

THE ROLE OF PARENTAL INVOLVEMENT IN THE QUALITY OF
COACH-ATHLETE RELATIONSHIP IN DANCE SPORT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ALENA MIKHAYLOVA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

OCTOBER 2019

Approval of the Graduate School of Social Sciences

Prof. Dr. Yaşar KONDAKÇI
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Irmak HÜRMERİÇ ALTUNSÖZ
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Sadettin KİRAZCI
Supervisor

Examining Committee Members

Prof. Dr. Canan KOCA ARITAN (Hacettepe Üni., SBF) _____

Assoc. Prof. Dr. Sadettin KİRAZCI (METU, PES) _____

Prof. Dr. M. Levent İNCE (METU, PES) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Alena Mikhaylova

Signature:

ABSTRACT

THE ROLE OF PARENTAL INVOLVEMENT IN THE QUALITY OF COACH-ATHLETE RELATIONSHIP IN DANCE SPORT

MIKHAYLOVA, Alena

Master of Science, Department of Physical Education and Sports

Supervisor: Assoc. Prof. Dr. Sadettin KİRAZCI

October 2019, 170 pages

Taking the athletic triangle as a starting point, main purpose of this master thesis was to identify from the coaches and parent's perspective, role of parental involvement in the nature of the interpersonal coach-athlete relationship quality. The 3C conceptual model by Jowett & Cockerill's, 2002, that determines the quality of coach-athlete relationship was taken as a guiding theoretical framework.

This investigation draws on data gathered from Turkish dance sport clubs that are currently active in this sport domain. The collection of data was conducted in a total of 3 months, which included semi-structured interviews with 6 coaches who at least had 10 years of coaching experience and 6 parents whose children have been involved in dance sport for at least 3 years. Interviews were based on the 3C's conceptual model, where

coaches and parents reported their explicit standpoints on closeness (emotions: trust and respect), commitment (cognitions: common goals) and complementarity (behaviors: roles and tasks).

Analysis infers that the coach-athlete relationship identified by the 3C conceptual model is influenced by parents regarding the processes of opportunity, support, and information.

According to the results, when parents' visions and coach's perception on the athlete's development do not overlap, differences between their expectations start to occur. This situation leads to the negative parental behavior that has critical outcomes for the coach-athlete relationship. Consequently, a comfortable atmosphere in the coach-athlete relationship was created when parents allowed the athlete to progress with the assistance of the coach and only took part when it was deemed necessary.

Key words: athletic triangle, coach-athlete relationship, parental involvement, 3C conceptual model.

ÖZ

DANS SPORUNDA EBEVEYN KATILIMININ ANTRENÖR-SPORCU İLİŞKİSİNİN KALİTESİNDEKİ ROLÜ

MIKHAYLOVA, Alena

Yüksel Lisans, Beden Eğitimi ve Spor Bölümü

Tez Danışmanı: Doç. Dr. Sadettin KİRAZCI

Ekim 2019, 170 sayfa

Bu yüksek lisans tezinin kavramsal amacı, atletik üçgen modelini bir başlangıç noktası olarak ele alarak, ebeveyn katılımı faktörü meydana geldiğinde, kişilerarası antrenör-sporcu ilişkisinin niteliğinin ne şekilde etkilendiğini belirlemektir. Jowett & Cockerill'in, 2002 yılında, koç-atlet ilişkisinin kalitesini belirleyen 3C kavramsal modeli rehberlik edecek bir teorik çerçeve olarak kabul edilmiştir.

Bu araştırma dans sporları alanında aktif olarak faaliyet gösteren Türk dans kulüplerinden toplanan verilere dayanmaktadır. Veri toplama süreci en az 10 yıl koçluk deneyimi olan 6 antrenör ve çocukları dans sporunda en az 3 yıl faaliyet göstermiş olan 6 ebeveyn ile yapılandırılmış görüşmeler içerecek şekilde toplamda 3 ayda tamamlanmıştır. Görüşmeler, koçların ve ebeveynlerin yakınlık (duygular: güven ve saygı), bağlılık (bilisler:

ortak hedefler) ve tamamlayıcılık (davranışlar: roller ve görevler) kavramlarına dair bakış açılarını açıkça bildirecekleri şekilde 3C'nin kavramsal modelinde temellendirilmiştir.

Tematik analiz, yakınlık, bağlılık ve tamamlayıcılıktan oluşan 3C kavramsal modeliyle tanımlanan antrenör-atlet ilişkisinin, ebeveynlerin fırsat, destek ve bilgi süreçleriyle ilgili olarak etkilendiğini ortaya koymaktadır.

Elde edilen sonuçlara göre, ebeveynlerin vizyonları ve antrenörün sporcunun gelişimine ilişkin algıları örtüşmüyorsa, beklentiler konusundan büyük farklılıklar oluşmaya başlamıştır. Bu durum, antrenör-sporcu ilişkisi için kritik sonuçlara yol açan veli davranışlarına yol açmıştır. Dolayısı ile, ebeveynler sporcunun antrenörün yardımı ile ilerlemesine izin verdiğinde ve sadece antrenör ya da sporcu tarafından gerekli görüldüğü zaman katılım gösterdiğinde, antrenör-sporcu ilişkisinde rahat bir atmosfer yaratılmıştır. Bu çalışmanın sonuçlarının, bu alanda yapılmış diğer spor dallarıyla ilgili önceki çalışmaların sonuçlarıyla da uyumlu olduğu görülmüştür.

Anahtar kelimeler: atletik üçgen, antrenör-atlet ilişkisi, ebeveyn katılımı, 3C kavramsal modeli.

To my husband and family

ACKNOWLEDGEMENTS

It would not have been possible to write this master's thesis without the help and support of the kind people around me, to only some of whom it is possible to give particular mention here.

Above all, it is a genuine pleasure to express the deepest appreciation to my supervisor Assoc. Prof. Dr. Sadettin KIRAZCI for his guidance, help, and endless patience throughout this master thesis.

I owe a deep sense of gratitude to my committee members Prof. Dr. Mustafa Levent İNCE, and Prof. Dr. Canan KOCA ARITAN who encouraged and supported me in every critical moment throughout my research. I also would like to thank Res. Assist. Koray Kılıç for his guidance and support since the start of this master thesis.

This thesis would not have been possible without the help and support of Fame Dance Sport Club with their coaches and the parents, especially Özgün Çağlar Ersoy and Simge Menteş Ersoy, not to mention their unsurpassed dedication to improving dance sport in Turkey. The contributions and support of Ercüment Aydın from Latino Dance Sport Club, İpek Yavuzer from Star Dance Sport Club, Günce Güney from Shine Dance Sport Club, Begüm Çelik Babaoğlu and Çağdaş Çelik from Nesibe Aydın Dance Sport Club, for which I am extremely grateful.

I am most grateful to my husband, Kerem Yazıcı for his personal support and great patience at all times. My family has given me their unequivocal support as always, for which my mere expression of thanks does not suffice.

Last but not least, I am thankful to all my friends, fellow coaches, my athletes and their parents who have been supporting and encouraging me throughout the years.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xi
LIST OF FIGURES.....	xiv
CHAPTER	
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Purpose of the Study	8
1.3. Research Questions	8
1.4. Significance of the Study	8
1.5. Definition of the Terms	9
2. LITERATURE REVIEW	11
2.1. The Athletic Triangle	11
2.2. Parental Involvement	13
2.3. Coach-Athlete Relationship	15
2.4. The 3C Model	17
3. METHOD.....	20
3.1. Participants	20
3.2. Data Collection	21
3.3. Data Collection Procedures	22
3.3.1. Ethical Procedure	22

3.3.2. Data Collection Procedure	23
3.3.3. Individual Interviews	24
3.4. Data Analysis	25
4. RESULTS	27
4.1. Parental Involvement Influence on the coach-athlete relationship quality .	27
4.1.1. Opportunity	27
4.1.2. Information	45
4.1.3. Support	55
4.2. Coach-Athlete Relationship Quality	69
4.2.1. Closeness	69
4.2.2. Commitment	77
4.2.3. Complementarity	84
4.3. Perceived Parental Influence	91
4.3.1. Closeness	91
4.3.2. Commitment	96
4.3.3. Complementarity	102
5. DISCUSSION	110
5.1. Parental Influence on the Coach-Athlete Relationship	112
5.1.1. Opportunity	112
5.1.2. Information	113
5.1.3. Support	114
5.2. The Coach-Athlete Relationship Quality	116
5.2.1. Closeness	116
5.2.2. Commitment	118
5.2.3. Complementarity	121
6. CONCLUSION AND RECOMMENDATIONS	124
6.1. General Conclusion.....	124
6.2. Recommendations for the Future Research	128
REFERENCES	129

APPENDICES

A. Approval of METU Human Subjects Ethics Committee.....	147
B. Coach Consent Letter	148
C. Parent Consent Letter	150
D. Questions in Turkish	152
E. Turkish Summary.....	157
F. Thesis Permission Form	170

LIST OF FIGURES

FIGURES

Figure 1 The Athletic Triangle	2
Figure 2 The Athletic Triangle in Dance Sport.....	7

CHAPTER 1

INTRODUCTION

This chapter consists of five sub-sections. At first the background of this thesis will be described. Subsequently the purpose of this thesis, then successively the research questions and significance of the study will be interpreted. Finally, the definitions of terms used in this investigation will be composed.

1.1. Background of the Study

Inquiries on the topic of parental involvement stated that parental engagement to the sport begins when they guide children into the sporting sphere (Snyder & Spreitzer, 1973; Spreitzer & Snyder, 1976) and it is a parent who gives the child an opportunity for later participation in sport practices (Brown, Frankel, & Fennell, 1989). Enyon, Kitchen, and Semotiuk (1980), Weiss and Hayashi (1995), proclaimed that the most important factor that allows parents to get highly involved in their child's sports experience is that parents spend a lot of money, time and energy to make the participation possible for their child. Therefore, dance sport field enables the reasons for parental involvement. Dance sport is a very expensive, time and energy consuming process, and in order to get proper development athletes must participate: in a group and private lessons, buy proper equipment, afford travelling and registration costs at the competitions ("4 Reasons Why Your Child Should Not Ballroom Dance," 2016).

Complex social framework in which relationships play considerable part was established as a substantial component in competitive sports (Hellstedt, 1995; Kirk, O'Connor,

Carlson, Burke, Davis, & Glover, 1997). Smoll, and Smith, (1989), claimed that the importance of social relationship that consist of coach, parent and young athletes were denominated as an athletic triangle (Hellstedt, 1987) in scientific literature. In consideration of that interpersonal relations are important in the sports field, the coach-athlete relationships were accepted as the most important one (Jowett, 2003).

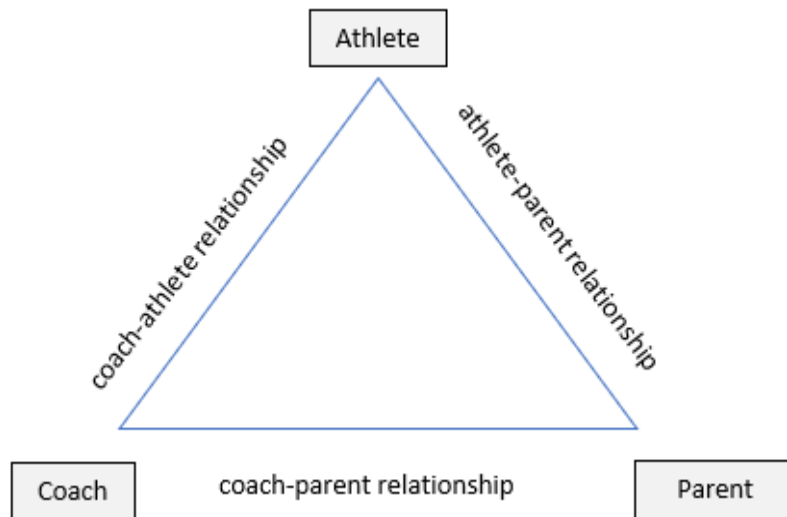


Figure1. The Athletic Triangle” model elaborated by (Hellstedt, 1987)

Additionally, in competitive sport, coaches are primary figures who set the athlete’s level of performance, motivation and enjoyment (Smith & Smoll, 1996). Moreover, higher level of enjoyment and positive development were detected in athletes whose parents supported them, and if there was no parental support but accompanied parental stress, those athletes lose interest to the sport participation (Brustad, 1993; Martens, 1993). Ultimately, studies conducted on the topic of conflict in interpersonal relationship, showed that if the coach-parent contradiction occurs, athletes suffered the most (Byrne, 1993; Hellstedt, 1995).

Presently, parental involvement and its impact on the coach-athlete relationships or athlete’s development become the most arguable topic at the sport domain (Dunn, Dorsch, & Tulane, 2016; Wachsmuth, Jowett & Harwood, 2017). Furthermore,

researchers such as Eccles (1993), Eccles, Wigfield, & Schiefele, 1998; Fredricks & Eccles, 2001, stated that parents are the people who make the participation in any kind of sport activity possible for their children.

Likewise, parents are the decision-making mechanism in child's continuity or discontinuity in sport activity participation (Brown, Frankel, & Fennell, 1989; Côte, 1999; Eccles, Jacobs & Harold 1990; Green & Chalip, 1998; Stevenson, 1990). Parents are the decisive link that selects a sport club and a coach with whom their child and future athlete will work; furthermore, parents have a strong impact on the child's developmental process in sport (Brustad, 20011).

The studies on the topic of parental involvement and its influence on experience, participation and performance of young athletes in different sports domain such as: golf (Cohn 1991), swimming (Lee & MacLean, 1997), tennis (Gould, Lauer, Rolo, Jannes & Pennisi, 2008), gymnastics (Nunomura & Oliveira, 2013), hockey (Dorsch & Paskevich, 2007) proves that this is an inquiry of interest.

Thereby when the parents decide about the coach and the sports club, it is absolute prerogative of the coach with whom the athlete will work and for how many hours the couple will train. Therefore, parent's child becomes the coach's athlete and when the role shifts from child to athlete, the parent domination is displaced by the coach's (Monsaas, 1985; Wylleman & Lavallee, 2004). That is why in addition to these statements, coaches and parents can be a really good source of information as they have the chance to observe all the networks and have nearly every day interactions with each other and the athlete.

The coach athlete relationship has been defined as a state where coaches' and athletes' feelings, thoughts, and behaviors are interdependent (Jowett, 2005; Jowett & Meek, 2000; Jowett, Paull, & Pensgaard, 2005). Coaches and athletes' interpersonal feelings, thoughts and behaviors have been operationalized and measured via the constructs of closeness, commitment, and complementarity (Jowett & Ntoumanis, 2004).

The combined model determines reciprocal psychological structures relationship between coach and athlete, such as: closeness, commitment and complementarity. Closeness depicts the shade of emotions experienced in relationships and reflects the extent to which the coach and the athlete are linked to each other or the intensity of their affection (Berscheid, Snyder, & Omoto, 1989). Commitment reflects as the desire of coach and athlete to maintain long-term sport relationships to increase outcomes (Rosenblatt, 1977). Complementarity defined as the established relationship between the coach and the athlete and their collaboration. e.g., coach instructs, and athletes execute (Kiesler, 1997).

There is a considerable variety of literature on how it is important for a child to begin any kind of physical activity, to build up child's physical and mental well-being and to construct a lifelong habit of doing sports (Bailey, 2006; Fraser-Thomas et al., 2005; Keegan, Harwood, Spray & Lavalley, 2009). Additionally, there are various sports activities which are also reported in scientific literature where children can develop their physical and mental health such as gymnastics, athletics, dance sport (Pledger, 2016); tennis (Gould, Lauer, Rolo, Jannes, & Pennisi, 2006); hockey (Jeffery-Tosoni, Fraser-Thomas & Baker, 2015); football, basketball, swimming (Fraser-Thomas, Côté & Deakin, 2005); are easily accessible nowadays.

