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Parenting Styles of Division I Men and Women Hockey Players in the WCHA

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This thesis submitted by Jeffrey L. Giesen in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved

**PARENTING STYLES OF DIVISION I MEN AND WOMEN HOCKEY
PLAYERS IN THE WCHA**

by

Jeffrey Giesen

B.S., St. Cloud State University, 1993

A Thesis

Submitted to the Graduate Faculty

of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Science

St. Cloud, Minnesota

December, 2009

Thomas Naves
Dean
School of Graduate Studies

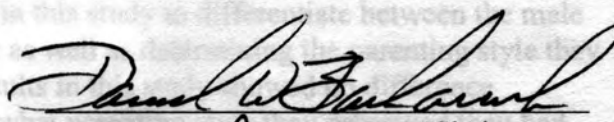
This thesis submitted by Jeffrey L. Giesen in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.


Jeffrey Giesen

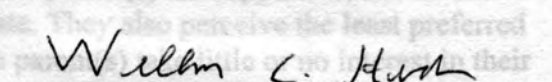
The purpose of this study was to identify the perceived parenting styles of athletes in the Western Collegiate Hockey Association (WCHA). Four parenting styles were identified in previous studies, authoritarian, authoritative, permissive and neglecting.

Fifteen teams and over 250 athletes were surveyed. Permission was obtained from the head coach of each of the men's and women's team. The survey was sent to a full time staff person for each team that the researcher had contacted to assure the surveys would be completed. The survey was given during each team's spring training and then returned in a pre-paid envelope.

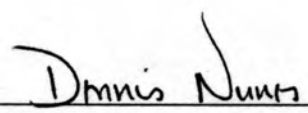
Descriptive statistics were used in this study to differentiate between the male and female hockey players in this study and to determine if the parenting style they perceived they had growing up. The results of this study indicate that there are differences between men and women in regards to what parenting style they perceived they had growing up; therefore, all WCHA Division I hockey players perceive preferred parenting style similarly. WCHA Division I hockey players do not prefer parenting style to be authoritative where the parent sets rules and does not pressure their child to perform as participants. They also perceive the least preferred parenting style to be neglecting where the parent is not involved in their activity. More research is needed to be done to see how the effects of parenting style correlate to a child's success as a college level athlete.


Chairperson





December 2009
Month Year


Dean
School of Graduate Studies

Approved by Research Committee:


David Bacharach Chairperson

PARENTING STYLES OF DIVISION I MEN AND WOMEN HOCKEY
PLAYERS IN THE WCHA

Jeffrey Giesen

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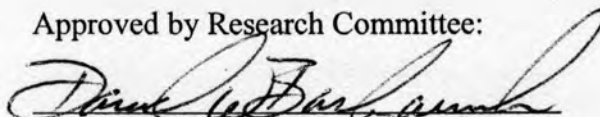
Descriptive statistics were used in this study to differentiate between the male and female hockey players in this study as well as determining the parenting style they perceived they had growing up. The results in this study showed no difference between men and women in regards to what parenting style they perceived they had growing up; therefore, all WCHA Division I hockey players perceive preferred parenting style similarly. WCHA Division I hockey players perceive the preferred parenting style to be Authoritative where the parent(s) are supportive, but do not pressure their child to perform or participate. They also perceive the least preferred parenting style to be Neglecting where the parent(s) take little or no interest in their activity. More research would need to be done to see how the effects of parenting style correlate to a child's success as a college level athlete.

December 2009

Month

Year

Approved by Research Committee:



David Bacharach Chairperson

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I would like to thank all of the coaches and staff's of the teams in the WCHA for their help in completing this survey and allowing their athletes to participate.

Finally I would like to thank my family, my wife Karla for all her support through the process of finishing this study as well as being a "coach's wife", and my two daughters Delaney and Maleah for always smiling.

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Chapter I

INTRODUCTION

The level of success athletes have in college depends on several different factors. Their skill and ability, their commitment to the sport, the type of coach they have, and the environment they are in both athletically and socially all play important roles. Another factor that needs to be explored is the type of parenting style that each student athlete had while growing up to see if that contributes to the success he/she has at the college level. Parents influence all parts of our lives including sports. Parenting in athletics is becoming more prominent. Whether it is being athletes themselves when they were young and encouraging them to participate, or in how they support their child when it comes to participating in activities. As one principal says "Society 'values' education but gives much more airtime and in most cases much more money to athletics" (Burman & Cicciarella, 1997, p. 4). What makes a good sports parent? Not only should they be supportive and caring; but, they need to be responsible in their behavior. Is there a certain parenting style that is consistent in Division I hockey players?

Parents influence their children in many ways and athletics is no different. Researchers and practitioners recognize that parents have a strong influence on children's sports experiences. The primary way that parents influence a young

athlete's sports experience is through involvement in their son's or daughter's sports participation. It begins with parents socializing a child to play sports and then continues by helping maintain their sports participation (Stein & Radedeke 1999).

In an article by Shurr in 1998 there is a description of what many parents of athletes have become.

Twenty years ago rigorous sports training was reserved for a select few: the rare Olympic gymnast or the gifted tennis player. Today parents are all hoping they have the next superstar and enrolling kids in elite leagues or travel teams before they even know what kind of potential they have. Motives vary. Working parents want to have their child's time occupied by organized activities as well as the wholesome benefits of participation in sports, bolstering their self esteem and, stressing the importance of exercise and leadership and teamwork. Some parents see their children's sports involvement as a long term investment that may result in a college scholarship or even professional career. If that is the hope of some parents they are better off putting the money they would spend on the elite camps and club teams into an investment account and letting the money grow there. Most times in a family parents will say that the kids can get out at any time but as pre-teens the kids feel committed because of all the time and effort the parents have put into it. (Shurr, 1998, p. 1)

A child's development, motor skills, social behavior, language skills and relationships are all influenced by parent interactions with their children (Cheal & Dooley, 1997). Knowing something about how parents value different experiences such as education or athletics for their children would be useful for all educators and coaches. Children who received more encouragement and support from parents and reported an increasing level of support for participation with age were more likely to continue to participate in sports through adolescents (Anderson, Funk, Elliot, & Smith, 2003). Of additional interest in this study were possible differences between male and

female athletes. Female children have been reported to require greater parental support and encouragement to become involved in sports (Anderson et al., 2003).

