of negative coaching behaviors (Smith & Smoll, 1979). Thus, research has indicated that coaching behaviors illustrating less reinforcing and non-encouraging behaviors result in lower self-esteem patterns in athletes. Is it also possible that coach's evaluation of physical skill and eventual status ranking of individual athletes influences the achievement goal orientations and quality of friendships developed among teammates?

Coaching Effectiveness

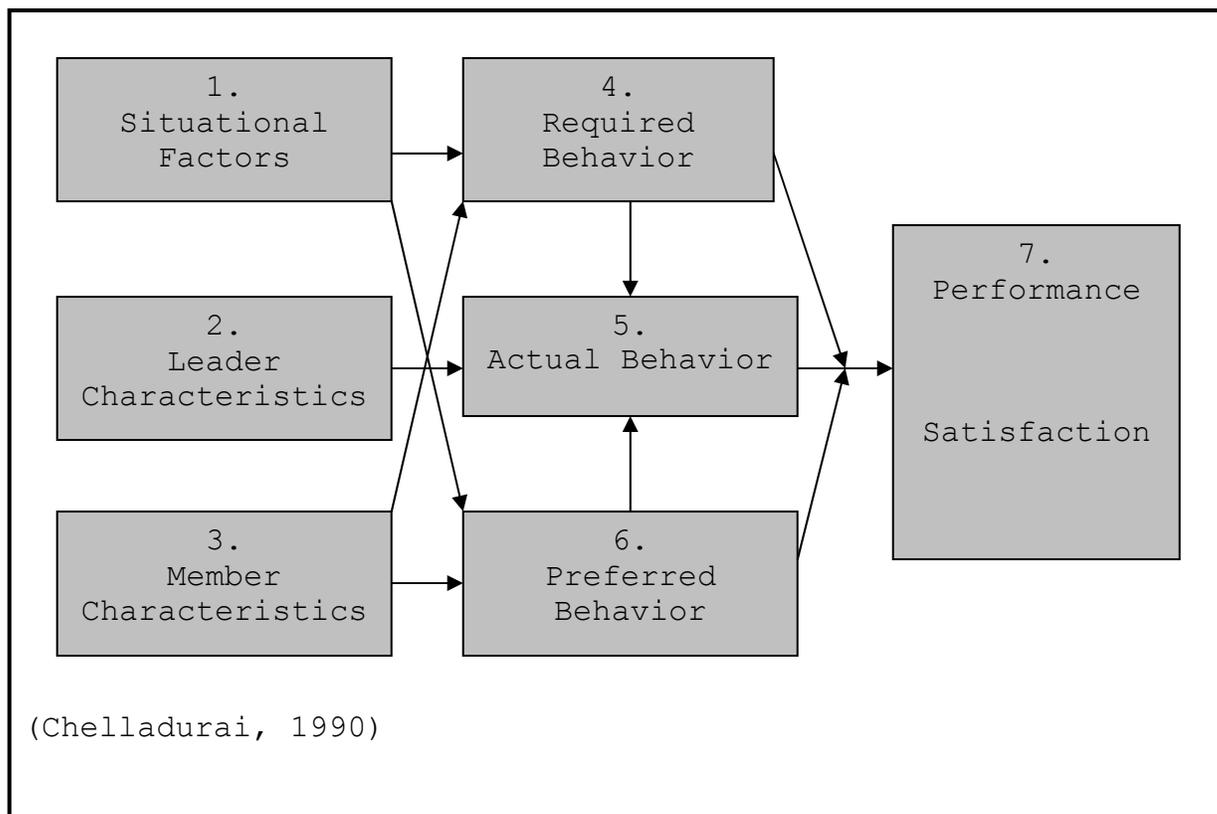
Coaching effectiveness research over the past few decades has focused on identifying coaching characteristics, leadership styles, and effective behavioral patterns. Based upon these studies, a general consensus of an "effective" coach has been defined as one who elicits either successful performance outcomes or positive psychological responses from his or her athletes (Horn, 2002). Coaches affect not only athletes' physical performances, but also psychological well-being; thus, it is important for an effective coach to be attuned to the

individual needs of their athletes, and realize that they make a difference in their team's physical performance by understanding the effect their behavior has on individual athletes (Anshel, 2003).

Multidimensional Model of Leadership.

In an effort to conceptualize the research on coaching effectiveness, Chelladurai (1990) developed the Multidimensional Model of Leadership that outlines the processes included in the effective coach-athlete relationship. The Multidimensional Model of Leadership (Chelladurai & Saleh, 1978, 1993; Chelladurai & Carron, 1978) focused on the combination of leadership elements such as the leader, the member, and situational contexts, and placed an equal emphasis on each (See Figure 3).

Figure 3. Multidimensional model of leadership



Chelladurai's Multidimensional Model proposes that group performance and member satisfaction are functions of the interaction among the three states of leader behavior: required, preferred, and actual behavior. Thus, according to Chelladurai, successful outcomes (i.e., high performance and high athlete satisfaction) occur only when there is congruence between these three aspects of leader behavior. Consequently, maximal team and individual performance, as well as athlete satisfaction, would be the result of coaching behavior that is appropriate for the sport environment and consistent with the needs and desires of

the individual athletes. Additionally, the final element of Chelladurai's model implies that a reciprocal relationship exists between coaching behavior and athlete satisfaction and performance, such that the coaches' actual behavior is heavily influenced by athlete satisfaction and successful performances.

Chelladurai's model (1990) further provides a framework for understanding the factors that affect and determine leader behavior. Chelladurai suggests that the behaviors of the leader (required, actual, or preferred) are influenced by three main characteristics. Characteristics of the situation, the leader, and the members are considered antecedents to these three facets of leader behavior, and the demands and constraints created by situational characteristics require that the leader behave in certain ways. Additionally, characteristics of the group (gender, age, ability) influence required behavior, and the congruence between the required, actual, and preferred leadership behavior determines the level of performance and satisfaction. For instance, athlete's preferred, as well as required behavior of leadership is influenced by situational characteristics such as team norms. Athlete's preferred leadership style, as well as required leader behavior, are also influenced by an athlete's own

characteristics such as age, skill and gender. In addition, these athlete characteristics, as well as the characteristics of the coach, all influence the actual behavior exhibited by the coach, and in turn, may affect the performance and satisfaction of individual athletes and the team as a whole (Chelladurai, 1990).

In the decade following publication of Chelladurai's model (1990), a considerable amount of research was conducted to test the links hypothesized in the model. The results have been reviewed by others (Horn, 2002), and in general, concluded that the research provides support for a number of the hypothesized links. All three aspects of leader behavior have been shown to affect some of the variability in the positive outcomes of athlete performance and satisfaction. Additionally, support for the congruence (i.e., hypothesis that the degree to which the three aspects of leadership behavior are congruent will positively affect the outcome variables of athlete performance and satisfaction) hypothesis exists.

Status Ranking

Status refers to the amount of prestige possessed by or accorded to an individual by teammates and coaches through virtue of their standing within the team (Jacob & Carron, 1994). When members of a group come together and

begin to interact, differences among them become evident where not all teammates possess the same attributes to the same degree. Status exists because people hold different beliefs, perceptions, and evaluations about the importance of various attributes. Consequently, individuals who possess more attributes are often accorded higher status, and perceptions of greater status influence not only the success of the individual, but also the dynamics of the group. It must be noted, however, that the emergence of status is based on the evaluation of attributes considered salient to a particular context, and thus, the importance associated with various attributes differ based upon the situation or group (Berger, Fisek, Norman, & Zelditch, 1977; Berger, Norman, Balkwell, & Smith, 1992).

A wide variety of personal attributes have been identified as potential contributors to the status of individual group members (Jacob & Carron, 1998), including: age, experience, role, performance/skill/ability, education, position, occupation, social class, language, place of residence, income, marital status, ethnic background, parent's occupation, parent's income, parent's education, and religion. Marshall (1963) divided these attributes into two categories: 1) ascribed and 2) achieved. Achieved attributes are those sources of status

that require some effort to attain, such as performance/skill/ability, while ascribed sources are those possessed by individuals independent of personal effort, such as age.

In sport psychology research, attributes identified in society generally are present in sport (Hasbrook, 1986). Within a sport team, experience, role (i.e., team captain), performance (skill/ability), and position on the team are directly related to the sport task, and the overall status of individual athletes, referred to as status ranking, is based on a combination of these attributes. Research studying both micro and macro groups has shown that differences in status ranks create varying expectations for the behavior of individuals (Goodman & Gareis, 1993), and influence the amount of interaction among group members. Additionally, individuals who have a higher status rank are perceived to initiate more interactions, and their ideas are more readily accepted by other group members (Martinez, 1989; Zimmer & Sheposh, 1975).

A strong relationship between the average amount of individual ability present in a team and team effectiveness exists. Spense (1980) found that average player ability strongly correlated with team performance (.78). These findings were supported by Widmeyer and Loy (1989) in their

study of tennis doubles teams (.77). Previous research supports the notion that coaches should select athletes based on ability first. As Diane Gill (1984) suggested:

Perhaps the most basic finding is that research supports our common belief in the general ability-group performance relationship; the best individuals make the best team. No evidence suggests any reason for selecting any but the most skilled or capable individual performers (p. 325).

However, team effectiveness can just as easily be influenced by discrepancies in team members' perceptions about where they lie in the status hierarchy relative to where they perceive they belong. Previous research has shown that a lack of consensus on status ranking within the team contributes to conflicting expectations, feelings of injustice, and discomfort (Bacharach, Bamberger, & Mundell, 1993; Zimmerman, 1985). What does this mean for the athlete who is perceived by teammates and coaches as lacking sport specific attributes, such as physical skill? How are an individual's achievement goals related to status ranking? How is friendship quality related to status ranking?

Friendship Quality

Research investigating possible differences in youth social development in relation to gender has been controversial. Previous research from Wood and Sachs (under review) showed that friends were not a significant factor

for participation in soccer for either gender. Similar findings were found by McDonough and Crocker (2005), who showed that friendship quality had a weak relationship with both self-worth and sport commitment in young adolescents. Weiss, Smith, and Theeboom (1996) have shown no significant differences in social benefits between boys and girls. Similarly, peers played a positive function in supporting continued involvement in talent activities (sport and the arts) for both girls and boys (Patrick et al., 1999), and athletes aged 12-15 years who perceived more positive friendships in physical activity reported increased participation motivation (Smith, 1999).

Just as several researchers have found no gender differences in the role of friendship quality in sport, others have shown otherwise. Thomas and Daubman (2001) found that females rate their friendships as stronger, and more interpersonally rewarding, than boys. More specifically, gender differences in the value placed on varying friendship qualities have been noted. Female friendships reflect increased levels of and greater value placed on intimacy than males (Buhrmester & Furman, 1987), as well as other friendship qualities including affection, companionship, and instrumental support (Lempers & Clark-Lempers, 1993). In a study conducted by Coakley and White

(1992), gender influenced the role of peers in motives for sport involvement within British adolescents. In their research, female athletes were more likely to talk with the interviewer about the level of social support they received from their teammates as an important motive for not only their sport participation, but also for their persistence in continuing to play that sport.

Supporting these findings, Allen (2003) showed that friends are a strong predictor for participation in sport activities for females, and Patrick et al. (1999) showed that females more often mentioned social dissatisfaction as a significant contributor to decreased involvement or withdrawal in their respective sport. Further, research by Weiss and Smith (2002) discussed differences in the context of peer relationships between male and female youth sport teams. Based on the findings of this study, males rated conflict as characteristic of their best friendships on the team, whereas females did not. Accordingly, it was suggested that as long as intense competition was balanced with cooperative efforts to achieve common goals, discord and opposition was not seen as threatening to relationships made. The results from their study suggest there is a possibility of gender differences in intense athlete conflicts, which may persuade females, but not males, to

withdraw from sport to avoid conflicts with friends. Similarly, findings derived from research studying Canadian pre-adolescents (10-12 years old) found that team sport environments, which repress friendship intimacy, correlated negatively (Zarbatany, McDougall, & Hymel, 2002) with same-sex friendships. These findings illustrate that team sports are competitive and often do not promote close friendships and may help support the notion that many young female athletes withdraw when they perceive themselves as having less than adequate friendships.

Recent research in sport sociology has further questioned the quality of experience for female athletes and whether it suits their relationship and emotional needs (Cohen, 2001), while adolescent researchers have suggested that friendship qualities, such as intimacy, between friends may take a different form between males and females rather than being present to a lesser degree in the friendships characteristic of males. Specifically, it may be possible that male adolescents show intimacy through actions rather than through interpersonal disclosure of feelings (Buhrmester & Furman, 1987).

Just as it is important to examine gender differences, variance in friendship quality and the association with sport participation patterns may be attributed to

developmental, or age-related differences as well. Friendships children form are essential to their emotional and psychological adjustment (Hartup, 1996). Specifically, during the adolescent years, friendships play an important role in adolescent's identity development. Past research has found that as children reach adolescence, their social interactions become increasingly complex as a result of advances in their abilities to appreciate other individuals' thoughts and emotions (Selman & Schultz, 1990).

Furthermore, as children age, the factors associated with friendship formation and maintenance vary with age, as well as the meaning and importance of their friendships. Newcomb and Bagwell (1995) contend a key cognitive developmental marker occurs around the age of 12 years of age. Children under the age of 12 typically value overt qualities of friendship such as similar activity characteristics, and physical characteristics, while adolescents describe psychological characteristics such as self-esteem enhancement and emotional support.

What then, does this mean for the athlete who is unsuccessful in developing positive friendships with his or her teammates, and how do age and gender moderate this process? What kind of attitudes do these athletes develop

about sport when they cannot establish positive friendships with their teammates?

Summary

To date, no research has examined how the interaction among status rank, coaching behaviors, achievement goals and friendship quality relate to participation in competitive youth sport. The influence of each has been studied separately in the investigation of team cohesion and motivation, but researchers have yet to look at their combined effects. Recent research (Ullrich-French & Smith, 2006), has noted the importance of understanding the combined effects of social relationships, specifically among parents and peers, to youth athlete's motivational processes in sport. As competition increases, however, coaches play a larger, and more consistent role in youth athlete's development and, thus, it may be more important to understand the combined effects of the relationships youth athletes develop with their coaches and peers on their motivational processes in sport.

Achievement Goal Theory poses that when individuals assess their own ability through a task orientation they will experience increased levels of intrinsic motivation and show longer persistence to that specific task. The theoretical framework of Achievement Goal Theory also

stresses that the social climate of a team influences individual goal orientations, such that task oriented climates are associated with task goals while outcome oriented climates are associated with outcome goals. The present study was grounded in the assumption that outcome oriented motivational climates will foster increased peer comparison and outcome oriented goals, as well as an increase in the status rank discrepancy, lower friendship quality among teammates, and a higher percentage of athletes that switch teams.

The theoretical framework of Nicholls' Achievement Goal Theory and Chelladurai's Multidimensional Model of Leadership may offer additional insight about how specific aspects of team cohesion ultimately affect participation motivation in youth sport athletes. Specifically, Nicholls (1984) contends that an individual's achievement goals, perceived ability, and achievement behavior interact to determine his or her motivation. Additionally, the motivational climate of the team strongly influences this interaction which, in most competitive environments, is determined by the coach. Also, Chelladurai's (1993) Multidimensional Model of Leadership contends that leadership is an interactional process where leader

effectiveness is contingent on situational characteristics between the leader and team members.

In order to assess whether the combined effects of the coach-athlete and athlete-athlete relationship influence participation patterns in competitive youth soccer, athletes were asked to complete questionnaires designed specifically to investigate aspects of Nicholls' Achievement theoretical framework, as well as Chelladurai's Multidimensional Model of Leadership. Additionally, several interview questions pertaining to specific aspects of coaching behavior, motivational climate and goal orientation, and friendship quality have been developed to examine whether age, gender, and competitive level moderate differences in participation. This insight may lead to possible intervention strategies coaches can utilize in relating to the social needs of competitive youth soccer athletes and their participation.

CHAPTER 3

METHODS

Considerable research has been conducted within the realm of youth sport, specifically participation motives of young athletes. However, research examining differing participation patterns, such as withdrawing from one team to join another but remain competitive in the same sport (i.e., switching teams), have yet to be examined. The purpose of this study was to examine independent and combined effects of specific aspects of the coach-athlete and athlete-athlete relationships on participation in competitive youth soccer. Specifically, the purpose was to examine the relationship among status rank, achievement goals, coaching behaviors, and friendship quality to participation in competitive youth soccer. A secondary purpose was to investigate how these effects may or may not vary based upon age, gender, and competitive level.

This section discusses in detail the methods used for analyzing the influence of independent, as well as the combined effects, of status rank, coaching style, achievement goals, and friendship quality to participation

patterns of competitive youth soccer athletes. To begin, a description of the participants was outlined, followed by an explanation for their inclusion in the process of writing this paper. The data collection procedures were then outlined, followed by a discussion of the methods used for data interpretation.

Research Design and Rationale

The methodology utilized for this study included both quantitative and qualitative research techniques. Before discussing in detail the quantitative and qualitative research methods employed throughout this study, it was necessary to explain the role both quantitative and qualitative research techniques play in exploring the experiences of youth soccer athletes in this sport environment. Many previous studies that have explored the youth sport experience have utilized questionnaires or inventories to explain athlete's feelings about specific topics such as participation motives, coaching behaviors, and friendship quality. While the use of inventories has given researchers answers to such questions, the reasoning behind those responses remains vaguely understood. By employing qualitative methods in addition to quantitative techniques, the researcher can better understand individual experiences.

In the case of this study, the use of qualitative research allowed for full understanding of the experiences of youth soccer athletes who had withdrawn from one team to pursue another within the past 12 months while comparing those experiences to those of athletes who have yet to change teams. Without utilizing qualitative methods, the researcher would have been satisfied with knowing that some youth do withdraw from one competitive experience to pursue another, but would not have understood their reasoning to do so, or how their past sport experiences were influenced by their social relationships. Qualitative research seeks answers to questions that stress how an individual's social experience is created and given meaning (Patton, 1990). Qualitative research methods provided additional interpretation of quantitative results.

The semi-structured interview format used for this study allowed each participant to provide a description of his/her sport experience (Patton, 1990). Questions were developed so that youth would explain their current sport experience in terms of how they perceived their coach made team decisions, the motivational climate created within the team, the quality of their friendships with teammates, and whether they perceived their coach thought they were important contributors to their team's success. As

discussed in Chapter 2, youth, especially around the ages of 10-14 years of age, focus primarily on peer acceptance and social comparison processes to develop their sense of self-worth. It was also noted in Chapter 2 that significant socializing agents such as coaches and peers are highly influential throughout this process. Further, it was noted (Horn & Weiss, 1992) that both coaches and peers do influence youth's sense of physical competence and motivational processes in sport, but the influence of coaches decreases over time as peer influence increases throughout adolescence. It was also noted that between the ages of 10 to 14 a developmental pattern for an evaluative preference develops where youth increasingly rely on feedback from their peers, and engage in direct comparison of their abilities.

Participants

In order to fully understand how the combined effects of the relationships youth athletes develop with their coaches and teammates influence motivational processes in sport, youth athletes need to be provided the opportunity to share their experiences. It was the goal of the researcher to identify and interview individuals who currently play for one team and who withdrew from another team and interview them on their experiences, then compare

their interview responses to those of athletes from their own age that have yet to change teams. The reasoning for targeting these individuals was that they had specific motives for quitting one team and continuing with the other; thus, a difference exists between the two experiences. The intent was to identify the difference and develop an intervention process to combat youth soccer withdrawal motives.

One goal for this study was to obtain quantitative data from 16 youth soccer teams from the Greater Seattle Metropolitan Area. Eight of the 16 teams were female, while the other eight teams were male. Teams from two competitive levels per age group were included; thus, 2 male and 2 female teams from the U-13 (under 13), 2 male and 2 female teams from the U-14 (under 14), 2 male and 2 female teams from the U-15 (under 15), and 2 male and 2 female teams from the U-16 (under 16) age group were selected to participate. Data were obtained from all 16 teams.

A second goal was to identify athletes who have stopped playing for one team, and interview each on their reasoning for that decision, then compare their interview responses to an equal number of athletes from their age group that have not switched teams. The specified number of interviews was not pre-determined; however, interviews

continued until the researcher reached saturation, or similar responses and common themes emerged between the two interview participant groups (Glesne, 1999). The final number of interview participants totaled 24. Interview participants were randomly selected based on the following guidelines: one male and one female were selected for interviews from each age group and competitive level. For instance, the first interview participant group included one male and female from the U13 select and premier levels, one male and female from the U14 select and premier levels, one male and female from the U15 select and premier levels, and one male and female from the U16 select and premier levels. The researcher continued to select interview participants based upon the following guidelines until saturation in responses was reached. Of the interview participant pool, 13 were female and 11 were male athletes, 13 were from the early adolescent age group (aged 12-13), while 11 were from the middle adolescent age group (aged 14-15), and 15 played at the select competitive level, while 9 played at the premier competitive level (see Table 1). The reasoning for interviewing athletes of each gender, age, and competitive level was to equally explore these developmental differences regarding their sport

experiences. Interviews were conducted until common responses and themes were observed.

Table 1. *Demographic Information of Interview Participants*

Gender	Code Name	Age	Competitive Level	Switched Teams	Reason
Male	T.J.	U13	Select	Yes	Coach
Male	Jake	U13	Select	No	
Male	Kyle	U13	Premier	No	
Female	Nicole	U13	Select	Yes	Teammates
Female	Ali	U13	Select	No	
Female	Kate	U13	Premier	No	
Female	Jill	U14	Select	Yes	Other Interests
Female	Molly	U14	Select	No	
Male	Ben	U14	Select	No	
Male	Jeff	U14	Select	Yes	Coach
Female	Carly	U14	Premier	No	
Male	Josh	U14	Premier	Yes	Coach
Male	Chris	U14	Premier	No	
Male	Dan	U15	Select	Yes	Other Interests
Female	Erica	U15	Select	No	
Male	Kevin	U15	Select	No	
Female	Andrea	U15	Premier	Yes	Boredom
Female	Nikki	U15	Select	Yes	Coach
Female	Lacee	U15	Premier	No	
Female	Yelena	U16	Select	Yes	Other Interests
Female	Haley	U16	Select	No	
Male	Tyler	U16	Select	No	
Female	Jenna	U16	Premier	No	
Male	Matt	U16	Premier	No	

Procedures of the Study

Bracketing Interview

Prior to the first interview, a bracketing interview was conducted with the assistance of a peer graduate student. The bracketing interview served several purposes. First, it enabled the researcher to see where questions could be answered with yes/no responses, rather than open-ended questions, which elicit detailed responses. Second, it was apparent when questions needed to be rearranged to increase the natural flow throughout the interview. Third, the researcher was able to identify leading questions in her interview guide.

Following this bracketing interview, questions were reworded and rearranged in an attempt to produce a succinct interview guide that could be easily understood by youth ranging in age from 12-15 years. Furthermore, the interview guide was reworded in order to increase comfortableness, trustworthiness, and rapport with youth participants. The bias statement was written immediately following the bracketing interview in order to identify any biases that may have affected the interview process.

Bias Statement

I am a 27-year old physically active female adult. First, soccer has been and continues to be a huge part of

my life. I have played soccer for over 18 years, 11 years at a competitive youth level and 3 years at the collegiate level. I have coached youth soccer for 6 years and am interested in implementing intervention strategies into my own coaching philosophy to help reduce the problems associated with the negative social influences of sport and youth withdrawal. Thus, it is important for my own needs as a coach to understand how relationships athletes form with coaches as well as among their teammates affect youth's social development and motivational processes in sport.

Second, I was a competitive female athlete for the majority of my life and, specifically, a competitive soccer player. Being an athlete for the majority of my life, it is my understanding that gender, age, and competitive level influence the coaching style athletes prefer. Additionally, the coaching style displayed by the coach influences the social, as well as the motivational climate, of the team. Female athletes prefer democratic and participatory coaching that allows them to help make decisions, while males prefer training and instructive behaviors and an autocratic style (Horn, 2002). I have witnessed displays of often confrontational, autocratic coaching behaviors among male athletic teams and the athletes respond positively and, in some cases, perform better than expected. In such

witnessed instances, those teams compiled winning records and there was no indication that the athletes were not good friends. Conversely, my first competitive team was coached using a highly instructive, autocratic coaching style, and the difference was high attrition and a negative social climate. In the case that I interview a female athlete who discusses a situation similar to my own experience, it may be difficult to remain unbiased without leading her into thinking a specific way about her situation. In such instances, probes were used to elicit detailed responses and prevent against premature conclusions.

Age influences preferred coaching style as well. As athletes mature athletically with age, they increasingly prefer coaches who are more autocratic and socially supportive (Weinberg & Gould, 2007). Older athletes are more serious about their sport and want a coach who is highly organized with training and instruction. As I aged and my physical skills developed through maturity, my preference for coaching behaviors changed as well. My four years of high school soccer were frustrating because my coach was too democratic with decision making and lacked instructive behaviors. The social climate was sufficient, but when a coach depends on 15 to 18 year olds to make decisions on training, it is unlikely that the training

would include instructive drills that were designed to promote higher skill development and the result again included high levels of attrition and low motivation. In the case that I interview an athlete who discusses a situation similar to my own experience, it may be difficult to remain unbiased without leading them into thinking about their situation similar to how I evaluated my own. In such instances, a limited use of probes was used to allow participants adequate time to explain their experience as a competitive youth soccer athlete.