Furthermore, studies conducted on sport participation indicated that if the child would not take an interest in any kind of physical activity, it might prompt to a chronic disease such as: heart disease, obesity, diabetes which can result in infringement upon the process of acquiring knowledge, mental damage, and degradation of life quality (Karmisholt & Gotzsche, 2005; Karmisholt, Gyntelberg, & Gotzche, 2005). Also, it has been stated that children who participated in any extracurricular activities get higher grades in their education and have better time management skills in comparison with their peers (Dworkin, Larson & Hansen, 2003). Thus, the essential inspiration for children's sports participation is facilitating interest and/or enjoyment (Domene, Moir, Pummell, & Easton, 2014).

In addition to the above, it has been reported that dance became a desirable activity for adolescent females (Lee, Mama, Medina, Orlando Edwards & McNeill, 2014). Likewise, after taking ballroom lessons both males and females stated that it was an enjoyable experience and they would like to continue it in the future (Domene, et al., 2014). Recent studies conducted on BMI and endurance in overweight children from 9 to 11 years old, show that after a 16-week ballroom dance intervention program which includes cha-cha, mambo, and swing, there was a significant progress in children's weight loss (Nelson, Evan, Guess, Morris, Olson & Buckwalter, 2011).

In this connection, studies in other fields such as neurology indicated that dance is a complicated sensorimotor skill that uses proprioception, rhythm and spatial awareness (Sevdalis & Keller, 2011). While ballroom dancers move on the floor in accordance to their roles in dance, they must lead, follow, manage the space around the other dancers, sensate and protect their partner etc. As a result, dancers develop a tremendous bodily-kinesthetic and spatial awareness (Fonseca, et al., 2014). Also, it has been shown that dancing develops the balance, posture and reaction times of the dancers throughout their lives and even continues to do so in their old age (Kattenstroth, Kalisch, Kolankowska, & Dinse, 2011). In addition to the physical improvement, dancing also increases the energy of the participants while affecting their moods positively and lowering the tension (Zajenkowski, Jankowski & Kolata, 2014). Depending on these results, it could be inferred that dance is an activity for all ages. It could be started in early childhood and continued into the old age.

In order to reach a higher developmental level and benefit from all the positive aspects of dancing both mentally and physically, participation should take place at an early age in dance sport as in many other competitive sports (Côté, Ericsson & Law, 2005). That is why parents play a significant role and set the starting point for children's participation in this sport (Côte, 1999), and further they try to help sustain the child's sports career and participate throughout children's athletic development (Knight, Dorsch, Osai, Haderlie, & Sellars, 2016).

Even though a lot of studies have been done in the sport domain on the topic of parental involvement (Bloom, 1985; Brustad, 1988; Côté, 1999; Hellstedt, 1987; Jowett & Cramer, 2010; Power & Woolger, 1994) the researcher did not find studies within the dance sport domain, focused on the topic of parental involvement. Gould, Tuffey, Udry and Loehr (1996), and Smith (1986) established that under or overinvolved parents create a stressful atmosphere where the athlete is fed by negative emotions which lead to athletes' chronic stress and later to burnout and more critically, dropout. Coakley (1992) reported that parents who spend a great amount of time and energy for their child's sports career can cause the athletes to experience burnouts more frequently than the others. Since the information on parental involvement in dance sport is scarce and the only sources mentioning the topic are the dance websites (Shalvarov, 2016; Matei, 2017), this topic should be studied further, using information from the coaches, athletes, sessions in dance studios and observations from the field.

As it has been stated before, inappropriate parental behavior negatively influences the child's behavior and participation in sport, so dance sport is not an exception in this issue as well (Shalvarov, 2019). Also, dance sport has a specific distinction from other sports; it is a sport where partnering relationship and teamwork collaboration are of tremendous value (Shalvarov, 2019).

Therefore, in comparison to other fields, dance sport has some critical issues about overinvolved parents which can be the cause for the athlete to lose their dance partner, being forced to change the coach they work with and also changing the dance studio they were practicing at (Shalvarov, 2016; Matei, 2017). All these issues can result in motivational and participation problems for the athlete because it takes a great amount of time to get used to a new coach, partner, studio, and environment because the habituation process is very long and time consuming. And it is not a certain fact that when a change occurs, the other studio or coach will provide a good partner to the athlete, or other benefits such as good coaching.

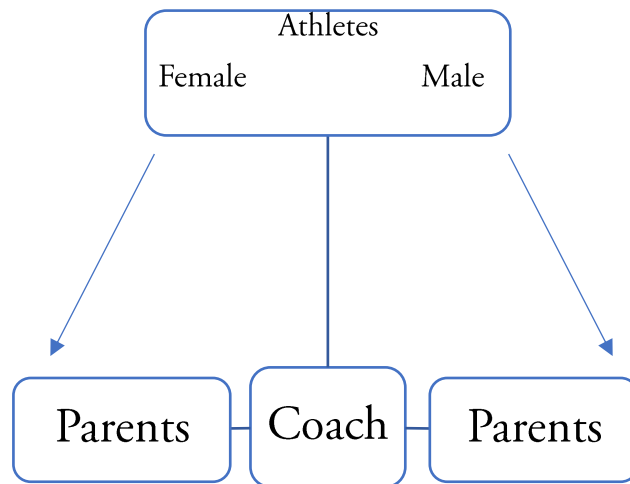


Figure 2. The Athletic Triangle” model elaborated by (Hellstedt, 1987) supplemented with dance sport domain coach-athlete-parent interactions.

Regarding the very nature of this sport, which readily demands the parental involvement because of the expenses and the athletes mostly starting to compete at a very young age, the impact of the parental involvement on the athlete's experience can be studied in many aspects with detail. It should be noted that an important part in this sport is the coach-athlete relationship. The coach is a key figure in the development of the child as an athlete, improving his motivation and the quality of participation in sport (Pensgaard & Roberts, 2002). Also, coaches are cultivators for positive development of the athletes (Coatsworth & Conroy 2006; Fraser-Thomas, Côté and Deakin, 2005).

Studies indicated that third persons such as parents, friends, or other social networks could form obstacles in the qualitative development of coach-athlete relationship (Baxter & Widenmann, 1993; Burger & Milardo, 1995; Sprecher & Felmlee, 1992). The social networks and interaction of those networks such as parent-athlete, coach-athlete or athlete-athlete can influence not just athlete's performance but also the coach-athlete relationship (Jowett & Cockerill, 2002; Lyle, 1999). Studies conducted on the coach-athlete relationship suggested that increased quality of coach-athlete relationship leads to positive outcomes (Jowett & Ntoumanis, 2004; Adie and Jowett, 2010).

Therefore, the purpose of this qualitative research was to elicit parents and coaches' perceptions of the coach-athlete relationship quality when the parental involvement occurs, in the concept of the 3C conceptual model. Coaches and the athlete's parents were interviewed according to 3'C model, developed by Jowett and Ntoumanis in 2004, in order to understand how closeness, commitment and complementarity in a coach-athlete relationship interacts when the parental involvement took place and to elicit in what degree parents' and coaches' opinions converge was investigated.

1.2. Purpose of the Study

The main purpose of this study was to identify the role of parental involvement in the coach-athlete relationship quality from the parents and coaches' perspectives, based on the concept of the 3C model (competence, closeness, complementarity).

1.3. Research Questions

1. What are the parent's views about their influence on the coach-athlete relationship quality with respect to commitment, closeness and complementarity components of 3 C model?
2. What are the coach's views about parental influence on the coach-athlete relationship quality with respect to commitment, closeness and complementarity components of 3 C model?

1.4. Significance of the Study

The significance of this study was the fact that a lot of research aimed to understand the parental behavior and involvement in various sports where single athlete or teams of athletes were used. While conducting this study, the researchers did not detect the studies on parental involvement in the dance sport field. And only popular sites for dancers such as "Dance Comp Review" emphasize this topic. An example on this topic may be review

as: "4 Ballroom dance parents' mistakes"; "5 reasons why your child should Ballroom Dance"; "4 Reasons why your child should not Ballroom Dance" etc.

As Brustad (1992) claimed, "Everybody talks about parents in sport, but nobody does any research on them" (p.72). It is important to note that dance sport unlike the other sports has critical aspect which consists in that it is a coupled sport and it comprise a cooperative work with a partner what creates dual parental involvement. That critical aspect of this sport made the study significant, because in dance sport when partners cooperate, the parents of the partners have to cooperate as well.

This investigation may help coach and parents to see their behavior from the outside and feel each other in their shoes. Hopefully this master's thesis may be helpful to rethink the behavior and help the coach and the parent to interact more with each other.

1.5. Definition of Terms

Ballroom dance: may refer, at its widest definition, to almost any type of partner dancing as recreation. However, with the emergence of Dance Sport in modern times, the term has become narrower in scope, and traditionally refers to the five International Standard and five International Latin style dances. The two styles, while differing in technique, rhythm, and costumes, exemplify core elements of Ballroom dancing such as control and cohesiveness. Developed in England, the two styles are now regulated by the World Dance Council and the World Dance Sport Federation. In the United States, two additional variations are popular: American Smooth and American Rhythm, which combine elements of both traditional Latin and Ballroom dance.

Dance sport: the name "dance sport" was invented to help competitive Ballroom Dancing gain Olympic recognition.

Athlete and dance sport: athlete describe an individual who is registered with a member organization of the World Dance Sport Federation as a competitor and who meets the

eligibility criteria for Athletes as described in the rules for competitors (United States Dance Sport Rulebook 2016).

Dance sport coach: is an individual who is engaged in the physical or mental training of Athletes for dance sport (United States Dance Sport Rulebook 2016).

Coach-athlete relationship: The coach athlete relationship has been represented as a condition in which coaches' and athletes' feelings, thoughts, and behaviors are interdependent (Jowett, 2005; Jowett & Meek, 2000; Jowett, Paull, & Pensgaard, 2005). Coaches and athletes' interpersonal feelings, thoughts and behaviours have been operationalized and measured via the constructs of closeness, commitment, and complementarity (Jowett & Ntoumanis, 2004).

Parental involvement: In sport literature parental involvement determined as the behavior that detected in three variations. Which are underinvolvement, moderate and overinvolvement (Hallsted, 1987). And whereas moderate parental involvement is the most preferable one for coaches and athletes, under and over involvement may lead to critical incidences (McElroy, & Kirkendall, 1980; Smoll & Smith, 1984; Gould, Tuffey, Udry & Loher, 1997).

Underinvolved parental involvement: refers to a relative lack of emotional, financial, or functional investment on the part of parents (Hellstedt, 1987).

Moderate levels of parental involvement: are characterized by firm parental direction, but with enough flexibility so that the young athlete is allowed significant involvement in decision-making (Hellstedt, 1987).

Overinvolved parents: are characterized by excessive attendance at practice sessions, standing next to the coach, yelling, frequent disagreements with game or race officials, excessive financial support without requiring the athlete to share in the cost, and frequent attempts to "coach" the child (Hellstedt, 1987).

CHAPTER 2

LITERATURE REVIEW

The present chapter comprise four sections. The first section contains the athletic triangle review. The second section Interpreted the parental involvement. The third section contains the coach-athlete relationship explanation. The last section describing the 3C conceptual model which consists of competence, closeness and complementarity.

2.1. The Athletic Triangle

The definition of the athletic triangle presupposes the coach athlete and parent relationships that consequently determine the psychological development of the child/athlete in sport (Davis & Jowette, 2013; O'Rourke, Smith, Smoll, & Cumming 2011; Weiss, 2003; Wylleman, 2000). In order to create a successful environment, each participant in the triad has their own roles, commitments and behaviors demanded for the effective sport experience (Shelley, Holden, Forester, Christopher, Keshock & Steven, 2015). As a result, coaches, athletes and parents have one goal in mind, all of them expect the same thing from each other and the purpose is the success of the child/athlete (Erickson, 2004).

Thus, if a child has chosen to engage in a particular sport, parents simply need to be aware of their roles and support both the athlete and the coach in further development in sports (Shelley et al., 2015). It is also important to note that when parents cross the threshold of a sports organization they have to understand that their child becomes an athlete of the coach.

The fact is that good coach-athlete relationship is the essential part of competitive sport (Trouilloud, Isorard-Gauthier, Gustafsson, & Emma, 2015). Suchwise coaches becomes a key figure in the effective development of the athlete and provides a social support (Reinboth, Duda, & Ntoumanis, 2004), motivation (Ntoumanis, Taylor, & Thøgersen-Ntoumani, 2012), physiological and psychological well-being and reinforce athlete's performance (Rhind & Jowett, 2010). Nonetheless, athletes can train productively only in the case when not only coaches but also parents, ensure child/athlete with facilities, and moral support (Bloom, 1985; Brustad, 1993; Scanlan & Lewthwaite, 1988; Weiss & Hayashi, 1995).

Therefore, another important member of the triangle is parent who plays a significant part as the role models in the child/athlete sport development and participation (Bloom, 1985). Thus, the key to successful coaching infer in effective coach-parent relationship (Lyle, 2002). However, if conflict within coach-parent such as struggle of control, or communication problems have occurred, the first to be harmed will be a child/athlete (Byrne, 1993; Hellstedt, 1995). In addition, coach-athlete relationship quality may be violated by social networks such as parents (Baxter & Widenmann, 1993; Burger & Milardo, 1995; Sprecher & Felmlee, 1992).

Since parents play an essential role in athletes sport career and are members of the athletic triangle and are those who may affect athlete both negatively and positively. The comprehension of parent's role in athletic triangle as well as education in this sphere must be provided, and the educational process should indicate an expected parental behavior (Shelley et al., 2015). In addition, if parents are over involved, present negative behavior and have a conflict with the coach, they become a main reason why coaches quit the coaching (Gould, Lauer, Rolo, Jannes & Pennisi, 2008). Finally, obstacles in child/athlete career may be led by miscomprehension in coach-parent relationship (Smoll, Cumming, & Smith, 2011).

2.2. Parental Involvement

The parent-child relationship is a fundamental construct in the social and emotional development in child's progress through the lifespan (Bronfenbrenner, 2005; Côte & Fraser–Thomas, 2007). Consequently, the parent child cooperation relationship appears inside and outside of the sport field and can lead to various experiences which are something in the nature of control and strain or closeness, and empathy (Darling & Steinberg, 1993). Thereby the place of parental involvement in a child's life and the child's progress has been gathering the interest of scientists for over four decades (Bower & Griffin, 2011). Studies on the topic of parental involvement indicated that parents, peers and other social group members play an essential role in child's success in the developmental process and progress in sport, the influence maybe both positive and negative (Paratore, Melzi, & Krol-Sinclair, 1999). Furthermore, in the sports domain it was established that children are more motivated in sports participation and have a greater success when parents support them (Wylleman, DeKnop, Ewing, & Cumming, 2000).

Thereby, with the beginning of the child's participation in sports, parents start to assist them by getting involved in sports domain (Fraser-Thomas & Côte, 2009; Fredricks & Eccles, 2004). Also, if there is no parental involvement such as sponsoring the private lessons, providing appropriate equipment, transportation, and positive support, the sports careers will bear impossible to continue for the children in any kind of the sport domain (Holt, Kingsley, Tink, & Scherer, 2011; Kirk, O'Connor, Carlson, Burke, Davis, Glover, & Sara, 1997).

Researchers as Brustad (1988), Power and Woolger (1994), suggest that the familiarization with the sport occur differently in child athletic development, while for some sports are enjoyable and have development-oriented processes, for the others it is stressful and a negative experience because of parental involvement. Ipso facto, parents are not a source for positive emotions all the time, in situations when parents are underinvolved or overinvolved (Hellstedt, 1987) in child's sport experience, they may

become a prime cause for negative outcomes (McElroy, & Kirkendall 1980; Smith, 1986; Gould, Tuffey, Udry & Loher, 1997).

Hallsted (1987) suggested three variations of parental behavior, that are overinvolvement, moderate, and under involvement. Overinvolvement were defined as parental behavior which match such behavior as: dominance, putting excessively accentuation on winning at any cost, anxiety or overreaction on the competition results, desire for immediate results, unrealistic expectations, endeavor to coach the child/athlete by themselves, being negative are the signs of overinvolved parents (Gould, Lauer & Rolo, 2006). Overinvolvement of parents may lead to critical incidences such as burnout and dropout (McElroy, & Kirkendall, 1980; Smith, 1986; Udry et al., 1997).