There are several common methods for identifying parent styles in an attempt to establish a “common” style observed among parents of athletes. One way is task and ego orientation (Bergin & White, 1999). The other, presented by Baumrind (1966) and later by Gottman and DeClaire (1997), used four categories to identify parenting styles. The four main categories are: Authoritarian or the Disapproving parents who are highly involved; Authoritative or the emotional parents who are supportive; Permissive or Dismissing parents who are indifferent; and Neglecting or Lassie Faire parents who do not care at all. For the purpose of this study, these four categories of parenting styles were used.

The current study looked at how student athletes in a Division I hockey conference view the style of parenting their own parents displayed in raising them. It attempts to show which style of parenting is most prevalent in this hockey conference.

Statement of the Problem

The problem of this study was to determine the style of parenting that has been employed in the upbringing of Division I Collegiate men’s and women’s ice hockey players in the Western Collegiate Hockey Association.

Purpose of the Study

The purpose of this study was to determine if one parenting style was more prevalent than another in male and female Division I ice hockey players. The study

should help guide parents and coaches when it comes to dealing with their children or athletes and ice hockey.

Hypothesis

Parents classified as supportive by the athletes will be the most prominent among parents of collegiate ice hockey players compared to those parents that have no interest or are very demanding and persistent in their child's athletic careers.

Assumption

One primary assumption was made in this study. It was assumed that both the male and female Division I hockey players were able to correctly identify the type of parenting style their own parents used in their youth by answering each question honestly.

Delimitations

This study focused on male and female Division I hockey players playing in the Western Collegiate Hockey Association (WCHA). Although other Division I conferences exist, no attempt was made to include them in this study; therefore, results from this study may not be generalized to a large population without drawing some speculation as to its accuracy.

Operational Definitions

Operational Definitions will be more defined as:

1. Authoritarian or the Disapproving parent = Highly involved.
2. Authoritative or the Emotional parent = Supportive.
3. Permissive or the Dismissing = Indifferent.
4. Neglecting or Laissez faire parent = Does not care at all.

Chapter 2

REVIEW OF LITERATURE

The influence of parents in every aspect of life is critical in the development of a child. They are one of the biggest influences through childhood and adolescents (Shakib & Dunbar, 2004). When it comes to sports and athletics, this author believes it seems as though some of the values and behaviors that parents try to teach their children go out the window when they try to get their children to reach different levels of perceived success, whether it is the high school varsity team, Division I or the professional level. The amount of pressure being put on young athletes by parents seems to be increasing. Many parents give the impression that it is an investment in their child's future and that is why they are willing to pay out thousands of dollars in summer camps, leagues, and other sport specific opportunities in the hopes they will get that college scholarship or that professional contract. When it comes to parenting style, what is the best model of sport parent? What do the young athletes perceive as an ideal type of parent that will help them develop as athletes? Does the amount of parental involvement in a young athlete's life affect the experience of the child? Active children generally have supportive families: almost 1.4 million children had at least one parent who was involved in organized sports (Gardner, 1999).

The rate of children's sports participation does differ depending on the type of involvement of their parents. For example, 64% of children with at least one athletically active parent were also involved in sports (Gardner, 1999). If at least one parent has been a volunteer administrator, 83% of the children participated in sports. When parents were both athletic and volunteered, the rate for involvement of children went to 86%. In contrast, in a household where no parent was involved in sport only 36% of children were active. Money also plays into the participation of the children. Only 49% of children in households whose incomes are under \$40,000 were active in sports compared with 73% of those in households with incomes over \$80,000 (Gardner, 1999). In a family context, exposure to parents and/or siblings who take part in sports or pro-sports related behavior, provides stimulus for those children to imitate or model those behaviors (Shakib & Dunbar, 2004).

Parents are usually the primary socializing agents for getting children involved in sports often teaching the first steps in sports skills (Wuerth, Lee, & Alferman, 2004). Parents play a large role in the development of a sports career. Moderate involvement tends to facilitate sports careers while under involved and disinterested as well as overly engaged parents disrupt the development of sports career. Parents provide an environment that can significantly influence a child's desire to participate in organized athletic activities and their support may be paramount in encouraging participation during a child's formative years (Gardner, 1999). Parent ratings of support were correlated with parent ratings of child enjoyment and enthusiasm in sport (Woolger & Power, 1993).

The Sports Parent

What is the perfect sports parent? A successful sports parent is not always the parent that develops a pro athlete but one who “has learned to use the available youth sports resources to provide empowering experiences for his or her children” (Epperson & Selleck, 2000, p. XIII). The degree of involvement a parent makes in their child’s sport often makes a statement of how important sports are to that parent (Barber, Sukhi, & White, 1999) Small (2002) lists some guidelines for being a good sports parent that may answer this question since many athletes are successful and many are not with similar types of parenting styles.

- Be a model for other parents, coaches, and the kids. If you feel the urge to yell, take a walk to cool down.
- Look for a coach who gives positive messages.
- Reassure your child that making mistakes is normal and is part of the experience.
- Emphasize effort over result.
- Be reasonable in the presence of those who display irrational behavior.
- Remember coaches are often volunteers donating their time and they need your respect.
- Do not blame the kids that drive you crazy (p. 114).