Further, youth soccer has grown in popularity in the past decade. The nature of the sport has become one of the most competitive and pressure-filled sporting environments for youth athletes. I have personally experienced the competitive nature and pressure youth soccer athletes, as well as coaches, face. Therefore, it will be easy for me to sympathize with athletes who feel overwhelmed and conclude with biased assumptions about coaching behaviors based on my own prior experiences and resolutions. I have played for coaches who pressure athletes to compete with one another for playing time, superiority, and the "betterment" of the team. This sense of competition between teammates conflicts with establishing supportive relationships within the team and creates a hostile environment for all athletes

involved. One year I played on a team that lost half of the team during the regional tournament because players could no longer appreciate the coaching style and were upset by the amount of animosity among teammates. My last competitive year of youth soccer, I had two close friends quit soccer altogether because their teams had become so competitive they had very few friends left on their teams, and playing became a chore rather than a fun, learning experience. I can personally relate to the sources of pressure competitive youth soccer athletes may feel, and I understand the dilemma they face in trying to please several individuals while satisfying their own standards for participation. Due to my own experiences as a competitive youth athlete, it is possible for me to use leading questions during the interviews to create environmental situations that are not accurate. Also, it is possible that I have made a priori conclusions about the nature of coaching strategies and am unwilling to listen to participant responses. In such instances, participant responses were paraphrased and checked for accuracy.

Fourth, I have extensive knowledge youth give for participation motives and understand that social affiliation and coaching have been named as top reasons for both participation and withdrawal by athletes in several

studies. Current research addresses the influence social affiliation has on motives for both participation and motivation, but also the effect friendships in sport have on social development. I realize that limited knowledge exists regarding the combined effects of coach-athlete and athlete-athlete relationships on social development and motivation processes in youth sport and this is problematic.

Being a 27-year old female, it was not long ago that I experienced pressure to fit in with other individuals my own age. When I was between the ages of 13 and 16 I remember my own feelings of insecurity when trying to make new friends for every new team I joined. There were instances where I had to compete with my new teammates and demonstrate physical competence in order to gain social acceptance. On one team, animosity was created and a pattern for "showing each other up" developed, which the coach helped facilitate. As a result, our team was highly skilled and went undefeated, but a negative social climate developed. As a consequence, it may be difficult for me to avoid transferring my own feelings about a similar situation a participant discusses with me. I may find myself constructing irrational conclusions about that athlete's experience resulting from emotions to my own,

very similar experience. As explained before, to combat this potential problem, participant responses were paraphrased and checked for accuracy.

Past research has also studied the realm of youth sport by asking significant adults to explain their reasoning for youth sport issues such as participation, group dynamics, and withdrawal motives. I find this problematic. How can we help youth athletes effectively when we are unwilling to use proper measures to examine their experience? I feel that many researchers come to conclusions based on their assumptions about youth athletes without asking them what their experience actually is. I feel strongly that researchers are committing a disservice to these athletes and, as a result, it may be difficult for me to not read further into responses youth soccer athletes give. I want so much for these athletes' stories to be heard that I may inflate their experience without realizing that I have changed the meaning of what they discuss. To combat this potential problem, interview participants were asked to check transcripts for accuracy.

Last, I hold functionalist beliefs about sport involvement and feel that every child should have the opportunity to play, have fun, and develop positive experiences through relationships with their coaches and

friendships with their teammates. I believe that sports help develop character and enhance socialization through group interaction. Due to my functionalist beliefs about sport, it displeases me to see youth drop out because they not only lose an opportunity to have fun, but also to develop other aspects of their character. By understanding the benefits sport gives children, I am determined to develop ways to enhance the youth experience. Growing up, I have witnessed the lasting effects peers have on individuals, specifically some of my closest friends. If individuals are ridiculed and feel they have no friends for support, social development is hindered and their sense of self-worth is decreased. Sport greatly influences social development, and when individuals are no longer involved, the consequences of positive or negative socialization processes continue to affect them. It is important that coaches create a positive socializing environment where athletes learn to support and understand everyone so that each child has the opportunity to improve his/her own skills and, ultimately, positively build his/her sense of self-worth. Through this paper, it is my intent to gain knowledge about the combined effects of the coach-athlete and athlete-athlete relationships to participation motivation in youth soccer. Specifically, the relationship

between status rank, achievement goals, and coaching style to friendship quality and participation in competitive youth soccer were examined. Further, I understand that certain attributes, such as age, gender, and competitive level affect status, and thus, this relationship was investigated as well.

Instrumentation

Instruments utilized for this study included a modified version of the Sport Friendship Quality Scale (See Appendix C) specific to the sport of soccer, the Perceived Motivational Climate in Sport Questionnaire-2 (See Appendix D), the Leadership Scale for Sports Questionnaire (See Appendix E), and a status/skill ranking assessment (See Appendix G for the coach version, Appendix H for the athlete version).

The Sport Friendship Quality Scale (SFQS) (Weiss & Smith, 2002) was chosen because it examined several components of friendship quality, demonstrated good psychometric qualities (test-retest, $r = .84 - .91$) for each of the six sport friendship quality dimensions, used soccer specific questions and was designed for youth athletes to easily understand. The end product from validation studies was a 22 item, 6-subscale questionnaire

that demonstrated good validity and reliability characteristics.

The Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2) (Newton & Duda, 1997) was chosen because it was designed to examine both task-involving and ego-involving climates within the sport context, is applicable to various age groups including adolescent populations, and has demonstrated good reliability ($r = .77 - .93$) and validity. The Perceived Motivational Climate in Sport Questionnaire-2 was designed as a revision from the PMCSQ-1. Ames (1992a) suggested that task-involving as well as ego-involving environments are a composite of a number of dimensions such as the basis and type of evaluation, the amount of social comparison present, the nature and source of rewards, and the ways in which those in the context are expected to work with and regard each other. The PMCSQ-2 was developed in two stages. In the first stage, an initial pool of 300 items was designed to emphasize the following eight subscales: 1) emphasis on effort, 2) skill improvement as an integral element of team atmosphere, 3) perceived contributing role for each team member, 4) mistakes are viewed as part of the learning process, 5) cooperation/cohesiveness is reinforced among players, 6) intra-team rivalry, 7) reinforcement based on high ability,

and 8) view that mistakes are punished. Sixty-three items were retained, then further reduced to 30 items in the second stage.

The Leadership Scale for Sports (LSS) (Chelladurai & Saleh, 1980) was chosen because it was designed to examine various aspects of perceived and preferred leader behavior including: 1) training and instruction, 2) democratic behavior, 3) autocratic behavior, 4) social support, and 5) positive feedback/rewarding behavior, and has demonstrated good reliability ($r = .71 - .82$) as well as validity.

In order to assess the validity and reliability of the Leadership Scale for Sports, Chelladurai and Saleh (1978) performed two studies representing two stages of development. The first stage resulted in the development of the five dimensions reported as most meaningful including: training, autocratic, democratic, social support, and rewarding behaviors. It was noted from the first stage that none of the items in the original item pool referred to the coaching behavior of teaching skills and strategies; thus, seven items reflecting this behavior were added in the second stage and six more social support items were included to capture the leader's interpersonal orientation.

The end product from validation studies was a 40 item, 5-dimension questionnaire that demonstrated good validity and reliability characteristics.

The status ranking system was designed specifically for the present research study, and asks coaches from each team to rank order athletes from 1 being the *best* to 16 being the *worst* skilled athlete on their team. In order to rank order athletes, coaches were given a modified version of the Washington State Youth Soccer Association (WSYSA) assessment sheet (See Appendix F) used in the Olympic Development Program (ODP), a national developmental program, to rank order athletes based on "overall" skill. The ODP assessment sheet contains soccer specific physical and psychological skills deemed essential, but independent of positional skills, to play successfully at the highest age-appropriate level. In order to assess for the presence of status rank discrepancy, individual athletes were asked to rank themselves in comparison to their teammates using the same status/skill rank assessment as their coaches. Individual athletes were not asked to rank order their teammates, they were only asked to rank themselves between 1 and 16 on their respective teams for the six individual skill categories, then the same "overall" rank listed in the coaches version (modified from Jacob & Carron, 1998).

Interview

The interview approach utilized for this study was the semi-structured approach outlined by Patton (1990). The semi-structured interview approach consists of a list of pre-written questions and probes that are decided upon before the time of the interview, but a specific order for asking the questions has yet to be determined (Patton, 1990).

The participants were interviewed individually in person. Interviews were conducted at each participant's team practice field, and conducted either before or immediately following practice. The reasoning for the time and selection mentioned above was to reduce inconvenience of traveling to a separate location for participants and their parents. Prior to questioning, each participant was ensured that his or her individual answers would be confidential, as only group responses would be aggregated. In cases of individual quotes, athletes were informed that code names would be assigned to avoid identification. Participants were also informed of the use of audio recording and gave consent. Audio recording was used only for the purpose of proper transcription of responses. Audiotapes were locked in a file in the researcher's office to prevent other people from listening to individual

conversations until all selected soccer players finished interviews, then transferred to a separate, locked file cabinet where only the researcher knew the location.

Each participant was asked to respond freely to questions based on experiences from his or her present athletic involvement (See Appendix I). Note taking strategies were used during each interview to increase validity of data interpretations.

Each participant was asked the same question to begin; then probes such as "explain further" were used to clarify responses and ensure understanding of responses. Each participant determined the duration of the interview by how he or she responded to questioning. Each interview lasted approximately the same duration, however, ranging in length from 12 to 15 minutes. An exact order for asking questions was not decided on before the interviews, but participants' responses dictated the flow of the interview.

Data Collection

Following completion of the pilot study, bracketing interview and bias statement, methods for obtaining data began. The Washington State Youth Soccer Association (WSYSA) Board of Directors was contacted to obtain permission to solicit coaches, athletes, and their parents for participation. Permission was granted by the Director

of Club Development, and coaches, parents, and athletes from all 16 teams were contacted for the present study.

Quantitative research techniques were first utilized. First, the researcher arranged times to meet with each of the 16 teams in order to introduce herself to the parents, explain the purpose and procedures of the research, and obtain parental consent (See Appendix A). Each team consisted of 16 athletes. The majority of parents provided consent for their children to participate (230 of 256 total). Following parental consent, athletes were sent an e-mail link and directed to the research website. The research website included an assent form (See Appendix B), and the four online questionnaires. Assent was obtained from each of the 172 participants. The researcher was able to obtain a 75% response rate from the initial participant pool. Obtaining data from youth participants was more difficult than expected, however. The researcher sent several unanticipated phone calls and e-mails to the club director as well as individual coaches to encourage athletes to complete the online surveys. The significance of having direct contact with the club director must be noted. The response rate of the current study could not have been obtained without the help and persistence of the

club director in encouraging coaches and athletes to complete each of the online surveys.

The researcher designed the website used for the present study through Survey Monkey, a generic, but secure, website where researchers pay a monthly fee to create online questionnaires, participants log in securely and complete the questionnaires, then results are compiled and formatted to transfer into an Excel or SPSS format for statistical analysis. Once assent was obtained, athletes were instructed to complete and electronically submit each of the questionnaires. After all questionnaires were completed, data were compiled and analyzed using SPSS statistical software, a small participant pool was asked for follow up interviews. The participant pool was randomly selected and served as a representative pool from the larger participant population including participants who previously withdrew from one team to join another, as well as athletes who have not changed teams. Both the parental consent and participant assent forms explained that some individuals would be asked for follow-up interviews. All athletes who were asked for follow up interviews agreed to participate.

Following completion of quantitative research methods, qualitative research techniques were used. The purpose of

these interviews was to gain additional knowledge of how leadership style, achievement goal orientation, friendship quality, and participation were related. Once individuals were identified for interviews, they were asked for their participation in a follow up interview.

Immediately after each interview, the tapes were checked to ensure proper recording. Furthermore, the date, time, and observations about verbal reactions to questions were noted (Patton, 1990). The interview responses were transcribed verbatim. Each interview was conducted and marked with an identification name, P1 = T.J., P2 = Jake, P3 = Kyle, P4 = Nicole, P5 = Ali, P6 = Kate, P7 = Jill, P8 = Molly, P9 = Ben, P10 = Jeff, P11 = Carly, P12 = Josh, P13 = Chris, P14 = Dan, P15 = Erica, P16 = Kevin, P17 = Andrea, P18 = Nikki, P19 = Lacey, P20 = Yelena, P21 = Haley, P22 = Tyler, P23 = Jenna, or P24 = Matt (see Appendix K). All tapes from the interviewing process were kept in a secure file for purposes of confidentiality. All responses, including questionnaires and interviews, were documented and an accurate interpretation of their experience is discussed in Chapter 4.

Data Analysis

Both quantitative and qualitative research methods were used for data collection. To begin, data gained

through quantitative techniques were analyzed by descriptive statistics.

The system of coding and tagging described by Cote, Salmela, Baria, and Russell (1993) was utilized throughout the process of analysis. The researcher, along with a fellow graduate student, reviewed the transcripts. During the process of data analysis, data were first coded by open coding, which is the process of assigning each transcript line a code word that describes the meaning of that particular line. Upon completion of open coding, the data were analyzed following axial coding, which is the process of organizing code words to fit into broader categories with other similar code words (Glesne, 1999). Further, coding began through a case analysis system and then a cross case analysis (Patton, 1990). After completion of open and axial coding, the researcher, and a fellow graduate student, met again to discuss categories and agree on common themes. Descriptive quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical analyses were utilized to assess the specific research questions of the current study. In order to assess how each of the specific independent variables (i.e., gender, age, competitive level, and status rank) chi-square analyses were conducted.

To assess how achievement goal orientation, coaching behavior and friendship quality relate to participation, three MANOVAs were completed. To assess how the combined effects of status rank, achievement goals, coaching behavior, and friendship quality on participation differ when age, gender, and competitive level were added as covariates, a binary logistical regression was conducted.

Selected participants were asked to participate in in-depth interviews. Inductive analysis was chosen as the method for analyzing the interview data (Patton, 1990). Data were recorded through the process of note taking and audiotape recording following interviews. Continuous analysis and re-organization of the data were completed to develop proper evidence for interpretations.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to examine independent and combined effects of specific aspects of the coach-athlete and athlete-athlete relationship on participation in competitive youth soccer. Specifically, the purpose of this study was to examine the relationship among status rank, achievement goals, coaching behaviors and friendship quality to participation in competitive youth soccer. A secondary purpose was to investigate how these effects may or may not vary based upon age, gender, and competitive level.

The research questions of this study examined the extent to which combined and independent effects of coach-athlete and athlete-athlete relationships relate to participation in competitive youth soccer, and whether gender, age, and competitive level influence this relationship.

The data analyses reflect the dual approach to this study, which includes both quantitative and qualitative approaches. This chapter describes the statistical

analyses performed to examine the research questions of the current study. Descriptive statistics were run on participant demographic data, while chi-square, MANOVA, and multiple regression analyses were run to examine the effects of achievement goal orientation, coaching behavior, friendship quality, and status rank on participation (see Tables 2 through 18). Inductive content analysis was chosen as the means to qualitatively analyze in-depth interview data. Quantitative results are presented first, followed by qualitative results with discussion for research questions 1 through 6, concluding with a general discussion.

Quantitative Statistics

Demographic Description of the Participants

The 172 participant sample included 52 13-year olds (30%), 44 14-year olds (26%), 41 15-year olds (24%), and 35 16-year olds (20%). Of the original 172 participant sample, 86 (50%) were female and 86 (50%) were male. One hundred (58%) played at the select competitive level, while the other 72 (42%) played at the premier competitive level. Thirty (17.4%) indicated they switched teams within the past 12 months. Of the 30 athletes who switched teams within the past 12 months, 2 switched from premier to select level teams, 17 switched from select to premier

level teams, 8 switched from one select to another select level team, and 3 switched from one premier to another premier level team.

Results

To evaluate research question #1, which examined whether youth soccer players from one specific gender, age, or competitive level more likely to switch teams, chi-square analyses were conducted. Chi-square results revealed significant independent effects of gender, age, and competitive level. Significant differences in participation based on gender were found $X^2(1, N = 172) = 10.34, p \leq .05$, with females accounting for 77% of athletes who switched teams; significant age differences in participation were found $X^2(3, N = 172) = 10.04, p \leq .05$, with 13 and 14-year olds accounting for 74% of athletes who switched teams; and significant differences in participation were found based upon competitive level $X^2(1, N = 172) = 9.48, p \leq .05$, with select level athletes accounting for 83% of athletes who switched teams within the past 12 months. Tables 3, 5, and 7 show chi-square results.

Table 2. *Descriptive Statistics of Participants' Gender.*

Switch Teams	Male	Female	Total
No	79	63	142
% Within Category	56%	44%	100%
Yes	7	23	30
% Within Category	23%	77%	100%
Total Population	86	86	172
% Within	50%	50%	100%

Table 3. *Gender Differences in Participation.*

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-square	10.34	1	.001*

*p < .05

Table 4. *Descriptive Statistics of Participants' Age.*

Switch Teams	U13	U14	U15	U16	Total
No	44	30	35	33	142
% Within Category	31%	21%	25%	23%	100%
Yes	8	14	6	2	30
% Within Category	27%	47%	20%	7%	100%
Total Population	52	44	41	35	172
% Within	30%	26%	24%	20%	100%

Table 5. *Age Differences in Participation.*

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-square	10.04	3	.018*

*p < .05

Table 6. *Descriptive Statistics of Participants' Competitive Level.*

Switch Teams	Select	Premier	Total
No	75	67	142
% Within Category	53%	47%	100%
Yes	25	5	30
% Within Category	83%	17%	100%
Total Population	86	86	172
% Within	58%	42%	100%

Table 7. *Competitive Level Differences in Participation.*

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-square	9.48	1	.002*

*p < .05

To evaluate research question #2, which examined whether participation differs based on status rank, a t-test was conducted examining the relationship between status rank and participation. The t-test results revealed a significant difference $t(171) = -4.32$, $p \leq .05$ in participation based on status rank, where athletes whose

soccer skills were ranked higher ($M = 5.87$, $SD = 3.70$) by their coaches were significantly less likely than those whose soccer skills were ranked lower ($M = 9.03$, $SD = 3.4$) to have switched teams within the past 12 months. Table 8 shows descriptive statistics.

Table 8. *Descriptive Statistics of Status Ranks.*

Switch Teams	N	Mean Status Rank Score (1 = best, 16 = worst)	Std. Deviation
No	142	5.87	3.7
Yes	30	9.03	3.4

Following chi-square analyses, it was found that significant differences in participation exist based upon the independent effects of gender, age, and competitive level. Based upon significant independent effects, a multiple regression was conducted to examine possible interaction effects. The multiple regression analysis revealed that significant interaction effects among status rank, gender, and competitive level do exist (see Table 9). The multiple R ($R = .423$) indicates that a positive correlation exists between status rank, gender, and competitive level, but the obtained value for R^2 ($R^2 = .160$) shows that only 16% of the variance found in participation can be accounted for by this interaction. Table 9 shows

multiple regression results. Table 10 shows the significance level of individual predictors.

Table 9. *Participation Differences and Interaction Effects Among Gender, Age, Competitive Level and Status Rank.*

Model	df	SS	MS	F	Sig.
Regression	4	4.43	1.11	9.08	.000*
Residual	167	20.34	.12		
Total	171	24.77			

*p < .05

- a. Predictors: (Constant), Status Rank, Gender, Age, CompLevel
 b. Dependent Variable: Switch Teams

Table 10. *Significance of Individual Predictors on Participation.*

Model	Beta	t	Sig.
Gender	.228	3.226	.002
Age	-.069	-.965	.336
CompLevel	-.143	-1.97	.051
StatusRank	.258	3.51	.001

To evaluate research questions #3 through #5, MANOVAs examining differences in participation based on achievement goal orientation, coaching behavior, and friendship quality were conducted. The first MANOVA analysis, examining research question #3, assessing whether participation differs based on achievement goal orientation, revealed significant differences in participation, where athletes that did not switch teams within the past 12 months scored higher on cooperative learning $F(1, 170) = 9.40, p \leq .05,$

importance of role $F(1, 170) = 10.51, p \leq .05$, and improvement $F(1, 170) = 2.30, p \leq .05$, while scoring lower on punishment $F(1, 170) = 10.40, p \leq .05$, unequal recognition $F(1, 170) = 13.40, p \leq .05$, and intra-team rivalry $F(1, 170) = 6.25, p \leq .05$. Table 11 shows MANOVA results. Table 12 shows Wilks' Lambda. Wilks' Lambda was calculated to show variable significance and mean differences between groups.

Table 11. *Participation Differences Based on Achievement Goal Orientation.*

Source	Switch Teams	Mean	SD	df	Sum of Squares	Mean Squares	F	Sig.
CL	No	4.23	.78	1	5.82	5.82	9.40	.003*
	Yes	3.75	.82					
P	No	2.42	1.19	1	14.09	14.09	10.35	.002*
	Yes	3.17	1.00					
UR	No	2.25	1.27	1	16.07	16.07	13.36	.000*
	Yes	3.06	.94					
IR	No	4.17	.79	1	6.48	6.48	10.51	.001*
	Yes	3.66	.77					
ITR	No	1.98	.92	1	5.60	5.60	6.25	.013*
	Yes	2.46	1.05					
IMP	No	4.52	.60	1	.91	.91	2.31	.131
	Yes	4.33	.73					

* $p < .05$ (two-tailed)

CL = Cooperative Learning, P = Punishment, UR = Unequal Recognition, IR = Importance Role, ITR = Intra-team Rivalry, IMP = Importance of Role.

Table 12. *Wilks' Lambda For Participation and Achievement Goal Orientation.*

Switch Teams	Value	F	Sig.	Partial Eta Squared
Wilks' Lambda	.903	2.96	.009	.097

To evaluate research question #4, a second MANOVA examining the relationship between coaching behaviors and participation was conducted. MANOVA results revealed a significant difference in participation, where athletes that did not switch teams within the past 12 months scored higher on democratic coaching behavior subscales, such as teaching and instruction $F(1, 170) = 20.51, p \leq .05$, democratic behavior $F(1, 170) = 4.19, p \leq .05$, social support $F(1, 170) = 13.00, p \leq .05$, and positive feedback $F(1, 170) = 34.28, p \leq .05$, and scored lower on autocratic behavior $F(1, 170) = 4.22, p \leq .05$. Table 13 shows MANOVA results. Table 14 shows Wilks' Lambda.

Table 13. *Participation Differences Based on Perceived Coaching Behavior.*

Source	Switch Teams	Mean	SD	df	Sum of Squares	Mean Squares	F	Sig.
TI	No	4.26	.93	1	17.34	17.34	20.51	.000*
	Yes	3.45	.88					
DB	No	4.19	.87	1	3.34	3.34	4.19	.042*
	Yes	3.85	.98					
AB	No	2.52	1.24	1	6.70	6.70	4.23	.041*
	Yes	3.04	1.31					
SS	No	3.62	.85	1	9.73	9.73	112.91	.000*
	Yes	2.99	.94					
PF	No	4.32	.79	1	21.45	21.45	34.28	.000*
	Yes	3.39	.80					

*p < .05 (two-tailed)

TI = Teaching and Instruction, DB = Democratic Behavior, AB = Autocratic Behavior, SS = Social Support, PF = Positive Feedback.

Table 14. *Wilks' Lambda For Participation and Coaching Behavior.*

Switch Teams	Value	F	Sig.	Partial Eta Squared
Wilks' Lambda	.788	8.95	.000	.212

To evaluate research question #5, a third MANOVA examining the relationship between friendship quality and participation was conducted. MANOVA results revealed significant differences in participation based on friendship quality such that athletes who did not switch teams within the past 12 months scored higher on self-esteem enhancement, $F(1, 170) = 11.15, p \leq .05$, and

conflict resolution skills $F(1, 170) = 7.88, p \leq .05$, and lower on conflict $F(1, 170) = 10.74, p \leq .05$. Significant differences in participation were not based on higher perceptions of loyalty and intimacy $F(1, 170) = .27, p > .05$, things in common $F(1, 170) = 3.35, p > .05$, or companionship and pleasant play, $F(1, 170) = 1.22, p > .05$. Table 15 shows MANOVA results. Table 16 shows Wilks' Lambda.