Other parental behavior is underinvolvement that represents such behaviors as not supporting their child, not allowing child/athlete to participate at every competition, preventing and being unconcerned with child's success or development, not buying appropriate equipment or shows any interest to session's participation, simply not assisting or implementing the child abilities (Gould et al., 2006). Another behavior that in sport literature represented as an ideal for athlete's effective development is moderate involvement that create less stress and better development in the sport career of the child/athlete (Hallsted, 1987). Moreover, those parents who moderately involved provide all of the facilities that needed for the sport, and provide the child/athlete by positive support (Stein & Raedeke, 1999).

Withal Snyder and Spreitzer (1973), proposed that parental involvement in child sport experience begins with familiarizing a child to organized sport. However, researchers as Brustad (1988), Power and Woolger (1994), suggest that the familiarization with the sport occur differently in child experience, for some sports are enjoyable and have development-oriented processes while for the others it is stressful and a negative experience because of parental influence. Consequently, parent's role in sports is highly important in participation of a child in sport. Also, Enyon, Kitchen, and Semotiuk, (1980), Weiss and

Hayashi (1995), proclaim that the most important factor that allow parents to get highly involved in their child's sport experience is that parents spend a lot of money, time and energy to make the participation possible for their child. Nevertheless, studies conducted by Wiersma (2001) stated that parental involvement may help carry the child forward in their sports carrier or it can create a stressful atmosphere which may lead to negative outcomes.

Relying on the data from the sites based on dance sport information, it was detected that parental involvement is a very debated and intriguing topic for participants in this sport domain (Shalvarov, 2016; Shalvarov, 2019). The reason for such interest is that dance sport is first of all a competitive sport, where a plenty number of opponents exists and not everyone could reach the first place (Matei, 2017). Other reasons are that this sport took a lot of time, because of technique lessons, practice classes, individual lessons, and competition journeys that need a lot of money, time and energy from all of participants in the athletic triangle (Matei, 2017; Soldo, 2017; Shalvarov, 2016). Unfortunately, confined scientific evidence exist correspondent to dance sport parental involvement issues. Therefore, in the case to facilitate the partnership in the athletic triangle, more scientific studies should investigate this omission.

2.3. Coach-Athlete Relationship

The coach-athlete interpersonal relationships evidently are the most essential in the field of sport (Jowett & Poczwardowski, 2007). In addition, interrelations of feelings, thoughts and behaviors were defined as a unique identifier of the coach-athlete interpersonal relationship (Adie & Jowett, 2010; Jowett & Meek, 2000; Jowett & Ntoumanis, 2004). It was proved that the better relationship, trust and respect on both sides, the better the development and consequently the results (Jowett, 2003).

As it has been stated before the correlation of the coach-athlete and parent, in sport were defined as athletic triangle (Weiss, 2003; Wylleman, 2000) and which interpret that the progress depends on the cooperation relationship between the three figures mentioned in

the athletic triangle (Cumming, Smoll & Smith, 2011). And the primer role in the child initiation to sport plays parents and later that role outgrows to assistant in the continuation of the sport career (Holt, Kingsley, Tink, & Scherer, 2011; Kirk et al., 1997).

The coach is a key figure in the development of the child as an athlete, his motivation and the quality of participation in sport (Pensgaard & Roberts, 2002). Also coaches are cultivators for positive development of the athletes (Coatsworth and Conroy 2009; Macdonald, Côté and Deakin 2010). Studies indicated that third person as parents, friends, or other social networks could form obstacles in the qualitative development of coach-athlete relationship (Baxter & Widenmann, 1993; Burger & Milardo, 1995; Sprecher & Felmlee, 1992). The social networks and interaction of that networks such as parent-athlete, coaches-athlete or athlete-athlete can influence not just athlete's performance but also coach-athlete relationship (Jowett & Cockerill, 2002; Lyle, 1999).

In addition to the above qualitative studies conducted on the topic of the coach-athlete relationships has been established that the ability to understand and share the feelings of another, were the fundamental feelings that regulated the quality of the coach-athlete relationships (Lorimer and Jowett, 2009). Likewise, studies validated that the nature of the coach-athlete relationship can significantly influence performance achievements (Jowett and Cockerill, 2003). Multiplicity of the studies led on the field of the coach-athlete relationships prescribe that positive outcomes emerge if there is increased coach-athlete relationship quality (Jowett and Meek, 2000 and Jowett and Ntoumanis, 2004; Adie and Jowett, 2010). Moreover, coach-athlete relationships quality may influence emotional structures such as athlete's motivation (Ozsaker & Sari, 2016), awareness of their somatic self-evaluation (Jowett, 2008), their degree of contentment (Jowett & Ntoumanis, 2004) and enthusiasm for the sport participation (LafFraniere, Jowett, Vallerand, Donahue & Lorimer, 2008).

Furthermore, attendance in individual or team sport was identified as another factor affecting the quality of the coach-athlete relationship (Bloom, Durand-Bush, Schinke & Salmela, 1999; Jowett, Pauli & Pensgaard, 2005). The fact is that in individual sports where one on one coach-athlete interaction occurs is different from team sport, where the coach's goal is to develop the team as a whole (Rhind, Jowett & Yang, 2012). Thereby the coach-athlete goals coherence is dependent from that in what kind of sport an athlete takes place is it individual or team sport, because in team sports, athletes experience a lesser sense of coach-athlete shared goals coherence (Carrón, Hausenblas, & Eys, 2005). Consequently coach-athlete interpersonal relationship and its components such as feelings, thoughts and behaviors have a better possibility to be constructed (Rhind et al., 2012).

According to the above, one can understand that the relationship between the coach and the athlete is the main factor to the favorable or adverse development of the athlete's sport career. And In order to understand how the quality of coach-athlete relationship Jowett and Ntoumanis (2004) developed a 3C conceptual model to determine the coach-athlete mutual feelings, thoughts and behaviors through the structures of closeness, commitment, and complementarity.

Regarding to the very nature dance sport, which readily demands the parental involvement because of the expenses and the athletes mostly start competing at a very young age, the impact of the parental involvement on the athlete's experience can be studied in many aspects with great detail (Shalvarov, 2019).

2.4. The 3C Model

The condition where interpersonal coach-athlete relationship in which behaviors, thoughts and feelings interrelated, were defined as coach-athlete relationship (Jowett, 2005; Jowett & Meek, 2000a; Jowett, Paull, & Pensgaard, 2005); what is more, that interpersonal coach-athlete relationships were measured by 3'C conceptual model that was constituted on close dyadic relationships (Kelley, Berscheid, Christensen, Harvey,

Huston, Levinger, McClintock, Peplau & Peterson, 1983), which comprise of closeness, commitment, and complementarity (Jowett & Ntoumanis, 2004). The point is that the degree of interdependence of the coach-athlete relationships were indicated by 3C conceptual model, hence if there a high degree of trust and respect in coach-athlete relationship the higher were the interdependence and vice versa (Jowett, 2016).

The 3C conceptual model compounds by three criterions such as closeness, commitment, complementarity which are determines and indicates the quality of the coach-athlete relationship. (Isoard-Gauthier, David Trouilloud, Gustafsson, & Emma, 2015). In qualitative studies the 3C model was applied in the interest of investigate the nature (Jowett, 2003; Jowett & Meek, 2000) and quality of the coach-athlete relationship (Jowett & Chaundy, 2004; Jowett & Don Carolis, 2003). Concisely the 3C conceptual model (Jowett & Cockerill, 2002; Jowett & Meek, 2000), which consists of three components closeness (Berscheid, Snyder, & Omoto, 1989), commitment (Newcomb, 1953), and complementarity (Kiesler, 1997) and formulation of that component is as follows:

Closeness indicates common trust, respect and comprehension and is a foundation that constitutes the climate of stability and satisfaction in the coach-athlete personal relationships (Jowett, 2003). Commitment is presented as cognitive element and attributed to construction of the stable and strongly attached coach-athlete relationship build over time (Jowett 2016). Finally, characteristics of complementarity refers to such qualities as trust, respect, and concerted coach-athlete partnership that leads to the effective cooperation functions (Jowett, Kostas & Passmore, 2012).

Studies conducted on the effect of 3C conceptual model on the coach-athlete relationships, propose that performance (Rhind & Jowett, 2010), enjoyment (Jowett & Ntoumanis, 2004) and productivity (Hampson & Jowett, 2014) are components that comprised in the 3 C model and reinforce coach-athlete relationships quality. Moreover, some studies have highlighted that if athlete perceive strong and satisfied bonds with the coach in terms of closeness, commitment and complementarity, the higher was the level

of performance and the desire to achieve the goal (Adie & Jowett, 2010). In contrast, if the bonds between coach and athlete are weak in terms of 3C conceptual model the worse is the performance and outcomes in sport (Jowett, 2016). Furthermore, if the coach-athlete relationship has achieved a high tone in cognitive interdependence, it was revealed that parent's response was positive on that sort of relationship (Jowett, 2005).

Thereby, the common point in the coach-parent relationship is to enhance child/athlete enjoyment and performance, and there is only one way such as effective communication, belief, support and trust each other (Jowett & Cockerill, 2003). Thus, the 3C model can be helpful in order to estimate and identify obstacles or facilities in the coach-athlete relationship created by parents.

CHAPTER 3

METHOD

This chapter provides a review of the methodology used in this master's thesis, which was developed to understand what the consequences of parental involvement on the coach-athlete relationship quality was. The chapter is composed of 4 sections which are: participants, data collection instrument, data collection procedure which consist of three sub-sections such ethical procedure, data collection procedure and individual interviews, and the last section includes data analysis.

3.1. Participants

A convenience sampling process in athletic triangle which consists of coaches, athletes and parents from the dance sport domain was applied to identify available participants.

The total sample was comprised of 12 participants (6 coaches and 6 parents) from the dance sport studios located in Ankara, Turkey.

The coaches consisted of 3 males and 3 females and the age of the participants range from 30 to 49 years. 4 of the coaches had undergraduate degrees and 2 of them had graduate degrees. All the coaches involved in this study were former athletes. The determination of characteristic criteria for selecting the participants included the experience of the coach: having at least 10 years' experience as a licensed dance sport coach. Moreover, 5 coaches were licensed 2nd degree coaches and 1 of the coaches was a first degree. All coaches had dance sport referee certificates and also all coaches are owners of their sport club.

The other 6 participants consisted of parents, 3 males and 3 females and the age of the parents range from 40 to 53 years. The determination of characteristic criteria for selecting the participants included the parents whose children had an average length of 3 years of dyadic coach-athlete relationship. For every athlete, only 1 of their parents who was involved the most and spent the most time in the dance studio with the child was selected for the interviews. All the parents had bachelor's degrees. 2 of the parents had sport experience themselves in fields other than dance sport. The monthly financial income for the families ranged from 7000 to 25.000 Turkish lira.

3.2. Data Collection

In this qualitative research, in order to obtain a comprehensive data from the participants, semi-structured interviews were used as the main data collection. Interviews with coaches and parents were tape recorded and conducted face to face, one by one.

The English version of the semi-structured interview questions for coaches and parents were adopted from the Jowett and Timson-Katchis (2005), research "Social Networks in Sport: Parental Influence on the Coach-Athlete Relationship". Furthermore, with the help of professionals in English language teaching and experts on sport field & qualitative research, the questions for the coaches and parents were translated to Turkish and applied to the dance sport field. The interview section composes of 40 questions. The warm-up section contained 10 questions to relax and prepare participants. These questions inquired general information about participants such as: age, socio-economic status, experience of the participants etc. Section A consists from 15 open-ended questions for parents (e.g. "Why did you wish your young child to start dance sport?"). Section B consists from 15 open-ended questions for coaches (e.g. "In what ways are feelings of trust and respect a factor of an effective coach-athlete relationship?").

Withal the 3 C model (Jowett & Cockerill, 2002), based on the definition of dyadic interpersonal relationship, which describes emotions, opinions and behaviours were used

in this research. The 3 C conceptual model developed by Jowett in 2004, includes three main constructs: closeness, commitment and complementarity.

Closeness represents the emotions of attachment or feelings that individuals have for one another in dyadic relationships; emotions such as overall credibility, respect, appreciation and dedication. In addition, closeness describes the emotional component of the coach–athlete relationship. Commitment describes the cognitive component and represents a coach-athlete long term relationship orientation. Complementarity portrays the behavioural component of the dyadic coach–athlete partnership organization.

3.3. Data Collection Procedures

3.3.1. Ethical Procedure

Thus, at first the initial step for conducting this study was the researcher's curiosity on the topic why parents are so involved, and what gives them the right to be so aggressive and negative or vice versa positive, cooperative and supportive.

The researcher has been a licensed dance sport athlete with ten years of experience and currently is a 1st degree licensed coach with seven years of coaching experience in dance sport. Thus, the researcher had an opportunity to observe parental involvement both as an athlete and as a coach.

As an athlete, the researcher had a lot of negative experience regarding parental involvement while competing in national and international tournaments. And as a coach, having the opportunity to work with parents outside the competitive process, the researcher had the chance to witness not just negative, but also positive aspects of parental involvement in dance sport.

Therefore, this research was conducted in order to define this phenomenon and explore this topic while providing adequate, accurate and useful data for future studies. The

researcher's sole purpose for joining the Faculty of Physical Education and Sports was to conduct this master's thesis.

Before conducting the present research, the permission for using the 3C conceptual model English version questions from the author were asked. Then all of the questions were translated into Turkish language by a qualified English language teacher whose native language was Turkish. Following that, experts from Physical Education and Sports department and experts in qualitative research verified and agreed on the questions. Afterwards, the Middle East Technical University Human Research Ethics Committee approved the proposal of the study. The agreement of the coaches to the interviews within their clubs, the agreement of the parents to voluntarily participate in this study were collected by e-mail from the coaches and then the papers were signed in person.

3.3.2. Data Collection Procedure

Primarily four different clubs located in Turkey, Ankara were contacted in order to invite and ask the coach's permission to take part in the research. Coaches were provided with information about the study and coaches who allowed the researcher to work with their clubs were sent the e-mails. The e-mail (a) contained the study description, (b) confidentiality insurance of all participants, (c) the questionnaires for all of the participants, and (d) all contact info of the researcher. Then coaches contacted potential participants and choose 3 couple's parents from their teams.

After everything was set, all participants were enlightened with a verbal explanation about the essence of the study, voluntary nature of their participation and reminded about confidentiality insurance and then parents were asked to sign the permission. Coaches informed the researcher about appropriate time and day for the interviews. Interviews were conducted in dance studios while athletes were in their training sessions; the researcher interviewed the parents of athletes in turns. Coaches and athletes were interviewed at their free time and in convenient locations for them.

After all the work was done and interviews were conducted. The data was transcribed verbatim to be analysed.

3.3.3. Individual Interviews

Face to face semi structured interviews were selected as the method of data collection since it allows the researcher to decide how best to use the limited time available and keeps the interaction focused (Bryman, 2012). In total, twelve individual semi-structured interviews were conducted (with six coaches, and six parents). Interviews ranged from forty-five to sixty minutes in length. Also, all of the interviews were digitally recorded with the participant's permission.

Throughout interviews conducted with parents, fifteen open-ended questions were asked. Also, relying on the identification of the researcher's observations and knowledge in the dance sport domain, questions were approved by experts from the Physical Education and Sports department, and experts from the field of qualitative research. The same procedure was done with coaches. Furthermore, first parents were asked to be interviewed while dance sessions were going on, because otherwise it was difficult to gather them in the same place. Finally, interviews with coaches were conducted in a suitable time and place for them.

The data was collected through questionnaires, which were adopted from previous research (Jowett & Timson-Katchis, 2005). English version of the questions was adapted and translated into Turkish.

In qualitative researches a pilot study is not necessary, however, in this research a pilot study was conducted in order to predict incomprehensible questions or questions that seemed not ethical or destructive for participants. Thence, in total six participants containing four coaches and two parents took part in the pilot study. All of the interviews were conducted within two weeks, after every interview researcher transcribed them

verbatim. Finally, all of the participants confirmed the content of the interviews by signing them.