Parenting is often a very difficult thing to perfect. It is ever changing with the world around us. Parents are often open to criticism by others: “Those parents sure messed up that kid” (Rotella & Bunker, 1987, p. 4). In most cases, these are the types

of parent that seem to be part of the dialogue when addressing today's athletes. Positive parents that influence their children through good role modeling and positive interest in what they are doing. It is often parents and coaches that have the biggest influence on the type of experience that children have in athletics (Martin, Dale, & Jackson, 1997). Parents need to make sure they are committed to values and then stay with them instilling them into their children. Many adults profess to be committed to a choice the child made about taking part in sports; but undoubtedly, there is not a true understanding on the part of the child as to their so called choice (Grenfell & Reinhart, 2003). Children will still develop their own values; but, if parents are set in their values and encourage their children to talk about these values they will usually be committed to the same ones (Rotella & Bunker, 1987).

Three All Americans share their stories about their own parents (Rotella & Bunker, 1987). One cross country champion talked about how her parents never pressured her to win or practice. They always made sure she was enjoying things. When things went bad they were always there to give encouragement. She felt it was their lack of pressure that actually made her more determined to be successful. Another talked about how a track teammate who's Dad would want his son to stay up front during workouts that were low key and asking the coach if his times need to be better. The son no longer runs track and field. An Olympic level horse rider talked about how her mother became so obsessed that she was her coach, groom, and financier and put so much pressure on her that the riding became frustrating. When she won the mother was all smiles and in the glory. When she lost her mother made her

feel that it was all her fault. By age 14 she was no longer interested in riding but held on for 2 more years before another sport took over her interest. In another study of junior tennis players, 29% of the players indicated that their parents had embarrassed them during a match (DeFrancesco & Johnson, 1997).

There were some key points that were suggested by a group of All American athletes on how these athletes felt parents should act and behave with their children in different sports and activities (Rotella & Bunker, 1987).

- Avoid pressuring a child about winning and losing.
- Do not force a child to practice.
- Emphasize enjoyment.
- Provide encouragement and hopeful optimism when needed.
- Encourage non-sport interest.
- Encourage self reliance and acceptance of responsibility for decisions.
- Do not interfere with your child's coach.
- Help your child develop and maintain a healthy perspective.
- Encourage your child to play for him/herself not anyone else.
- Allow your child to reach his or her own standard of excellence.
- Separate sport failure from personal failure (p. 14).

As times have changed maybe some of the perceived values of what sport and activity are for have changed as well. A 76-year-old super senior tennis champion talked about how early in his life emphasis was put on three things: playing games with local kids to make friends; playing at least one activity that could be played for

an entire lifetime; and either talking positively about things or other people or not talking at all (Rotella & Bunker, 1997).

Parents must realize that they have a great influence on the development of their child. They need to be prepared to deal with the anxieties of raising their child which can make them successful or unsuccessful as parents (Rotella & Bunker, 1987). Differences between boys and girls can also change parenting styles. Perceived pressure to participate often creates a more negative experience for females than males (Anderson et al., 2003).

As a parent, one needs to let children experience as many things as possible. When it comes to sports, one should let children decide what they are going to pick. Parents cannot have a baby and then decide he or she is going to be a hockey player.

How parents behave becomes another influencing factor. Being a positive role model in their sideline behavior has a big influence in how young student athletes view their parents in correlation with participating in sport. "Disruptive parents are nothing new to youth sports. Participation in sports is on the rise, especially among girls, and competition for collegiate athletic scholarships are getting stiffer" (Axtman, 2000, p. 42). This combination makes for mounting pressure on children outside the majority who are just out to have fun. How parents react to a child's participation will help guide the child in whether it is a fun experience or the grind and destination of something bigger. "When my parents come to my games they shout 'come on, Tracy shoot! Go!' It is embarrassing" she says and they make me play softball. "My dad thinks that I have a better chance of getting a scholarship playing softball even though

I prefer soccer. I just want to have fun” (Axtman, 2000, p. 7). Tracy could become a statistic that will bow out of sports before she has the opportunity to get a scholarship because she is not having fun and the passion to continue will not be there as other interests in her life develop. Parents have different expectations on why their children participate in sport, some wish their child does well because they missed out on an opportunity when they were young. Others try to live vicariously through them and gain glory from their accomplishments (Kidman, McKenzie, & McKenzie, 1999).

Parenting Styles

Through research several different schools of thought were found for defining parenting styles. The first was task orientation and ego orientation (White, Kavussanu, Tank, & Wingate, 2004). In task orientation the person uses self referenced criteria to define success and perceives competence as improvement. In ego orientation the person uses normative or other referenced criteria to define success and feels competent when he/she demonstrates superior ability. Being better than someone or always winning is a trait of the ego orientation (Roberts & Treasure, 1995). Parents can have a significant influence in this area. An example of a parent influencing their child through task orientation is to reward their child for hard work regardless of the outcome of the game. Another may be to express their beliefs about the importance of exerting effort versus outperforming others (White et al., 2004). In a study done by Bergin (2004), he defined task orientation as being focused on thoughts and behavior that will improve their skill and competence. For ego orientation they focus on thoughts and behavior that protect their ego and foster an

appearance of competence. Their work also studied the perception of the athlete in regard to their parents for both their goals and participation in sports (Bergin & Habusta, 2004).

The second school of thought breaks parenting style into four categories. These styles deal with how a parent and child interact and what expectations are put on the child. The four styles detailed by Baumrind (1966, p. 1) are as follows:

Permissive parents are more responsive than they are demanding, they are lenient, do not require mature behavior and allow considerable self regulation and avoid confrontation.