Table 15. *Participation Differences Based on Friendship Quality.*

Source	Switch Teams	Mean	SD	df	Sum of Squares	Mean Squares	F	Sig.
SEE	No	4.09	.74	1	6.37	6.37	11.11	.001*
	Yes	3.58	.83					
LI	No	3.95	.82	1	.183	.183	.266	.610
	Yes	3.87	.87					
TIC	No	4.03	.72	1	1.86	1.86	3.35	.070
	Yes	3.76	.85					
CPP	No	4.12	.78	1	.81	.81	1.22	.271
	Yes	3.94	.94					
CR	No	3.20	1.04	1	8.72	8.72	7.88	.006*
	Yes	2.61	1.08					
C	No	1.74	.88	1	8.27	8.27	10.74	.001*
	Yes	2.32	.86					

* $p < .05$ (two-tailed)

CPP = Companionship and Pleasant Play, Conflict = Conflict, CR = Conflict Resolution, LI = Loyalty and Intimacy, SEE = Self Esteem Enhancement, TIC = Things In Common.

Table 16. *Wilks' Lambda For Participation and Friendship Quality.*

Switch Teams	Value	F	Sig.	Partial Eta Squared
Wilks' Lambda	.812	6.38	.000	.188

To examine research question #6, a binary logistical regression was conducted. Research question #6 sought to examine whether the combined effects of status rank, achievement goal orientation, coaching behavior, and friendship quality on participation vary by the age, gender, or competitive level of individual athletes. Regression analyses revealed a significant difference in participation based upon the interaction among gender, age, competitive level, task-oriented achievement goals, democratic coaching behaviors, and positive friendship quality, with gender and self-esteem enhancement as the strongest predictors of continued participation. Table 17 shows participation differences based on the interaction between status rank, achievement goal orientation, coaching behavior, and friendship quality with age, gender and competitive level as covariates, while Table 18 shows independent variable effects on participation.

Table 17. *Participation Differences and Interaction Effects.*

Model	df	SS	MS	F	Sig.
Regression	21	8.50	.40	3.73	.000*
Residual	150	16.27	.11		
Total	171	24.77			

*p < .05

- a. Predictors: (Constant), PF, Gender, Age, CompLevel, CPP, C, IMP, ITR, CR, SS, DB, P, SEE, CL, TIC, AB, UR, IR, LI, TI, StatusRank
- b. Dependent Variable: SwitchTeam

Table 18. Regression Coefficients

Model	Beta	t	Sig.
Gender	-.327	3.07	.003*
Age	-.114	-1.20	.235
CompLevel	.004	.030	.976
StatusRank	.098	.584	.560
SEE	-.364	-2.95	.004*
LI	.072	.520	.610
TIC	.007	.060	.952
CPP	.079	.790	.433
CR	-.176	-1.73	.086
C	.090	1.05	.298
CL	.052	.460	.650
P	.001	.011	.991
UR	.087	.696	.488
IR	.058	.424	.672
ITR	-.087	-.897	.371
IMP	.085	.750	.456
TI	-.029	-.180	.857
DB	.106	.997	.320
AB	-.161	-1.28	.201
SS	-.079	-.793	.429
PF	-.294	-1.690	.093

*p < .05 (two-tailed)

SEE = Self Esteem Enhancement, LI = Loyalty and Intimacy, TIC = Things In Common, CPP = Companionship and Pleasant Play, CR = Conflict Resolution, Conflict = Conflict, CL = Cooperative Learning, P = Punishment, UR = Unequal Recognition, IR = Importance Role, ITR = Intra-team Rivalry, IMP = Importance of Role, TI = Teaching and Instruction, DB = Democratic Behavior, AB = Autocratic Behavior, SS = Social Support, PF = Positive Feedback.

In summary, statistical analyses revealed significant differences in participation based upon the interaction among status rank, age, gender, competitive level, achievement goal orientation, coaching behaviors, and friendship quality. Thirty athletes reported they switched teams within the past 12 months. Of those 30, 10 were female, 13 and 14 year-old, select level athletes who were ranked in the bottom third on their team for soccer specific skills, have ego-oriented achievement goals, higher perceptions of autocratic coaching behavior, and lower perceived friendship quality, specifically self-esteem enhancement. The other 20 could not be classified based upon one specific set of qualities, but rather, have a multitude of varying characteristics. It must be noted however, that the two most significant variables in predicting participation differences are gender and self-esteem enhancement, such that female athletes who score low in self-esteem enhancement, switch teams more often.

Qualitative Data Analysis

Selected participants were asked to participate in in-depth interviews. Interview participants were selected based on the following guidelines: 1) one male and 2) one female from each age group and competitive level. For

instance, the first interview participant group included one male and female from the U13 select and premier levels, one male and female from the U14 select and premier levels, one male and female from the U15 select and premier levels, and one male and female from the U16 select and premier levels. The researcher continued to select interview participants based upon the above guidelines until saturation in responses was reached. Participant responses began to share similar qualities after the 13th interview, and reached saturation following the 24th interview.

The 24 participants chosen for interviews all played at either the select or premier competitive levels, all were Caucasian, 13 were female and 11 were male, 13 were from the early adolescent age group (aged 12-13), while 11 were from the middle adolescent age group (aged 14-15), and 15 played at the select competitive level, while 9 played at the premier competitive level (see Table 1).

Inductive reasoning was chosen as the method for analyzing the interview data, which looks for emerging themes from participant interviews (Patton, 1990). The data are displayed through narration, which enables the researcher to tell each participant's story through a narrative description of his or her experience. Data analysis proceeded in the following process: 1)

categorizing, 2) synthesizing, 3) searching for patterns, and 4) interpreting the data (Glesne, 1999).

Presentation of the data analysis included discussion for each research question. The 24 participants were assigned code names of T.J., Jake, Kyle, Nicole, Ali, Kate, Jill, Molly, Ben, Jeff, Carly, Josh, Chris, Dan, Erica, Kevin, Andrea, Nikki, Lacey, Yelena, Haley, Tyler, Jenna, and Matt.

After the researcher had completed coding of the first three interview transcriptions, two fellow doctoral students coded the interviews as well. Three weeks after the interview transcriptions were given to the other individuals, the researcher and her fellow graduate students discussed lower order themes and code meanings. One week later the researcher and her fellow graduate students discussed common themes and decided it would be best to display the data through narrative expression. The following common themes were found among all sets of data: 1) Friendships Make Soccer More Fun But Are Not Necessary, 2) Girl Talk, 3) Just Want To Hang Out, 4) Confidence is Important, but Assumed, 5) Coach Knows Best, and 6) Play Your Best and Improve each Time (see Table 19). Individual coding of lower order themes can be observed for each interview participant in Appendix L.

Table 19. *Themes and Subthemes for the 24 Participants.*

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun (11) Soccer is Social (7) Teammates Become Friends (6) Best Friend is a Teammate(10) Friends Don't Determine Choice of Team (13)
2. Girl Talk	Talking Increases Feelings of Individual Importance (10) Boys Don't Need to Talk (11)
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out (14) Don't Have Just One Best Friend (10)
4. Confidence is Important, but Sometimes Assumed	Confidence is Important (10) Assumed Confidence (6)
5. Coach Knows Best	Coach Makes Decisions (11) The Right Amount of Directions Given (14) Players Don't Get a Choice (12) Coach Should Make Decisions (10) Coach is Knowledgeable (5) Explain, Demonstrate, Try (12) Individualized Instruction (7)
6. Play Your Best and Improve Each Time	Constant Improvement (10) Play Better Than Before (22) Individual Strengths (5) Team Needs Everyone to Play it's Best (12)

*(#) = Number of participants who fit into this theme

Friendships Make Soccer More Fun But Are Not Necessary refers to how this group of youth soccer athletes view the role friendships play among their motives for soccer participation.

For 13 of the 24 interview participants, they do not choose to play for specific teams based upon the presence of pre-existing friendships. Andrea said, "I am not on this team to be with my friends." Matt added, "I play because I like it, not to be with my friends . . . ," and for Jenna, soccer is much more serious for her, as she plays for the team that will provide her with the greatest learning opportunities, regardless of who her teammates are,

Soccer for me is not really a social thing, but I play to get the best soccer experience, best coaching and play on the team that will give me the most opportunity to improve my skills and help me play for a collegiate team . . .

Six of these participants, however, stated that they often become friends with their teammates throughout the competitive season and eleven indicated that soccer is more fun when they have established friendships among their team. Participants indicated that although they do not choose to play on a team because of specific friendships, they often become friends with their teammates throughout the competitive season. Josh explained his motives for choosing a team to play for, and his thoughts about developing new friendships on his team,

Usually I try out for team because I like that coach or because the team is good, then if I have friends on it, it's cool, if not, it's okay because I become friends with my teammates by playing on the team with them.

Additionally, half of the participants discussed, in detail, how having friendships on their team, whether pre-existing, expected or unexpected, often result in an overall more enjoyable experience. For Carly, "I have become really good friends with all my teammates and I like them all," and Lacey added, ". . . I like my teammates, they are fun and we have become better friends even if we weren't before."

Seven of the interview participants discussed aspects related to the social nature that soccer provides, while 10 reported that a teammate has become a close friend over time. Jill explained that, for her, she looks forward to soccer practice to socialize with her best friend. Nicole discussed how much fun soccer is and how having her best friend on her team makes it more enjoyable, "it's a lot of fun and my best friend plays on it too so it's that much more fun . . . ," while Yelena discussed the importance of having her best friend on her team. As Yelena explained,

The only thing that makes it fun is that I know that my best friend will be there too. If she wasn't on the team I would have no reason to keep playing . . . it wouldn't be fun and since our team isn't that good, I would not be motivated to play.

When participants were asked whether they would continue to play on their current teams if their closest

friend on the team stopped playing, the majority of participants indicated that they would continue to play, as a result of one of the following: 1) they had more than one close friend on their team, or 2) felt they could establish a close friendship with another teammate. T.J. discussed in detail,

I'd still play, it's not that important that my best friend plays on the same team as me. I have a lot of friends so if my best friend doesn't play on my team it is not a big deal because there are other people that have become my friends and it is fun to play on a team with them too.

A few participants explained that this question was difficult to answer because it depended on whether they were able to establish a new close friendship with another teammate. Ben and Jeff indicated that they "weren't sure how to answer" the question and explained that their current teams would be more fun if they "had closer friends on them." When asked, both reported that they would like playing soccer more if "some closer friends played" and if their closest friend stopped playing most likely would find another team with a friend on it. Ali shared a similar story as she explained that her decision would depend on which team her closest friends played for and discussed the possibility of switching teams next season.

Ali explained,

This team is fun but I might want to try another team next year, one where more of my closer friends play. Right now I only have one person on this team that is my friend and I like playing for it but I am not sure if I want to play again next year because it would be a lot more fun if I had more friends.

Girl Talk and *Just Want to Hang Out* both refer to gender differences in the value placed on specific friendship qualities by this group of youth soccer athletes.

When participants were asked to indicate whether spending time together or having the ability to talk about anything was a more important quality in their best friendship, responses differed greatly based on gender. Male and female participants held vastly different views on the value placed on each of these two friendship qualities, with females placing a higher value on having the ability to talk about anything while males valued the time they spend with their friends much more.

Females, for instance, associate having the ability to talk about anything with increased feelings of individual importance while males value spending time together but de-emphasize the need to confide in one another or the extent to which they have in-depth, self-reflective, conversations with each other.

Ali, Kate, Erica, and Haley expressed feelings of individual importance when confiding to their closest friends and highlighted how their conversations often result in increased feelings of care and understanding. As Ali explained, "We talk about things that we would never tell anyone else and it's cool to be able to do that . . . it makes you feel needed." Kate explained, "I need to have someone that I can tell anything to and know that she won't tell people that I don't want to know. It makes me feel important that I have this." Erica added,

Being able to talk about anything is really important for me. I like that I can talk to my best friend about things that I don't want to tell anyone else, it makes me feel important and special, like someone else really cares about me and what is going on.

Haley shared a similar experience,

It's nice to know that someone else cares about you that much that they will listen and give you advice when you need it, or make you feel better about something that hurt your feelings or made you mad. It makes me feel special.

Male participants talked mostly about the importance of spending time together and de-emphasized the value of engaging in in-depth conversations with one another. As Dan replied, "this isn't really that important." Kyle explained that he often spends time with his closest friends but does not feel it is important to have to talk about anything. He discussed how he would be willing to listen but could not

think of specific instances where he felt it was important to confide in his group of friends. As he explained,

I don't know. . . I guess we just hang out but I don't know if we really talk about things that much. I don't think it is that important to always feel the need to be able to talk about anything, I guess if someone needs to talk about something I'm here to listen but I wouldn't say that's something I think about much.

Most responses highlighted how much time is spent with friends doing a variety of activities with very little emphasis on having in-depth, or personally meaningful conversations. For Josh, "It's what I do whenever I'm not at school or practice. I'd be bored most of the time if I didn't hang out with my friends." Chris agreed and stated, "I wouldn't say that we really talk that much. Just make jokes and things like that but not really spend that much time really talking about anything important."

Matt explained,

We spend almost all of our time together doing things. Just doing whatever, whatever we feel like, usually like walk to the skate park and skate, just play video games or play football, basketball, whatever we feel like.

Gender differences were also apparent in participant discussions about the nature of friendships, where females often discussed the importance of having close, dyadic friendships while males talked about the value of feeling

as part of a larger peer group. For instance, Chris explained,

I wouldn't say that I have one best friend, I like to spend time hanging out with my closest friends doing things like playing different sports or video games. It's good to hang out with them because it's fun and makes me feel like I'm part of a group.

Jill, however, discussed the value of feeling a sense of closeness within her best friendship ". . . I have to spend time with my best friend, it might actually be too often but I wouldn't survive if I couldn't spend time with my best friend, it's all I do, we do everything together!"

Confidence is Important but Sometimes Assumed refers to how this group of youth soccer athletes answered the following interview question, "How important is it to you that your best friend has confidence in you and your abilities?"

Twelve of the 24 participants reported that knowing their closest friends had confidence in them was important. For Kyle, "It means a lot to me that my closest friends think I am good at things and are confident that I can help them out or think that I am good at things and worth being friends with."

Additionally, most participants discussed how knowing this often led them to be more confident in themselves and their own abilities. As Dan explained, "the more people

have confidence in me, I think the more I have confidence in myself." Haley agreed and added, ". . . it makes me feel better about myself knowing that my best friend feels like she can count on me and trusts that I will follow through when I say I will."

Confidence was noted as an important friendship quality by half of the participants. For 25% of them, however, confidence was an assumed quality. Josh explained that he has not ever thought about it, "I don't really think about it so much, I guess I just assumed that they would have confidence in me." Jeff agreed and explained that he assumed that if his friends want to do things with him that they also had confidence in him and his abilities as a friend.

Jeff stated,

I guess if they didn't they wouldn't bother being friends with me . . . my friends don't tell me they have confidence in me, so umm . . . I don't know if they do, but I guess if they want to still hang out with me and do stuff then they do.

Coach Knows Best refers to how youth soccer athletes view their coach in a leader position within the coach-athlete relationship. About half of this group of youth soccer athletes indicated that their coaches make most of the decisions for their teams and players typically do not get a choice or opportunities to provide input.

Ben stated, “. . . most of the time he makes all the decisions . . . ” T.J. shared a similar response, “we don’t get that much input. Our coach knows what needs to be done and doesn’t ask us to help plan practices or games.” Ali and Nicole offered additional insight, “never, ever, ever in games, sometimes in practices we get to choose between two different drills that he picks . . . usually the last 5 minutes,” and “we don’t get to give ideas at all, we always do what our coaches have for us.” Jenna further explained, “he brings his planner to every practice with a ton of drills in it already and at games he always knows exactly what he wants to do.”

When asked how they felt about their coach’s decision-making style, half of the participants stated that they felt as though coaches should make the decisions for their teams, while a little more than 25% directly referenced their coach’s level of knowledge and credibility, which made it easier to listen to their coach and accept not having much input in decision-making.

When asked whether participants liked how his coach made decisions for his team, Chris replied, “it doesn’t seem like its bad or anything . . . I don’t mind.” Tyler and Andrea agreed by stating, “I don’t have any problems with it,” and “I just thought that is how teams were

supposed to work. Jake explained that he preferred that his coach makes all of the decisions because the players would not know what to do. Jake explained,

No one would know what to do . . . I think that is what the coach is supposed to do, make the decisions and tell us what to do because if we had to figure all that stuff out it would be hard to make sure everyone was doing the same thing and try to do what we were supposed to do.

Kyle offered additional insight by stating that it would be awkward if the coach asked for player input in making decisions. Kyle replied,

I think it would be weird if we got to choose what to do in practices. Nothing would make sense because people would just want to play stupid games that didn't make us better. No one would know what to do and I think that is what the coach is supposed to do.

When asked why athletes do not object that they have very little or no input into how decisions are made for their teams, participants responded by saying that they felt as though their coaches were knowledgeable about soccer and coaching, which made it seem natural that the coach should tell athletes what to do as well as making it easier to accept not having individual input.

For Josh, "everything is planned and he never has a time when he doesn't know what to do, so he seems like he knows what he's talking about and that makes me want to listen more."

Jenna and Matt agreed and added the following about their coaches, "he's a great coach and knows a lot about soccer and has helped a lot of players get into college programs," and " . . . he knows what we need to be good at {to play on college teams} so I don't have any problems listening to him when he makes decisions."

Additionally, when participants were asked whether they felt the directions their coaches provide were helpful, most agreed that they were helpful because coaches effectively balanced instances where detailed instructions were imperative, compared to when quick demonstrations were enough to allow athletes to practice on their own. Most athletes agreed that their coaches gave the right amount of instructions. As Andrea said, "My coach gives detailed instructions the right amount of the time. Not too little, and not too much so that it's repeated or boring." Ben agreed and stated, "If nothing needs to be said then he doesn't waste time explaining things, and for Matt, "when it's obvious or something we've done before our coach just tells us the drill and let's us play."

Nikki added,

He gives us instructions just when we need them. He gives detailed instructions all the time in practices, not so much in games, but in games we don't have time to talk so it's okay. He doesn't give them all the time so when he does everyone listens and that way he only has to give instructions once, then we can practice.

Lacey added similar thoughts, "he doesn't give instructions unless they are needed so when he does everyone pays close attention." Josh reported, ". . . just enough to get the point across, then we try it, and if people are messing up, he'll say stuff more . . ."

The majority of participants responded with stories about how their coaches will typically spend time explaining drills or games the first time they are played, then allow athletes time to practice at their own pace and figure out how to correct mistakes each time after. Jill said that her coach,

Takes about 20 minutes to explain to make sure we get it right. We watch him do it then he does it in slow motion for us and then we try. He helps us work out things we have trouble with and then we do it until we get it right.

Tyler agreed, "he does a pretty good job of explaining how to do a soccer move, then he shows us a few times so we can see it, and then we try it." Kate and Jenna agreed and discussed similar scenarios in detail.

Kate explained,

It depends on if we have already learned a skill or done a drill before. Our coach doesn't really explain things that much, at least not when we have already practiced certain skills. He gives detailed instructions the first time he shows us something then he expects us to know already every time after. If he is teaching us something new though he will spend a lot of time giving instructions, because he wants us all to know exactly how to do it and do it right.

Jenna shared a similar explanation,

My coach gives detailed instructions only when it's needed, like when we are learning a new change of direction move, or a new offensive or defensive formation. It's helpful when he does, but he only gives really detailed instructions when it's obvious that pretty much everyone needs help because we are all messing up.

A little less than half of the participants felt that their coaches provide individualized instruction when it's needed, which allowed for athletes to learn at their own pace and not worry about messing up in front of their teammates, while also allowing for more skilled athletes to move forward and work on more complicated skills and drills. Chris stated, "our coach gives more instructions if people are really messing up." Erica added, "If someone needs detailed instructions then he will use that time to work individually with people while the rest of the team gets to move on and practice new skills . . ." Ali shared a similar response, "when people ask questions he helps them

individually so that other people can practice if they don't need help.

Play Your Best and Improve Each Time refers to how youth soccer athletes view the achievement orientation established by their coaches.

Twenty-two of the 24 participants indicated that they knew their coaches wanted them to focus on playing better instead of trying to be the best player on their team. As Nicole replied, "Oh always playing better than you have before. That's what our coach always says!" Kate added, "Our coach would never want us to play better than our teammates but play bad overall, he always tells us what is most important is that we try our best and play better than we have before."

About half of the participants indicated that their coach emphasized a focus on individual improvement throughout the season. Jake replied that his coach "always talks about improving during each practice and game." For Kate, she enjoyed playing for her team because she has "learned so many new skills and has gotten so much better," while Carly indicated that she also has "gotten a lot better," as a result of the focus on individual improvement established by both of their coaches. Kevin said that his coach tells his team that "the most important thing is just

to think about how good you can do certain things right now and just try to do them better during the next practice or game." Matt agreed and said that his coach just wants his players to "focus on yourself" and "work on getting better at things you are not good at." Tyler shared a similar answer and reported that his coach "just wants everyone on his team to be proud of what they do during each game and focus on getting better for the next time."

One quarter of the participants further indicated that their coach emphasizes the unique skills and individual strengths of each team member that must be recognized. For Jenna, "everyone has unique things that they can do that not everyone else can do . . ." Tyler and Jeff offered additional insight and discussed similar responses. Tyler explained that his coach "tells us that not everyone can be the fastest, or best shooter or passer, or even the best dribbler, and that is what makes a team so cool . . ."

Jeff added,

Our coach always talks about improving during each practice and game and he talks a lot about how on a team there will be players that are better at dribbling and scoring, others that are better passers, and others that are better defenders, and this is a good thing because a team needs to have people who are good at each of these things. . .He also tells us that not everyone can be the best in each area, but as long as we work hard in practice to be better then we were in the last game, that's all that he cares about.

Half of the participants also reported that their coaches portrayed a belief that all players need to work hard and improve to make a successful team. As Chris stated,

Since we are a team we need everyone to try their best because our team can only be as good as the worst player so if everyone is always trying to be better then the bar for our team will just keep rising and we will play better together.

Josh and Erica shared similar answers. Josh replied,

Everyone has important skills that make the team better so we should try to make our own skills better and not worry about being better than our teammates because our team needs lots of different players with different skills to be our best and this is what is most important.

Erica added,

. . . As long as everyone keeps improving that helps the team get better as a whole team because if the not so good players play better then it pushes the better players to try harder too and this is what is most important.

Discussion of Research Questions

Common themes were discussed between all participants interviewed for the current research. The following common themes were found between all sets of data: 1) Friendships Make Soccer More Fun but Are Not Necessary, 2) Girl Talk, 3) Just Want to Hang Out, 4) Confidence is Important, but Assumed, 5) Coach Knows Best, and 6) Play Your Best and Improve Each Time (see Table 19).

Research Question 1

For competitive youth soccer athletes ranging in age from 13-16 years who play for competitive soccer teams within the Greater Seattle Metropolitan area, how does one's gender, age, and competitive level influence participation?

Although 45 million youth participate in sports in the United States, previous research has shown that participation peaks around the ages of 10 to 13 years, then declines significantly each year until the age of 18 (Armstrong & Van Mechelen, 1998). Although a smaller percentage of youth discontinue sport participation compared to those who continue, it is estimated that for every 10 who begin a sport season, 3 to 4 discontinue before the start of the next season (Weinberg & Gould, 2007). Is attrition a process? For instance, do athletes first switch teams, then withdraw from one sport and continue another, or do athletes withdraw from sport altogether, all at once? Are there differences in participation patterns for athletes who continue to compete compared to those who withdraw before the age of 18 years? Results from the current study supported the first hypothesis such that an interaction among gender, age, and competitive level was found to influence participation

patterns. For youth soccer athletes of the current study, 30 of 172 participants (17%) indicated that they switched teams within the past 12 months. Of those 30 participants, 22 were 13 or 14 years of age, and 23 were female.

Previous research investigating gender differences in sport attrition has failed to show significant gender differences, with descriptive studies reporting attrition percentages near 50% for both boys as well as girls between the ages of 10 and 18 years (Seefeldt, Ewing, Hylka, Trevor, & Walk, 1989). Currently, no research can be identified that has examined gender differences between athletes that switch teams and those who don't. When examining differences in participation patterns, specifically those who switched teams, the current study revealed that girls switch teams significantly more than boys (23 females compared to 7 males). Additionally, of the 30 participants who reported that they switched teams within the past 12 months, 25 played at the less competitive select level and, of the 23 females, 19 were select level athletes, indicating that the choice to switch teams is more abundant at lower levels of competition. Thus far, no research can be identified studying participation differences based upon competitive level, but it is possible that for this group of youth soccer athletes,

reasons such as other things to do, change of interests, or not being as good as they wanted to be, may serve as more prominent factors of participation motivation when individual skill is lower. These motives for participation differences relate to past research findings examining attrition, such that they represent major reasons reported for discontinued sport involvement of children aged 10-18 years (Gould, Feltz, Horn, & Weiss, 1982).

One explanation for the greater percentage of athletes that switched teams observed for select level athletes involved in the current study could be that soccer began to threaten individual perceptions of ability, which may have led to the development of negative expectancies (i.e., playing at a less competitive level) and an eventual devaluing of participation (Nicholls, 1984).