3.4. Data Analysis

All interviews were digitally recorded in the native language of participants which was Turkish and then transcribed verbatim. The questions were translated into Turkish language by a qualified English specialist whose native language was Turkish. After that, experts from Physical Education and Sports department and experts in qualitative research verified and agreed on the translated questionnaire. The interviews' verbatim transcription resulted in total of 92 pages single-spaced text.

Before the outset of the interview, all participants were aware of the study's purpose, as well as explanations that everything is confidential and the participants were informed that they could quit and not continue the interview if something bothered them or made them feel uncomfortable. All interviews were negotiated with the club and scheduled for group classes, when all parents could be there. Also, a separate room was allocated for the researcher where parents could feel comfortable in their statements throughout the duration of the interview, also the approximate duration of the interview ranged between 30-60 minutes.

The interview outline started with general questions where demographic information was elicited (coach experience in dance sport, athlete years in dance sport, parental involvement in dance sport etc.). Proceeding that, ten warm-up questions and then main questions were asked from which fifteen questions were intended for coaches and another fifteen questions for parents. If the researcher felt that the participant did not understand the question or did not answer it in detail, the question was clarified again.

As the base of data analysis, the author utilized six steps of deductive thematic analysis by Braun & Clarke's (2006), to provide a characterization and realization of the interpretations expressed by the participants. Since the priority was to identify content of

the 3C model categories which consist of three constructs as closeness, commitment, complementarity; these three constructs were taken as the basis themes. This data organization strategy, when data is simplified and reduced to predefined categories, helps to better understand and have a general opinion about the coach-athlete relationship quality. After the first themes were identified, a sequence of secondary codes in the data was formed according to the answers from general to more specific codes. Then the themes were reviewed, defined and written-up. Furthermore, in order to analyze the data and to determine the relationship and themes from the data the software MAXQDA 2018 was used.

CHAPTER 4

RESULTS

In order to analyze and not just summarize and organize the data the 3'C conceptual model elements were taken as the main themes. And sub-themes were the theme components identified from interviews with coaches and parents. The themes characterized the data and were related to the research questions. Furthermore, to collect the data in a simple and fast way the qualitative analysis software MAXQDA 2018 was used.

This section will be summarizing the findings and focus on two themes and six sub-themes. The first theme composes of (1) the effect of parental involvement on the coach-athlete relationship. It also includes three sub-themes factors that interpret parental involvement in dance sport. The sub-themes are: (a) opportunity, (b) information, and (c) support. The second theme composes of (2) the coach perception of the parental influence on the coach athlete relationship in terms of 3C conceptual model. The sub-themes of the second section are: (a) closeness, (b) commitment, and (c) complementarity.

4.1. Parental Involvement Influence on the Coach-Athlete Relationship Quality

4.1.1. Opportunity

For many parents, the reason for starting any kind of sport is unfulfilled childhood dreams, and therefore in the beginning it's not the club and the coach that matters. As the child continues doing the sport and the parents also get immersed in the dance sport environment, they start to understand the sport and begin to understand its purpose, the needs and requirements of the club, the coach, the athlete and their wishes start to increase.

The parents signify that they are a starting point for the coach-athlete relationship. Furthermore, it is the parent who provides an opportunity for their child to have a proper progress in the dance sport. According to the parent's opinion opportunities offered by them include: choosing the coach, keeping a stable coach-athlete relationship, financial, logistic, and emotional support, and also keeping the child free from the bureaucratic processes in the dance sport.

Parents believe that by creating opportunities they play an important and central role in all endeavors and progress of the child in this sport. They also believe that the coach acts as a significant role model for the child in their continuation and progress in this sport. Another opportunity that parents provide is the financial investments that include such expenses as: expensive equipment like practice and competition dresses, professional dancing shoes, payment for local and guest coaches' lessons, payment for transportation to competitions and camps and the accommodation.

Parents also establish opportunities such as resolving conflicts between their child and the child's coach and partner. They help maintain child's contact with the coach, and a frequent contact between the parent and the coach helps both parties with information on important issues such as the child's progress, emotional or physical state, effectiveness, relationship with the coach and partner, and overall efficiency in dance sport.

Despite the fact that in many cases, parents perceive dance sport as a very expensive, often stressful, time, money and a lot of energy consuming kind of sport, the mute parents report that close co-operation with the coach, frequent meetings, and guidance from the coach are very helpful and motivate both the children and parents to continue to participate in this sport. Also, coaches can be very helpful in terms of development and prioritization in setting goals and achieving them.

The researcher (Question): Why did you wish your young child to start dance sport? What affected this decision? Could you give details?

In answer to this question, the researcher received many varieties of answers. “Orange” parent expressed that it was the parent's dream to do this kind of dance, but in their childhood, they did not have that kind of opportunity. In Turkey it is very common to send girls to the ballet, however, as parents they did not want their child to attend the ballet classes. Since the parents did not fulfill their own dreams, they then try to live them out through their children. That is why at first, parents’ guide the child as they wish, and then observe if the child likes that activity and if they feel happy doing it, parents do their best to maintain the activity.

“Orange” parent: Actually, this was my own dream but we didn’t have these kinds of things in our time so we carry it out through our children, and she continues because she likes coming here. I had thought about sending her to a sports class, she was doing gymnastics, usually girls go for ballet but I didn’t want her to do ballet, I brought her here because it was in my own dreams, she tried it out here and we continued here because she liked it very much.

“Blue” parent told that it was coincidental that child became a dance sport athlete. The child requested permission to go to the ballet from the parents, as parents they did not really understand or even like that kind of activity, but despite that, they did not mind to the child’s request. They have searched for ballet classes, and by suggestion of a friend, they ended up deciding on introductory dance classes where the child participated in both ballet and dance sports lessons and finally decided to continue with dance sport.

“Blue”: Our child’s start to dance sport had actually been a bit of a coincidence. Our daughter wanted to do ballet, we are not a family that feels inclined to ballet, we get bored watching ballet but we are not against it, it does not appeal to us but we did not break our child’s heart. We searched for places where she could get ballet lessons, my son had a friend coaching in X club, he said we have both ballet and dance sport classes, let her come and join introductory lessons and she can continue whichever one she likes. Our child attended both classes and she decided on dance sport, so we did not start dance sport knowingly.

“Yellow” parent expressed that the child asked them as parents to bring her to the dance sport. Until that time, the parents did not even realize that this sport existed. They found

a club by the recommendation of their piano teacher. After the child began to dance, the eldest child also liked it, and now they continue to dance in that club in various categories.

“Yellow”: They wanted this themselves, not us, according to their own wish, according to my child’s wish, we started it. To be frank, we had not had a clue about this sport until our child wanted it... Their music teacher guided us here, and we have been going on for around 3 years, we have entered the 4th year, we keep on going like this. I do not know where my kid saw it, how did they come by it. Was it the things they watched? It is their own wish. The brother wanted to start going after his sibling had started, he started like that and he continues.

“Brown” parent notified that they started directly as dance sport athletes with the request from the parents of a child whom their child went to kindergarten with. There was a lack of male partners in the club, so they decided to give it a try. Both the child and the parents were involved, and they took pleasure from the sport, so they continued to participate in it.

“Brown” We started because of the partner; our partner had started dancing before but could not find a partner... Because of this, the mother said that after all it can only be X. We said let’s try it, if the kid likes it, they can start. We brought the child, they tried, they started and then they kept going.

“Green” told that the start of their adventure in dance sport was based on their observations. At a vacation the parent observed that the child was always dancing, and while dancing the kid seemed to feel happy. Then coincidentally, the dance instructors at the child's school discovered the talent and invited them to the club. and now it has been the seventh year of their participation in dance sport.

“Green”: At the vacation the kid was dancing everywhere, that aroused a feeling of talent in us and the child was being happy while dancing... Later at the X college, at a gathering where instructors X and Y were present, they invited us to the club. We started this by noticing the child’s talent.

“Red” narrates that the child made their own decision to start to dance and they, as parents, just supported the child when they realized this decision.

“Red”: Of course, it was not our wish, it was the child’s wish before anything else. The kid wanted to started dancing and we, as parents, supported. It was like this actually: The child tried different kinds of sports, like basketball, like karate, like

new things according to their wishes but the child did not warm up to them very much.

In the answers for this question, the researcher encountered a very interesting phenomenon, many of the parents did not know anything about the dance sport before sending their children to classes, and only when the child began to engage in dance sport, the parents became acquainted with this sport. The fact is that ballroom dancing is a very young sport in Turkey, and as compared to dance sport, parents are more familiar with ballet and gymnastics. For example, from the answers to this question, it turned out that many parents see a tendency to dance in their child, and at least to nurture this talent or simply to give the child the opportunity to do what they like, they gravitate towards sports or performance dances that they are more familiar with.

Since many clubs are mixed, most of them have dance sport, ballet, gymnastic or hip-hop classes. Therefore, children have an opportunity to see dance sport athletes and form thoughts or a liking towards the sport, even though they started going to the club for a different branch at the beginning. Thus, the familiarity with the dance sport takes place and the children become athletes in this sport. On the other hand, children learn about ballroom dancing from other children at school, or there can be interesting cases, when there is a lack of male partners at a dance sport club and parents start looking everywhere to find a partner for their child. They end up finding someone that would like to make their child a dance sport partner to their own child and by this way parents introduce other children and parents to the sport. Some children, since we live in the 21st century, find information about this sport themselves from the various sources on the internet and ask their parents to take them to a class for the sport they want to try out. And finally, some of the parents send children to dance only because it was their own dream to dance.

The researcher (Question): What sort of opportunities have you provided to your child in starting and continuing his/her sport participation?

First of all, parents stated that they were not familiar with this kind of sport, they faced with situations where they had to make serious sacrifices. Foremost, regarding time, it is very demanding with the practice sessions, especially if you are part of a competitive program. Also, in this sport there is a serious financial burden, because parents had no previous experience, they did not know that this would be a serious burden. Parents had to devote a lot of time, finance, and energy into this sport but despite all the difficulties, by sacrificing from their personal lives and their personal needs, parents support their children both emotionally and financially.

When parents are introduced to the dance sport and the coach, the most important reason for beginning and continuing to participate in this sport is to have a trustworthy environment. Following this, other reasons are liking the dance sport itself and children's affection to the sport. However, as the level, years of participation and financial investments grow, the parents' expectations from the coaches, club and the child increase as well.

Thereby parents are not just the starting point for their child to develop in the dance sport, but they are also the ones who give them an opportunity to continue in that sport and have closer relationship with the coach. The coach is the figure who give the athlete an opportunity to train in a good club, coach works as a mechanism that sets short- and long-term goals and the parent is the one who chooses to follow the instructions of the coach in order to achieve the determined goals.

Most parents say that they must sacrifice many things most of the time in order to create their child an opportunity to compete in this sport. Some of the parents stated that they even could not find a job and have to look for part-time one in order to bring their child to the practices and competitions regularly.

“Brown” for example is a parent who would like to work, however, in order to fulfill their obligations to the child they have to look for a part-time job.

“Brown”: I mean, for example, I want to work, but I have to have a very comfortable job because I will have problems bringing my child in and out, so that I can meet their needs, I am looking for part-time jobs for myself, so that I can fulfill all my responsibilities. I am both financial and moral support, because we need to be there, when the kid is being brought in and picked up.

“Yellow” parent indicated that as parents they make sacrifices both financially and emotionally. They make concessions from themselves, so that the parents even did not have weekends or evenings because of their children’s practices in the club.

“Yellow”: We make many concessions from ourselves, regarding time, financially, spiritually everything. This is a sport that takes a lot of time, neither weekend nor evenings, there is no time, I can say I don't have time for myself. We make all financial and spiritual sacrifices.

The “Green” parent made an important statement that neither the government nor the Dance Sport Federation helps the athlete and even there is not much help to the clubs in their development in the dance sport. Also, the parent expressed that all financial expenses are paid only by them. And in order to give the child an opportunity for proper development, parents spend a lot of time waiting at the studios at the beginning of the child's career and so on, because of the child's age. Even now, seven years since the child started dancing, the parents still bring the child to the club. They also noted that for the entire time that the child was dancing, they paid a tidy sum, for international and national competitions, clothes for dancing and the proper equipment.

Parents support their child in everything, because they could not rely on anyone else. As a result, according to this parent, their support includes such things as finances, labor, practices and competition endurance, physical wear and the passion for success. The parent must get used to the hardships and support the child so that they can cope with all these issues. At the end, the parent noted that dance sport is exactly a rich sport and it does not seem to be possible otherwise.

“Green”: Physically, we devoted a serious amount of time, as we had a small child, we waited by the kid, so we lost a lot of time waiting. We have allocated a sum, almost as much as a school fee, for the education... We say it is a very nice amount, we do not see any state support, we do it completely using our parents and economic situation... Dance Sport is definitely a rich sport, a sport that require very large amounts of money, otherwise it doesn't seem possible. In other words, money, labor and physical endurance are required. After the child becomes a contestant, that competition, with the ambition of success, physically wears you out, you wear out mentally, and I have said it about finance too so you wear out pretty good.

The “Red” parent acknowledges that since they did not have any experience or knowledge about dance sport when the child began to dance, they also did not know that this sport brings serious financial expenses and physical exhaust. Despite this, parents give everything, sacrifice their private lives and support their child both financially and emotionally.

“Red”: There is also a very serious financial burden in this sport, as I said before, since we have no prior experience, we did not know that this brings a serious burden, but we provide serious financial and moral support. We also support our children's dance sport by making sacrifices from ourselves and by making sacrifices from our private lives. So, we put forth what we have.

“Orange” parent proclaimed that even after retirement they cannot move to another place because of the child’s dance career. As parents they are doing everything needed, they sacrifice their time by spending hours in the dance studio, they even make programs and plan vocation based on the program of the club.

“Orange”: All of it. We bring the kid, we pick them up, we push our financial means, most of our time goes by here we do all our plans according to the child now, we couldn't go anywhere in the summer, we adjust everything for the kid. I retired, but I can't move anywhere, because of my child's dance.

“Blue” parent told that they have provided every possibility they have, they cut down on their own needs, they spend a huge amount of money on the equipment and dance education, and they still continue.

“Blue”: We have provided every opportunity we have, we have cut down on our own needs, we have spent for the kid's gear, for tuition fees, and we still continue to do it.

Also, “Blue” parent gave an example of sacrifice they made in order that their child could have better dance gear:

“Blue”: For example, for a good shoe, while there are local shoes, we had to choose foreign brand shoes, we had to spend more money, but we do not regret it.

As the result of the answers to this question, it was identified that for many parents, the reason for starting any kind of sport is unfulfilled childhood dreams, and therefore in the beginning it's not the club and the coach that matters. And when parents start to understand the sport and begin to understand its purpose, they acknowledge that the needs of the club, the coach, and the athlete start to increase greatly.

The parents signify that they are a starting point for the coach-athlete relationship. And it is the parent who provides an opportunity for their child to have a proper development in the dance sport. According to the parent's opinion, opportunities offered by them include: choosing the coach, keep stable coach-athlete relationship, financial, logistic, and emotional support, keeping the child away from the bureaucratic processes in the dance sport.

Parents believe that by creating opportunities they play an important and central role in all endeavors and continuation the child in sport. They also consider that the coach is a significant role model for the child in its continuation and development in dance sport. Another opportunity that parents offered compose of financial investments that include such expenses as: buying expensive equipment such as practice and competition dresses and professional dancing shoes, payment of local and guest coaches lessons, payment of transportation to competitions and camps and accommodation.

Parents also establish opportunities such as resolving conflicts between the kid and the coach and also partners, maintaining a child's contact with a coach, and frequent contact between the parent and the coach that helps both parties with information about topics like child's progress, emotional or physical state, effectiveness, relationship with the coach and partner, and overall efficiency in dance sport.

Despite the fact that in many cases, parents see dance sport as very expensive, time, money and a lot of energy consuming and often a stressful kind of sport for their child, the majority of parents report that close cooperation with the coach, frequent meetings, and guidance from the coach are very beneficial and motivate both children and parents to continue to participate in dance sport. Also, coaches are very helpful in terms of development and prioritization in setting goals and achieving them.