Authoritarian parents are highly demanding and directive but not responsive. They are obedient and status orientated and expects their orders to be obeyed without explanation. These parents provide well-ordered and structured environments with clearly stated rules.

Authoritative parents are both demanding and responsive. They monitor and impart clear standards for their children's conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive rather than punitive. They want their children to be assertive as well as socially responsible and self regulated as well as corporative.

Rejecting/Neglecting/Uninvolved they are neither demanding nor responsive. They do not structure and monitor and are not supportive, but may be actively rejecting or else neglect their children rearing responsibility altogether.

Gottman and DeClaire (1997) further developed the four categories presented by Baumrind (1966). Gottman and DeClaire seem to be more focused on the feelings of the child and how the parent reacts to the child's emotions. Their categories are:

The Laissez- Faire Parent

- Freely accepts all emotional expression from the child,
- Offers comfort to the child experiencing negative feelings,
- Offers little guidance on behavior,
- Does not teach the child about emotions,
- Is permissive; does not set limits,
- Does not help children solve problems,
- Does not teach problem-solving methods to the child,
- Believes there is little you can do about negative emotions other than ride them out,
- Believes that managing negative emotions is a matter of hydraulics; release the emotion and the work is done.

Effects of this style on the children are they don't learn to regulate their emotions and they have trouble concentrating, forming friendships, and getting along with other children. The Laissez-Faire parent is comparable to the neglect style of Baumrind (1966).

The Disapproving Parent

- Displays many Dismissing parent's behavior but in a more negative way,
- Judges and criticizes the child's emotional expression,
- Is over aware of the need to set limits on their children,
- Emphasizes conformity to good standards or behavior,
- Reprimands, disciplines, or punishes the child for emotional expression, whether the child is misbehaving or not,
- Believes expression of negative emotions should be time-limited,
- Believes negative emotions need to be controlled,
- Believes negative emotions reflect bad character traits,
- Believes the child's uses negative emotions to manipulate; this belief results in power struggle,
- Believes negative emotions are unproductive, a waste of time,
- Sees negative emotions (especially sadness as commodity that should not be squandered,
- Is concerned with the child obedience to authority.

Effects of this style on the children are they learn that their feelings are wrong, inappropriate, or not valid. They may learn that there is something inherently wrong with them because of the way they feel. This style compares to the Authoritarian Style of Baumrind (1966).

The Dismissing Parent

- Treats child's feelings as unimportant, trivial,
- Disengages from or ignores the child's feelings,
- Wants child's negative emotions to disappear quickly,
- Characteristically uses distraction to shut down child's emotions,
- May ridicule or make light of child's emotions,
- Believes children's feelings are irrational and therefore don't count,
- Shows little interest in what the child is trying to communicate,
- May lack awareness of emotions in self and others,
- Feels uncomfortable, fearful anxious, annoyed, hurt or overwhelmed by the child's emotions,
- Fears being out-of-control emotionally,
- Focuses more on how to get over emotions than on the meaning of the emotion itself,
- Believes negative emotions are harmful or toxic,
- Believes focusing on negative emotions means will "just make matters worse,"
- Feels uncertain about what to do with the child's emotion,
- Sees the child's emotion as a demand to fix things,
- Believes negative emotions mean the child is not well adjusted,
- Believes the child's negative emotions reflect badly on their parents,
- Minimizes the child's feelings, downplaying the events that led to the emotion,
- Does not problem solve with the child; believes that the passage of time will resolve all problems.

The effects of this style on the child are the same as the Disapproving Style.

This style is comparable to permissive style of Baumrind (1966).

The Emotional Parent

- Values the child's negative emotions as an opportunity for intimacy,
- Can tolerate spending time with sad, angry or fearful child; does not become impatient with the emotion,
- Is aware of and values his or her own emotions,

- Sees the world of negative emotions as an important arena for parenting,
- Is sensitive to the child's emotional states, even when they are subtle,
- Is not confused or anxious about the child's emotional expression, knows what needs to be done,
- Respects the child's emotions,
- Does not poke fun at or make light of the child's negative feeling,
- Does not say how the child should feel,
- Does not feel he or she has to fix every problem for the child,
- Uses emotional moments as a time to,
 - Listen to the child,
 - Empathize with soothing and affection,
 - Help the child label the emotion he or she is feeling,
 - Offer guidance on regular emotions,
 - Set limits and teach acceptable expression of emotions,
 - Teach problem solving skill.

Effects of this style on children include learning to trust their feelings, regulate their own emotions and solve problems. They typically have high self-esteem, learn well, and get along with others. This compares to Baumrind's (1966) Authoritative Style.

Categorizing parenting styles is important because parents have such a major influence on children's physical, emotional, and psychological development. They act as the "gatekeeper" role in determining which activities children participate in and what resources they have available (Welk & Pienkosz, 1997). There is a strong positive relationship between parental authoritativeness and adolescent self-esteem, a strong inverse relationship between parental authoritarianism and adolescent self-esteem and no real relationship between permissiveness and self-esteem (Buri, 1991). Parents can provide an environment that can significantly influence a child's desire to participate in organized athletics. Kremarik (2000) suggested active children have

supportive families and two thirds of these children have parents that have participated in sports.