Another possible explanation could be that at lower competitive levels (i.e., select level), a greater number of teams exist within a smaller geographic location. This is important to note because when an athlete develops a negative perception of one team environment, numerous other teams are available to which one can switch. At the higher competitive level (i.e., premier), however, far fewer teams exist with only one team typically representing one city. In an instance where an athlete develops a negative

perception of the team environment, he or she may be less inclined to switch teams for several reasons: 1) the next closest team is one hour driving distance away, 2) premier teams are much more competitive and often have "wait-lists" to join specific teams or "A, B, and C" teams where new players start on the lowest developmental team and tryout for the traveling team at specific points throughout the season, and 3) premier teams are much more expensive and parents may be unwilling to pay annual dues twice in one competitive season.

Research Question 2

For competitive youth soccer athletes ranging in age from 13-16 years who play for competitive soccer teams within the Greater Seattle Metropolitan area, does the coach's perception of an individual's soccer skill relate to his or her participation patterns?

Previous research has shown that a lack of consensus on status ranking within the team contributes to conflicting expectations, feelings of injustice, and discomfort (Bacharach et al., 1993; Zimmerman, 1985) among team members. Quantitative results revealed that how a coach perceives an individual's soccer skill is significantly related to those athletes who switched teams within the past 12 months. Specifically, athletes whose

coaches rated their individual soccer skills in the bottom third on their team switched teams within the past 12 months.

For this group of youth soccer athletes, differences in participation exist based upon perceptions of individual soccer skill held by their coaches. These findings provide support for the second hypothesis, which stated that participation would be higher for athletes whose soccer skills are ranked higher by their coaches, as well as past research which has suggested that individuals who possess more attributes (i.e., higher soccer skill ability) are often accorded higher status, and perceptions of greater status influence the success of the athlete, often resulting in prolonged participation in that activity (Jacob & Carron, 1994). In the case of the current study, athletes whose soccer skills were ranked higher by their coaches did not switch teams within the past 12 months.

The participation differences observed were indirect, rather than direct, however, and are moderated by gender, competitive level, and perceptions of positive friendship quality, such as self-esteem enhancement. Previous studies have suggested that discrepancies in where athletes perceive they lie in the status hierarchy compared to status ranking often result in feelings of injustice and

discomfort. The notion of increased injustice and discomfort within their team environments was also supported by results from the current study, such that athletes whose soccer skills were ranked substantially lower than where they felt they fell in the status hierarchy, not only switched teams, but also held higher perceptions of intra-team rivalry, higher perceptions of unequal recognition, and held lower perceptions of self-esteem enhancement from their best friendship on their team.

Research Questions 3 and 4

For competitive youth soccer athletes ranging in age from 13-16 years who play for soccer teams within the Greater Seattle Metropolitan area, how does the achievement orientation established by the coach influence participation? Furthermore, does participation differ based upon whether a coach uses an autocratic or democratic coaching style?

Past research studying differences in individual achievement have noted that three factors interact to determine an athlete's motivation: 1) achievement goals, 2) perceived ability, and 3) achievement behavior (Nicholls, 1984). The current study supports this notion, as well as the third hypothesis, which stated that participation would

be higher for athletes who have a task-oriented achievement goal orientation. Quantitative results showed that athletes who reported task-oriented achievement goals, and whose soccer skills were ranked higher by their coaches, did not switch teams within the past 12 months.

These findings were supported by statements from interview participants that highlighted team environments focused on individualized instruction and on-going improvement, and emphasized an awareness that successful teams entail a collection of unique skills and contributions from all members of the team, which are all related to a task-oriented achievement domain. Twenty-two of the 24 interview participants indicated that their coaches prefer their athletes to play better than they have in previous games even if not as good as some of their teammates, rather than outplay their teammates without playing their best. Additionally, 10 participants held in-depth conversations describing their coach's focus on continual improvement, while 12 discussed their coach's emphasis on the notion that all team members' unique strengths contribute to the success of their team.

Previous research has indicated that coaching behaviors displayed by the coach have a significant influence over athlete enjoyment. Additionally, several

studies have left little doubt that the manner in which coaches interact with young athletes largely determines the nature of that child's athletic experience and, ultimately, the participation outcome (Horn, 2002). Robinson and Carron (1982) showed that young athletes who stop playing for specific teams often refer to their coaches' negative actions as top reasons for discontinuing their participation. Chelladurai's leadership model contends that maximal team and individual performance, as well as athlete satisfaction, are the result of coaching behavior that is appropriate for the sport environment and consistent with the needs and desires of the individual athletes.

Quantitative analyses revealed a significant difference in participation based on coaching behavior, where higher perceptions of democratic coaching behaviors such as teaching and instruction, positive feedback and social support, were associated with increased participation. These findings support past research, which has shown that a coach's technical instruction, reinforcement, and mistake-contingent encouragement positively correlate with athlete's self-esteem and motivation for participation (Smoll, Smith, Barnett, & Everett, 1993).

Interestingly, 23 of the 24 interview participants reported that their coaches typically make the majority of game decisions for their teams, while, at the same time, not providing athletes with opportunities to offer input or allow for choices of practice activities. More than half of interview participants, however, felt that their coaches gave the proper amount of instruction and were satisfied with the type of feedback provided. Furthermore, when asked how they felt about their coach's decision-making style, more than half of the participants responded by stating that coaches should make decisions for their teams while more than one quarter of participant responses included direct references to their coaches level of soccer specific knowledge as well as instructional principles that, ultimately, increased the amount of respect they held for their coaches, and made it easier for them to listen to what they had to say without having an opportunity for input.

Previous studies examining the influence of coaching behaviors on athlete satisfaction and motivation have shown that characteristics of the group (i.e., gender, age, and ability) often influence a coach's required behavior, which, ultimately, determine individual satisfaction among team members and performance levels (Chelladurai, 1990).

Responses from interview participants from the current study provided additional support this contention.

Horn (2002) showed that there are more similarities than differences between male and female preferences for specific coaching behaviors. However, generally, males prefer training and instructive behaviors and an autocratic coaching style, more than females do. Results from the current study offer additional support for previous research findings and showed that male athletes more often discussed their preference for autocratic coaching behaviors compared to their female counterparts. For instance, when participants were asked how decisions were made among their teams, of the 11 participants who reported that coaches made most of the decisions, 8 were male, while 6 of the 10 participants who stated that coaches should make all of the decisions for their teams were also male.

Past research studying age differences in preferred coaching styles has been inconclusive. Martin, Jackson, Richardson, and Weiller (1999) found that preferences for coaching behaviors were similar for younger, as well as older, adolescents, showing a preference for coaches who allowed athletes to provide input in decision-making and who provided a large amount of tactical and technical instruction. Other research, on the other hand, indicates

that as athletes get older and mature athletically, they increasingly prefer coaches who are more autocratic and socially supportive (Weinberg & Gould, 2007). Interview responses from participants of the current study revealed a difference for decision-making as well as instructional preferences between younger and older athletes. For instance, younger athletes (13 years) preferred a more autocratic decision-making style while older athletes (14-16) were less likely to agree that coaches should make all the decisions for their teams. Younger athletes (13 years) also showed a stronger preference for increased technical instruction when individual athletes struggled in learning specific skills or practice drills. Although older athletes did not discuss an increased preference for autocratic coaching behaviors, they did, however, discuss an increased preference for coaching behaviors that are socially supportive. For instance, of the five interview participants who discussed aspects of their coach's leadership style as socially supportive, all were older (14-16 years). Additionally, 9 of the 12 interview participants who described their team's social climate as inclusive and positive, were between the ages of 14 and 16 years.

Past research (Fiedler, 1967) has shown that highly-skilled athletes already have a task-orientation to achievement and prefer coaches who have a relationship-oriented leadership style focused on open communication, whereas less-skilled players need more continuous instruction and feedback. Responses from interview participants supported this contention. For instance, when participants were asked how well they thought their coaches gave detailed instructions, higher skilled, premier level athletes, more often than lower skilled, select level athletes, indicated that their coaches only provided detailed instructions when individuals struggled with learning new skills and discussed their preference in either receiving a short set of instructions or a quick demonstration, then having the ability to practice on their own and learn at their own pace.

Less-skilled, select level athletes, on the other hand, talked more often about instances where athletes do not get a choice of practice activities or how to learn skills and reported that their coaches spent much of their practice time explaining exactly how to perform skills and run practice drills.

Research Question 5

For competitive youth soccer athletes ranging in age from 13-16 years who play for competitive soccer teams within the Greater Seattle Metropolitan area, how do individual perceptions of friendship quality relate to participation patterns? Is lower perceived friendship quality related to decreased enjoyment and discontinuation of participation?

McCullagh et al. (1993) showed that social reasons such as social affiliation and social status are significant motives for sport participation, as well as other motives such as: 1) spending time with friends, and 2) opportunities to make new friends. Additionally, past research indicates that friends, especially for females, are a strong predictor for participation in sport activities (Allen, 2003).

When participants were asked whether they choose to play for specific teams based upon pre-existing best friendships, 11, all of which were select level athletes, and 8 of which were female, reported that friendships influenced their decision to play for certain teams. These findings are supported by past studies suggesting that young athletes often cite socialization factors for participation, such as personal involvement and

opportunities to reaffirm relationships with friends (Coakley, 1983, 1986, 1987).

Conversely, however, regardless of gender, no premier level athletes indicated that their best friend was a current teammate, and most reported that they chose to play on specific teams based upon coaching reputation, learning and improvement opportunities, or exposure to collegiate programs, rather than social opportunities or to be with friends. The lack of friendship influence to join specific sport teams supports findings from research on other talented adolescents (Patrick et al., 1999) where it was shown that adolescents did not initially choose to engage in their talent activities for social reasons. Furthermore, McDonough and Crocker (2005) showed that friendship quality had a weak relationship to sport commitment in young adolescent females. For premier level, and especially, female, premier level, soccer athletes from the present study, it may be assumed that they do not choose to play soccer to be with their friends. These athletes appear to have progressed from playing for social motives toward an intrinsic focus on skill improvement and advanced development. For male and female premier athletes, soccer primarily serves as a facet for skill development. These findings were shared by and support previous research

studies (Coakley & White, 1992), who showed that as competition increases, motivation to play is less dependent on building or making friendships, but focused instead on increasing individual skills to develop toward the elite level.

If competitive youth soccer athletes can be friendly with their teammates, however, soccer becomes a more enjoyable experience. Interview participants discussed how, although they do not choose to play for specific teams based upon pre-existing best friendships, they often become close friends with their teammates which, in turn, makes their experience more enjoyable. These findings support previous findings that have shown the enjoyment experienced from the social aspects of such experiences contribute to participation enjoyment and continued commitment in specific activities (Patrick et al., 1999).

Quantitative analyses provided partial support for the fifth hypothesis, which stated that participation would be higher for athletes who have higher perceptions of positive friendship quality. Differences in participation were found for athletes who had higher perceptions of self-esteem enhancement and conflict resolution skills, and lower perceived conflict.

When participants were asked to discuss the importance of specific aspects of friendship quality, response differences were noted. Of the interview participants, a little less than half engaged in in-depth conversations highlighting specific friendship qualities. Past research has shown that friendships youth form are essential to their emotional and psychological adjustment (Hartup, 1996), and especially during the adolescent years, play an important role in adolescent's identity development. Of the five positive friendship qualities identified by Weiss and Smith (2002), self-esteem enhancement and companionship were the only two directly addressed by interview participants from the current study. Gender and age differences were found to exist, with 11 of the 13 females discussing the importance of having someone they feel close enough to share private thoughts and stories, which, ultimately, increased feelings of individual importance. This pattern became more observable as age increased. These findings are supported in previous research, which has shown that as children age, the factors associated with friendship formation and maintenance vary with age, as well as the meaning and importance of their friendships (Newcomb & Bagwell, 1995). Children under the age of 12 typically value overt qualities of friendship such as similar

activity characteristics, and physical characteristics, while older adolescents describe psychological characteristics such as self-esteem enhancement and emotional support.

Thus far, the current study has revealed that participation differences in competitive youth soccer do exist based upon the independent effects of gender, age, competitive level, status rank, achievement goals, coaching behavior, and specific aspects of friendship quality such as self-esteem enhancement and low perceived conflict. How do the combined effects of status rank, achievement goal orientation, coaching behavior, and friendship quality vary based on differences in gender, age, competitive level of individual participants?

Research Question 6

To date, no research has examined how the interaction among status rank, achievement goals, coaching behaviors, and friendship quality relate to participation in competitive youth sport. Furthermore, this interaction has yet to be examined accounting for differences in gender, age, and competitive level of various, young athletes.

Nicholls Achievement Goal Theory (1984) contends that an individual's achievement goals, perceived ability, and achievement behavior interact to determine his or her

motivation. Additionally, the motivational climate of the team strongly influences this interaction and, in most competitive environments, is determined by the coach. Chelladurai's Multidimensional Model of Leadership (1993) states that leadership is an interactional process where leader effectiveness is contingent on situational characteristics between the leader and team members. Thus far, the current study has provided support for the independent effects of motivational climate, specifically achievement goal orientation, and democratic coaching behaviors, as well as interaction effects among status rank, achievement goals, coaching behavior and friendship quality, on participation. How does this relationship change based upon differences in gender, age, and competitive level of individual participants? Can Nicholl's Achievement Goal Theory and Chelladurai's Multidimensional Model of Leadership effectively describe specific aspects of the athlete-athlete and coach-athlete relationship relevant to participation patterns of male and female, youth soccer athletes aged 13 to 16 years, from differing competitive levels?

Quantitative analyses failed to support the final research hypothesis. The final hypothesis stated that the combined effects of status rank, achievement goal

orientation, coaching behavior, and friendship quality on participation would differ based upon age and competitive level, but not gender. When gender, age, and competitive level were added as covariates in examining the interaction, the independent effects of status rank, achievement goal orientation and coaching behavior lost individual significance, while gender and self-esteem enhancement signified the two strongest predictors in determining which athletes switched teams. Interaction effects do exist however and, thus, cannot be discounted. For this group of competitive youth soccer athletes, the interaction among status rank, achievement goals, coaching behavior, and friendship quality does influence participation patterns, but the influence of this interaction is most significant for female athletes whose expectations for quality friendships within their team environment, specifically self-esteem enhancement, are left unfulfilled.

The current study sought to determine whether Nicholl's Achievement Goal Theory and Chelladurai's Multidimensional Model of Leadership could effectively describe specific aspects of the athlete-athlete and coach-athlete relationship relevant to participation patterns of youth soccer athletes from differing gender, age, and

competitive levels. The current study was grounded in the assumption that outcome oriented motivational climates will foster increased peer comparison and outcome oriented goals, as well as an increase in the status rank discrepancy, lower friendship quality among teammates, and a higher percentage of athletes that switch teams.

Nicholls Achievement Goal Theory (1984) contends that an individual's achievement goals, perceived ability, and achievement behavior interact to determine his or her motivation. Previous studies have shown that goal orientations are linked with beliefs about sport success, and intrinsic motivation (Rasclle et al., 1998; White et al., 1998; Whitehead et al., 2003) and predict that task orientations are related to beliefs that sport success results from high effort and cooperation, while ego orientation corresponds to beliefs that success is dependent on superior ability, and that the purpose of sport is concerned with fostering social status. The current study supports these predictions. First, athletes who switched teams reported significantly higher scores related to ego-oriented achievement climates, such as low perceptions of cooperative learning and the importance of their role, while also reporting higher perceptions of punishment for mistakes, unequal recognition among

teammates, and intra-team rivalry. Second, athletes who switched teams had significantly higher status rank discrepancy scores.

Chelladurai's Multidimensional Model of Leadership (1993) states that leadership is an interactional process, where leader effectiveness is contingent on situational characteristics between the leader and team members. Further, maximal team and individual performance, as well as athlete satisfaction, is the result of coaching behavior that is appropriate for the sport environment and consistent with the needs and desires of the individual athletes. For instance, athlete's preferred leadership style, as well as required leader behavior, is influenced by an athlete's age, skill, and gender. These athlete characteristics, as well as the characteristics of the coach, all influence the actual behavior exhibited by the coach and, in turn, affect the performance and satisfaction of individual athletes (Chelladurai, 1990). The current study offers further support for these interactional predictions. Differences in participation based on coaching behavior do exist. Athletes that did not switch teams reported higher perceptions of democratic coaching behaviors such as teaching and instruction, positive feedback and social support, which ultimately increased

enjoyment. Age, gender, and competitive level differences were found, however.

First, male athletes more often discussed a preference for autocratic coaching behaviors compared to their female counterparts. Second, younger athletes (13 years) preferred a more autocratic decision-making style, as well as increased technical instruction, while older athletes expressed a preference for coaching behaviors that are socially supportive. Third, higher skilled, premier level athletes, more often than lower skilled, select level athletes, discussed their preference in either receiving a short set of instructions or a quick demonstration, then having the ability to practice on their own and learn at their own pace, rather than receiving extensive technical instruction.

The theoretical framework of Nicholls' Achievement Goal Theory and Chelladurai's Multidimensional Model of Leadership effectively describe specific aspects of the athlete-athlete and coach-athlete relationship relevant to participation patterns for competitive youth soccer athletes of the current study. The specific influence, however, varies depending on the gender, age, and competitive level of the athletes involved.

It appears that when a discrepancy exists between an individual's perception of where he or she falls on the status hierarchy, his or her preferred achievement orientation and coaching behaviors, as well as friendship expectations, future participation on that specific team becomes devalued. However, this is most prominent for female athletes whose friendship experiences within their team environment for self-esteem enhancement fall short of their individual expectations.

General Discussion

How and when do the relationships youth athletes form with their coaches and teammates overlap? How do they influence each other to affect perceptions of competence and participation patterns in competitive youth soccer? Past research (Gould & Petlichkoff, 1988) has suggested that youth sport withdrawal must be viewed on a continuum that ranges from sport to domain in general (drop out of all sports). It has been noted that significant differences exist, where athletes that drop out of one sport as a result of a conflict with another sport are much different than athletes who drop out of a sport because their achievement or social development needs are not being met. Similarly, the athlete that drops out of sport as a result of a negative experience is also different than the athlete

who withdraws from sport to pursue other creative interests, but stays physically active in his or her daily activities. The former is a matter of conflict which leads the athlete to make a decision between two or more sports, but continues to play, while the latter is a matter of the athlete withdrawing from sport altogether.

The current study has provided new evidence that this distinction may be extended to include differences between athletes that withdraw from one team to join another, but remain competitive in the same sport, and athletes that withdraw from that sport altogether. It appears that youth athletes from the current study switched teams because their expectations for the relationships they form with coaches and/or teammates were left unfulfilled. This is important to note because research examining sport attrition indicates that the majority of youth that withdraw do so to pursue other interests, while a small minority withdraw for reasons such as lack of enjoyment or confrontational relationships with coaches and teammates (Ewing & Seefeldt, 1989; Weiss & Smith, 2002). For athletes from the current study, reasons cited for switching teams were vastly different from motives reported for sport withdrawal from previous research findings. Of the 30 participants that switched teams, motives included: 1)

dislike of coach (13), 2) lack of friendships with teammates (10), 3) other interests (5), 4) boredom (1), and 5) expenses (1). It may be possible, that for this group of youth athletes, the benefits of competition (i.e., skill development, fun, and success) outweigh negative experiences, and chose not to withdraw from soccer, in light of a less than adequate social developmental environment. From a sport sociological perspective, one concern for these athletes revolves around the development of a gradual dropout, rather than an all-or-none withdrawal pattern. For instance, an athlete that remains competitive in one sport (e.g., soccer), but switches teams may seek a team environment that meets his or her social and achievement needs previously left unfulfilled. If those needs are left unsatisfied, one possible conclusion is that the sport, rather than the environment, failed to meet expectations. Furthermore, the final result may be an eventual withdrawal from that sport, or sports altogether, and this is where intervention may be needed.

Implications for Sport Psychology Researchers

Based upon the limitations and findings of the current study, researchers in this area of sport psychology should consider each of the following issues:

1. Coaches and parents are most likely to help out if

they do not have to go out of their way or make an extra effort to send back information, or set up interviews for their children. Researchers should attempt to gather all the information needed at one time because coaches, parents, and children are busy and do not have time to stay in contact for 2-3 months. Researchers should bring printed copies of both the consent and assent forms with them when they first make contact with potential participants.

2. The internet has become a rapidly growing social phenomenon where the average adolescent spends approximately 50 minutes each day (Roberts, Foehr, & Rideout, 2005), while 87% of adolescents 12-17 years of age, and their parents, use the internet on a regular basis. Although internet use has increased dramatically, most of the time is spent engaging in one of two activities: 1) the creation of personal homepages, and 2) online journals, also known as "blogs" (Schmitt, Dayanim, & Matthias, 2008). Adolescents do not necessarily want to spend their internet time completing research questionnaires, which does not fall under one of these top two activities of choice. Knowing this, research using the internet as a source of contact should provide several different options for participants to complete surveys, rather than one method to complete and return information.

3. The sport of soccer must be studied more extensively when examining the combined effects of multiple social agents' influence on social development in sport for several reasons. The sport of soccer has gained much popularity throughout the past decade and has become much more competitive than in the past. This has led to the expansion of many leagues, which require teams to travel for several hours to find higher levels of competition. This not only adds pressure on parents to transport their children but takes the opportunity to play soccer at higher levels away from many children whose parents cannot or will not travel these distances. This, in turn, may lead to "cliques" of groups of youth that form and create a stratification of the "have's" and the "have not's," and when we are examining the effect not only coaches, but more importantly, teammates, have on social development, this becomes a significant factor. Similarly, the sport of soccer has become much more expensive since its recent growth in popularity, and especially at the premier level, further contributing to the stratification of the sport and formation of isolated youth groups, which may, or may not be indicative of the influence athlete-athlete relationships have on participation.

Competitive divisions at the premier level have

expanded to larger regions to encompass the highest level of competition, resulting in several fees to cover the cost of increased travel. Expenses for premier level competitive athletes entail several fees throughout the season including: 1) initial club account set-up and monthly fees, 2) tryout fee, 3) registration fee, 4) player identification card fee, 5) separate team registration fees for each tournament played, which typically includes 6-7 minimum, and can reach 10 or more for state, regional, and national qualifiers, 6) traveling costs for each tournament where teams will typically travel to California, Nevada, Utah, Colorado, and Hawaii (i.e., plane tickets, hotels, food, etc.), and 7) individual equipment. Additionally, if an athlete switches teams before the conclusion of a competitive season, only a portion of these fees are reimbursed, and team specific fees may be applied once again for the new team.

4. Most youth athletes withdraw from sport as the result of the development of new "other" interests, while some remain competitive, but switch teams, for reasons such as lack of fun, dislike of the coach, or conflicts with teammates. The current study showed that negative relationships with either the coach and/or other teammates, influence participation patterns of competitive youth

soccer athletes, especially for females. Underlying these reasons, however, often is the need for young athletes to feel worthy and competent. When youth feel competent and worthy in their environment, they tend to participate, and when they do not feel confident, they tend to withdraw from that situation.

Youth coaches should emphasize individual goal setting where athletes compare their performances to their own standards for improvement and help them avoid focusing only on the outcomes of competition. In sport, 50% of athletes will lose, so when evaluation depends on outcome (i.e., winning or losing), 50% of youth athletes can develop low self-worth, which may lead to an increase in the number of competitive athletes that switch teams, and ultimately, possibly withdraw.

5. Both quantitative and qualitative methods need to be utilized to obtain a better understanding of individual experiences. As shown in the current research, the use of quantitative methods gave the researcher a point to begin asking in-depth questions. Quantitative analyses allowed the researcher to observe general patterns in PMCSQ-2, LSS, and SFQS subscale scores as well as the number of individuals who have switched teams. However, this information was helpful only for making general conclusions

about the population of this study. Without the use of qualitative methods, the researcher would not have had the opportunity to look at the bigger picture from which certain individuals were identified to tell their personal stories.

The technique of combining methods is beneficial to researchers as well; however, because questionnaires do not always give individuals the opportunity to explain their experiences. Participants must choose the response that most closely fits with their experiences, but this may not be indicative of their true feelings. Conversely, using qualitative methods allows the researcher to obtain information that was not identified from questionnaires and did not fit into the larger population. In the case of the current research, as shown through qualitative measures, the population as a whole has experienced positive coach-athlete and athlete-athlete sport relationships, and very few have stopped playing for previous teams. For the most part, youth found a team they like and have continued to play for that team. Through the use of interviews, however, the researcher was able to display the stories of a small population of youth who have stopped playing on a previous soccer team. This is not indicative of the larger group as a whole, but coaches should know that a small group of

youth athletes do have difficulties with their coaches or their teammates that may influence them to switch teams. This information could only be discovered through interviews with this smaller, yet representative, group of participants.

Implications for Practitioners

It is important for coaches to understand the unique participation motives of young athletes (i.e., skill development, fun, and success), and implement specific strategies to structure the environment toward meeting those needs. The research findings derived from the current study provide additional support for previously developed coaching recommendations. Specifically, coaches of competitive youth athletes aged 13 to 16 years should consider each of the following:

Strategies for the Need for Skill Development:

1. Implement effective instructional behaviors such as: a) contingent feedback, b) demonstrate, and c) allow for individual practice.
 - a. Focus on teaching and practicing skills.
 - b. Modify skills and activities so that they are developmentally appropriate.