The researcher (Question): In what ways has the organization of the sport enabled or hampered the opportunities you could have possibly provided to your young child?

In this section, parents described in great detail what kind of support the club and the federation provides for them. And in response to this question, all parents confirmed that the club supports in many senses and creates a motivating atmosphere, and on the other hand the federation, in the opinion of the parents, does not support clubs or the athletes.

“Blue” parent expressed that the club never impose any restrictions and also provided many opportunities for parents and children. Club never helped parents financially, however, the club did discounts or when from time to time parents have difficulties in financial constraints, club may postpone payments or divide payment into installments.

In addition, the coaches choose and offer competitions that fit the parent’s budget, they try to arrange where the family and the kids will stay when they go abroad. Overall, the club supports them very much.

But unfortunately, parents cannot say this about the dance sport Federation. The parent explained that by the Federation’s decision the only children that may represent the country at the international championships are the ones who reached a junior category (children who have reached the age of 14-15). And despite the fact that during this period the federation allowed juvenile (children from 9 to 13 years old) category children to compete in the Turkish championship, it is irrelevant even if the children reached the

final and get placed in the first places; the federation still does not incur any expenses if the children go to the international competitions. Parents on their own try to handle the expenses to give the children a chance to compete abroad. This parent also notes that it is not only them who talk about this problem, but also many parents suffer from lack of support from the Federation.

“Blue”: Our club did not impose any restrictions on the contrary, it provided opportunities for our children and for us. But we have had problems from the federation, we did not see any support from the federation, we still have not seen, I do not think we will see it in the future either. Many of the families of athletes has this problem, so it is not only unique to us ... We also send our children to other international competitions in our own means, I mean they can at least pay for accommodation, the costs of the road ... The Club finds competitions that we can participate, that we have enough funds for, our teachers even search for the cheapest accommodations, look for the transportation costs...

“Orange” parent reported that they did not have one-to-one interaction with the federation, except very special circumstances like competition registration. In relation to the federation, the club does everything else for parents. But also, this parent noted that they never got help from the federation.

“Orange”: Anyway, we are not in communication with the federation one on one, very rarely you know other than the registrations the club already takes the lead, they handle it. The Federation does not help us in any way. The club shows us the ways, tells us, helps with the registrations...

“Brown” parent expressed that Dance Sports Federation doesn't do anything, merely they organize Turkish championship competitions. And as parents they only can see how much progress the child made and how successful they are at the competitions.

The club is helping in many aspects such as guiding parents in the sense of competitions or development. They explain parents why children should go to the international competitions and in which competitions they may be more successful. The club motivates and support the parents and the child.

“Brown”: Dance Sport Federation doesn't do anything, to be honest. Just organizing contests for our children, you know in terms of organizing it helps. You know, we can only see how successful the children are and how their work is in

the competitions. But I haven't seen any support or anything else other than that until now. The club is in a sense the guide, you know if the kid is successful, what the kid can do, what they cannot, in which competitions they can be more successful ... They support us about this matter, I can say that, or they become guides.

“Red” parent said that the club had a lot of support in every sense. However, about the help from the federation, the parent expressed that there is no support, except the fact that it exists. Also, they signify that the federation could provide more support for clubs and athletes or increase the number of the competitions. Furthermore, the parent said that dance sport is not a very recognizable sport in Turkey, and it is the obligation of the federation to present and make advertisements for this sport, to present it to the general public and give people more information about this sport.

“Red”: The club has a lot of support in every sense, the club has had a lot of support for us in the name of the progress of dance sport. But about the federation, I cannot say that there is much support except for its existence, to be frank, I have to say that it gives no support at all, as the federation. We want the federation to be supportive, especially in the competitions abroad, more supportive about the participation or even increase the number of competitions and increase the number of competitions as a program. This is missing, it is lacking about handling the publicity of the dance sport.

“Yellow” parent told that club is trying their best to help parents and the athlete. There is a need for mutual support: the club support parents and parents support the club. Unfortunately, parents do not see any support from the federation, they also notice that even if the federation helps Turkish champions, they do not know about it.

“Yellow”: The Federation, because we are currently competing in Turkey, I have not seen much of the federation frankly, our own club is trying to do what they can, of course with the support of parents, with their support to us, with our support to them, we are trying to make it work. You know that it is a little more expensive sport, so it is mutual ... I do not know if the federation is currently doing anything for national athletes, but frankly we haven't seen anything. It is the same.

The “Green” parent reviewed that except the existence of the federation, there were not a bit of a benefit or support, even so its existence is very important. The parent said that the federation sometimes even makes obstacles for the clubs in organizations of the

competitions. Everyone thinks about their benefits and even if the head of the federation will be re-elected, the parents do not believe that something will change.

Club owners becomes referees, and since it turns the scene into an organization with a profit goal and getting more business, it results in the trainer, the president of the federation, the club heads, everyone pursuing their own interests. The problem is that the system and priorities are set incorrectly.

Parent also told that they represented their country twice as part of the national team, and still the help was not enough. The parent explained that federation support them by paying for the child's plane tickets and only one day accommodation at a hotel. Since they travel to another country, they must stay there for at least three days, so that athlete can have a rest before and after the competition. In addition, the parent expressed that even if the Federation gave them a n allowance, they ended up spending much more from their own budget to represent the national team. So, this financial support is not enough at all.

Parent told that they and coaches are open to cooperation and that they have open and transparent communication and cooperation. However, in the past these parents once had problems with a club and the coaches. The club, simply knowing about the situation with a partner, and that the child wants to quit dancing, did not tell the parents, thinking about club's interests. In the end, the club has found a good partner, talked with parents and so they solved this problem. Other than this incident, the club is a faithful supporter.

“Green”: I don't know that the Dance Federation has even the slightest benefit or effect, except that it gives us a license. But these organizations would not be done without the Federation, so the presence of a Federation is necessary ... But as an obstacle, it is a shackle because the federation system is based on things, business owners are referees, because it has turned this into an organization with a profit target in business, from coaches, to the president of the federation, from the club owners, to everyone wants to ensure the commercial success of their club ... I do not know what the strong ones do, so it is a bad thing that a sense of equality is not provided Certainly, there are problems in the system, the federation does not comfort us for us, does not care, even if the management changes I think the same thing will happen, frankly. The club helps because we love the club, we have been in the same club for 7 years. They are open to cooperation, friends, we are in an open and transparent communication...

To summarize parents' answers to this question it was pointed that the parents experience that neither government nor Dance Sport Federation do not offer any support for the athletes and dance sport clubs. However, even if parents said that there is no help from the Federation, they understand that they need it, because it is the Federation that makes sports licenses and even if the club organizes the competition, it still needs to go through the state organization to be official. Also, parents emphasize that they are obliged to take part in the career development of an athlete, because their development depends only on them. Another very important point that parents emphasize is that the dance sport clubs provide a quantity of support. The club does not help financially, but makes discounts, plans for the development of the athlete and their interests, invites important guest coaches from this country and abroad.

The researcher (Question): What were the main reasons that determined your decision to select that coach over another for your young child?

In this section before giving a child the opportunity to develop in dance sport, the parents listed many reasons behind their decision to choose their coaches.

For "Brown" parent, first, the feeling of love to the dance sport was of value. The parent said that in such an active and physically demanding program, it will be impossible for the parent to make the child keep on practicing for this sport.

"Brown": First of all, the child's love, if my child does not love it, after all it is very difficult for the child, to bring them here to work in such a busy program...

"Blue" parent explained that they did not have a chance to choose a coach, they chose a club, and since the club already had certain coaches, they started working with them. The club also invites coaches from abroad and never force them to take lessons from them, club asks parents if their financial situation allows them to afford guest coach lessons, and they advise to attend these lessons.

“Blue”: We didn't have a chance to choose it, our coaches were also clear because we started here, but we continued to do so but from time to time, our club brings coaches from abroad, the choice to take lessons from them, is left to us...

“Orange” parent elicited that they didn’t choose a coach they choose a club, and as the club has its own rules, where parents unfortunately could not choose to work with the coach they like, the club tells parents how many hours and with which coach they will work. After the child took some lessons and liked the coaches, parents decided to attend to this club, however the main reason was that the parents learned that athletes in this club had good placements at the competitions and it attracted parents.

“Orange”: We don't choose it, our coaches decide. I did not search for coach myself, I researched the club, I heard that it is a good place ... Unfortunately, we do not have much chance to choose coaches here, but you know there is a connection built after the first lessons, or when I learned that they are successful, that there are rankings in dance competitions in Turkey, I was lured in by this. Rankings affected it, after we started, we had things with greater effects but for starters, these.

“Green” parent signifies that at the initial stages, when the child is just beginning to engage in the dance sport trust is the most important thing. The expectations from the club or coaches are not great, but with the years spent competing, parents’ expectations for the placements in the competitions increase. In addition to this, parents say that they are beginning to understand that Turkish coaches do not have enough coaching experience, and children are lagging behind European athletes.

So, to summarize, at the initial stages to choose a coach the main details are trust, education, culture and approach to the child. On the other hand, after being a competitive athlete for a while, international referees, instructors, coaches are needed for progress.

“Green”: The first thing that happens is that it starts with confidence before it provides a world-class technical competence. Trust, level of education, behavior towards our child, being educated, these are the first elements. After a few years, when the expectation of rankings starts, technically you see that the development of your child is falling back at world standards and European standards. So, in a nutshell, I mean, initially based on trust, education, culture, after a while, after being competitive after becoming a competitor, technically you see that the instructors are not enough, if not really enough. This needs to be compensated,

there is a need for referees, instructors, coaches who have international competence and will lead children to success.

“Yellow” parent pronounced that such qualities as coach’s interest, relevance and love displayed towards children influence the choice of parents. Another reason for working with these coaches was that they were very clear with them when their child started this sport and when there was a partner, coaches had a very serious conversation about finances, giving detailed information about the budget they will need and the items that they will spend money on. Coaches were very clear in this sense and it attracted them as parents. The parent also stressed that if the child would not like the sport or feel unhappy, then they will break all communication with the club.

“Yellow”: As I said, they showed their interest and love for children very clearly. If I knew my child was not happy, or if the kid said they weren't happy, I wouldn't stay if they didn't feel loved. We had a meeting with the coaches, the thing that attracted me is that they were clear to me, they were open, they told me what was what and talking about what we were expecting in detail, and they didn't say we are promising you for anything, because they openly told us how much time and how much money will be spent...

“Red” parent said that the first club they came was this one, and they never had the idea to look up the coach's degrees or success in dance. And even if the parents start exploring the history of the coach, they thought that it would be impossible to evaluate his achievements without knowing anything about dancing, and that is why the coach’s background was not important for this parent. As parents they like the approach of the coach towards the child, their communication and mutual trust.

“Red”: We have never done such research in between, so this is the first school we came to, so we didn't get into a research or even something like that, but we trust the coaches at this club, we're good with them, so we didn't need to do a research or something like that.

As the result from interviews the following have been revealed. Parents stated that when their child first came to the club and when parents were introduced with this sport the most significant elements in making their choices regarding the coach were trust, education level of coaches, behavior toward the parents and more importantly the child

and the coach's approach towards the athletes. For some parents, placements of the athletes were also something that impressed them. Most of the parents did not even know about the existence of this sport. In their opinion and perception, they imagined that the child would put on chains and wear a torn jean, and they are glad this did not happen.

The parents also noted that they never investigated the dance career or success of their coaches, for them the coach's attitude towards children and their pedagogical approach is more important, and it's not important for them to learn about how they danced in the past. But in spite of this, the education of the coach in an academic sense was important for parents. As they say, the coach must be on the same level with the parents, otherwise it will be difficult for both parties to communicate and collaborate.

Also, in this research it was revealed that the major reason for the parental influence and involvement in the coach-athlete relationship is that the parents spend a lot of energy, time, and money for their child appropriate development in dance sport.

The researcher (Question): What do you think is the impact of the opportunities you have provided in determining the developing partnership between your child and his/her coach?

All of the parents stated that when the coach and the parent cooperate, athletes are in a healthier development and the coach-athlete relationship has a higher quality communication. Also, parents stated that if they follow the coach's instructions or take the amount of lessons that coach suggested, the coach-athlete relationship quality and communication increase. Moreover, the coach may set more clear goals for the competition season and athlete development in dance sport.

"Red" parent, relying on their bad experience, explained that if a coach has the ability to communicate with an athlete only in class, by the type of his activity, then if the parent gets only a few lessons, the coach and athlete simply will not have the opportunity to

establish contact and create common goals in sports and the coach-athlete relationship will be distant.

“Red”: Of course, it has a lot of influence. If we do not support our child financially and morally on this subject, if we cannot provide the required practice hours for the child, the relationship between the athlete and the coach will be in accordance, so it would be weak. Therefore, a motivation or an idol, you know it would be more difficult to set a goal. Now we practice 5-6 days a week, if you come 2 days, the relationship would be accordingly.

“Yellow” parent thinks that the support provided so far strengthened the relationship, because many things depend on the support parents provide. As the support they provide increases, the efficiency the coach gets from the training sessions with the child increases.

“Yellow”: I think it is going well as far as I can see, because the more the parents support, the more the coaches can give to the children... So, since this is an expensive sport, because it is based on money, as long as we tell our trainers to do what they can, give what they can give, we are behind them, everything is going really well.

“Green” parent told that they provided parental support based on trust and its effects on the coach-athlete relationship were positive. In addition, parent stated that child's belonging to the club improved, but again they stated that the parents are sponsors and promoters of everything.

“Green”: Something that is positive, based on trust. Now their coach can convince my child more easily than I am on some issues. I see that the sense of belonging to the club has improved a lot, but we are the sponsors and warrantor of all of these.

“Orange” parent said that by providing support the child has more opportunities to work with the coach. That is very important because this way coach and athlete have possibility of building closer interactions. Parents also have good and cooperative relationships with the coach as well.

“Orange”: So, as we support, they find the opportunity to work more with the coaches... We cooperate with the coaches and most importantly, that's why I am already getting feedback...

According to “Blue” parent, the relationship between coach and athlete go on in very positive way, with the support of parents. Sometimes a child listens to a coach more than to a parent. The parent thinks that this is the right behavior in sports, and this is a good indicator of close coaching-athlete relationship. The child understands the coach only from a gaze. Parent notes that the coach-athlete relationship is not a spoiled one, there are times when a child can make a joke with a coach, there are times where a child is afraid of the coach and this is all the merit of parent’s support.

“Blue”: I think it's positive for now, for example, the child can do what I tell them not to do, but does not do what the coach tells them not to do ... So, with a look of the coach, they understand what the coach means. So, there is a discipline, of course, so it is not just a laid-back relationship. There are times the child is afraid from the coach and there are times they can joke around with the coach; they have determined the terms for everything between them.

“Brown”: the parent says that they are in very close cooperative relations with the coach, they are always in a constant and mutually supportive relationship with each other.

“Brown”: “The relationship between the coach and the athlete proceeds in an understanding, and when I say that I cannot do it or cannot bring them in today, they move that course to another time, for example, they help us in this sense.”

4.1.2. Information

In order to build substantial coach-athlete relationship coach and parents have to exchange information. Information which coach-parent obliged to exchange includes; general, practical and specific information. General information includes instructions on child/athlete’s nutrition routine, child/athlete’s condition, and rest patterns. Practical information consists of the child's/athlete's progress in the club and beyond it, child's/athlete's behavior on the competition, child's/athlete’s relationship condition with the partner. And specific information comprises of detailed information about child’s/athlete’s progress, behavior or needs regarding this sport.

Furthermore, parents stated that they are an indispensable constituent in resolving the coach-athlete conflict. Parents mentioned that they only interfere in the conflict if the child/athlete could not handle the situation himself. Also, many of the parents stated that

they are trying not to give any information that they are not sure about, information such as dance technique, scoring of the referees during the competitions, and couple's dance technique conditions. Other parents stated that they do not give any information related to the coach matter, because in the past they had a bad experience, where they demotivated their own child and damaged the coach-athlete relationship.

The researcher (Question): How frequently and about what sort of topics do you usually talk with your child and coach?