The purpose of this study was to find out what parenting style was most prevalent among Division I male and female hockey players in the WCHA. In the ever changing world of athletics this study is important for two reasons. First, to identify the parenting style that is the most common among these elite athletes. Second, to use this information to help educate young parents that think they are going to have the next elite athlete on what is the best way to get them to that level. With increased parent involvement throughout athletics and specifically hockey, the days of the "rink rat" player is becoming a thing of the past. Our society has become less trustful of others in our communities. Being less trustful translates to not allowing children to play unsupervised at a local park for the entire day. It appears that this attitude has little to do with children's ability to play and monitor themselves, but rather parental fears of violent confrontation or abduction that seem more prevalent today. Without the ability to have children develop sports skills on their own more formal opportunities and structured activities have developed. Because of the structured setting, parents have become more involved in the activities of their children. Whether it is putting them on "AAA" summer teams, enrolling them in camps throughout the summer or paying for private lessons during the season, they all require parental involvement to a greater level than in the past. Because today's parents are around and watching, they are becoming more involved than ever. With this level of involvement, it becomes important to educate athletes and parents about

the proper role each one plays in athletics. In this study, describing the different parenting styles and finding out what is the most prevalent in elite college hockey players could lead to more discussion on how and when to educate parents regarding their child and the best opportunity for their success in sports.

METHODS

The purpose of this study was to determine the perceived style of parenting employed in the upbringing of Division I collegiate men's and women's ice hockey players in the Western Collegiate Hockey Association (WCHA). This chapter is subdivided in the following sections: subjects, instrumentation, procedures and data analysis.

Subjects

The subjects for this study were male and female hockey players who played for teams that compete in the WCHA. These schools include men's teams from: University of Alaska Anchorage, Colorado College, University of Denver, Michigan Technological University. The following teams have both men's and women's teams: University of Minnesota, University of Minnesota-Duluth, Minnesota State University Mankato, University of North Dakota, St. Cloud State University, University of Wisconsin. Schools with women's only programs include The Ohio State University and Brandeis State University. Players completing the survey consisted of those athletes eligible to return to play in the 2008-2009 academic year.

Chapter III

METHODS

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The subjects for this study were male and female hockey players who played for teams that compete in the WCHA. Those schools include men's teams from; University of Alaska Anchorage, Colorado College, University of Denver, Michigan Technological University. The following teams have both men's and women's teams: University of Minnesota, University of Minnesota-Duluth, Minnesota State University Mankato, University of North Dakota, St. Cloud State University, University of Wisconsin. Schools with women's only programs include The Ohio State University and Bemidji State University. Players completing the survey consisted of those athletes eligible to return to play in the 2008-2009 academic year.

Instrumentation

The survey was a modification of Buri's Parental Authority Questionnaire (PAQ) (Buri, 1991). The PAQ contained 30 questions and focused on three parenting styles. Adaptations were made to shorten the survey and to add a fourth parenting style described by Gottman and DeClaire (1997) as the neglecting parent. The final survey (Appendix A) consisted of 20 questions with five questions each relating to the four categories. Face validity was established by review of two experts knowledgeable in survey research. Pilot testing was done with 10 college athletes (five males and five females) to determine ease of use, understandability of the survey as well as determining if the data would provide an adequate representation of each parenting style. Results of this pilot were clear enough to allow its application to sample from the population of interest.

Procedures

After receiving approval from St. Cloud State, an e-mail was sent (Appendix B) to each head coach in the WCHA letting them know that the survey would be sent to a liaison on their staff. A cover letter (Appendix C) along with the survey was sent to each institution liaison with which this author had personal contact and where it was pre arranged to distribute the survey. Included were 312 surveys for the players that were eligible to return for the 2009-2010 season.

Data Analysis

The data were reported using descriptive statistics. Two one way ANOVA's were completed to determine first if ratings of parental type were different for men and women and second what if any was the dominant perceived parental style for D-I hockey players. For a significant ANOVA, Post hoc t-tests were used to determine the difference between each of the parenting style categories. A significance level of $P < .05$ was set for all statistical tests.

Gender Differences

Comparing male to female responses, Figure 1 shows there was little difference in the responses between male and female subjects. The first ANOVA showed no significant difference between males and females ($F_{(1, 267)} = 1.04, P > .05$). Data for men and women were then combined (Figure 2) and a single factor ANOVA was run to determine possible differences between each of the four categories of parenting styles. There was a significant difference in perceived parenting styles

RESULTS AND DISCUSSION

Demographic Data

A total of 352 surveys were sent out and 267 were returned for a 75% return rate. Of the surveys returned, 136 were male and 131 were female with an age range of 18-28 years. Responses to each question used the following descriptors: (1) never, (2) sometimes, (3) often, and (4) always. Therefore a mean ranking of less than 2 would imply that form of parenting occurred sometimes or never, while a mean ranking greater than 2 would suggest that parenting style occurred more frequently. As can be seen in Figure 1, the only parenting style to achieve a mean rating of (3) "often" was Authoritarian.

Gender Differences

Comparing male to female responses, Figure 1 shows there was little difference in the responses between male and female subjects. The first ANOVA showed no significant difference between males and females [$F_{(1,486)} = 1.04, P > .05$]. Data for men and women were then combined (Figure 2) and a single factor ANOVA was run to determine possible differences between each of the four categories of parenting styles. There was a significant difference in perceived parenting styles

[$F_{(3,487)} = 122.5, P < .002$]. Post hoc t-tests were performed to determine possible differences between each of the four parenting styles. Each pair-wise comparison was significantly different (Appendix D).