2. Use a positive approach to providing instruction such as emphasizing what the athlete has done correctly.
 - a. Catch youth athletes doing things right and provide plenty of encouragement.
 - b. Give praise sincerely.
 - c. Reward correct technique, not just outcome.
 - d. Use a positive "sandwich" approach when correcting mistakes.
3. Be knowledgeable. Know both the technical and strategic aspects of soccer.

Strategies for the Need for Fun and Affiliation:

1. Form realistic expectations for each athlete.
2. Keep practices active and avoid lines.
 - a. Modify rules to maximize action and participation.
3. Provide social time for teammates to make friends.
4. Schedule social activities outside of practices.

Strategies for the Need for Success:

3. Help children define winning not only as beating others but as achieving one's own goals and standards for improvement.

- a. Create an environment that reduces fear of trying new skills. Mistakes are a natural part of the learning process.

Parents, as well as coaches, can play a highly positive or highly negative role in youth's sport experiences. Parents play a critical role in several capacities as socializers, role models, and interpreters of their children's sport experiences, as well as buffering against the possible adverse stress-related effects of competition. Parents influence their children's sport involvement either by facilitating participation motivation or through contradicting coaching instruction, encouraging violence, or supporting poor sportsmanship. It is important for parents not only to understand the role they play in their child's participation motivation, but also the specific ways they can positively affect their young athlete's sport experience, and utilize those practices. To do so, parents should employ the following (Weinberg & Gould, 2007):

1. Understand what their child wants from sport, and provide a supportive atmosphere for achieving those goals.
 - a. Show interest, enthusiasm, and support for their child.

2. Make sure that the coach is qualified to guide their child through the sport experience.
3. Keep winning in perspective, and help their child do the same.
4. Help their child set realistic performance goals.
5. Help their child meet his or her responsibilities to the team and the coach.
 - a. Cheer for their child's team.
 - b. Help when asked to do so by coaches or officials.
6. Turn their child over to the coach at practices and games.
 - a. Remain in the spectator area during games.
 - b. Don't advise the coach on how to coach.
 - c. Don't try to coach their child during competition.
7. Supply the coach with information regarding special health conditions.

CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FUTURE RESEARCH

Summary

The current study examined the relationship between specific aspects of the coach-athlete and athlete-athlete relationship on participation in competitive youth soccer. The purpose of this study proposed a need for researchers to investigate independent and combined effects from multiple social agents, such as whether age, gender, and competitive level moderate how status rank, achievement goal orientation, coaching behaviors, and friendship quality influence youth soccer participation.

The design of the current study utilized both quantitative and qualitative research methods. Four online questionnaires, including 1) an Individual Skills Rank Assessment, 2) the Perceived Motivational Climate in Sport Questionnaire-2, 3) the Leadership Scale for Sports, and 4) the Sport Friendship Quality Scale, were completed by 172 youth participants. Sixteen youth soccer coaches completed the Status Rank Assessment online. Quantitative analyses

were used for initial data analysis. Case selection of interviewees determined which participants were then asked for in-depth interviews. Interviews were conducted by phone, audio-taped, and transcribed verbatim. Reliability of the interview data was determined through peer review. Common themes emerged through quotes from interview transcriptions.

Quantitative results revealed significant participation differences exist based upon the combined effects of status rank, age, gender, competitive level, achievement goal orientation, coaching behavior, and friendship quality, with gender and self-esteem enhancement, as the two strongest predictors in determining which athletes switched teams within the past 12 months.

Interview data suggested that youth soccer athletes' initial decision to play for specific teams is not based upon pre-existing friendships. They do, however, typically become friends with their teammates throughout the competitive season, which makes their individual experience more enjoyable. Furthermore, the friendships they form with their teammates are indirectly influenced by the motivational climate established by their coach through: 1) the achievement orientation emphasized and 2) the coaching behaviors displayed. Additionally, participants discussed

the following common themes: 1) Friendships Make Soccer More Fun but Are Not Necessary, 2) Girl Talk, 3) Just Want to Hang Out, 4) Confidence is Important, but Assumed, 5) Coach Knows Best, and 6) Play Your Best and Improve each Time.

Conclusions

The following conclusions were based on the empirical findings, limitations, and delimitations of the current research study. Each conclusion was derived from research questions 1 through 6.

1. Participation patterns of competitive youth soccer athletes differ depending on the specific gender, age, and competitive level of the individual athlete. Thirty of 172 participants (17%) switched teams in the past year, and of those 30, 22 were 13 or 14 years of age, 23 were female, and 25 played at the less competitive select level.

2. Participation differences exist based upon perceptions of individual soccer skill held by coaches. For this group of competitive youth soccer athletes, individuals whose soccer skills were ranked higher by their coaches did not switch teams.

3. Athletes who had ego-oriented achievement goals switched soccer teams, while athletes that developed task-

oriented goals did not switch teams within the past 12 months.

4. Athletes who believed their coach used democratic coaching behaviors such as technical instruction, offered positive feedback, and provided social support, did not switch soccer teams. This group of competitive youth soccer athletes does have different preferences for coaching behaviors depending on the specific gender, age, and skill level of the individual however. Younger athletes, as well as males, preferred more autocratic coaching behaviors, while higher skilled athletes preferred coaching behaviors that focused on open communication and social support.

5. Participation was related to differences in perceptions of friendship quality. Athletes that did not switch teams had higher perceptions of self-esteem enhancement and conflict resolution skills, as well as lower perceived conflict in their best friendships with their current teammates.

6. Participation differences are influenced by the interaction among status rank, achievement goal orientation, coaching behavior, and friendship quality, but the significance of the interaction varies depending on the age, gender, and competitive level of individual athletes. It appears that for this group of competitive youth soccer

athletes, the influence is most prominent for female athletes whose friendship experiences within their team environment, specifically self-esteem enhancement, fall short of their individual expectations.

7. Achievement Goal Theory applies to this group of competitive youth soccer athletes. Athletes that switched teams had significantly higher status rank discrepancy scores as well as higher scores related to ego-oriented achievement climates. Athletes who switched teams reported lower perceptions of cooperative learning and the importance of their role, but held higher perceptions of punishment for mistakes, unequal recognition among teammates, and intra-team rivalry, compared to athletes that did not switch teams within the past 12 months.

8. The Multidimensional Model of Leadership applies to this group of competitive youth soccer athletes. Overall, athletes that did not switch teams reported higher perceptions of democratic coaching behaviors such as, teaching and instruction, positive feedback, and social support. Male, as well as younger, and less-skilled, less competitive athletes, however, prefer an autocratic decision-making style, supporting the contention that characteristics of the group members (i.e., age, gender, and skill) influence the behavior exhibited by the coach,

which then affects the performance and satisfaction of individual athletes (Chelladurai, 1990).

Recommendations for Future Research

The following recommendations for future research resulted from the findings of the current study:

1. It is recommended that future research focus on examining the factors that influence athletes to remain competitive in team sports, but switch teams, and how these factors compare to factors for sport withdrawal.

2. It is recommended that future research examine the independent effects of athlete-athlete relationships on participation in other team sports such as basketball, softball, baseball, lacrosse, field hockey, hockey, and football.

3. It is recommended that future research examine the independent effects of coach-athlete relationships on participation in other team sports such as basketball, softball, baseball, lacrosse, field hockey, hockey, and football.

4. It is recommended that future research examine the combined effects of athlete-athlete and coach-athlete relationships on participation in other team sports such as basketball, softball, baseball, lacrosse, field hockey, hockey, and football.

5. It is recommended that future research examine the independent and combined effects of athlete-athlete and coach-athlete relationships on participation in a broader range of competitive levels including athletes who play for recreational through national development teams.

6. It is recommended that future research examine the influence of athlete-athlete and coach-athlete relationships on participation between varying ethnic groups.

7. It is recommended that future research examine the influence of athlete-athlete and coach-athlete relationships on participation across varying cultures.

8. It is recommended that future research examine how the coach's gender moderates the coach-athlete and athlete-athlete relationship, such as whether the team is coached by a same sex or opposite sex individual, and the possible influence on participation.

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APPENDIX A
CONSENT FORM

TITLE: The social influences of coaches and teammates in youth soccer: Is it possible to have *friendly* competition?

RESEARCHER: Nicole J. Wood, Department of Kinesiology, Temple University, (425)232-1520.

To the parent of a youth participant,

I am pleased to invite your son or daughter to participate in a research study along with other athletes from youth soccer teams in the Seattle Metropolitan area. This research is part of the requirement for completing my doctoral degree from Temple University, in Philadelphia, Pennsylvania. The focus of my research is the competitive youth soccer experience, including coach-athlete and athlete-athlete relationships, and participation motivation.

Instructions for Participation

Four short surveys will be given to your son or daughter to fill out in order to help me understand how coach and teammate relationships affect athletes' sport experiences based on age, gender and competitive level. The questionnaires will be administered online through the secure Survey Monkey website, and your son or daughter will be asked to complete and submit the questionnaires electronically. Your child's coach will also be asked to rank your son or daughter's skills. Their rankings will be matched with the rankings your son or daughter completed for themselves. Your child's coach will not know how your child ranked their own skills, and your son or daughter will not know how their coach ranked their skills. Two pizza parties will be awarded for participation. The first party will be awarded to one male and one female team that have the most participants complete the surveys by the earliest date. If two or more teams tie, a random drawing from all tied teams will be used. A second party will be awarded to the team selected from a random drawing that all other teams are entered. Additionally, a few individuals will be asked to participate in an interview in which questions related to his or her experience in soccer as well as their relationship with their coach and teammates will be asked.

Participant Confidentiality

All identifying information that your son or daughter provides on the surveys will be kept confidential. Only I will have access to website information. If this research is presented at conferences or published in scholarly journals, no individual identifying information will be presented, as only group data will be presented. Information your son or daughter shares with me in an interview will be kept anonymous, so information will not be traceable to individual names. Information your son or daughter shares with me will be tape recorded but only for the use of data analysis and interpretation. Audiotapes will be locked in a file in my office to prevent other people from listening to individual conversations until all selected soccer players have finished interviews, then transferred to a separate, locked file cabinet where only I will know the location. Before the research is completed all participants will have the opportunity to review interview transcripts and offer their own feedback. When the research is completed different names will be assigned in order to disguise identities. There are no risks associated with participating in this study. Your son or daughter's permission is voluntary. I welcome any questions you have about the research at any time. If, at any time, you wish for your son or daughter to discontinue participation in this research you may choose to do so without consequence or prejudice.

Contact Information

If you have any questions please call me at (425) 232-1520 or email me at nicole.wood@temple.edu. At Temple University you may also contact my advisor, Dr. Michael Sachs at (215) 204-8718. You can also contact Richard Throm of the Temple University Institutional Review Board at (215) 707-8757. Thank you for your help and permission to allow your son or daughter to participate in this research. Please sign and return this letter immediately.

Signing your name below indicates that you have read and understand the contents of this Consent Form and that you agree to grant permission for your son or daughter to participate in this research. Your sign or daughter will have the opportunity, however, to decide whether or not he/she wants to participate in this research.

Parent's Signature

Date

Researcher

Date

Child's name: _____

Child's Age

Team Child Plays For

Parents' e-mail address

Child's e-mail addresses

APPENDIX B

ASSENT FORM

TITLE: The social influences of coaches and teammates in youth soccer: Is it possible to have *friendly* competition?

Researcher: Nicole Wood, Department of Kinesiology, Temple University, (425) 232-1520.

Dear soccer participant,

I am pleased to invite you to participate in this project along with other soccer players from teams around the cities of Seattle and Tacoma. The goal of this project is to talk with you about how you get along with your teammates and coaches and how this is related to your participation in soccer.

Instructions for Participant

If you decide to participate in this project, I will explain what will happen. You will be sent an e-mail with a link to fill out four online surveys. How you answer each of the surveys will help me understand the way you like your coaches to act and how you get along with your coach and teammates. Your coaches will be asked to rank your skills and their rankings will be matched with the rankings of your own skills that you fill out on-line. Your coaches will not know how you rank your own skills and you will not know how your coach ranked your skills. Some of you will also be asked to talk with me in person about your team. During this time, I will ask you questions about how competitive your team is, how good you think your soccer skills are, and how you like your coach to act. Two pizza parties will be awarded for participation. The first party will be awarded to one male and one female team that have the most participants complete the surveys by the earliest date. If two or more teams tie, a random drawing from all tied teams will be used. A second party will be awarded to the team selected from a random drawing that all other teams are entered.

Participant Privacy

All information that you share with me will remain private between just you and me. Information you talk with me about in person will be kept private between you and me as well. Before my project is finished you will be able to read what I wrote and tell me if that is what you meant to say. When I write my final paper, some of what you tell me will be included in my paper and shared at presentations, but I will use different names in order to prevent other people from figuring out what you told me in person. Our conversation will be tape recorded but only so that I can better understand your answers. Audiotapes will be locked in a file in my office to prevent other people from listening to individual conversations until all selected soccer players have had a chance to talk with me, then transferred to a separate, locked file cabinet where only I will know where it is.

There is no harm related to your participation in this project. Your parent (and/or guardian) knows about this project and they think it is okay for you to participate. It is up to you whether you want to participate. If you want to be in this project, please sign this form. If you do not want to be in this project, it is okay for you to say no. If you decide now that you want to participate, you can change your mind later and stop, and no one will be upset with you.

Contact Information

Anytime you have questions you can contact me. My phone number is (425) 232-1520, and my e-mail is nicole.wood@temple.edu. My advisor's name is Dr. Michael Sachs, and you can call him with questions also. His phone number is (215) 204-8718. You can also call Richard Throm of the Temple University Institutional Review Board with any questions you might have. His number is (215) 707-8757. Thank you for your help in this project. Please answer the following:

I agree to participate: ___ yes ___ no
I am: ___ male ___ female
The team I play for is: ___ Select ___ Premier
My age is: ___ 12 ___ 13 ___ 14 ___ 15

Participant's Name

Date

APPENDIX C

SPORT FRIENDSHIP QUALITY SCALE

MY BEST FRIEND IN SPORT

The items below have to do with you and a person you consider to be your best friend on the last team you played for. This should be a friend from your league team that you played for last season. I would like you to think only about this individual as you answer the questions. They are about what you and your friend may do or say with each other. Think of the best friend you had on the team you played for last season. Write that person's first name or initials below.

My best friend from the team I played for last season is:

Circle the answer below each statement that best indicates how you feel about you and the friend you named

Example:

(a) My friend and I watch TV together

not at all true a little true somewhat true pretty true really true

1. My friend gives me a second chance to perform a skill

not at all true a little true somewhat true pretty true really true

2. My friend and I can talk about anything

not at all true a little true somewhat true pretty true really true

3. My friend and I have common interests

not at all true a little true somewhat true pretty true really true

4. My friend and I do fun things

not at all true a little true somewhat true pretty true really true

5. My friend and I make up easily when we have a fight

not at all true a little true somewhat true pretty true really true

6. My friend and I get mad at each other

not at all true a little true somewhat true pretty true really true

7. My friend and I praise each other for doing well

not at all true a little true somewhat true pretty true really true

8.	My friend and I stick up for each other				
	not at all true	a little true	somewhat true	pretty true	really true
9.	My friend and I do similar things				
	not at all true	a little true	somewhat true	pretty true	really true
10.	I like to play with my friend				
	not at all true	a little true	somewhat true	pretty true	really true
11.	My friend and I try to work things out when we disagree				
	not at all true	a little true	somewhat true	pretty true	really true
12.	My friend and I fight				
	not at all true	a little true	somewhat true	pretty true	really true
13.	My friend looks out for me				
	not at all true	a little true	somewhat true	pretty true	really true
14.	After I make mistakes, my friend encourages me				
	not at all true	a little true	somewhat true	pretty true	really true
15.	My friend and I have the same values				
	not at all true	a little true	somewhat true	pretty true	really true
16.	When we have an argument, my friend and I talk about how to reach a solution				
	not at all true	a little true	somewhat true	pretty true	really true
17.	My friend and I play well together				
	not at all true	a little true	somewhat true	pretty true	really true
18.	My friend and I have arguments				
	not at all true	a little true	somewhat true	pretty true	really true
19.	My friend and I think the same way				
	not at all true	a little true	somewhat true	pretty true	really true
20.	My friend and I tell each other secrets				
	not at all true	a little true	somewhat true	pretty true	really true
21.	My friend and I spend time together				
	not at all true	a little true	somewhat true	pretty true	really true
22.	My friend has confidence in me during games				
	not at all true	a little true	somewhat true	pretty true	really true

APPENDIX D

PERCEIVED MOTIVATIONAL CLIMATE IN SPORT QUESTIONNAIRE-2

The Perceived Motivational Climate in Sport Questionnaire-2
Newton, M. L. & Duda, J.L.

Direction: Please read each of the following statements carefully and respond to each in terms of how you view your team. Circle the number that best represents how you feel.

O n t h i s t e a m :					
	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1. Players feel good when they try their best.	1	2	3	4	5
2. The coach gets mad when a player makes a mistake.	1	2	3	4	5
3. The coach has his/her favorites.	1	2	3	4	5
4. Each player contributes in some important way.	1	2	3	4	5
5. Players are ' <i>psyched</i> ' when they do better than their teammates in a game.	1	2	3	4	5
6. The players are encouraged to work on their weaknesses.	1	2	3	4	5
7. Players help each other learn.	1	2	3	4	5
8. The coach yells at players for messing up.	1	2	3	4	5
9. The coach gives most of his/her attention to the ' <i>stars</i> .'	1	2	3	4	5
10. Each player has an important role.	1	2	3	4	5
11. Players are encouraged to outplay their own teammates.	1	2	3	4	5
12. The coach makes sure players improve on skills they're not good at.	1	2	3	4	5
13. Players feel successful when they improve.	1	2	3	4	5
14. Players are punished when they make a mistake.	1	2	3	4	5
15. The coach favors some players more than others.	1	2	3	4	5
16. The coach believes that all of the players are crucial to the success of the team.	1	2	3	4	5

17. The coach praises players only when they outplay teammates.	1	2	3	4	5
18. The focus is to improve each game/practice.	1	2	3	4	5
19. Trying hard is rewarded.	1	2	3	4	5
20. Players are taken out of games for mistakes.	1	2	3	4	5
21. The coach makes it clear who he/she thinks are the best players.	1	2	3	4	5
22. Players at all skill levels have an important role on this team.	1	2	3	4	5
23. The coach emphasizes always trying your best.	1	2	3	4	5
24. Players help each other to get better and excel.	1	2	3	4	5
25. Players are afraid of make mistakes.	1	2	3	4	5
26. Only the top players ' <i>get noticed</i> ' by the coach.	1	2	3	4	5
27. The players really ' <i>work together</i> ' as a team.	1	2	3	4	5
28. Only the players with the best ' <i>skills</i> ' get praised.	1	2	3	4	5
29. The coach encourages players to help each other learn.	1	2	3	4	5

APPENDIX E
LEADERSHIP SCALE FOR SPORTS

Leadership Scale for Sports
(Athlete's Perception of Coach's Behavior)

Each of the following statements describes a specific behaviour that a coach may exhibit. For each statement there are five alternatives: **1. ALWAYS; 2. OFTEN** (about 75% of the time); **3. OCCASIONALLY** (50% of the time); **4. SELDOM** (about 25% of the time); **5. NEVER**

Please indicate your coach's actual behavior by writing in the number in the appropriate space. Answer all items even if you are unsure of any. Please note that you are rating your present coach.

	1	2	3	4	5
My coach:					
1. Sees to it that athletes work to capacity.					___
2. Asks for the opinion of the athletes on strategies for specific competitions.					___
3. Helps athletes with their personal problems.					___
4. Compliments an athlete for good performance in front of others.					___
5. Explains to each athlete the techniques and tactics of the sport.					___
6. Plans relatively independent of the athletes.					___
7. Helps members of the group settle their conflicts.					___
8. Pays special attention to correcting athletes' mistakes.					___
9. Gets group approval on important matters before going ahead.					___
10. Tells an athlete when the athlete does a particularly good job.					___
11. Makes sure that the coach's function in the team is understood by all athletes.					___
12. Does not explain his/her actions.					___
13. Looks out for the personal welfare of the athletes.					___
14. Instructs every athlete individually in the skills of the sport.					___
15. Lets the athletes share in decision making.					___
16. Sees that an athlete is rewarded for a good performance.					___
17. Figures ahead on what should be done.					___

18. Encourages athletes to make suggestions for ways to conduct practices. _____
19. Does personal favours for the athletes. _____
20. Explains to every athlete what should be done and what should not be done. _____
21. Lets the athletes set their own goals. _____
22. Expresses any affection felt for the athletes. _____
23. Expects every athlete to carry out one's assignment to the last detail. _____
24. Lets the athletes try their own way even if they make mistakes. _____
25. Encourages the athlete to confide in the coach. _____
26. Points out each athlete's strengths and weaknesses. _____
27. Refuses to compromise on a point. _____
28. Expresses appreciation when an athlete performs well. _____
29. Gives specific instructions to each athlete on what should be done in every situation. _____
30. Asks for the opinion of the athletes on important coaching matters. _____
31. Encourages close and informal relations with athletes. _____
32. Sees to it that the athletes' efforts are coordinated. _____
33. Lets the athletes work at their own speed. _____
34. Keeps aloof from the athletes. _____
35. Explains how each athlete's contribution fits into the total picture. _____
36. Invites the athletes home. _____
37. Gives credit when it is due. _____
38. Specifies in detail what is expected of athletes. _____
39. Lets the athletes decide on plays to be used in a game. _____
40. Speaks in a manner that discourages questions. _____

APPENDIX F

OLYMPIC DEVELOPMENT PROGRAM ASSESSMENT

WASHINGTON STATE YOUTH SOCCER ASSOCIATION (WSYSA)*Player Evaluation Form*

Player Name: _____ Boys/Girls U: _____

1) General ball control without pressure:

Specific comments:

2) Ball control under pressure:

Specific comments:

3) Accuracy and timing of passes:

Specific comments:

_____4) Overall game without the ball (offensively and
defensively):

Specific comments:

5) Overall physical dimensions (quickness, power, agility):

Specific comments:

6) Overall psychological dimensions (basic attitude):

Specific comments:

7) Extraordinary and unique abilities:

Specific comments:

Evaluating Coach: _____

APPENDIX G

STATUS RANK ASSESSMENT (COACHES)

1. Identify which team you currently coach by: placing a check in the appropriate box.

U13 Premier	U14 Premier	U15 Premier	U16 Premier
<input type="checkbox"/> MALE	<input type="checkbox"/> MALE	<input type="checkbox"/> MALE	<input type="checkbox"/> MALE
<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE

U13 Select U14 Select U15 Select U16 Select

<input type="checkbox"/> MALE	<input type="checkbox"/> MALE	<input type="checkbox"/> MALE	<input type="checkbox"/> MALE
<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> FEMALE

2. On a scale of 1 to 16, with 1 being the best on your team and 16 being the worst on your team, rank order individual athletes.

In order to determine individual ranks use the following skill categories: ball control without pressure, ball control under pressure, accuracy and timing of passes, overall physical skills (speed, power, agility), overall psychological skills (attitude), and extraordinary/unique skills. Use uniform numbers from your team to identify individual athletes.

Rank

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____

APPENDIX H

Individual Skills Assessment (Athletes)

Directions: On a scale of 1 to 16, 1 being the best and 16 being the worst, rank your individual skills in comparison to your teammates for each of the categories listed below. Choose one rank for each skill category, and then fill in your overall rank.

<u>Skill Category</u>	<u>Rank (from 1 to 16)</u>
-----------------------	----------------------------

1. Ball Control without Pressure	_____
----------------------------------	-------

2. Ball Control under Pressure	_____
--------------------------------	-------

3. Accuracy and Timing of Passes	_____
----------------------------------	-------

4. Overall Physical Skills (Quickness, Power, Agility)	_____
---	-------

5. Overall Psychological Skills (Attitude)	_____
---	-------

6. Extraordinary and Unique Abilities	_____
---------------------------------------	-------

7. Overall Rank	_____
-----------------	-------

8. Will you be willing to participate in an in-person interview about how competitive your team is, how good you think your soccer skills are, and how you like your coach to act?

_____ yes

_____ no

APPENDIX I
Interview Guide

Leadership Style Questions

Tell me how much time your coach spends giving specific instructions (skills, tactics) to you and your teammates.

How often are athletes able to help make decisions about practice drills, skills training, game strategy, team activities, etc.

Motivational Climate Questions

Please tell me which your coach is more likely to reward:

- 1) *outperforming* your teammates while not playing your best
- 2) *being outperformed* by your teammates but playing better than you have before (improved individual performance)

*WHY?

*How does this influence your motivation to play?

Friendship Quality Questions

How important are the following friendship qualities to you in your *BEST* friendship:

- 1) companionship (spend time together)
- 2) loyalty (can talk about anything)
- 3) self-esteem enhancement (praise each other, have confidence in each other)

*Is your best friend someone on your current soccer team?

*How would your motivation to play soccer change (or not) if your best friend on your current team quit.