Five of the six parents interpreted that they conversed with their child frequently on the dance sport topic and only one parent said that the conversations on that topic happens one time a week.

“Yellow”: The first thing I ask to my child is that I ask what they did during the day, and I ask the child how efficient the lesson was. As they are very happy, of course they do not have any different answers...

“Green”: I'm talking to my kid, and I'm talking to coaches. While talking to the trainers, annual activity planning is discussed predominantly, one or two times during the budgets planning and financial calculations are discussed because of the fact that foreign teachers are paid with euros.

“Brown”: Now I'm trying to talk to my kid as much as I can, are they happy? Are they not? What they think about the sport they are doing, I try to learn these because in some cases, for example, the kid gets tired, they struggle, I try to find out what is the reason behind in things that the child struggles.

“Orange” parent stated that their conversations with the child is not frequent. They usually talk about dance sport once in every five days:

“Orange”: Yeah, we're talking. Well, it is mentioned through every 4-5 days. I ask them if there are any choreographies, if there are any complaints, from their partner and their coach. I ask if there is something, they want to tell me. I especially want to get information.

“Blue” indicated that they conversed regularly:

“Blue”: Well we actually talk often.

Some parents talk more frequently with their child about the dance sport and in a way, this educates the parent about the dance sport environment as a whole.

“Red”: Then we need to split it into two. It's not a lie to say we talk with my child often, and even talk to the kid almost every day. What we talk about, we talk about the competitions they participated in, we talk about the new choreographies they learned from the coaches, or we talk about the international contestants the most, we are in the business now, tell me the name, I tell you if the music is bad, that is thanks to the kid, not that we know, but our child is quite a thing.

Five of the six parents said that they communicate with the coach as it is necessary and the subject of the conversations in coach-parent meetings are the progress of the child at the dance class, where they can provide help and annual and periodical programs. Moreover, short- and long-term goals in child's career in dance sport are discussed as a vital topic in these meetings.

“Brown”: When I talk to the trainer we talk about things such as what they can't solve, what I have to do as a parent to solve the child's problem, whether we can solve it together with the coach.

“Orange”: We talk with the trainers about the development of the child and the things that should not be done, we talk about the development, we talk about our goals.

Only one parent emphasized that he would be content with meetings that take place every or twice a month about technical issues, also the systematic explanation about the goals, progress and success are topics that parent wanted to discuss more often with the coach.

“Green”: While talking to the trainers, annual activity planning is discussed, predominantly one or two budgets are planned and financial calculations are discussed because of the fact that foreign teachers are paid with euros. Apart from that, the child's technical condition is evaluated with less frequencies, so I expect it as a thing, at least every two months, albeit for 15 minutes, a session that is technical, a system that includes achievement, targets and performance measurement...

Also “Green” parent stated that the appointments with the coach should not be just when there is a crisis after a competition:

“Green”: This is done, for example, like one time or so, in case of emergencies, it is done as a new plan. Doing this regularly, I'm not talking about a meeting, to sit down to calm us down when we get bad results after a competition. When we fail, an emergency occurs, your mood deteriorates, and a dialogue starts with coaches, such as not to stop dancing. Not like that but I believe that a regular communication where performance is regularly measured and a goal for success is set will be healthier.

All of the parents that participated in this research stated that they frequently talk about the dance sport and child's progress at the lessons or at the competitions, the mood of the child and his/her happiness doing the sport is also of value. Many of the parents established that the meeting with the coach should be more frequent and a meaningful note by parents was that meetings should not happen only after a crisis happens, while other parents stated that they would like to be informed when it is needed or when the coach think it is necessary to talk with the parents.

The researcher (Question): What kind of sport-related information are you likely to supply your child?

Four of six parents indicated that they could not give any information to their child because they do not have background related to the dance sport. However, to be in touch with the child's interest they watch the videos related to that sport.

“Red”: I cannot provide any information to my child, because my child is more knowledgeable than I am, because he is a good researcher, he already happens to have learned it before we learn. He gives us information but let me tell you what we are doing...

“Orange” parent stated that as she does not know much about the dance sport, the information she shares will be limited and that is why she does not feel an explicit need to find new information about the sport by herself. So, in order to be helpful, she cooperates with the coach and shares the information that the coach gives her with the child:

“Orange”: I do not have a particular information, but we ask what we want to the coaches. Other than that, when it comes to sharing information, I can just watch videos on YouTube and share if I come across something. I share the things

we share with other parents; we share those kinds of things. We talk about what the coach said, about the kid and dance. Required parts. I ask for help if necessary. We talk to the trainer for whatever we need to cooperate.

“Green” parent indicated that the coach presents the child with the information they could not give themselves:

“Green”: We cannot provide much information about dance sport, so our knowledge is limited. Coaches provide the information coaches that we cannot offer. We can't offer much information.

“Yellow”: “I can't offer any information, because I have no information, what I'm saying is, because I just bring her in and pick her up, so she does what she does with her own means.”

“Blue” parent *pointed* out that they have spent many years in this sport and he self-educated himself in order to understand and to help the child deal with this sport more properly. He stated that as a parent he pays attention to give his child an education as an athlete and in order to do so, he is collecting information from everywhere and introduce it to his child. He explains that the child is not old enough to self-educate, that is why he is doing it for her:

“Blue”: Let me just say this, for example, our dance sport has a regulation published by the federation. I downloaded that regulation, printed it, gave it to my child. I said read this from time to time. Because there is a dress code, there is a lot of participation in competitions, lots of things. An athlete needs to know the rules and laws related to his work. You know, ours are so young, maybe they don't understand things, but I thought it would help.

The researcher (Question): How well does your child accept your opinion, advice about issues related to her sport?

Four of the six parents notify that their children are more equipped and informed than them regarding dance sport. That is why the parents could not share any information and even when they try the child refuses to listen to them by telling that they as parents do not know or understand anything about the dance sport subject that is why it will be

better if they will keep their opinion to themselves. Parents expressed themselves as follows:

“Green”: We cannot provide much information about dance sport, so our knowledge is limited. Coaches provide the information coaches that we cannot offer. We can't offer much information.

“Red”: I cannot provide any information to my child, because my child is more knowledgeable than I am, because he is a good researcher, he already happens to have learned it before we learn. He gives us information...

“Yellow”: I can't offer any information, because I have no information, what I'm saying is, because I just bring her in and pick her up, so she does what she does with her own means.

“Orange” parent mentioned that they could not share any information related to dance sport, however, if coach or other parents shares important information with them, they transfer that information to the child. Their expression was as follows:

“Orange”: I do not have a particular information, but we ask what we want to the coaches. Other than that, when it comes to sharing information, I can just watch videos on YouTube and share if I come across something. I share the things we share with other parents; we share those kinds of things. We talk about what the coach said, about the kid and dance. Required parts. I ask for help if necessary. We talk to the trainer for whatever we need to cooperate.

One out of six parents told that they give their child information about behavior at the dance class, or how the child should behave to the coach or the partner. The other topics are about how to behave if the child have problems with the coach and could not tell about them.

“Brown”: In other words, I am trying to support how to communicate with their instructors, and if there is a problem with the instructor, what kind of relationship it should be in.

One parent out of six told that he makes comments after competition, he mentioned that they are parents, however, at the competitions they are part of the audience as well. Consequently, as an observer they mentioned that they are sharing some advices with the

child about how to present themselves at the dance floor or compare them with other couples as in what they are doing or not and what is looking well or not.

“Blue” parent’s thoughts were as follows:

“Blue”: For example, I have always criticized this thing in our children, after the dance is finished or greeting the audience, it is so cursory, it seems like they quickly pass, I said it many times, I followed it, then they realized themselves, went to the correct it. I am not only my own child’s spectator, but when the greetings of other children are pleasant, I like it, in terms of viewing pleasure.

One parent stated that for them the results, of how the kids dance at the competition or how they dance together with the partner is never important. What was important for them is for their child to be happy while practicing or at the competitions while dancing.

“Yellow”: “I never intervene when he comes out on stage and dances. You know why you did it, you did this, why did your partner do it, I would never interfere like this. You know, what I’m saying is that when the child is on the stage, to be happy, do what the instructors have taught them, to be happy...”

The researcher (Question): What sort of issues are you less likely to talk about with your child?

Relying on the outcome of the interviews with the parents, it was revealed that the parents do not speak on such topics as: technique in dancing, referee evaluations at the competitions, results at the competitions, and incompatibility with a partner.

Three out of six parents responded that they don't have any idea about technique in the dance sport, and in accordingly they told that they never speak on this topic with the child. Parent’s answers are as follows:

“Orange”: I don't know anything about technique, dance technique, so I'm less likely to talk.

“Brown”: I mean, I can't help with the move, the position, technical matters. I can't because I don't know

“Blue”: For example, we don't talk much about what the movements want, because I don't have the information to comment on it, about Dance Sport...

The other three parents have very different answers and they were as follows:

“Red” parent explained that topics such as referee decisions at competitions or the results at competitions, are not preferable topics to discuss, because this kind of themes decline the motivation of their child:

“Red”: I don't prefer to talk about the decisions of the referees, how you might talk about the referee rating, or even the level of achievement achieved. So, we're trying not to talk. Because we think that it has the wrong motivation, that it has a negative effect...

Relying on former experience, “Green” parent noted that such topics as partnership or incompatibility with a partner should never be discussed with a child, because this is not constructive and also a dangerous topic to discuss. The subject on the matters of Federation is also a dangerous topic for discussion, and the reason is that it results as the child's ambitions turn into destructive behavior, and the hatred of the federation causes the child to stop enjoying the sport.

“Green”: Talking about partnership relationships is dangerous, it needs to be spoken about carefully. We had such an experience because of incompatibilities with the partner, because if you talk too much about the partners or teachers or the Federation alongside the child, the ambition of the child suddenly turns into a destructive ambition, not positive, and starts to dance with hatred. He's starting to see everyone as a threat. It causes my child to move in a very negative direction. Unfortunately, such environments are too much. I can't say we don't do it at all, we do it, but this environment brings more harm to our children than benefits...

The researcher (Question): What do you think is the impact of the information you have provided in determining the developing partnership between your child and his/her coach?

On the topic of information exchange with the child, the parents' opinions were divided into half; a half say that the exchange of information has a positive effect on the relationship between the coach and the athlete, others think that it may damage the coach-athlete relationship quality, and only one parent gave an inappropriate answer to this question.

“Blue” parent supposes that the information they share with their child or coach have a positive effect on their relationship, and the reason for this kind of positive exchange is the attitude of the coach towards the parents and their child.

“Blue”: Well, I think it is positive, but as I said, the reason why it is positive is the approach of our coaches towards us and children.

Also, an example regarding trust in the relationship between the coach and the parent was given. They explained that even if at some points parents can see the coach being harsh, it is mostly justified, and the coach is in control. Moreover, as a parent, being patient and not dramatizing problems are important, especially before important competitions:

“Blue”: “For example, the coach yelled at the children, but he was 100% right in yelling there. Let me see what he just said. Oh, I'm sorry, he said, change your clothes, quit training, and this was before an important competition.”

Also, the parent explained that the understanding between the parent and the coach is not less important in such a complex sport. And when they talk to the coach and express their point of view, the coach listens to them and a mutual understanding is achieved.

“Blue”: What happened? There was not a problem between us, “Blue” said, I even told the coach; you were right to shout, but I wish you didn't show the door, he agreed, but which of us is 100% right is up to debate. It is not dragged out, so it ends right then and there...

“Orange” parent said Teamwork and feedback has a great importance in the coach, athlete and parent triangle relationships. There are moments when they as parents can harm a child by incorrect statement, and then it's important that the coach helps and guides us on the right path. Of course, the coach helps, guides and gives us the necessary information on, for example, how to feed the child who is involved in sports, but the information that the coaches share with them is not enough, as parents they would like to learn more.

“Orange”: So sometimes we give the child unnecessary information. You give examples from other children, they go to tell the teacher, then the teacher gets angry at us: why are you giving an example like this...

“Orange” parent also commented on teamwork and feedback stating that they are an important part of the process and they prefer them more frequently.

“Orange”: I mean by feedback, it is very important to be in communication, to get feedback. We communicate with teachers, but I think it is insufficient. We have already told the teachers, but we expect a little more.

The "Brown" parent supposes that they may have a negative effect on the coach- athlete relationship if they give inappropriate information about matters they do not understand at all, thereby they may lead the child in the wrong direction.

“Brown”: Of course, it would be bad, because I do not understand, my comment is very irrelevant to the instructor who knows. It doesn't make any sense, and I would also be directing my child in the wrong direction.

The “Red” parent said that they, as parents, prefer not to get involved in the coach-athlete relationship, that they leave the information part to the coach. Also, they had a bad example of other parents that did it.

“Red”: We leave the relationship between the child and the trainer completely because we did not do this, and we think that this will affect the relationship negatively. As a family, everyone is different, but that's how we do it.

“Green” told that they, as parents, stay at the positive side of the information they are giving to the coach or to their child and this causes a positive effect on the athlete-coach relationship. Furthermore, they indicated that coach-athlete relationship even could get ahead of the relationship between parent and child and in sport domain it is what it should be.

“Green”: It's very positive because we're on the positive side. From my point of view. The trust relationship between the child and the coach gets ahead of the parent and child relationship in sports. This is something that should be...

However, the trusting coach-athlete relationship, do not give parents reasons for complete confidence in the coach. Parents also shared the fact that they do not trust the coach completely in the terms of dance education. They also emphasized that if the child decided to become a coach, then they will be supposed to change not only the coach and the club,

but also the country. Because according to him, dance sport is a newly developing in Turkey, as well as Turkish coaches in it.

“Green”: I look at it emotionally. So, we might have to decide someday. With this club, with these coaches this is as far as we can go. If we want more success, we must go to Russia. We must settle there. We may need to make such serious decisions. I know, if we don't decide like this, we'll feel better for a few more years, and then our child won't be a competitor and will probably give up on this sport. If the child wants it, to progress on this path, such decisions will be a little more difficult, that is, the connection in Russia, trust in the coach... but after a while it will not be enough.

4.1.3. Support

As a result of parents' answers to questions, it was revealed that the greatest support that parents provide to the child and the coach, included emotional and general support. The help that parents offer to their child for the right development as general support includes: all financial expenses such as payment for group and private lessons, lessons taken from the guest coaches, competition expenses, out of city or abroad camps expenses, competition dress or practice clothes purchases, transportation etc.

Moreover, emotional support was a great importance for the parents, also happiness of the child doing the dance sport was of great value. Thereby emotional support includes such themes like resolving partner or coach-athlete conflict or communication problems, encouraging and inspiring the child when its needed, help cope with insurmountable situations for the child, helping in all unstable emotional situations etc.

Also, parents noticed that they are very helpful to the coaches and without them it would be bare impossible for a child to continue this sport. As a help for coaches' parents listen to their advices about how child should properly nutrition during the competitive season, what the child have to do before and after competitions and most important how many lessons and from which coaches' child should took lessons for proper development and progress in dance sport, to which competitions inside and outside the country they should go etc. That is, the parents give the financial opportunity to the coach, and in the

meantime the coach draws the child's developmental and progress map according to the financial capabilities of the parents.

In addition, with the answers to questions from the point of view of parents, it was revealed that help has not only positive, but also negative aspects as well. It was also detected that non-education parents in this sport can sometimes harm the quality of the coach-athlete relationship.

Some parents admitted that in the past they could not hide their emotions towards child's performance at the competitions, they blamed coaches, partners, referees or even the dance sport federation. That led to the negative emotions of the child against the sport and inaccurate self-rating. They also say that they saw how their behavior influenced the state of the child and its relationship with the coach, and now they are trying not to do that.

The researcher (Question): How do you generally support your child's efforts to improve in his/her sport?

All parents said that they all very much help their children to achieve their goals in this sport. Many of the parents say they give everything so that their child can develop. Parents also say that they support children both financially and emotionally.

"Orange" parent said that they are very helpful to their child both financially and emotionally, if they need to take more lessons for the development of the child, the parents never refuse. They also emphasize that competition for them is not only about the victory but more about the development and happiness of the child. They are also trying to convey this to their child.