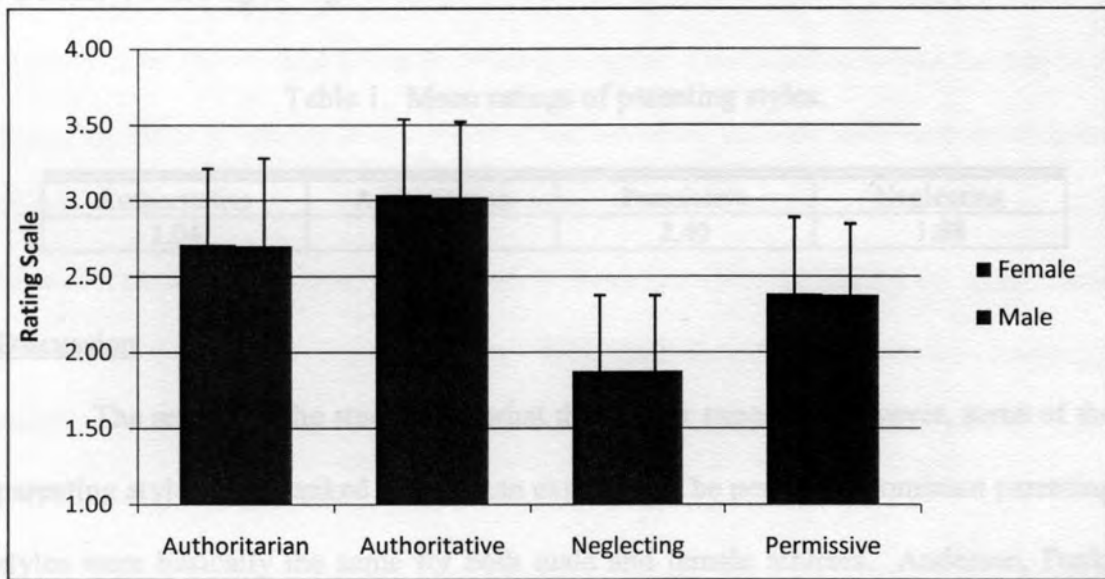


Figure 1. Mean value (\pm SD) for rating parental styles by gender.

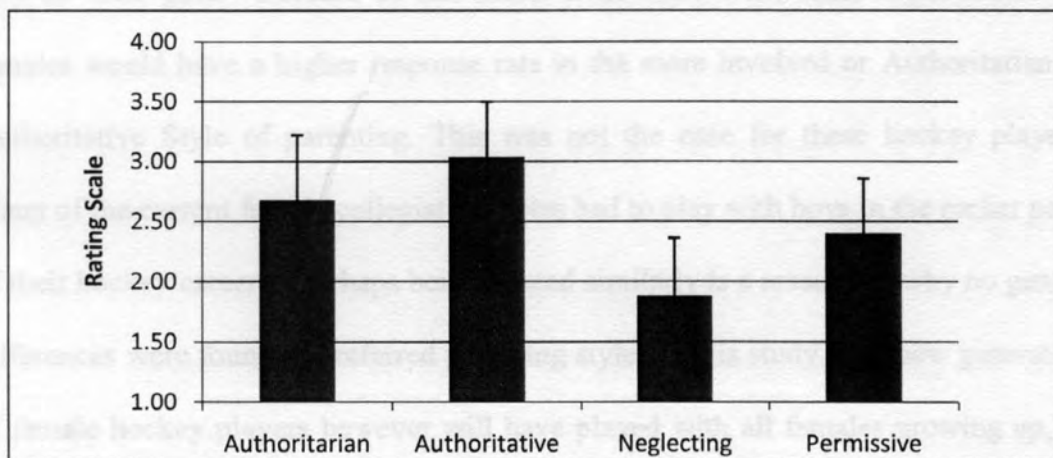


Figure 2. Mean value (\pm SD) for rating parental styles independent of gender.

Table 1 represents results of each t-test. Each t-test revealed differences exist between all the parenting styles. Not unexpectedly, the Authoritative style was ranked highest. The next most common parenting style was Authoritarian followed by Permissive and Neglecting.

Table 1. Mean ratings of parenting styles.

Authoritative	Authoritarian	Permissive	Neglecting
3.04	2.68	2.40	1.88

Discussion

The results of the study were what this author expected; however, some of the parenting styles were ranked higher than expected. The perceived dominant parenting styles were basically the same for both male and female athletes. Anderson, Funk, Elliot, and Smith (2003) reported many parents tend to treat their boys differently than they do their girls. Because of this social trend there were some expectations the females would have a higher response rate in the more involved or Authoritarian or Authoritative Style of parenting. This was not the case for these hockey players. Many of the current female collegiate athletes had to play with boys in the earlier parts of their hockey careers. Perhaps being treated similarly is a reason for why no gender differences were found in preferred parenting styles in this study. The new generation of female hockey players however will have played with all females growing up, so perceptions could change in the future.

Authoritative ranked first for both male and female athletes followed by Authoritarian then Permissive and Neglect was fourth. The Authoritative parent that

is supportive but yet not pressure filled is the ideal type of parenting style for today's athletes. A child's environment should stress effort and attempts and place focus on fun and the process and not focus on the outcome (Walker, 1993)

The Authoritarian parenting style is more pressured filled with an increased urgency from parents and it was surprisingly second. One possible reason for this style emerging close to the top is that many of the surveyed athletes have been given more opportunities to develop their game (Rotella & Bunker, 1987). These athletes may have attended more camps, participated in extra practices, or played on more teams that compete out of the regular season. With more time being devoted to becoming better hockey players, these athletes may have perceived their parents as pushing them to improve their skills.

The style receiving the third highest numbers was Permissive. These parents are indifferent yet supportive. The Permissive style allows children to be self regulating. Baumrind (1966) also suggests all children may not be self motivated at an early age but may choose to do things once they find success independent of their parents' support. Lastly was Neglecting where the parents have little to no involvement. Neglecting scored between never and sometimes on the rating scale. This style did not seem to impact any of the athletes surveyed. The lower numbers in these two categories could be a result of these athletes not getting the same opportunities as other athletes (Rotella & Bunker, 1987). The Permissive and Neglecting parents would be less likely to sign their child up for any extra programs or be actively involved in helping them become better athletes. Neglecting parents are

indifferent to any development in general so most likely they will have very low priority on any athletic development.