Status Rank Questions

Regarding your own soccer specific skills, where would you rank your skills in comparison to each of your teammates, with *1 being the best skilled* and *18 being the worst skilled*?

Why did you rank yourself where you did?

APPENDIX J

Permission to Audiotape

Permission to Audiotape

Researcher's Name: Nicole J. Wood
 Department: Kinesiology
 Project Title: Social Influences of Coaches and Teammates
 in Youth Soccer: Is it Possible to have Friendly
 Competition?

Participant: _____ Date: _____

I give, Nicole Wood,
 permission to audiotape me. This audiotape will be used
 only for the following purpose (s):

(Choose one)

_____ CLINICAL

This audiotape will be used as part of my treatment. It
 will not be shown to anyone but my treatment team, my
 family, and myself.

_____ EDUCATION

This audiotape may be shown to education professionals
 outside of _____ for
 educational purposes. At no time will my name be used.

X _____ RESEARCH

This audiotape will be used as a part of a research project
 at Temple University. I have already given written consent
 for my participation in this research project. At no time
 will my name be used.

_____ MARKETING/PUBLIC INFORMATION

This audiotape will be used to promote
 to educational or health professionals, referral sources,
 and/or the general public. At no time will my name be
 used.

OTHER

_____ Description:

WHEN WILL I BE AUDIOTAPED?

I agree to be audiotaped during the time period:
to _____.

HOW LONG WILL THE TAPES BE USED?

I give my permission for these tapes to be used from:
to _____.

Data will be stored for three (3) years after completion of the study.

WHAT IF I CHANGE MY MIND?

I understand that I can withdraw my permission at any time. Upon my request, the audiotape(s) will no longer be used. This will not affect my care or relationship with Nicole Wood in any way.

OTHER

I understand that I will not be paid for being audiotaped or for the use of the audiotapes.

FOR FURTHER INFORMATION

If I want more information about the audiotape(s), or if I have questions or concerns at any time, I can contact:

Researcher's Name: Nicole J. Wood

Department: Kinesiology

Institution: Temple University

Street Address: Temple University, Pearson Hall, Rm. 103A

City: Philadelphia

State: Pennsylvania

Zip Code: 19122

Phone: Office (253) 535-7372 Home (425) 232-1520

This form will be placed in my records and a copy will be kept by the person(s) named above. A copy will be given to me.

Please print

Participant's Name:

Date:

Address:

Phone:

Participant's Signature:

(Or signature of parent or legally responsible person if subject is a minor or is incompetent to sign.)

Relationship to Participant:

Participant cannot sign because:

but consents orally to be audiotaped under the **conditions described above.**

Witness Signature

Date

Witness Signature

Date

APPENDIX K

Transcripts For Each of The Twenty-four Interview
Participants

P1: T.J.

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

T.J. Pretty good.

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

T.J. No . . . I'm ready!

Interviewer: Great. Here is the first question, is your best friend on your team?

T.J. No.

Interviewer: Okay if he was, how would your decision to play soccer change if this person stopped playing for your team?

T.J. I'd still play, it's not that important that my best friend plays on the same team as me.

Interviewer: Why?

T.J. I have a lot of friends so if my best friend doesn't play on my team it is not a big deal because there are other people that are my friends and it is fun to play on a team with them.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

T.J. Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? First, spending time together?

T.J. I'd say pretty important. I guess I would want my friends to want to spend time with me, hang out, you know, and stuff like that.

Interviewer: Okay good, now how about having the ability to talk about anything?

T.J. Umm . . . I don't know. This is kind of weird to think about. I guess we tell each other lots of things, but I don't know if it's that important. We just talk about whatever. So yeah, I guess that's my answer, it's not really that important, but we just tell each other stuff when we want.

Interviewer: Great, thanks for your answer. Now here's the last one, how about having confidence in each other, how important is this for you?

T.J. I'd say this is really important. I feel good about my abilities when my friends think I am good at things and have confidence in me being able to help them out. Out of all three, I think this is the most important for me.

Interviewer: Tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

T.J. My coach always gives us directions. He gives them all the time, in practice, games, always. His directions are very detailed and sometimes too much . . . but I guess it's good because if you don't get it the first time you get it the second time. He makes sure that we understand what we are supposed to do.

Interviewer: Okay good, can you tell me a little more about that?

T.J. Well umm . . . I guess it's good but sometimes I get bored because I already know what to do and then I have to listen while he explains things over and over and over and I look at my teammates and most of them get it already too and I wonder if he even notices. I don't think so.

Interviewer: How does that make you feel?

T.J. I get frustrated . . . umm yeah, just frustrated but then I wait for my turn and play and once I start playing it's fun again.

Interviewer: Now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

T.J. We don't get to that that much. Our coach knows what needs to be done and does not ask us to help plan practices or games.

Interviewer: Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

T.J. Playing better than you have before, even if not as good as your teammates.

Interviewer: Please explain.

T.J. Because it is okay to do well and still not be the best. Not everyone can be the best or good at everything, but I think that our coach just wants everyone to improve. That's what he tells us! And as long as you do better as we play more games and not get worse then that is good.

Interviewer: Okay last question . . . how much do you like playing for your team?

T.J. I think it's okay. It is better than the other team I played for and sometimes it's really fun, but then sometimes it isn't so much fun. I think I'm neutral. I will try out for this team again next year and most likely play. It's not bad. I like my teammates and my coach is good most of the time, so yeah, I like it and will most likely play again next year.

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season, and have fun!

P2: Jake

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Jake. I'm good.

Interviewer: Great! I am going to ask you a lot of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Jake: No!

Interviewer: Great. Here is the first question, is your best friend on your team?

Jake: Yes.

Interviewer: How would your decision to play soccer change if this person stopped playing for your team?

Jake: I'd still play, I like playing on my team.

Interviewer: Why?

Jake: It would suck if Tyler left, but I guess if he wanted to leave that's okay if that's what he wanted it's not my job to tell him what to do. We'd still be friends and I'd still play on my team and we would see each other at school or after soccer practice so it's no big deal.

Interviewer: Okay, so now I am going to ask you questions about how important you think certain characteristics are in your best friendship.

Jake: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you. How important are each of these to you?

Jake: I'd say pretty important. I mean they are all really important. They all seem like things that make you want to be friends with someone.

Interviewer: Okay can you explain further?

Jake: Well umm . . . I don't know. I guess being able to talk about anything is not as important as the other two. I think we just talk about things when we want. Mostly though we just hang out and play games I wouldn't umm, say that we really talk about that much we just do things together. It is really important though that Tyler has confidence in me especially when we play soccer because then I know that someone else thinks I can help them out, and he trusts that I am good enough to mark a player and that makes me try harder because I know that he has confidence in me to do what I'm supposed to do.

Interviewer: Great, thanks for your answer. Now please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Jake: A lot, he makes sure that everyone understands what they are supposed to do. It's good if you don't understand, but sometimes even when you think you did something good he still gives you directions like you didn't do it good enough. It would be nice for it just to be good enough sometimes . . .

Interviewer: How does this make you feel, when you think you did something good and he gives you directions on how to make it better? Can you tell me a little more about that?

Jake. Well umm . . . I guess it's good because he is just trying to make me better, but sometimes I just wish he'd say good job Jake! Maybe give me a few minutes, then come over and tell me how to make it better. I think I've had really good games before and he never just says good job and leaves it like that. There is always something that I didn't do just right. I know that and get that I should always try to be better, but it makes me feel like I'm not good when he never just tells me good job!

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help

make decisions about practice drills, game plans and team activities?

Jake: We, in practices, we usually get to choose what the last game we play is if we practiced good, but in games we never get to help make decisions. It's okay though because I think it would be weird. No one would know what to do I think that is what the coach is supposed to do, make the decisions and tell us what to do because if you had to figure all that stuff out it would be hard to make sure everyone was doing the same thing and try to do what you were supposed to do too.

Interviewer: Okay we're almost done. I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Jake: Playing better than you have before, even if not as good as your teammates.

Interviewer: Please explain for me.

Jake: Our coach always talks about improving during each practice and game. He says perfect practice (not practice! Perfect practice!) equals perfect games, not practice makes perfect. I think this is cool because not everyone can be the best, but if you improve each time you do something its cool because you are getting better and it makes our whole team better.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Jake: I like it a lot, it's really fun. My coach is cool . . . sometimes he's hard on me, but I know it's because he's just trying to make me feel better. There are more times when he's fun than not, he's fun and he makes it fun for us by not putting pressure on us to win, but I think that is why we win because the pressure of us to win is not there. I will definitely play again next year!

Interviewer: Great! Thank you for answering my questions.

P3: Kyle

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Kyle. Pretty good!

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Kyle: No don't think so.

Interviewer: Great. Here is the first question, is your best friend on your team?

Kyle: No.

Interviewer: Okay so let's say that the person you think of as your best friend played on your team, and he stopped playing, how would your decision to play change if this person stopped playing for your team?

Kyle: I'd still play, I like playing on my team.

Interviewer: Why?

Kyle: I have more than one really close friend so it wouldn't be the end of the world if he didn't play on my team. I could hang out with him not during soccer and during soccer, there are other people who I could hang with.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Kyle: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here is the first one: spending time together?

Kyle: Spending time together, doing things, or not, I guess, just hanging out, is really important to me. I like to just meet up with my friends and play soccer or basketball or skate, things like that, it's fun.

Interviewer: Great, what about being able to talk about anything?

Kyle: Well umm . . . I don't know. I guess we just hang out, but I don't know if we really talk about things that much. I don't think it is that important to always feel the need to be able to talk about anything, I guess if someone needs to talk about something I'm here to listen, but I wouldn't say that's something I think about too much.

Interviewer: Okay, thanks for your answer, last one, what about your best friend having confidence in you? How important is this to you?

Kyle: I'd say pretty important. It means a lot to me that my closest friends think I am good at things and are confident that I can help them out, or think that I am good at things and worth being friends with. It makes me feel good about myself that other people have confidence in me.

Interviewer: Great, thanks for your answer. Now please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Kyle: Not that much, I guess just when we need it. He doesn't spend a lot of time explaining things that we already do right, but whenever he teaches us a new skill he makes sure that everyone understands what, how to do it right, then he lets us try and he only gives more detailed instructions to players that need extra help.

Interviewer: Is this helpful for you?

Kyle: Yes.

Interviewer: Can you tell me a little more about that?

Kyle. Well I like it because he doesn't waste time if a skill is something easy for you. If you get it, that's great and you get to learn another, but if you need some more help and time to practice until you get it right you can, so everyone can learn it right and get good at it.

Interviewer: Okay thank you, now what about how decisions are made. How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Kyle: Never, he comes to practice with what he wants to do already and the same thing for games.

Interviewer: What do you think about this?

Kyle: It's okay because I think it would be weird if we got to choose what to do in practices. Nothing would make sense because people would just want to play stupid games that didn't make us better. No one would know what to do and I think that is what the coach is supposed to do.

Interviewer: Okay good, almost done, I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Kyle: Playing better than you have before, even if not as good as your teammates.

Interviewer: Please explain.

Kyle: Our coach always talks about improving during each practice and game. He wants us to always try and play our best even if we mess up because trying to play better and not always being the best is better than playing just good enough to beat who you are playing against. The other team can be really bad and we can play just a little better and beat them, but our coach would be mad at us because we didn't play our best.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Kyle: I like it a lot. . .It's fun. I think my coach is cool, he's really helpful and fun to play for.

Interviewer: Great! Thank you for answering my questions.

P4: Nicole

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Nicole. Good. Thanks!

Interviewer: Great! I am going to ask you lots of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Nicole: Nope!

Interviewer: Great. Here is the first question, is your best friend on your team?

Nicole: Yes.

Interviewer: Great, how would your decision to play soccer change if this person stopped playing for your team?

Nicole: It would be really hard for me if Meg stopped playing on this team. I like this team, but one reason is because she plays on it to. I'm not sure if I would still play, probably, but it would take a while, like a month about, to get used to it and find someone else to be just as good as friends.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Nicole: Okay!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Nicole: These are all really important to me. For me, they mean that your best friend really likes you and trusts that you will be there for them and that you are good at things that they like to.

Interviewer: Okay good, can you explain further?

Nicole: Well okay . . . I guess being able to talk about anything is most important. We talk about things that we would never tell anyone else, and it is really cool to be able to do that. I know that Meg will never tell my secrets and I won't tell hers so it makes me feel really close with someone and important.

Interviewer: Great, what about the other two?

Nicole: Well having Meg have confidence in me is also really important because then I know that she thinks I am good at the same things she cares about and she trusts me to help her out and that she can count on me. This also makes me feel really good about myself and what I can do.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Nicole: He gives really detailed instructions on everything. It's crazy, he explains things really good though, but sometimes it's too much.

Interviewer: Okay can you explain more?

Nicole: Well it's good to have detailed directions when you are first learning something, but then it gets boring if we have already done a drill or played a game or something and we already know what to do. He gives the same directions every time, even if we already know what to do and then it's boring, I just want to play and not listen to all those directions!

Interviewer: How does this make you feel?

Nicole. Well bored I guess, but then when I get to play I forget about it and it's fun.

Interviewer: Okay thank you, now what about how decisions are made. How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Nicole: Never, ever, ever in games, sometimes in practices we get to choose between two different things. Usually the last 5-10 minutes and this makes it fun. I like the end of practice because then we get to choose what to do and it makes us feel like we get to decide some things. It's cool.

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Nicole: Oh always playing better than you have before! That's what our coach always says!

Interviewer: Can you tell me why?

Nicole: Our coach always says just try to play better than you did before and as long as you do that than the whole team will be better!

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Nicole: I really like it. It's a lot of fun and Meg plays on it too so then it's even funner!

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season!

P5: Ali

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Ali. Pretty good. Thanks!

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Ali: No, not any I can think of!

Interviewer: Great. Here is the first question, is your best friend on your team?

Ali: No.

Interviewer: So let's say that your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Ali: Right now I only have one person on this team that is my friend and I like playing for it but I am not sure if I want to play again next year because it would be funner if I had more friends. I would want to go to practices more, be more excited to go, you know, want to play more because it would be funner. I might play on this other team that I have three friends on.

Interviewer: Oh so you think you might want to change teams next year?

Ali: Yeah maybe.

Interviewer: Why?

Ali: Just because it would be more fun to play with my other friends.

Interviewer: Okay, thanks for your answer, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Ali: Okay!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Ali: I think that having confidence in each other is really important. Having confidence in someone means that you think they are good at something and you trust that they will be there for you, and can help you when you need them. That's really important to know that.

Interviewer: Okay good, can you explain further?

Ali: Well okay . . . and I guess being able to talk about anything is also important. We talk about things that we would never tell anyone else, and it is cool to be able to do that. It makes you feel needed.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Ali: Our coach doesn't really explain things that much, at least not when we have already practiced certain skills. He gives detailed instructions the first time he shows us something, but then he expects us to know already every time after. Drills are shown quickly then we just go through and do them. Lots of people mess up and he gets mad but a lot of people don't really get what we are supposed to do, but when they ask questions he helps people individually so that other people can practice if they don't need help. If everyone doesn't get it though he'll stop and give instructions again for everyone all at once.

Interviewer: How does this make you feel?

Ali. Well I like it because if I don't need instructions I get to just try it out, and then I have more time to do things and not stand around and listen.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to

help make decisions about practice drills, game plans and team activities?

Ali: Never. We don't get give ideas at all. We always do what our coaches have for us.

Interviewer: Do you like this?

Ali: It doesn't bother me. He's the coach, he knows what's best!

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Ali: Playing your best even if not better than your teammates because if everyone plays better or tries to play better than they did last game the whole team will just be that much better. Our coach tells us that a team is made up of a lot of players, not just one, so we need everyone to play as good as they can to be successful and have a winning season.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Ali: I like playing for it, but I haven't made up my mind yet if I want to play for this team again. I can try out for a few teams, and I think I will, and see how many I make then make up my mind. This team is fun, but I might want to try another team next year, one where more of the closer friends play for.

Interviewer: Great! Thank you for answering my questions.

P6: Kate

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Kate. Very good. Thanks!

Interviewer: Great! I am going to ask you questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Kate: No I don't have any right now.

Interviewer: Great. Here is the first question, is your best friend on your team?

Kate: No.

Interviewer: So let's say that your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Kate: I would still play. It would be nice if my best friend was on my team, it would just be more fun, but it's okay that she's not. She doesn't even play soccer! I like all my teammates and it's a fun team so I would still play.

Interviewer: Okay, thanks for your answer, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Kate: Okay I'm ready!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here is the first one: spending time together?

Kate: Well I think this is important because best friends are fun to hang around with so it makes sense that you would want to spend time together as much as you can. I know that I always want to go over to Meg's house because she is fun to be with and we laugh and tell secrets and things like that.

Interviewer: Thanks for your answer and it leads to my next question, here is second characteristic, being able to talk about anything, how important is this for you?

Kate: This, for me is really important, more important than the last one because I need to have someone that I can tell anything to and know that she won't tell people that I don't want to know. It makes me feel important that I have this.

Interviewer: Great, one more, how important is it to you that your best friend has confidence in you?

Kate: Pretty important.

Interviewer: Why?

Kate: I think that having confidence in each other is really important because having confidence in someone means that you trust that they will be there for you and can help you when you need them and that's really important to know that.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Kate: Sometimes he does, sometimes he doesn't. It depends on if we have already learned a skill or done a drill before. Our coach doesn't really explain things that much, at least not when we have already practiced certain skills. He gives detailed instructions the first time he shows us something then he expects us to know already every time after and do it right. If he is teaching us something new though he will spend a lot of time giving instructions, because he wants us all to know exactly how to do it and do it right.

Interviewer: Do you like the way your coach gives instructions to you and your teammates?

Kate: Yes. It works well.

Interviewer: Can you explain further?

Kate. Well I like it because if I don't need instructions I get to just try it out and then I have more time to do things and not stand around and listen.

Interviewer: Okay thank you, now what about how decisions are made. How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Kate: I would say not at all. He comes to practices and games with the practice already written out.

Interviewer: Do you like this?

Kate: I haven't thought about it that much. It works for me.

Interviewer: Alright now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Kate: Well I kind of think both. Our coach would never want us to play better than our teammates but play bad overall, he always tells us what is most important is that we try our best and play better than we have before, but I also think that if we play better than one of our teammates he kind of likes it too because then it just makes other people play better so they can be their best.

Interviewer: Okay great answer, here's the last question. How much do you like playing for your team?

Kate: I really like playing for it because I have so much fun, and I have learned so many new skills and gotten so much better this year!

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season and I hope you have fun and keep getting better!

P7: Jill

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Jill. Okay. Thanks!

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Jill: No, none right now.

Interviewer: Great. Here is the first question, is your best friend on your team?

Jill: Yes.

Interviewer: Can you tell me how would your decision to play change if this person stopped playing for your team?

Jill: I would quit.

Interviewer: Why would you stop playing?

Jill: Soccer is much more of a social thing for me than a competitive thing. I only play on this team because my best friend does.

Interviewer: Okay, thanks for your answer, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Jill: Okay.

Interviewer: How important are the following friendship characteristics to your in your best friendship? Here is the first one: spending time together?

Jill: Well I think this is important because I have to spend time with my best friend, it might actually be too much! I wouldn't survive if I couldn't spend time with my best friend, it's all I do . . . we do everything together.

Interviewer: Thanks for your answer, here is the second, being able to talk about anything, how important is this for you?

Jill: This for me is really important, and since we have such a great relationship it is a natural thing for us, we just talk about everything, it's crazy how natural it seems, we talk about anything and everything, all the time!

Interviewer: Great, one more, how important is it to you that your best friend has confidence in you?

Jill: This is important too because we are both really confident in each other and can trust each other. This makes me feel good about myself, that someone has confidence in me and trusts me.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Jill: He takes about 20 minutes to explain to make sure we get it right. We watch him do it then he does it in slow motion for us and then we try. He helps us work out things we have trouble with and then we do it until we get it right.

Interviewer: Do you like the way your coach gives instructions to you?

Jill: It's fine.

Interviewer: Okay thank you, now what about how decisions are made. . .How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Jill: We get to put in input every practice. He let us run the stretch and then we talk about things that happened in the game and we give ideas and some times he let's us chose a drill to do.

Interviewer: Do you like this?

Jill: Sometimes, but at times it seems like we do too much talking and not enough playing and when we choose the drills they are not always good ones. I haven't thought about it that much though, so I guess it's okay.

Interviewer: Alright now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Jill: Playing better than you ever have before but not as good as your teammates. Our coach wouldn't want us playing better than your teammates. He is always positive and never would put us down like that. He focuses on the positive almost all the time. He probably would only say that this was your best game not that you were not at the same level as your teammates.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Jill: I really love playing for this team right now. It's a fun team and like I said before I play because it's a social thing and my best friend plays on this team so right now it's a blast!

Interviewer: Great! Thank you for answering my questions. I hope you keep having fun!

P8: Molly

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Molly. I'm great. Thanks!

Interviewer: Great! I am going to ask you lots of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and, and finish with questions about how competitive your team is. Do you have any questions for me before I start?

Molly: No.

Interviewer: Great. Here is the first question, is your best friend on your team?

Molly: Yes.

Interviewer: Great, how would your decision to play soccer change if this person stopped playing for your team?

Molly: I would keep playing, because I am not really that close of friends with this person. The whole team is really my friend, and I would keep playing because I like playing for my team.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Molly: Okay!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Molly: These are all really important to me but I'd say that having confidence is most important. A lot more than the others. If we didn't have confidence in each other, we wouldn't be able to play soccer with each other.

Interviewer: Okay good, can you explain further?

Molly: Well because then we wouldn't think that we were good at the same things or trust each other to do what we were supposed to do. And if we didn't trust each other or know that each other can do our part than I don't think we would like each other or want to be around each other.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Molly: Our coach will talk to you about soccer skills if you want him to, but mostly if he wants to practice then he just does basics. Roll the ball back with the foot, roll the ball forward with the foot.

Interviewer: Okay so would you say that his directions are very detailed?

Molly: Not really.

Interviewer: How does this make you feel?

Molly. I like it because then we don't waste time if no one needs specific instructions and we can do and practice more skills. If someone needs detailed instructions then he will use that time to work individually with people while the rest of the team gets to move on and practice new skills.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Molly: You can have your input if you want to do something, but mostly people don't care. It's cool. Our coach really just tries to make everything fair and fun for everyone.

Interviewer: Alright great! I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Molly: Our coach is the kindest coach I have ever had. All the girls on our team are told that they should work hard.

He does try to enforce that rule to. If you are goofing off he will make you do push-ups. If everyone is better than you, but you are trying as hard as you can, he doesn't care what people think, because mostly that means you are actually trying to win the game.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Molly: I love my team. I always feel I am needed and wanted at games.

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season!

P9: Ben

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Ben: Pretty good.

Interviewer: Great! I am going to ask you a lot of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions. I'll finish by asking you how competitive your team is. Do you have any questions for me before I start?

Ben: None right now!

Interviewer: Great. Here is the first question, is your best friend on your team?

Ben: No.

Interviewer: Okay, well let's say that the person that you would consider your best friend stopped playing for your team; how would your decision to play change if this person stopped playing for your team?

Ben: I'm not sure how to answer this right now. I would probably like playing soccer more if more of my closest friends were playing.

Interviewer: Why?

Ben: Because we would push each other to do our best. And it would be fun, still competitive . . . but fun.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Ben: Okay I'm ready.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are

the three: spending time together, being able to talk about anything, and having confidence in you.

Ben: They are all important.

Interviewer: Can you explain further?

Ben: Well being able to talk about anything is not as important as the other two. I think we just talk about things when we want. Mostly though we just hang out and play games I wouldn't umm, say that we really talk about that much we just do things together. It is really important though that my friends have confidence in me because then I know that I can help them out and they trust that I am good too.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Ben: He'll say stuff at practice. About 15-20 minutes. Mostly though when he is teaching a skill that we haven't done before or when someone needs extra help. If nothing needs to be said then he doesn't waste time explaining things.

Interviewer: Okay, do you like this? Does it help you to get directions only when something is new?

Ben: Yeah I think so. I like it because I learn by practicing things and it's best for me to see someone do it, then try it, I don't really need lots of instructions.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Ben: I don't really know. It just depends on what we're doing, how well we played at the last game, and if he thinks we played and tried our best. So I guess most of the time he makes all the decisions!

Interviewer: How does this make you feel?

Ben: It doesn't bother me. I haven't ever thought about whether it should be or wished it was different.

Interviewer: Okay I'm almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Ben: Playing better than you have before, even if not as good as your teammates.

Interviewer: Please explain for me.

Ben: Our coach always talks about improving during each practice and game and he has said this exact phrase to me before! I think this is cool because not everyone can be the best but if you improve each time you do something its cool because you are getting better and it makes our team better.

Interviewer: Okay great answer, this is my last question . . . how much do you like playing for your team?

Ben: I've liked my team a lot. But I've had surgery on my foot and I haven't been able to play for a few months, and I've missed most of the season and this has made it hard for me, not for any reason except the fact that I actually can't play!