"Orange": We support, of course. On the one hand financial support, especially spiritual support is more important. We say that we are not just going to win the competitions, we say what our goal is, that we do not only have one goal, they need to improve themselves and have fun doing this job.

“Brown” parent indicated that as support for their child they took more lessons if it is needed, as the child is not grown up parents spend more time at the studio to make attendance possible. Also, parents transport their child to the lessons and competitions.

“Brown”: So, when talking about being supportive, when they say you need to take a couple more lessons or you need to stay here for a longer time, at the dance hall; we save time for it. I take the kid to the competitions too of course...

“Green” as a parent, thinks that they add a positive value to their child, so they spend so much money and a lot of time, buy expensive clothes, and even spend euros so that their children can work with foreign coaches.

“Green”: As we already have so much support, we are making such great expenses, taking part in saving the time, including so many dresses, international competitions, foreign professors, paying 80 euros for fees, because I think it adds positive value to my child, we make such big expenses...

“Red” expressed that as parents they sacrifice important life events and spent six days every week at the studio, they are spending money for private lessons and they are spending time by waiting the child while they have dance sessions. Also, if the external help from another sport like gymnastics is required, they are trying to provide it.

“Red”: Yes, as I said before, we sacrifice our private lives and support her 6 days a week in the dance hall, in the club, by bringing our children and waiting. We are trying to provide our child with any additional sport branches, gymnastics or additional sports that are required to improve the dance sport.

“Yellow” parent specifies that as they do not have so much knowledge in dance sport domain, as a parent, they can only support and tell when the child feels happy on the stage. If the child wants to continue doing this sport, they as parents will do their best and everything in their power to make their child continue their progress in this sport. For them the happiness of their child is above all.

“Yellow”: How can I support? I'm already very happy when I see you on stage. Your self-confidence, going out there, dancing, you, going on with that self-confidence is enough for me anyway. I'm happy to watch you there, as long as you continue, I'm behind you. We support you as long as you want. We're happy to

see you there, so we're behind you as much as you want. As I said, since I don't have much to do with dance sport, that's all I can say to them.

“Blue” parent, despite encountering difficulties, indicated that they are doing their best to bring their child to every dance session without missing even one. What is more, any need or any equipment necessary for this sport is bought unconditionally. In spite of everything, they state that the most important thing is the satisfaction of witnessing the development of the child and it means more than all other rewards.

“Blue”: I could say we give a lot of support. Now I have been retired for the last year, so I have a lot of time, but before, about bringing the child and picking him up from the trainings, especially the kid's mother, my wife is a teacher, we have one car, when I was at work, bus, minibus, from time to time by walking, we brought the kid without missing any lessons. As I said, we did everything we could without any restrictions on the material needs, and we are really having a hard time. But their development really makes us happier than sporting success, indeed.

The researcher (Question): In what ways have you been supportive of the coach's efforts?

All of the six parents said that they are all helping the coach very much, each does this in their own way, and each of them does his best to maintain a good relationship between the coach-athlete-parent.

“Brown” parent says that they help the trainer by giving preliminary information about the child, and trying to cope with situations when the child has a little bit trouble in dance with the help of the coach.

“Brown”: By giving the coaches preliminary information about our children, the kid is a bit troubled today, what can we do? Can we do something in common with you? I give a little information about the child. At least so they can unravel the kid's mind too.

“Green” parent stated that if the coach has an advice on the development of their child, or if there is something that parent can do, the parent never rejects and always tries to fulfill the request of the coach. As parents, they try to be in complete harmony with the coach.

“Green”: We try to meet the conditions offered by the coach; the recommended course hours, hours of lessons to be taken from the foreign coach, of course the money to be spent naturally, and the competitions to be taken abroad. So, when they say bring the kid in the morning for workout, we bring them in the morning, if the child is going to join the camp, we make them join the camp. As the occasion arises, we are taking lessons from them. Therefore, it is a work that needs to be carried out in full cooperation with the coach and we are trying to do that.

“Orange” parent told that they are doing everything the coach asks them.

“Orange”: The coach, we do what she says, that is the biggest support.

“Orange” parent also gave an example of how they are cooperatively functioning with the coach.

“Orange”: The other day, the kid said he wasn't feeling well, and they weren't going to the dance, they were really sick, so I didn't send them. Our teacher was a little angry with us, they said so don't leave the door open like this, they said the kid will use you, got a little angry with us. We do so now, when this happens, we ask the teacher.

“Red” parent stated that everything that coach requests them to do, no matter if it is inside (e.g. more lessons) or outside (e.g. to do exercises at home) they are doing it word by word. As parents, they are trying not to break the discipline of the coach.

“Red”: Of course, when the coach shares with us the issues that need to be paid attention outside the club, especially outside the club, we try to do it word by word. So, we're trying not to miss that discipline. In line with the directives of the teacher regarding nutrition, sleep, behavior, we pay attention.

“Blue” parent told that they provide every possible support to the coach. From time to time the coach asks them to help with enforcing the rules needed without the child's knowledge, suggest them to buy necessary equipment for dance, to make the child do important exercises at home, to make the child watch the videos related to dance sport or to explain the rules. As parents they can offer this kind of help.

“Blue”: Well, from time to time, the coach wants us to do something that our child doesn't know about. Now, so can you suggest that? Can you get them to do this at home? Either the child's nutrition or the exercises that they can do at home... Things that can improve them about the dance sport, for example those videos to

watch, I don't know, to learn the rules... We give all kinds of support to our coach about that.

“Yellow” parent expressed that even sometimes they objected to do something because of the physical condition of the child. All the time they are cooperating with the coach otherwise it does not work. What the coach asked to do they did it without a doubt.

“Yellow”: How many hours he has to do, how many hours he has to work, how much work he has to do, we said okay to our coaches... We said okay to everything that they said was appropriate... sometimes I object... sometimes... like saying he is very tired today. Except things like these we said ok to everything they said because it doesn't work out otherwise.

As an answer to this question parents acknowledge that there should be in a close cooperation relationship with the coach. Coaches also guide parents in such cases as proper development, nutrition and right sleep routine. As well coaches help in such situations as how many lessons need to be taken during the season, all the lessons you need to take from the guest coaches. What competitions child need to attend and what camps important to attend.

In addition to the above, the parents assume that they are assisting the coach and their child by listening to the coach and trying to do everything the coach said to them. Also, the coach and the parent exchange information about the child/athlete. If the exchange comes from the coaching side, it is always regarding to the athlete's behaved in the class, at competitions etc.

If the exchange of information is coming from the parents' side it is more about the state of the child, or any requests to the coach if they cannot cope with any situations associated with the dance sport. Therewith parents according to their financial capabilities, do not deny coach's request take as many lessons as necessary, this way a parent helps both his child and the coach.

The researcher (Question): How do you experience the relationship between the three of you (coach-athlete-parent) in terms of the goals you have set? Do you sometimes pull in different directions or do you feel that you are congruent?

As a result, in response to this question, parents expressed that they are generally compatible with the coach, however, in most cases feel inadequate in such topics as finance, bureaucracy of the federation or dance sport clubs, deficit of good educated coaches', uneducated parents in dance sport.

“Red” parent stated that they have very compatible relationship with the coach. The coach set the goals for the child and they as parents do everything possible to make the child to achieve that goals.

“Green” parent stated that they are usually compatible with the coach in most of the issues, on the other hand, there are some discrepancies. For example, in subjects as planning the dance season, coach sometimes making plans forgetting about child’s academic education. Coach arrange to many competitions abroad, and as parents both economically and because of child’s education, they must choose some of them.

“Green”: We are generally compatible. Sometimes things can happen, incompatibilities are about possibilities. Coaches are always making plans for better success, to go to this and that competition, pushing our and the children’s limits, both financially and timewise, while disregarding academic success completely. We argue that this should be somewhat reduced and balanced, but we are usually fully in tune.

“Orange” parent explained that as the child continues to be the athlete of the club, the relationship within coach-athlete-parent become sincerer and more truthful yet there can still be some incompatibilities with the coach. As parent explained the system in Turkey is not the same with the system abroad. Moreover, the problem that bothers parents consist in this issue, the number of courses and choice of the coach is the prerogative of the club. If they cannot solve some issues or have a problem that bothers them, parents demand a meeting and trying to reach a common point, sometimes they come to a common point and sometimes not.

“Orange”: Incompatibility happens, of course, but we can't handle it all by talking. We ask for a meeting when we have a problem. When the meeting is held, we raise our complaints. Some reach the solution, some don't. Let me give an example. It can be coach selection, choosing course hours.

“Brown” according to this parent thoughts that their relationship with the coach in a harmony, considering that coach knows and does the best. All decisions are left to the coach.

“Brown”: We're usually in tune, we're trying to go the way our instructors show because I think they know the best.

“Blue” parent thinks that they have achieved 100% compliance because they have been working together for years. Thus, even when the coach planning a program for the dance season, s/he know the parents so well that they can make the program according to their financial situation and their time availability. In the meantime, the parents, trusting the coach, are trying to use all the resources and to do everything possible for the set goals. As well trust in the coach and conformity with each other comes from the fact that the coaches made plans for future and implemented these plans. When children just started dancing the coach planned that these children would become Turkey champions. These plans were implemented and thus parents and athlete began to trust coaches more and strengthened the cohesion as well.

“Blue”: I could say we are 100% compatible. As I said, in those meetings we plan, the proposals presented to us are already prepared by our teachers knowing what we can say yes to, what we can say no to, what we can afford. Again, in line with financial means, maybe we can miss a few things from there, but what I mean by missing things is the international competitions. But other than that, we are 100% compatible. But there is this, these children are champions in kids' division currently in Turkey. About 3 years ago, coaches had planned it so, step by step, we came there.

“Yellow” remarked that generally they are in tune with the coach, and noted that they have never had visible problems, the relationships are going well. The reason of such good get along relationship is because parents are able to communicate very easily. Parents express their opinions about disagreement with the decision coach made or the situation

that bother them. And if coach makes a logical statement and make sense for parents, they agree with the coach.

“Yellow”: We are generally compatible, yes. We didn't have any visible problems. So small things are happening, but we didn't have many problems that could be brought up. Our relationship is going well. As I said, it is very convenient for us to communicate with our instructors, what they said, and we are listening to them and it is going well.

Also “Yellow” parent cited as an example the situation that occurred with them in the near time. The situation is that there was a conflict between the children, and the coach decided to divide the couple, and offered the parents another partner. At first, parents did not agree, a lot of time, money was spent on development, and the parents did not consider it necessary to divide the couple but at the request of the coaches and their intelligible explanation, the parents trusted and agreed. As parent said everything ends in cooperation.

“Yellow”: So my daughter left her partner a few months ago. She had a new partnership, for instance, so I wasn't much of a fan. Even though they have different problems with their partner, they are children and they surely can have and create problems. You know what I said then, based on what we're doing this? You know, the children are so advanced, who are we going to partner them with? When my daughter doesn't have a partner like her, I don't support it... Their explanation to us was, that of course there is something the trainers think about, because they come with a clear explanation that they have children at her level and that we are satisfied with the partner we came across, we said OK.

Eventually, in response to this question three of the six parents said that they feel inadequate in the subject of finance. One parent said that they do not feel sufficient in the themes of the bureaucracy of the federation, not enough professionals who can raise the child according to the world standards and balance between dancing and academic success. The other parent compared themselves to other parents on the fact that, as parents, they do not know much about ballroom dancing, as well as the rating of dancers in each category in Turkey and abroad. At the same time, they noted that they did not think that it was their fault, they simply did not want to interfere in the work of the coach. In other situations, they feel confident in the support condition. And the only one parent told that they have never had any problems giving support, and they specify that they

done more than needed and also noted that as parents they never feel themselves insufficient in supporting their child.

The researcher (Question): Have you ever felt inadequate to provide the support needed? Can you please elaborate?

Three of the six parents said that they feel inadequate in the subject of finance. One parent said that they do not feel sufficient in the themes of the bureaucracy of the federation, not enough professionals who can raise the child according to the world standards and balance between dancing and academic success. The other parent compared themselves to other parents on the fact that, as parents, they do not know much about ballroom dancing, as well as the rating of dancers, names of judges and coaches in each category in Turkey and abroad. At the same time, they noted that they did not think that it was their fault, they simply did not want to interfere in the work of the coach. In other situations, they feel confident in the support condition. And the only one parent told that they have never had any problems giving support, and they specify that they done more than needed. And also noted that as parents they never feel themselves insufficient.

“Yellow” parent told that they have never had any problems giving support, and they specify that they done more than needed. They also noted that as parents in the subject of support they never feel themselves insufficient.

“Yellow”: It's a very expensive sport, but as I said, we haven't experienced such a problem so far, I hope we won't experience it after now too...

“Blue” parent told that they do too much emotional support, but they feel that they are inadequate in terms of financial support.

“Blue”: I felt inadequate in terms of financial support. Apart from that, all kinds of support in the spiritual terms are okay, we think we have done even more than enough.

As an example, to help understand the above as an example “Blue” told that instead of taking the child two pairs of high-quality shoes, they can allow themselves only one.

“Blue”: So, when I can buy a better-quality equipment, let's say I bought something a little cheaper or let's say if she had 2 shoes... She didn't, I could get one pair.

“Red” The parent asserted that they are doing their maximum and in every means of support whether it is an emotional or a financial need, they never feel inefficient and they handle everything that is needed.

“Red”: No such situation has happened; I think we have done more than enough. All material and spiritual... We are doing what is demanded for us at the maximum, what the club demands from us.

"Brown" parent estimated that the sport barrier them in financial way. For example, financial difficulties such as affording guest coaches' classes, also child taking permanent lessons from the coaches in the club, equipment for the competitions etc. Also, parents noted that they always support the child emotionally.

“Brown”: In general, I think we can't afford it financially because there are the outfits, I don't know, it never ends. coaches come from abroad, trainers come, we already take enough courses in here.

"Orange" parent told that she feels insufficient in the matters such lack of knowledge about finalist couples, names of judges or coaches in Turkey and abroad. According to the parent's thoughts it is the job of the coach not the parent to keep that kind of information in mind.

“Orange”: Again, I say this for Turkey's conditions, we have many parents that have their heart in this. They know all of their opponents, which rival has received what degree, has worn which dress, who was their previous coach, who is the current coach. I don't know any of this, and I feel inadequate about it, but frankly I don't think it's necessary to get into this. This is my personal opinion.

“Green” parent said that s/he feels inadequate when there is misjudgment at the competitions or when there are obvious trade relations between coaches, referees or clubs. As parents they feel powerless in this kind of situations because it is impossible to prove, and they cannot complain about it. Another topic in which parents feel inadequate is the education of the coaches. Children spend a lot of time with the coaches who have danced

for 2-3 years and are not very successful in dance sport, yet they have to be constrained because there is no other choice. Lack of working hours with professional guest coaches.

“Green”: Of course, there are times when I'm inadequate. First thing that makes you inadequate is, so if you look in terms of Turkey's Federation, you'll see that the decision of the referees is not right, you see trade relations, trade relations between the referees, club relationships, you see the coach relationships. There is no such thing as people claiming their rights, no chance of complaining to the federation. The second failure is also a case about this, we're spending too much time with trainers who have danced for 2 or 3 years in their lives without much success, in Turkey, but if the kid wants to be successful, she should take lessons from important coaches who are in the top ten around the world, you know, not for four hours every two months, he has to take 6 hours of lessons a month and we cannot offer him such an opportunity.

The researcher (Question): What do you think is the impact of the support you have provided in determining the developing partnership between your child and his/her coach?

Six parents out of six said that their support is very essential in the coach-athlete relationship quality development. Also, parents stated that if negative or unsupportive behavior toward coach, it makes impossible to work with the parent and unfortunately with the child. As a result, it could be said that positive attitude of parents creates superior working atmosphere, and if the attitude of parent towards coach is negative it can destroy all effort and relationships.

"Yellow" pronounced that they never object to any request of the coach and according to their thoughts the relationship has a positive effect because they always support in every way. As parents they support every request of the coach, such as the amount of the lessons from local or guest coaches. They have accepted everything without objection.