Chapter V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Parenting style does seem to have an impact on which athletes reach it or a collegiate Division I level. Those parents that are more involved with their child represent more of the athletes that have made it to this level of hockey. Being an authoritative parent would give the child a more positive experience and is the most desirable style in this group of hockey players. Woolger and Power (1993) have suggested that parents need to report parent behavior during their childhood ages 2-12 and to also evaluate their parenting behavior during their adolescence years. The research in this area is the movement of parents fitting into the Authoritative category and how that behavior should impact a child's experience growing up and what level in the higher level of college hockey.

Limitations

Based on the results of this study, the following conclusions can be made:

- 1. The majority of (male) NCAA Division I hockey players perceived their parents as authoritative.

Chapter V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Parenting style does seem to have an impact on which athletes make it to a collegiate Division I level. Those parents that are more involved with their child represent more of the athletes that have made it to this level of hockey. Being an Authoritative parent would give the child a more positive experience and is the most prevalent style in this group of hockey players. Woolger and Power (1993) have suggested adult athletes tend to report parent behavior during their childhood ages 5-12 being more influential than parenting behavior during their adolescence years. What remains unclear are the elements of parents fitting into the Authoritative category and how each of those elements impact a child's experience growing up and their climb to the highest level of college hockey.

Conclusions

Based on the results of this study, the following conclusions can be made:

1. Both male and female WCHA Division I hockey players perceived parenting style similarly.

2. Both male and female WCHA Division I hockey players perceive the parenting style to be Authoritative where the parent(s) are supportive, but do not pressure their child to perform or participate.
3. Both male and female WCHA Division I hockey players perceive the least preferred parenting style to be Neglecting where the parent(s) take little or no interest in their activity.

Limitations

The following limitations are recognized in this study:

1. Little to no research has been done with Division I athletes and their perceptions of parenting styles, making this effort a first attempt.
2. Athletes in this study only represent the sport of ice hockey and only the WCHA conference.
3. Except for face validity, this survey was administered for the first time without additional validation.

Recommendations

Based on the results of this study, the following recommendations can be made:

1. In addition to the survey provide interviews for both athletes and parents to better understand their perceptions of what category fits him/her best.
2. Create a survey tool that is more specific to athletics.

3. Track a group of athletes from elementary school to college to see if a particular parenting style emerges throughout this period and/or if parenting styles change over this same time frame.

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APPENDICES

APPENDICES

The Society

your answer.

1. How much time do you spend with your child(ren) each week? (Please check the box that best describes your perception of your weekly time spent with your child(ren).)

1. None 2. A little 3. A moderate amount 4. A great deal

2. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

3. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

4. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

5. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

6. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

APPENDIX A

The Survey

7. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

8. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

9. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

10. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

11. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

12. How do you feel about the amount of time you spend with your child(ren)?

1. Not at all 2. A little 3. A moderate amount 4. A great deal

1. Not at all 2. A little 3. A moderate amount 4. A great deal

2009 Parenting Style Survey

Instructions

Please read each question carefully. Circle the number that best describes your perception of your mother and father as you were growing up.

1= never 2=sometimes 3= often 4= always

Do not write your name on the questionnaire. When finished return it to the envelope

What is your gender? _____ Male _____ Female

How old are you _____ years?

1. My mother/father felt that in a well run home the children should have their way in the family as often as the parents do.

Mother:	1	2	3	4
Father:	1	2	3	4

2. My mother/father consistently gave me/us direction and guidance in rational and objective ways.

Mother:	1	2	3	4
Father:	1	2	3	4

3. Whenever my mother/father told me to do something she/he expected me to do it immediately without asking questions.

Mother:	1	2	3	4
Father:	1	2	3	4

4. My mother/father gave me expectations and guidelines for my behavior.

Mother:	1	2	3	4
Father:	1	2	3	4

5. My mother/father had clear standards of behavior for the children in our home but she/he was willing to adjust those standards to the needs of each of the individual children in the family.

Mother:	1	2	3	4
Father:	1	2	3	4

6. My Mother/father used to laugh at me when I was upset or did not get what I wanted.

Mother:	1	2	3	4
Father:	1	2	3	4

7. Even if I didn't agree with them, my mother/father felt that it was for my own good if I was forced to conform to what she/he thought was right.

Mother:	1	2	3	4
Father:	1	2	3	4

8. My mother/father has always felt that what children need is to be free to make up their own minds and do what they want to do, even if this does not agree what their parent might want.

Mother:	1	2	3	4
Father:	1	2	3	4

9. My mother/father did not react to me if I was sad and disagreed with them.

Mother:	1	2	3	4
Father:	1	2	3	4

10. My mother/father gave me clear direction for my behaviors and activities, but she/he also understood when I disagreed with them.

Mother:	1	2	3	4
Father:	1	2	3	4

PLEASE TURN OVER AND FINISH BACK SIDE

Please read each question carefully. Circle the number that best describes your perception of your mother and father as you were growing up.