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season and getting back to playing!

P10: Jeff

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Jeff. It's been okay.

Interviewer: Today I am going to ask you a few questions about your soccer team. I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions, and I will end by asking you questions about how competitive your team is. Do you have any questions for me before I start?

Jeff: No!

Interviewer: Great. Here is the first question, is your best friend on your team?

Jeff: No.

Interviewer: Okay, well let's say that the person that you would consider your best friend did play on your team and then stopped playing after this season; how would your decision to play change if this person stopped playing for your team?

Jeff: I'm not sure how to answer this . . . I would probably like playing soccer a lot more if some of my closest friends were playing. I wouldn't say that I have one best friend though, so it's hard to answer, but I'd say that if I had a few of my closer friends on this team with me they would make it more fun to play so I'm pretty sure I would like playing more than I do right now.

Interviewer: Why?

Jeff: Because we would push each other to play our hardest but we wouldn't get mad when someone always did better or worse because we are friends and it wouldn't matter.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Jeff: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Jeff: Well I think that spending time together is really important, and him wanting to spend with me.

Interviewer: Can you explain further?

Jeff: I don't think that being able to talk about anything is as important because as long as we hang out and do things together that we both like to do then it is fun. I think we just talk about things when we want. Mostly though we just hang out and play games, we really don't talk about that much; we just do things together.

Interviewer: What about your closest friend having confidence in you? How important is that to you?

Jeff: I guess I have more confidence in myself if my friends have confidence in me too, so yeah, it's important too. My friends don't really tell me they have confidence in me, so umm . . . I don't know if they do, but I guess if they want to still hang out with me and do stuff then they do.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Jeff: He'll say stuff at practice. Sometimes he does, sometimes he doesn't. Usually about 15-20 minutes.

Interviewer: Okay, do you like this? Does it help you when he gives specific directions?

Jeff: Yes. I wish though that he gave specific directions more than he does. Sometimes I really don't get how to do a certain move, then it is my turn and I mess up in front of everyone. So, I wish that if he saw a few people struggling he would talk to us in a smaller group and give more directions so then we could see it a few more times before we had to practice it in front of the team.

Interviewer: Okay thank you, now what about how decisions are made. How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Jeff: He always has his plan for practice and games. We don't get to say any suggestions. So he makes most of the decisions.

Interviewer: How does this make you feel?

Jeff: It's okay. Every once and a while it would be nice to do a drill or play a small game that we chose, just to break things up every once in a while. It's okay, I know he's the coach and should be able to make his plans for us.

Interviewer: Okay we are almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Jeff: I know that my coach wants us to always try our best, so playing better than you have before, even if not as good as your teammates.

Interviewer: How do you know he wants you to always try your best but is okay with not being the best?

Jeff: Our coach always talks about improving during each practice and game, and he talks a lot about how on a team there will be players that are better at dribbling and scoring, others that are better passers, and others that are better defenders, and this is a good thing because a team needs to have people who are good at each of these things. He also tells us that not everyone can be the best in each area, but as long as we work hard in practice to be better than we were in the last game, that's all that he cares about. He says that we can't compare ourselves to our teammates because everyone has different skills that they are good at, and it wouldn't be fair for him to compare players either.

Interviewer: Okay great answer, here is the last question . . . how much do you like playing for your team?

Jeff: I like my team a lot more this year than my other one. I stopped playing for my last team because I didn't like the coach, and I do like this coach a lot more. It would be more fun if I had a few of my closer friends on it, but it's okay. I will probably play for this team again next season, unless we lose all our games and people start getting mad at each other! That wouldn't be any fun.

Interviewer: Great! Thank you for answering my questions.

P11: Carly

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Carly. I'm great. Thanks! And our season is going really good!

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions, and then I will end by asking you how competitive your team is. Do you have any questions for me before I start?

Carly: Nope, none right now!

Interviewer: Great. Let's get started. Here is the first question, is your best friend on your team?

Carly: No.

Interviewer: Let's say that your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Carly: I would still play.

Interviewer: Can you tell me why?

Carly: I would still play because I love playing soccer, no matter who is on my team, and I didn't try out for this team because my best friend plays on it, but I have become really good friends with all my teammates and I do like them all.

Interviewer: So you wouldn't say that any of your teammates are now your best friend?

Carly: No. My best friend doesn't even play soccer and I only see my teammates at soccer. I go to school in a different city and my parents drive me 40 minutes to practice from our house.

Interviewer: Oh wow, why do you drive so far?

Carly: This is the best team for my age group in this state and my parents don't mind driving me so I play.

Interviewer: Okay, great. Now I will ask you questions about how important you think certain characteristics are in your best friendship.

Carly: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you. How important are each of these?

Carly: Being able to talk about anything is really important for me. I like that I can talk to my best friend about things that I don't want to tell anyone else, it makes me feel important and special, like someone else really cares about me!

Interviewer: Great answer! What about spending time together and having confidence in you? How important are each of these?

Carly: Well they are both really important and I think are similar to being able to talk to each other about anything because I know that if I didn't spend lots of time with one person I wouldn't feel close enough to her or trust . . . have confidence that she wouldn't tell anyone what I told her, and especially not have confidence in her to not tell someone I didn't want to know.

Interviewer: Okay thank you for your answers so far. Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Carly: Always! He is great and really good at explaining things so that everyone gets it and we can do things right the first time, then we don't have to spend an entire practice working on one thing.

Interviewer: Okay so would you say that his directions are very detailed and helpful to you?

Carly: Yes.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Carly: Never in games. Sometimes in practices we get to choose a fun activity to do, especially if we played really good in the last game, or if we have a really long time between games, like if we have a weekend that we don't play and have two weeks between games, then he will usually ask us what we want to go do, something fun like going on a long bike ride as a team, or doing a team run on Ruston Way. Something that is still keeping us in shape but not necessarily soccer drills, just for one day, then it's back to practicing!

Interviewer: What do you think of this?

Carly: I love it! It keeps a long season fun and it shows us that he wants us to have fun and not just practice soccer all the time!

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Carly: The second one because that is what matters most. Always getting better and playing better than you have before. That is what our coach tells us all the time. We have to try to play better than we did during the last game and not worry about what our teammates can do that we can't because we are on the same team and everyone helps us win games and play well.

Interviewer: Okay great answer, last question . . . how much do you like playing for your team?

Carly: It's a lot of fun, I love it! I like my coach a lot, I've gotten a lot better and I'm friends with all my teammates. It's cool.

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season!

P12: Josh

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Josh. Okay.

Interviewer: Okay well I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Josh: No . . . I can't think of any right now.

Interviewer: Great. Here is the first question, is your best friend on your team?

Josh: No.

Interviewer: Okay, well let's say that the person that you would consider your best friend did play on your team and then stopped playing after this season; how would your decision to play change if this person stopped playing for your team?

Josh: I would still play.

Interviewer: Can you explain your reasoning?

Josh: Well I really like playing soccer and I haven't ever played on a team because a good friend did. Usually I try out for a team because I like that coach or because the team is good, then if I have friends on it, cool, if not, I become friends with my teammates by playing on the team. So having a really good friend on my team is not that important.

Interviewer: Okay great, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Josh: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to you that you and your closest friend spend lots of time together.

Josh: This is important.

Interviewer: Why.

Josh: Well umm . . . that's pretty much all I do, hang out with my friends. I like to spend time hanging out with them, it's fun.

Interviewer: Okay great, here's the second, what about being able to talk about anything, is this important to you?

Josh: Umm this isn't as important. We just hang out and play video games or sport games or just walk around and things like that. I don't think it's really important that we talk about anything, we just hang out and make jokes and stuff like that.

Interviewer: Good. Here is the last friendship characteristic, how important is it to you that your closest friend has confidence in you?

Josh: I think this is important too, I think that my closest friends have confidence in me, or else they wouldn't be my friends. I don't really think about it so much though, I guess I just assumed that they would have confidence in me. To me, just spending time together doing things is most important.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Josh: He usually says stuff when people are struggling with learning a new dribbling skill, or passing play or defensive formation. But most of the time he explains things with as little instructions as possible, I think just enough to get the point across, then we try it, and if people are messing up, he'll say stuff more.

Interviewer: Does it help you when he gives specific directions?

Josh: Yeah, I guess. Just because he only really gives really detailed instructions when people mess up.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Josh: He makes all the decisions!

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Josh: Yeah it's fine.

Interviewer: Can you explain more?

Josh: Well it doesn't seem like it's bad or anything and I don't mind it. Everything is planned and we never have a time when he doesn't know what to do, so he seems like he knows what he's talking about and that makes me want to listen more.

Interviewer: Okay we're almost done. I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Josh: I know that my coach wants us to always try our best, so playing better than you have before, even if not as good as your teammates.

Interviewer: How do you know he wants you to always try your best?

Josh: He tells us.

Interviewer: Why does your coach say that playing better each game is more important than playing better than your teammates even if not as good as you played before?

Josh: Because he says that not everyone is as good as other players at all skills and this is what makes a team so

cool, because everyone has important skills that make the team better so we should try to make our own skills better and not worry about being better than our teammates because our team needs lots of different players with different skills to be our best and this is what is most important.

Interviewer: Okay great answer, here is my last question . . . how much do you like playing for your team?

Josh: I really like playing for this team. The last team I played for, the coach wasn't that nice and didn't really spend that much time working on improving skills or telling us when we were doing something good, and my coach now does.

Interviewer: Great! Thank you for answering my questions. I hope the rest of your season goes well!

P13: Chris

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Chris: It's been really good.

Interviewer: Today I am going to ask you lots of different questions about your soccer team. I will start by asking you about your best friend on your team. Then I will ask a few questions about how your coach gives directions and makes decisions, and we will finish by talking about how competitive your team is. Do you have any questions for me before I start?

Chris: No . . . none that I can think of.

Interviewer: Great. Here is the first question, is your best friend on your team?

Chris: No.

Interviewer: So let's say that the person that you would consider your best friend did play on your team and then stopped playing after this season; how would your decision to play change if this person stopped playing for your team?

Chris: I'm pretty sure I would still play . . . I love playing soccer and I get better after each season. Also, my team is really good and it's fun. My coach makes practices fun so I'm always excited to go. I have lots of friends and wouldn't say that I have one best friend so I don't really play soccer to be with one friend. I'm friendly with all my teammates so if one of them quit I would still play.

Interviewer: Okay great, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Chris: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to

you that you and your closest friend spend lots of time together?

Chris: Well this is pretty important to me.

Interviewer: Can you explain further?

Chris: Umm . . . I like to spend time hanging out with my closest friends doing things like playing different sports or videogames. It's good to hang out with them because it's fun and makes me feel like I'm part of a group.

Interviewer: Okay great, here's the second, what about being able to talk about anything, is this important to you?

Chris: Umm I don't know so much about this one. I just hang out and do things with my closest friends and I wouldn't say that we really talk that much. Just make jokes and things like that but not really spend that much time really talking about things in depth.

Interviewer: Good, thank you for your answer. Here is the last friendship characteristic, how important is it to you that your closest friend has confidence in you?

Chris: I think that if I spend a lot of time with certain friends it means they have confidence in me so yeah, I guess so. I don't really think about it so much though, to me, just spending time together doing things is what is most important.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Chris: He'll say stuff sometimes like when he is showing us a new move or defensive formation he'll talk for about 10-15 minutes, then let us try and he'll only stop us and give more directions if we are really messing it up.

Interviewer: Does it help you when he gives specific directions?

Chris: Yes. Because he only gives specific directions when the skill is new or hard for most people to do so we need really detailed directions in order to do it right.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Chris: He always has his book that has everything written down before he gets to practice so he just looks in his book and chooses drills and short games out of it. We don't really get to have a say in what we do except for once in a while he will give us two drills to choose from and then we'll get to do whichever one got the most votes.

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Chris: Yeah it's fine.

Interviewer: Can you explain?

Chris: Well it doesn't seem like it's bad and I don't mind it. I like how everything is always really organized, he always knows what he wants to do next, and I never feel like we do one drill for a really long time because he doesn't have a plan for the rest of practice.

Interviewer: Okay I'm almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Chris: I know that my coach wants us to always try our best, so playing better than you have before, even if not as good as your teammates. But I don't think he would be upset if someone who isn't as good at scoring goals beat someone else in a 1 v 1 game.

Interviewer: How do you know he wants you to always try your best?

Chris: Our coach always tells us. He talks about how important improving during each practice and game is.

Interviewer: Why does your coach say that playing better each game is more important than playing better than your teammates?

Chris: Because he says that since we are a team we need everyone to try their best because our team can only be as good as the worst player so if everyone is always trying to be better then the bar for our team will just keep rising and we will play better together.

Interviewer: Okay great answer, here is the last question . . . how much do you like playing for your team?

Chris: I like my team a lot! My coach is really cool and I like my teammates, and we play really good together in games so it's fun. And I'm improving a lot on my soccer skills.

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season!

P14: Dan

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Dan. It's been alright.

Interviewer: Well today I am going to ask you different types of questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions, then I have a few about how competitive your team is. Do you have any questions for me before I start?

Dan: No . . . I don't have any.

Interviewer: Great. Here is the first question, is your best friend on your team?

Dan: Yes.

Interviewer: How would your decision to play change if this person stopped playing for your team?

Dan: I'm pretty sure I would still play.

Interviewer: Well I have never played on a team because a really good friend played on it. It's cool if I have friends on my team, but if they quit I can't really do anything about that.

Interviewer: Okay great, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Dan: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to you that you and your closest friend spend lots of time together.

Dan: I'd say it's pretty important.

Interviewer: Why is spending time together so important?

Dan: Because it's fun to hang out with my closest friends. I'd be bored if we didn't do things together.

Interviewer: Okay here's the second, what about being able to talk about anything, is this important to you?

Dan: This isn't really that important. If someone has something to talk about it's cool and I'll listen, but that doesn't happen that much. We mostly just meet up somewhere and hang out, walking around, skateboarding, playing cards, video games, you know, whatever. We just do stuff and don't really talk about that much.

Interviewer: Good, thank you for your answer. Here is the last friendship characteristic, how important is it to you that your closest friend has confidence in you?

Dan: Well this is important to me too! I hope all my friends have confidence in me! The more people have confidence in me, the more I have confidence in myself! So yeah, it's important.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Dan: Well I don't know. I guess not that much. It would be nice if he explained some new skills or practice drills better so that people wouldn't mess up first and then we wouldn't have to stop and have him explain it again.

Interviewer: Would it help you more if your coach did give specific directions all the time?

Dan: Yeah I think so. I like to hear and see things a few times before I try to make sure I get a good idea of how to do it right before I try.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Dan: We don't really get a say in what we do at practices or games. He has a plan already and runs us through practice drills and games.

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Dan: I think it would be better sometimes if we had more of a say of different drills or games to play in practices. We do a lot of the same drills and it gets boring, and people are competitive and since we've played a lot of the games a lot, people try to beat each other in practice and then sometimes get mad at each other.

Interviewer: Wow.

Dan: Yeah, everyone thinks they are pretty good on our team so they want to show that they are the best.

Interviewer: What do you think about this?

Dan: I don't really like it. It makes us not play as good as we can in games.

Interviewer: Okay we are almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Dan: I know that my coach wants us to always try our best, so playing better than you have before, even if not as good as your teammates. But when players compete against each other in practice I think he likes that too because he doesn't stop players from doing it. It's confusing because he tells us that since we are a team we need everyone to try their best because our team can only be as good as the worst player, but then we play a lot of games like 1 versus 1 and the winner is the player who scores on the other, so then you have to be better than your teammates.

Interviewer: Okay here is my last question for you . . . how much do you like playing for your team?

Dan: It's okay. Sometimes I really like it, but then there are other times when I like baseball more and think that I might want to play that instead.

Interviewer: Why?

Dan: Well because my team is different, the coach coaches differently and the players don't try to outdo each other, and I have been improving more than I am at soccer.

Interviewer: Okay thank you for answering my questions. Good luck with the rest of your season and I hope you continue to get better!

P15: Erica

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Erica. Awesome! Thanks!

Interviewer: Great! Today I am going to ask you a lot of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Erica: No not right now!

Interviewer: Great. Here is the first question, is your best friend on your team?

Erica: Yes.

Interviewer: Great, how would your decision to play soccer change if this person stopped playing for your team?

Erica: I would still play but only because I am good friends with a lot of my teammates. If I had only one friend on the team and she left and I didn't like any of my other teammates I know that I would try out for another team and it would be one that Noelle or another close friend of mine played on.

Interviewer: So you would still play on this team?

Erica: Yes, because I am friends with lots of my teammates.

Interviewer: Okay, good, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Erica: Okay!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Erica: Being able to talk about anything is really important for me. I like that I can talk to Noelle about things that I don't want to tell anyone else, it makes me feel important and special, like someone else really cares about me and what is going on.

Interviewer: Great answer! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Erica: Most of the time. I think he is really good at explaining things so that everyone gets it and we can do things right the first time, then we don't have to spend an entire practice working on just one thing.

Interviewer: Okay so would you say that his directions are very detailed and they are helpful?

Erica: Yes.

Interviewer: What do you think of this style?

Erica: I like it because then we don't waste time if no one needs specific instructions and we can do and practice more skills. If someone needs detailed instructions then he will use that time to work individually with people while the rest of the team gets to move on and practice new skills.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Erica: Never in games. Sometimes in practices. Most of the time though he tells us what we are going to do and then we just do it.

Interviewer: What do you think of this?

Erica: It doesn't bother me. I haven't really thought about it before though. It really doesn't bother me though, I guess I just thought that is how teams work, the coach tells players what to do and they do it the best they can!

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely

to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Erica: The second one because that is what matters most. Always getting better and playing better than you have before.

Interviewer: Okay great, why would you say the second choice?

Erica: Our coach tells us that it doesn't help the team to try to be better than each other because we have to work together to be better than the other team, and he says that as long as everyone keeps improving that helps the team get better as a whole team because if the not so good players play better than it pushes the better players to try harder too and this is what is most important.

Interviewer: Okay great answer, here is my last question for you . . . how much do you like playing for your team?

Erica: It's a lot of fun, I really like it a lot. I've gotten a lot better and I'm friends with all my teammates, I love my teammates do it's great!

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season and have fun!

P16: Kevin

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Kevin. Really good, thanks!

Interviewer: Okay well today I am going to ask you different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Kevin: No . . . I can't think of any right now.

Interviewer: Great. Here is the first question, is your best friend on your team?

Kevin: Yes.

Interviewer: How would your decision to play change if this person stopped playing for your team?

Kevin: I'm pretty sure I would still play, but I might not. It depends on if some of my other friends stopped playing too. I have three really good friends on this team so if they all quit I might change teams and play on one where they went.

Interviewer: Okay great, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Kevin: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to you that you and your closest friend spend lots of time together?

Kevin: It's pretty important.

Interviewer: Why is spending time together important?

Kevin: Because it's fun and what I do whenever I am not at school, or practice. I'd be bored most of the time if I didn't spend time with my friends. I don't hang out with just one friend though, most of the time I meet up with three or four of my friends and we just all hang out together.

Interviewer: Okay here's the second, what about being able to talk about anything, is this important to you?

Kevin: I wouldn't say that this is that important. We don't really ever sit and talk about something. Sometimes while we're playing a game or video games someone will say something and everyone just listens or says something back but whatever . . . I don't really think it's that important, just umm . . . hanging out and doing things together is more important.

Interviewer: Good, thank you for your answer. Here is the last friendship characteristic, how important is it to you that your closest friend has confidence in you?

Kevin: I don't know. I would assume that my friends have confidence in me, I guess if they didn't I don't think they would be friends with me so yeah, it's important too.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Kevin: Most of the time. Whenever it's needed. Whenever I don't quite understand how to do a dribbling move right it seems like my coach does a really good of explaining how to do it and then showing us so we can see it right.

Interviewer: Okay thank you, now what about how decisions are made . . . How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Kevin: We never get to give ideas about games, but I don't think that coaches really ever let players do this because then there wouldn't be a reason for teams to have coaches. In practices once a week we get to pick the last practice drill or game to play, just so that we still have fun and not think that we never get a choice in anything I think.

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Kevin: Yeah it's fine. I haven't really ever thought about it, but I can't think of a time when I thought a practice drill we did was stupid or boring, and I don't ever remember being mad about anything he decided or thought it was unfair.

Interviewer: Okay almost done, I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Kevin: I know that my coach wants us to always try our best, so playing better than you have before, even if not as good as your teammates.

Interviewer: How do you know?

Kevin: Because he tells us and reminds us that the most important thing is just to think about how good you can do certain things right now and just try to do them better during the next practice and games.

Interviewer: Okay great answer, here's the last question . . . how much do you like playing for your team?

Kevin: I like it a lot. I like my team because my coach is cool and has shown me a lot of things I can do to get better, and I have a few friends on this team that make it fun to play.

Interviewer: Okay thank you for answering my questions.

P17: Andrea

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Andrea. I'm great. Thanks!

Interviewer: Great! I am going to ask you several different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Andrea: No not right now!

Interviewer: Great. Here is the first question, is your best friend on your team?

Andrea: No.

Interviewer: Okay, so if your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Andrea: I would be sad, but it has already happened. I survived.

Interviewer: So you would still play on this team even if you were sad?

Andrea: Yes because I am not this team to be with my friends. They make it more fun, but I want to play on this team because it's a good team and I want to be a better player.

Interviewer: Okay, good, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Andrea: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Andrea: They are all important, but I think that being able to talk about anything is really important for me. I like that I can talk to my best friend and know that she won't tell anyone else and it makes me feel important when she comes to me and tells me things that she doesn't tell anyone else.

Interviewer: Okay great answer, thanks! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Andrea: The right amount. Not too little, not too much so that it's repeated or boring. He's just right!

Interviewer: Okay so would you say that his directions are very detailed and helpful?

Andrea: Yes. When needed.

Interviewer: What do you think of this style?

Andrea: I like it because then we don't waste time if no one needs specific instructions and we can do and practice more skills.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Andrea: Never, he already has everything written in his little book.

Interviewer: What do you think of this?

Andrea: It doesn't bother me. We think its funny, we tease him about it. But really I haven't really thought about it before though. It really doesn't bother me, I guess I just thought that is how teams were supposed to work.

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Andrea: The second one because it sounds better and that is what our coach tells us matters most. Always getting better and playing better than you have before.

Interviewer: Okay great, why would you say the second choice?

Andrea: Our coach tells us that it doesn't help the team to try to be better than each other because we have to work together to be better than the other teams we play so we can't compete against each other just because, especially when we aren't trying our best, he would never want that.

Interviewer: Okay great answer, here is my last question . . . how much do you like playing for your team?

Andrea: A lot. I like it, it's fun a lot of the time.

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season and have fun!

P18: Nikki

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Nikki. Great. Thanks!

Interviewer: Great! I am going to ask you lots of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Nikki: Nope!

Interviewer: Great. Here is the first question, is your best friend on your team?

Nikki: Yes.

Interviewer: Okay, so how would your decision to play change if this person stopped playing for your team?

Nikki: I wouldn't want to play anymore, it's fun because my best friend is on this team.

Interviewer: So you would stop playing on this team?

Nikki: Yes, she is the only reason why I play on this team and not another where I have other friends that play.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Nikki: Okay!

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Nikki: All are really important to me. They make sense and seem like things best friends should do for you. If my best friend didn't want to spend time with me I would think that she wouldn't be my best friend anymore.

Interviewer: Okay, what about the other two?

Nikki: Well, being able to talk about anything is also really important. It is nice to know that someone wants to listen to things you have to say and things that you don't want to tell just anyone else. It makes me feel good when she cares like that and it makes me feel important that she will keep my secrets and not tell anyone else.

Interviewer: Great, now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Nikki: The right amount. He gives really detailed instructions all the time in practices, not so much in games, but in games we don't have time to talk so it's okay. I think he gives us instructions just when we need them.

Interviewer: Okay so would you say that his directions are helpful?

Nikki: Yes. Because he doesn't give them all the time so when he does everyone listens and that way he only has to give instructions once, then we can practice.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Nikki: We usually get to make suggestions but don't always get to actually play any games we suggested, in practice. We never get to make suggestions in games.

Interviewer: What do you think of this?

Nikki: It's fine. It doesn't bother me . . . I don't really have any thoughts about it.

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Nikki: Playing better than you have before even if it's not as good as some other teammates. Our coach always tells us that some players are just better than others, but we all can get better if we make goals to play better than ourselves in the last game, and this will make the whole team better.

Interviewer: Okay excellent answer, here is my last question for you . . . how much do you like playing for your team?

Nikki: I like it, it's fun . . . I think I'll try out for this team again next year, and I'll probably play, as long as Nora is still on the team. My coach isn't bad and my team isn't bad, but it really is a lot funner with her on the team, and I most likely won't come back if she switches teams.

Interviewer: Thank you for answering my questions. Good luck with the rest of your season!

P19: Lacey

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Lacey: I'm good!

Interviewer: Great! Today I am going to ask you different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Lacey: Nope, I can't think of any right now!

Interviewer: Great. Here is the first question, is your best friend on your team?

Lacey: No.