1= never 2=sometimes 3= often 4= always

11. My mother/father was not bothered by my anger when I disagreed with their decisions.
 Mother: 1 2 3 4
 Father: 1 2 3 4
12. I knew what my mother/father expected of me in the family and she/he insisted that I conform to those expectations simply out of respect for her/his authority.
 Mother: 1 2 3 4
 Father: 1 2 3 4
13. When I was upset and did not get my way I expected my mother/father to fix it for me.
 Mother: 1 2 3 4
 Father: 1 2 3 4
14. My mother/father allowed me to decide most things for myself without a lot of direction from them.
 Mother: 1 2 3 4
 Father: 1 2 3 4
15. My mother/father directed the activities and decisions of us as children in the family through reasoning and discipline.
 Mother: 1 2 3 4
 Father: 1 2 3 4
16. My mother/father often told me exactly what she wanted me to do and how she/he expected me to do it.
 Mother: 1 2 3 4
 Father: 1 2 3 4
17. My mother/father would try and quickly end any situation where I was angry.
 Mother: 1 2 3 4
 Father: 1 2 3 4
18. My mother/father did not direct my behaviors, activities and/or desires of children in the family.
 Mother: 1 2 3 4
 Father: 1 2 3 4
19. Once family policy had been established my mother/father discussed the reasoning behind the policy with us as children in the family.
 Mother: 1 2 3 4
 Father: 1 2 3 4
20. My mother/father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to behave.
 Mother: 1 2 3 4
 Father: 1 2 3 4

How questions correlate to parenting style:

<u>Style</u>	<u>Question #</u>
Permissive	1,4,8,14,18
Authoritarian	3, 7,12,16,20
Authoritative	2, 5,10,15,19
Neglecting	6, 9,11,13,17

APPENDIX B

Using Thomas E. Malt

contact.

I am currently trying to complete my master degree with a focus on the topic of coaching style Division 1 men and women hockey players in the WCHA and looking up. This is a short 20 question survey that should only take 10 minutes. I have contacted someone on your staff that I will mail it to and they can distribute it and return it to me.

I know we all get busy so sorry for this and I appreciate your help. This should not disrupt your schedule in any way and I will be in touch if you have any questions.

Thank you for your time and help.

APPENDIX B

Head Coaches E-Mail

Head Coach
Name
Phone

Coaches,

I am currently trying to complete my master degree with a thesis on the type of parenting style division 1 men and women hockey players in the WCHA had growing up. This is a short 20 question survey that should only take 10 minutes. I have contacted someone on your staff that I will mail it to and they can distribute it and return it to me.

I know we all get many request like this and I appreciate your help. This should not disrupt your spring training and will be no burden to you.

Thanks in advance see you in Florida.

Jeff Giesen
Head women's Hockey Coach
St. Cloud State University

April 5, 2019

Thank you very much for handling this survey for me I really appreciate your

The directions are pretty basic answer each question (circle the number) on how it
pertains to your mother and father, please remind them there is a back side

Then just put the completed and any non-completed surveys in the pre-paid envelope
and put the envelope in the mail.

With the teacher convention coming, if you could try and get it back in the mail to me
by April 20 that should give you a week to meet with the students and get them
mailed back before you head to Florida.

Appendix C

If you have any questions please feel free to call
Cover Letter

April 8, 2009

I cannot thank you enough for handling this survey for me I really appreciate your help.

The directions are pretty basic answer each question(circle the number) on how it pertains to your mother and father, please remind them there is a back side

Then just put the completed and any non completed surveys in the pre-paid envelope and put the envelope in the mail.

With the coaches convention coming, if you could try and get it back in the mail to me by **April 20** that should give you a week to meet with the athletes and get them mailed back before you head to Florida.

If you have any questions please feel free to call.

Thanks again

Jeff Giesen

1-Test Paired Two Sample for Means

	Authoritative	Authoritative
Mean	2.88	3.04
Variance	0.23	0.21
Pearson Correlation	0.19	
t Stat	-1.96	
P(T<=t) two-tail	0.05	

2-Test Paired Two Sample for Means

	Authoritative	Authoritative
Mean	3.04	3.04
Variance	0.21	0.21
Pearson Correlation	0.34	
t Stat	39.21	
P(T<=t) two-tail	0.00	

APPENDIX D

1-Test Paired Two sample for means

t-test Results

	Authoritative	Authoritative
Mean	2.88	2.88
Variance	0.23	0.23
Pearson Correlation	0.15	
t Stat	18.16	
P(T<=t) two-tail	0.00	

2-Test Paired Two Sample for Means

	Authoritative	Permissive
Mean	2.04	2.16
Variance	0.21	0.20
Pearson Correlation	0.15	
t Stat	13.53	
P(T<=t) two-tail	0.00	

t-test: Paired Two Sample for Means

	<i>Authoritarian</i>	<i>Authoritative</i>
Mean	2.68	3.04
Variance	0.29	0.21
Pearson Correlation	0.13	
t Stat	-11.96	
P(T<=t) two-tail	0.00	

t-Test: Paired Two Sample for Means

	<i>Authoritative</i>	<i>Neglecting</i>
Mean	3.04	1.88
Variance	0.21	0.23
Pearson Correlation	0.04	
t Stat	39.31	
P(T<=t) two-tail	0.00	

t-Test: Paired Two Sample for Means

	<i>Authoritarian</i>	<i>Neglecting</i>
Mean	2.68	1.88
Variance	0.29	0.23
Pearson Correlation	0.25	
t Stat	28.10	
P(T<=t) two-tail	0.00	

t-Test: Paired Two Sample for Means

	<i>Authoritative</i>	<i>Permissive</i>
Mean	3.04	2.40
Variance	0.21	0.20
Pearson Correlation	0.15	
t Stat	23.63	
P(T<=t) two-tail	0.00	

t-Test: Paired Two Sample for Means

	<i>Authoritarian</i>	<i>Permissive</i>
Mean	2.68	2.40
Variance	0.29	0.20
Pearson Correlation	-0.02	
t Stat	8.58	
P(T<=t) two-tail	0.00	

t-Test: Paired Two Sample for Means

	<i>Neglecting</i>	<i>Permissive</i>
Mean	1.88	2.40
Variance	0.23	0.20
Pearson Correlation	0.30	
t Stat	-20.84	
P(T<=t) two-tail	0.00	