Interviewer: Okay, so let's say she did, how would your decision to play change if this person stopped playing for your team?

Lacey: It wouldn't change at all.

Interviewer: Can you tell me why?

Lacey: Well because I want to play for the best team I can and I know that that means not all of the closest friends will be able to play for the same team. It's okay though because I like my teammates, they are fun and we have become better friends even if we weren't before.

Interviewer: Okay, good, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Lacey: Alright.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Lacee: They are all important, but I think that being able to talk about anything is really important for me. I like that I can talk to my best friend and know that she won't tell anyone else.

Interviewer: Okay great answer, thanks! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Lacee: My coach spends a lot of time giving detailed directions. My coach gives them at practice and during games.

Interviewer: Okay so would you say that his directions are helpful?

Lacee: Yes. Always. He doesn't give instructions unless they are needed so when he does everyone pays close attention. He just wants to make sure that we all understand exactly how to perform a move or shot, things like that, and he does a really good job explaining things so we get it.

Interviewer: What do you think of this style?

Lacee: I like it because then we don't waste time if no one needs specific instructions.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Lacee: We get to occasionally, usually fun drills when we have been doing good, and need a break. For example, on Thursdays we have a fitness session at the YMCA and afterwards we do an ab workout, and on our last one instead of doing that we asked if we could play dodge ball and my coach said yes and it was really fun.

Interviewer: What do you think of this?

Lacee: I love it! I wish we could do it more, but I know that we are a soccer team and it wouldn't make sense to play dodge ball, but it's fun when we get to do things like that, just to break it up since we play all year round!

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Lacee: Both, because my coach would reward you for doing your very best even if you aren't the same as your teammates because everyone has different talents and skills. Also, if you are playing better than your teammates then that is good because you are raising the bar for them to play higher even though you are not playing as hard as you could.

Interviewer: Okay great answer, here is the last question I have for you . . . how much do you like playing for your team?

Lacee: I like it a lot, it's really fun and I look forward to all the practices and games!

Interviewer: Great! Thank you for answering my questions. Good luck with the rest of your season!

P20: Yelena

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Yelena: It's been a long season, kind of glad it's almost over.

Interviewer: Really, why?

Yelena: Well my team wasn't very good at all so we lost a lot games, and it wasn't that much fun.

Interviewer: Oh, okay. Well if it's okay I am going to ask you some questions about your team and your season so far. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions, and I will end by asking you how competitive your team is. Do you have any questions for me before I start?

Yelena: No, I don't have any right now.

Interviewer: Great. Here is the first question, is your best friend on your team?

Yelena: Yes.

Interviewer: Can you tell me how would your decision to play change if this person stopped playing for your team?

Yelena: I would definitely not play.

Interviewer: Why?

Yelena: Well I am already better than most of my teammates, and it is kind of boring at practice already so the only thing that makes it fun is that I know that Sarah will be there too. If she wasn't on the team I would have no reason to keep playing on it . . . it wouldn't be fun and we are not good, so yeah, I would not be motivated to play.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Yelena: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Yelena: All of these are really important to me. It is really important that I have time to spend with Sarah and that we know that we can talk to each other about anything. It's nice to know that someone else cares about you that much that they will listen and give you advice. It makes me feel special and important. It's also important to know that Sarah has confidence in me, you know, she knows that she can count on me to help her out when she needs something and I know the same about her.

Interviewer: Okay great answer, thanks! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Yelena: My coach spends a lot of time giving detailed directions. She gives them at practice and during games. I think that overall, her instructions are helpful for a lot of people, just not so much for me.

Interviewer: Why would you say that her directions are not helpful?

Yelena: Well, I already have pretty good ball control and dribbling and shooting, and passing skills. I don't think the problem is her instructions I just really feel that a lot of the players shouldn't be on this team, they should play a level down, or I guess I should play a level up. So I don't need so many instructions, for me, it's boring but I can see that it would be helpful to some of the other players.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Yelena: My coach always asks for our input in decisions. It's cool because then we feel like we get some say in what we do and I think, at least for me, it makes me respect her more and try harder at practice and in games (even though

we lost almost every game) because I feel like she wants us to feel like we can change something if we don't like it.

Interviewer: Alright I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Yelena: Playing better than you ever have before but not as good as your teammates.

Interviewer: Why?

Yelena: Because there is sometimes when someone tries their hardest and everyone can tell it still might not be as good as anyone else, but she will reward you if you do way better then you have in other games.

Interviewer: Okay great answer, here is my last question I have for you to answer . . . how much do you like playing for your team?

Yelena: I don't really enjoy being better than everyone else because then you don't have any competition. So I would say that I don't like playing for this team anymore. I am going to try out for two other teams next year, another select and then I'm pretty sure that I am going to try out for a premier team and see what happens. I really want to play at a higher level next year.

Interviewer: Great! Thank you for answering my questions. Good luck with tryouts next year!

P21: Haley

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Haley. It's been okay, we haven't been doing that well, so it's just been okay.

Interviewer: Really?

Haley: Well my team lost a lot of games and players would get mad at each other a lot.

Interviewer: Oh, okay. Well if it's okay I am going to ask you some questions about your team and your season so far. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and we will finish with a few questions about how competitive your team is. Do you have any questions for me before I start?

Haley: No, I don't have any.

Interviewer: Well let's get started. Here is the first question, is your best friend on your team?

Haley: Yes.

Interviewer: Can you tell me how your decision to play would change if this person stopped playing for your team?

Haley: I think that would be a hard decision for me. I like my coach and right now it is fun because my best friend is on the team, but it wasn't that much fun this year because we lost so many games, and some of the girls thought they were better than they are so I didn't really like the rest of my teammates that much. It would be hard, but most likely I would play for another team, one where I had a friend.

Interviewer: Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Haley: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Haley: These are all really important to me. It is really important that I get to spend time with my best friend and have time to talk to each other about anything. It's nice to know that someone else cares about you that much that they will listen and give you advice when you need it, or make you feel better about something that hurt your feelings or made you mad. It makes me feel special.

Interviewer: What about confidence? How important is it to you that your best friend has confidence in you?

Haley: Oh I think this is also really important. It makes me feel better about myself knowing that my best friend feels like she can count on me and trusts that I will follow through when I say that I will.

Interviewer: Okay great answer, thanks! Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Haley: My coach gives detailed instructions a lot. In practice she'll usually spend about 5 minutes explaining how to do certain dribbling moves for offensive or defensive plays. Then she will demonstrate what she was talking about so that we can see, then we try it and if people mess up (people usually do!) she stops us and explains it again so that people can see what they did wrong.

Interviewer: Would you say that her directions are helpful?

Haley: Yes, they are helpful. Sometimes they are repetitive, but that's because there were a few people that are a lot better than everyone else and then everyone else really needed the extra instructions or practice time, so it would be hard for my coach to figure out how much to explain things. I think that her instructions probably helped people that needed extra help. For me, I didn't really need extra instruction so I would space out sometimes until it was my time to go. Usually though I

would help some of my teammates if they weren't getting it at all.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Haley: My coach always asks for our input in decisions. It's cool because then we feel like we get some say in what we do. And I want to try harder because once a decision is made, like to play a specific small sided game in practice that focuses on one or two skills, she will ask me to help players who are having trouble or messing up. So, in a way, I guess I feel like she thinks I am helpful and this makes me try harder and respect her more because I feel like I have some input into how things are done and I feel helpful.

Interviewer: Okay now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Haley: Playing better than you ever have before but not as good as your teammates.

Interviewer: Why?

Haley: Because there is sometimes when someone tries their hardest and everyone can tell it still might not be as good as anyone else. She knows that not everyone is as good as everyone else, and that there are like three people who are way better and that's okay, she doesn't make everyone else feel bad about themselves, she just tells everyone to think about where they started at the beginning of the season, and make sure you are better at the end. That's what is most important.

Interviewer: Okay great answer, how much do you like playing for your team?

Haley: This is hard for me to answer. I like my coach and last year it was more fun. For some reason, this year we played worse than we did last year. I had another close friend that played last year, but she left and wasn't on

the team this year so it wasn't as much fun this year because I only had one really good friend on the team, and since we lost so many games people would get mad at each other and blame each other. No one really said anything to me and I tried to stay out of it, but it made me not want to become friends with my other teammates. They weren't on the team last year, so I think this had something to do with how badly we played as a team. So I would say that I don't like it that much this year, if some people that were negative left it would be better for next year. I might try out for a premier team next year though so I don't know.

Interviewer: Great! Thank you for answering my questions. Good luck with tryouts next year!

P22: Tyler

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Tyler: Pretty good!

Interviewer: Okay I am going to ask you lots of different questions about your soccer team. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Tyler: No . . . I don't have any.

Interviewer: Great. Here is the first question, is your best friend on your team?

Tyler: No.

Interviewer: Well let's say that your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Tyler: It wouldn't change. I would still play because I don't have a best friend, just a group of friends and some of them play soccer, and some don't. So if one stopped, I would still have others that play on this team so it would be okay. And I like playing a lot.

Interviewer: Okay great, so now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Tyler: Okay.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to you that you and your closest friend spend lots of time together.

Tyler: It's important.

Interviewer: Why is spending time together important for you?

Tyler: Because it's what I do . . . it's fun and what I do whenever I am not at school, or practice. I don't hang out with just one friend though, most of the time I hang out with three or four of my friends and we just all hang out together and do whatever.

Interviewer: Okay here's the second, what about being able to talk about anything, is this important to you?

Tyler: This isn't that important to me . . . sometimes we talk about stuff but not really, just usually mostly do stuff like skateboard or go to the park and play soccer or basketball or play videogames, and don't really spend that much time just talking.

Interviewer: Why do you think this is?

Tyler: I don't know. We just don't talk that much.

Interviewer: Okay good, thank you for your answer. Here is the last, how important is it to you that your closest friend has confidence in you?

Tyler: I don't know. I don't think about this, I guess I would think they would have confidence in me or they wouldn't bother being my friend. It's important to me, now that I think about it, it means a lot to me knowing that my friends are confident in me.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Tyler: A good amount of time, probably about 10-15 minutes in practice, and more when he is showing us a new skill. He does a pretty good job of explaining how to do a soccer move, then he shows us a few times so we can see it, and then we try it.

Interviewer: Is this helpful for you?

Tyler: Yeah it helps me a lot, especially after seeing him do it, then it makes a lot more sense to me and I can usually figure it out from there.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Tyler: Not that much. He always comes to practice with a list of drills and games he wants us to go through. Sometimes though we will get to make suggestions, but not usually.

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Tyler: Yeah it's fine. I haven't really ever thought about it but it seems fine to me. I don't have any problems with it. I've never thought that anything we were doing was stupid or boring or never had a point to it. It's fine.

Interviewer: Okay I'm almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Tyler: Playing better than you have before even if not as good as your teammates.

Interviewer: How do you know?

Tyler: Because he tells us this before every game. He just wants everyone on my team to be proud of what they do during each game and get better. He tells us that not everyone can be the fastest, or best shooter or passer, or even the best dribbler, and that is what makes a team so amazing, because we need everyone to play well. I think this is cool and it helps everyone feel good about what they can do good, and makes them want to try to improve the things that they aren't so good at.

Interviewer: Okay great answer, here is my last question for you . . . how much do you like playing for your team?

Tyler: I like it a lot. It's cool and I like my coach and have a lot of friends on it so it's fun.

Interviewer: Do you think you will play for this team again next season?

Tyler: Yes!

Interviewer: Okay thank you for answering my questions.

P23: Jenna

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Jenna: It's been great! Really fun! And we've been playing really good together!

Interviewer: Great! Well today I am going to ask you some questions about your team and your season so far. I will start by asking you about your best friend on your team, and then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Jenna: Nope!

Interviewer: Okay let's go ahead and get started. Here is the first question, is your best friend on your team?

Jenna: No.

Interviewer: Let's pretend that she was, can you tell me how would your decision to play change if this person stopped playing for your team?

Jenna: I would still play. Soccer for me is not really a social thing, but I play to get the best soccer experience, best coaching, and play on the team that will give me the most opportunity to improve my skills and help me get into a college to play soccer.

Interviewer: Wow, you are planning to play in college?

Jenna: Yes. I already know that I want to play on a college team. I love soccer and want to play at the highest level I can.

Interviewer: That's great! . . . Okay, so now I will ask you questions about how important you think certain characteristics are in your best friendship.

Jenna: Okay.

Interviewer: How important are the following friendship characteristics to you in your best friendship? Here are the three: spending time together, being able to talk about anything, and having confidence in you.

Jenna: These are all really important to me, but I would say that spending time together and having the ability to talk about anything are more important than having confidence in me. I talk with my family a lot and I know that they love me no matter what do and have confidence in me, so I don't need my best friends to have confidence in me to feel confident, but it is nice to hang out and talk about things . . . anything . . . it makes me feel like I'm needed and cared about knowing that I have someone who I can talk about things with, things that excite me and make me happy, and things that bother me and make me mad . . . it's nice to talk about everything, then if I need it, I have someone who cares and really tries to make me feel better.

Interviewer: That's wonderful, I'm glad you have that opportunity.

Jenna: Yeah, me to!

Interviewer: Now I am going to ask a few questions about your coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Jenna: My coach gives detailed instructions only when it's needed, like when we are learning a new change of direction move, or a new offensive or defensive formation. Most of the time though he will let us try first, because most of us get things really easy and it's better for us to just see it once or twice then try it ourselves to see how, and if, we need specific instructions and help. So I would say just the right amount. It's helpful when he does, but he only gives really detailed instructions when its obvious that pretty much everyone needs help because we are all messing up!

Interviewer: Would you say that his directions are helpful?

Jenna: Yes, but like I said before, they are helpful because he picks and chooses when to give them, so when he

does we all know we need help and we listen! If he gave a lot of directions I don't think people would listen!

Interviewer: Why do you think people wouldn't listen?

Jenna: Because it would be boring, and most of us don't need that much help so it wouldn't be necessary.

Interviewer: Okay thank you for your answer, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Jenna: Not much. He brings his planner to every practice with a ton of drills in it already, and at games he always knows exactly what he wants to do. He's very organized and knows what he wants to do at every practice and game. We don't get much say, but he's the coach and he knows what he's talking about and what we need to do to be the most successful so we listen.

Interviewer: Does this bother you?

Jenna: No, he's a great coach and knows a lot about soccer and has helped a lot of players get into college programs.

Interviewer: Okay great! Thank you. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates.

Jenna: Playing better than you have before but not as good as your teammates.

Interviewer: Why?

Jenna: Because everyone has unique things that they can do that not everyone else can do, and we all have skills that we are not as good as our teammates and need to improve, but our coach always tells us that what is most important to him is that we appreciate what everyone is good at and help each other improve what we are not, and as long as we improve what we need to work on then we are successful and he's happy!

Interviewer: Okay great answer, how much do you like playing for your team?

Jenna: I love it! My coach is great and I really like all of my teammates. I've played on this team for five years with a lot of the same players and we have learned and improved so much over the years, now we play so well together, we know what each other is good at and use this to make us better as a team. I have learned so much about soccer and it's really fun at each practice and all of our games.

Interviewer: Great! Thank you for answering my questions!

P24: Matt

Interviewer: Hi, thank you for talking with me about your soccer team. How has your season been so far?

Matt: It's been really good, thanks!

Interviewer: Great! I am going to ask you a lot of different questions about your soccer team and I will start by asking you about your best friend on your team, then I will ask a few questions about how your coach gives directions and makes decisions and how competitive your team is. Do you have any questions for me before I start?

Matt: No . . . can't think of any.

Interviewer: Great. Here is the first question, is your best friend on your team?

Matt: No.

Interviewer: Well let's say that your best friend did play on your team, how would your decision to play change if this person stopped playing for your team?

Matt: It wouldn't change. I would still play because I don't have just one best friend, just a group of friends and only a few play soccer and some don't . . . And I play soccer because I like it, not to be with my friends. I'm trying to play in college.

Interviewer: Okay wow, you are serious about soccer?

Matt: Yes. I really want to continue playing in college. That's my goal, play as long as I can.

Interviewer: Great! So now I will ask you questions about how important you think certain characteristics are in your closest friendship.

Matt: Alright I'm ready.

Interviewer: How important are the following friendship characteristics to you in your closest friendship? Here is the first: spending time together. How important is it to you that you and your closest friend spend time together.

Matt: Well I'd say it's important but I don't just hang with just one friend, usually a group of like 3-4. We spend almost all of our time together doing things.

Interviewer: What do you usually do when you hang out?

Matt: Just do whatever, whatever we feel like, usually like walk to the skate park and skate, just play video games or play football, basketball, whatever we feel like.

Interviewer: Okay great, thanks for your answer. Okay here's the second, what about being able to talk about anything, is this important to you?

Matt: I don't know, never really thought about it. I guess yes it's important, but I've never really thought about it much. I don't really talk about that much with my friends, we just hang out and say stuff every once and a while, nothing really in-depth I guess.

Interviewer: Why do you think this is?

Matt: I don't know. I guess we just don't have that much to say!

Interviewer: Okay good. Here is the last, how important is it to you that your closest friends have confidence in you?

Matt: Umm . . . never thought about this either. I don't know. I don't think about this, I guess I would think they would have confidence in me or they wouldn't bother being my friend. So yeah, it's important too. I never thought about if they did or didn't I just assumed they did. But thinking about it, I hope they are confident in me! I would make me more confident in myself.

Interviewer: Great, thanks for your answer. Now I am going to ask you a few questions about your soccer coach. Please tell me how much time your coach spends giving detailed directions (about soccer skills) to you and your teammates.

Matt: The right amount. When it's needed. When it's obvious or something we've done before our coach just tells us the drill and let's us play.

Interviewer: Is this helpful for you?

Matt: Yeah it's good. I like it. I don't have to listen to detailed instructions at every practice so it's not boring, and most of the time is spent playing so we get a good amount of practice.

Interviewer: Okay thank you, now what about how decisions are made? How often are you and your teammates able to help make decisions about practice drills, game plans and team activities?

Matt: Not that much. He always comes to practice with a list of drills and games he wants us to go through. Sometimes though we will get to make suggestions, but not usually. Like for the last 5 minutes of practice or something we will get to suggest two games and then we get to pick which one to do. I like this, because then we feel like we get to play a game that we really like. It's cool.

Interviewer: Do you like the way your coach makes decisions for your team for practices and games?

Matt: Yeah it's fine. I don't have any problems with it, he knows a lot about soccer and has helped a lot of players get into college teams so he knows what we need to be good at so I don't have any problems listening to him.

Interviewer: Okay we're almost done. Now I'm going to ask you a few more questions about your team. Which is your coach most likely to reward, playing better than your teammates but not playing your best, or playing better than you ever have before but not as good as your teammates?

Matt: Playing better than you have before even if not as good as your teammates.

Interviewer: How do you know?

Matt: Because he tells us this all the time. Just work on getting better at things you are not as good at. Focus on yourself, that's what important.

Interviewer: Okay great answer, here is the last question I have for you . . . how much do you like playing for your team?

Matt: I like it a lot. I like my teammates and my coach, I improve and get so much better every year so I really like it.

Interviewer: Okay thank you for answering my questions. Good luck with the rest of your season and next year!

APPENDIX L

Themes and Subthemes For Each of the Twenty-four
Participants

Themes and Subthemes for T.J.

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Confidence is Important
5. Coach Knows Best	Coach Makes Decisions Coach is Knowledgeable
6. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before

Themes and Subthemes for Jake

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Best Friend is a Teammate
2. Girl Talk	Boys Don't Need to Talk
2. Just Want to Hang Out	Don't Really Talk, Just Hang Out
3. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions
4. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Kyle

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Confidence is Important
5. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions Explain, Demonstrate, Try
6. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before

Themes and Subthemes for Nicole

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Soccer is Social Best Friend is a Teammate
2. Confidence is Important, but Sometimes Assumed	Confidence is Important
3. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice
4. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Ali

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Soccer is Social
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Confidence is Important, but Sometimes Assumed	Confidence is Important
4. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions Coach is Knowledgeable Explain, Demonstrate, Try
5. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Kate

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Friends Don't Determine Choice of Team
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Just Want to Hang Out	
4. Confidence is Important, but Sometimes Assumed	Confidence is Important
5. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions Explain, Demonstrate, Try
6. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before

Themes and Subthemes for Jill

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Soccer is Social Best Friend is a Teammate
2. Just Want to Hang Out	Don't Really Talk, Just Hang Out
3. Confidence is Important, but Sometimes Assumed	Confidence is Important
4. Coach Knows Best	Explain, Demonstrate, Try
5. Play Your Best and Improve Each Time	Play Better Than Before

Themes and Subthemes for Molly

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Teammates Become Friends Best Friend is a Teammate
2. Just Want to Hang Out	Don't Have Just One Best Friend (10)
3. Confidence is Important, but Sometimes Assumed	Confidence is Important
4. Coach Knows Best	Explain, Demonstrate, Try
5. Play Your Best and	Improve Each Time Team Needs Everyone to Play it's Best

Themes and Subthemes for Ben

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out
4. Confidence is Important, but Sometimes Assumed	Confidence is Important
5. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given
6. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Jeff

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out
4. Confidence is Important, but Sometimes Assumed	Assumed Confidence
5. Coach Knows Best	Coach Makes Decisions Players Don't Get a Choice Coach Should Make Decisions Coach is Knowledgeable (5) Individualized Instruction
6. Play Your Best and Improve Each Time	Play Better Than Before Individual Strengths

Themes and Subthemes for Carly

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Teammates Become Friends Friends Don't Determine Choice of Team
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Coach Knows Best	The Right Amount of Directions Given
4. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Individual Strengths

Themes and Subthemes for Josh

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Teammates Become Friends Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out
4. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given Coach is Knowledgeable Individualized Instruction
5. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Individual Strengths Team Needs Everyone to Play it's Best

Themes and Subthemes for Chris

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Teammates Become Friends Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Assumed Confidence
5. Coach Knows Best	Coach Makes Decisions Players Don't Get a Choice Coach Should Make Decisions Coach is Knowledgeable Explain, Demonstrate, Try Individualized Instruction
6. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Dan

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Best Friend is a Teammate Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Confidence is Important
5. Coach Knows Best	Coach Makes Decisions Players Don't Get a Choice
6. Play Your Best and Improve Each Time	Play Better Than Before

Themes and Subthemes for Erica

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Teammates Become Friends Best Friend is a Teammate Friends Don't Determine Choice of Team
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Just Want to Hang Out	Don't Have Just One Best Friend
4. Coach Knows Best	Coach Makes Decisions Explain, Demonstrate, Try
5. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Kevin

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Soccer is Social Best Friend is a Teammate
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Coach Knows Best	Players Don't Get a Choice Coach Should Make Decisions Explain, Demonstrate, Try
5. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before

Themes and Subthemes for Andrea

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Friends Don't Determine Choice of Team
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given Coach Should Make Decisions Coach is Knowledgeable Explain, Demonstrate, Try
4. Play Your Best and Improve Each Time	Play Better Than Before

Themes and Subthemes for Nikki

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Soccer is Social Best Friend is a Teammate
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Just Want to Hang Out	
4. Coach Knows Best	The Right Amount of Directions Given Players Don't Get a Choice
5. Play Your Best and Improve Each Time	Play Better Than Before Team Needs Everyone to Play it's Best

Themes and Subthemes for Lacey

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Teammates Become Friends Friends Don't Determine Choice of Team
2. Coach Knows Best	The Right Amount of Directions Given
3. Play Your Best and Improve Each Time	Team Needs Everyone to Play it's Best

Themes and Subthemes for Yelena

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Soccer is Social Best Friend is a Teammate
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Coach Knows Best	Individualized Instruction
4. Play Your Best and Improve Each Time	Play Better Than Before

Themes and Subthemes for Haley

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Soccer is Social Best Friend is a Teammate
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out (14) Don't Have Just One Best Friend (10)
4. Coach Knows Best	Explain, Demonstrate, Try Individualized Instruction
5. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Individual Strengths Team Needs Everyone to Play it's Best

Themes and Subthemes for Tyler

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Assumed Confidence
5. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions Explain, Demonstrate, Try
6. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Individual Strengths

Themes and Subthemes for Jenna

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friends Don't Determine Choice of Team
2. Girl Talk	Talking Increases Feelings of Individual Importance
3. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given Players Don't Get a Choice Coach Should Make Decisions Coach is Knowledgeable
4. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before Individual Strengths Team Needs Everyone to Play it's Best

Themes and Subthemes for Matt

Theme	Subtheme
1. Friendships Make Soccer More Fun But Are Not Necessary	Friendships Make Soccer More Fun Friends Don't Determine Choice of Team
2. Girl Talk	Boys Don't Need to Talk
3. Just Want to Hang Out	Don't Really Talk, Just Hang Out Don't Have Just One Best Friend
4. Confidence is Important, but Sometimes Assumed	Assumed Confidence
5. Coach Knows Best	Coach Makes Decisions The Right Amount of Directions Given Coach is Knowledgeable Explain, Demonstrate, Try
6. Play Your Best and Improve Each Time	Constant Improvement Play Better Than Before