“Yellow”: Our support is surely affecting. I hope it affects positively; I think it affects positively. As I said again, about the course hours, about the trainers coming from abroad, given the course hours, in this and that, you know I think they affect positively because we have no objections.

According to “Blue” parent, the support that they are established, have very positive effect on the coach-athlete relationship. Also, if there is very effective collaboration, not just parents but coaches as well are very helpful in return.

“Blue”: I would say it has a positive effect...

Here is an example from “Blue” parent about how coaches help parents:

When the trainers talk to the children, they were saying: Your families are making sacrifices for you, and you have to pay for it. The payback is not a sporting success of 100%, it is putting in the required work, work that is needed to be done, so there is no such thing that you'll always be the champion of Turkey if you work very hard.

“Brown” told that that the support they provide to the child even affects his/her capacity or willingness to work.

“Brown”: Of course, it does, at least he's readier for class. You know, a tense situation at home or at school, and I'm making sure he doesn't carry an angry, stressful atmosphere here. And that makes them perhaps more comfortable.

“Orange” parent established that when the support from the parent side increases, the coach-athlete relationship progressing. However, when the parent produces negative behavior towards coach it will inevitably cause a hitch in program. Also, if parent will not produce support or interfering with the coach's work, it may cause difficulties in working with a parent as well as with athlete.

“Orange”: When you increase support, the relationship between the two is progressing. When you become a negative parent, you will inevitably cause a hitch in the lessons. Now, if I don't like anything, if I do anything in the opposite direction, if I don't provide support, the coach would have a hard time working with that parent and child.

Also, “Orange” parent gave an example of how the relationship between a coach and an athlete can change with a particular case:

For example, we didn't get a lot of lessons last year, for some reasons. Therefore, we could not achieve success with a small number of courses. When success did not come, we started to question why it did not come, we argued with the coach a little. He says, ‘Because there are few lessons, little work has been done, success may not come at first’. We always give support, we do our best, but here I am not a fan

of the parents being involved, as I said, you surrender to your coach, if I get enough notification, it is enough for me but this is not valid for every parent unfortunately.

“Orange” parent described the situation in a very clear language that is the parent who determine the coach-athlete relationship, and that it is mistake of the parents in many cases that the relationship between the coach and the athlete does not develop or the parents are not satisfied with the results from the competition. If the minimum number of lessons is taken, it is very difficult for the coach to develop the child as needed or establish contact with the child if there is not enough time.

“Red” parent to this question was that certainly, parental support affects coach-athlete relationship positively. The reason for such positive influence is that parents aloud child to work in the club, spending more time there, this for sure reinforces the relationship, and makes it tighter, and this is reflected in the competitions and also extra motivates the child.

“Red”: Certainly, it affects positively because why? He is here at the club, spending time here, working here, of course, reinforcing that relationship, which makes it tighter and this is reflected in competitions and the child is motivated differently.

“Green” parent interpreted that their support totally affects coach-athlete relationship. For example, if there is the harmony with parent and coach, the coach already handles the children before you. Ans If coach's thoughts transfer by parents to the child in parallel with the coach and child see and understands that parents are stands behind coaches did, parents could observe that the child becomes more confident both with the coach and with the family, child’s loyalty to the club increases and loyalty to the dance increases as well.

“Green”: It totally affects it. For example, if you are in harmony with the coach, the coach already handles the children before you. So, you transfer your thoughts to your child in parallel with the coach and see that you are behind him, you see that he is more confident, both the trust with the coach and the trust in his family increase. In this way, his loyalty to the club increases and his loyalty to the dance increases.

In the end, in response to this question, parents told that they greatly support the child and mentioned that this support helps the development coach-athlete relationship quality. For example, with the support of parents, child's confidence in coach, trusting parent, loyalty to the club and dance commitment increases. By the nature of the case parents expressed that. When parents become negative parents, foremost it will cause a hitch in lessons. Moreover, if parents will show their dissatisfaction in everything, will not provide support, or be pessimistic about everything and everyone, for the coach it will be unbearable and very hard to work with this parent and child. And in addition, the parents point out that if from the parent's side there is a very supportive behavior, the relationship with the coach, it is more pleasant for the parents and the child to work in such positive atmosphere. For example, if parents give preliminary information about the child's condition on that day, or listen to the coach's opinion, or cooperates with the coach when it is required, all sides, coach, parents and especially child are in a state of excellent motivation.

4.2 Coach-Athlete Relationship Quality

4.2.1. Closeness

In what ways are feelings of trust and respect a factor of an effective coach-athlete relationship?

All six coaches agree that mutual respect is very important, and it strengthen the coach-athlete relationship. Also, five of the six coaches noted that trust is an important detail, and without mutual trust, the coach, parent and athlete relationship can lead to disintegration. And only one coach said that nor coach not athlete should trust each other one hundred percent, but in this case, they have to be honest with each other, so the relationship will be more sensible.

Based on the "Gray" coach's answer the following was understood. The coach emphasized that the such feelings as trust depends on the individual's personality. Also, the coach

believes that you need to respect the person who teaches someone something. And under the respect coach means to betray the meaning of the thoughts, ideas, goals and wishes of the opposite side.

“Gray”: I think what you call trust is something about people's personality, it's about the person, both the coaches and the athletes. Of course, as a result, I think that a person should respect a person who teaches him something, but vice versa, the coach should respect the athlete. I don't mean that to respect is to do what he says, but he needs to respect his thoughts, ideas, goals and aspirations, and at some point, maybe he shouldn't push things.

The “Gray” coach also gave a very descriptive example on the topic of mutual coach-athlete respect:

“We had such a student; the child was a child who could really be a star in the world. He made a semi-final at the German Open and a final at Vienna or so. Today, people that competed back-to-back with him are world champions, he was such a high-quality athlete and left after puberty in the last 3 years, and he said to me, 'Teacher, when I enter the hall, I fall ill, I know, your expectations are too high, but I can't do this

The “Violet” coach guess that the general rule of this sport is mutual trust. According to the coach, trust in the coach is an integral component of this sport and the athlete unquestioningly should trust the coach. In the same way in order to bring the athlete to a certain level, the coach should have faith in the athlete as well. In another case, it is a waste of time for both parties. The coach's thoughts about respect were the same.

"Violet": Guess this is the rule for this sport in general. There is the person who does a sport, and there is the one who makes them do it, at this point, if the athlete or the athlete's environment does not trust the coach, it will be a waste of time. So, trust in this business is a must. In the same way, the coach will have confidence in his athlete so that he can take them to a point. If he is a good trainer, I think he either breaks the path with the athlete he doesn't trust or spends time for development in this issue. Respect is likewise similar.

According to what the “Lilac” coach says it was revealed that coaching is a 100 percent confidence based. If the athlete doesn't trust the coach 100 percent, easier to finish a

relationship and give the athlete an opportunity to find and work with another coach. Already coach's opinion is that trust and respect are interrelated.

“Lilac”: If you have no trust already, I am telling this very sincerely, they shouldn't come, they should go to a different trainer. As a coach, we want what we say to happen at a hundred percent. Not ninety, not seventy percent. We warn them several times but if it is not happening, we send them away. Similarly,

Relaying on the answer of the “Purple” coach, mutual trust and respect within coach-athlete relationships is very important. And if there is no mutual respect or trust from one side or another, then the athlete will not follow the instructions of the coach and the relationship will collapse.

“Purple”: So, trust and respect are very important. If your athlete trusts you and respects you, they will apply everything they receive from you according to their interpretation. Likewise, if you feel that something is missing in your athlete, your communication will be broken.

“Pink” coach divided his/her opinion about what the trust should be in the coach-athlete relationship into two, on the trust of the athlete and the trust of coach to the athlete. At the coach's opinion at first trust should be mutual, athlete's trust consists such futures as communication skills and good hardware perception. And trust from the coach's perspective s/he should get the self-confidence of the athlete first and then support the athlete in this matter, coach should also increase the confidence of the athlete and makes the athlete more successful.

“Pink”: First of all, the coach has to build trust in his athlete, because he will train him. The athlete must trust him to do what he says. In order to trust, the coach's communication skills and knowledge must be good. In the same way, the coach should trust the athlete because if you are training an athlete that you do not trust, there is no point. The important thing here is that the trainer also has to trust the athlete because it increases the self-confidence of the athlete and makes the athlete more successful.

“Pink”: As for respect, respect is something that should be in every aspect of your life, not just in sports. Clearly, good qualities do not occur in any environment where there is no mutual respect.

For “Black” coach the meaning of mutual respect between coach and athlete is equal to mutual trust. Not only athlete should respect the ideas of the coach, coach also should be respectful and evaluate the ideas of the athlete.

“Black”: Respect and at the same time trust between two people. Not only will the coach listen to the athlete's ideas, the athlete will listen to the coach's ideas. The coach should respect his athlete and evaluate his ideas.

How have these kinds of feelings been a part of the relationship you have established with your athlete?

According to the “Gray” coach there is never 100% confidence coach-athlete relationships, and this is the way it should be. Relying on coach's experience s/he believes that, neither coach nor the athlete trust each other. The coach stated that trust is equal honesty for him/her, if athletes will be honest with the coach it will suffice for him/her.

“Gray”: I don't think any athlete trusts the coach a lot, maybe he shouldn't. So, at some point, nobody should trust a hundred percent to anyone. I don't trust them hundred percent. Never. For one, there is a human factor, human factor means error factor. So, what I call trust is what I just said. Honesty means trust to me, honesty means. Let them come to me; ‘Oh my teacher, we want to learn from that X person’, without lying. I always let them go, let them see, don't do things behind my back. Trust for me is this. Other than that, I do not expect any trust, nor do I trust one hundred percent.

According to the “Violet” coach opinion such feelings as trust and respect have the impact on more strengthens relationships and trust in the coach-athlete relationship. Relying on the coach's thoughts this is a gradual step by step development; the athlete trusts the coach with regard to get a good education and the coach at the time of trusting the athlete gives a good education in return.

“Violet”: It is built on mostly trust; the athlete comes with the confidence that we will train him. We rely on him and give him good education. At the end of the day, the process is progressing with the belief that you will be a good athlete.

The “Lilac” coach thinks that there are such moments when the athlete may be offended or angry with the coach, but if the athlete trusts the coach, s/he knows that the coach always wants only the best for the him/her and this way athlete will be loyal to the coach. Thus, it can be said that at the heart of all relations trust is the most important part.

“Lilac”: The athlete can be angry, can be heart broken, but if he trusts the coach, she already knows that his coach wants the best for her and she will be loyal. So, the thing in the heart of the whole relationship is actually trust.

In addition, the “Lilac” coach gave two examples of trust and respect.

“Lilac” coach’s example of trust:

If you ask, children have lots of costumes on their minds. ‘I like this costume; I want to get that costume’. But when they ask us, we say that this costume is not for you, you have to wear a costume like that. Where’s the trust? They may not like the costume, they may not feel well with that color, but they have to trust us that they will look good on the stage and do it.

“Lilac” coach’s example of respect:

As for the loyalty part, it is like this thing, the sum of all of them; If they’re always trusting, and if they reap the rewards, we may be angry at them, we may yell at them but they know that it is for their own good and they stay loyal. But if they don’t trust, they look for other things and other teachers and going somewhere else.

“Purple” coach says that feelings of trust and respect in coach-athlete relationship are of great importance. Since coach create athletes from scratch, in the coach's opinion, mutual trust and respect for each other is a very important part of the coach-athlete relationship attitude.

“Purple”: It has a very important place. In proportion to success, one doesn't exist without the other because you're trying to create something from scratch. I think they need to have full confidence in your work in this.

To the “Black” coach’s opinion the loyalty in all the sports is unnecessary in any kind of sport. The “Black” explains that as a coach s/he should be open to any new information

coming from other coaches as the athlete should be able to work and perceive other coaches. Of course, all this should take place under the control of the coach and the ethical side between the coaches should be followed.

“Black”: I think that loyalty is unnecessary in all sports. People should be open to all information, I should be able to employ someone else as a coach. Or my athlete should be able to get information from another coach. The issue here is only ethical behavior among coaches.

The coach “Black” gave an example about the coach-athlete relationship collapse because of parental involvement. Because of parent and coach disagreement the athlete because of parent negotiation and because the athlete is underage and all of the decision’s parents made the athlete have to quit the club. Another example of parental involvement was a coach that did not meet expectations of the parents, they went from club to club and again were not satisfied, and in the end, they took the child out of dancing. The problem is that the coaches never have any problems with their athlete, the problem is created by the parents and their overinvolvement behavior in dance sport explained the "CC" coach.

“Black”: For example, we had an athlete. She made the student leave the dance for unfair reasons, for example, because of our conflict with his mother, or rather because of our intellectual incompatibility. Similarly, people that can't find what they're looking for in us, what I mean by this is as if the trainer is making the athlete win something. We had parents who were expecting this, one or two, and they went to other places. They traveled a lot and when they couldn't find what they were looking for, they stopped dancing. Apart from that, if there are people who conflict with their own egos or their own thoughts, they eventually stop dancing because of the parents, and that is what happens in the end.

In “Pink” coach's opinion the respect and trust feeling in the coach-athlete relationships are very important and at the same time should be mutual. And if there is no mutual trust and respect, in this case the coach would not like to work with athlete.

“Pink”: Feelings of trust and respect are very important in coach-athlete relationship. As I said, mutual trust and respect apply to all ages. Frankly, I wouldn't really want to work unless these are present.

What situations/circumstances would bring about negative feelings that may harm the relationship and cause you concern? Have you had experience of this? Please explain.

The "Gray" coach established that they are always trying to be professional and not personalize issues too much because they believe that most people act with emotions. Also, coach points out that we are humans and not mechanisms and even if we try not to establish personal relationships, we tend to become attached to each other, and since a person is not indifferent to you, they may offend you.

"Gray": We are all human beings, none of us are mechanical, and although I try not to establish personal relationships, I sometimes have emotional bonds with my students. At that point, the other person can break you because you have feelings for them. We can go through things like this, but I'm trying to be professional in general and I'm trying not to be too personal because I always think that people are moving with emotion.

The "Violet" indicated that in fact, the external factors influence the coach-athlete relationships. When the athlete somehow stepped into the hall, after a few attempts, coach-athlete relationship and trust in it begins. At these points, especially if it is assumed that the athlete is a child; comments from the parents, other coaches, referees, friends have an influence on the relationship. It does not matter if the comments are positive or negative about the coach. Mostly the child gets influenced heavily and, the athlete begins to criticize the coach which damages the relationship in the end.

"Violet": Third-party factors, in fact, if that athlete has stepped into the gym, after a few attempts, a relationship between the coach and the athlete begins, the trust relationship begins. At these points, the parents, another teacher, another referee, friends, their comments about the coach positive or negative, are one of the things that directly affect the athlete. Assuming that the athlete is a child, and that he believes everything he hears, judgmental expressions begin to roll out of the athlete's mouth.

In addition to the above, the "Violet" coach gave an example based on real events from the dance sport field:

For example, an athlete, there are figures that she has to make in certain classes. There are also figures that are not allowed to do. At this point, after the competition, the athlete says: 'Teacher, my mother said that if I actually made different figures, I would be the first, I guess you didn't teach these'. However, in fact, the athlete or the parent is not in a position to know this. At this point, the athlete can create the following perception: 'I could not succeed because my teacher gave me incomplete information'. Of course, success is one or zero here, if she was the first, or not.

The "Purple" coach expresses the opinion on the fact that if the athlete at the beginning of development does not trust the coach and does the demand to work with other coaches, this can destroy all trust and respect and will lead to the relationship collapse.

"Purple": For example, if he wants to work with others at the beginning of the road, if he acts without consulting me and makes changes, I think these shake confidences.

The "Black" told that the athletes are not a problem at all, however the parents of the athletes are the factors that may lead the coach-athlete relationships to collapse. And also, the coach added that because of egos of the parents and the issues they caused, athletes were leaving the club.

"Black": Because the students were small age groups, we didn't have any problems with them, but there were parents who had problems. We had athletes going to other places because we couldn't agree with the parents' own egos.

"Pink" coach mentioned that they never had any experience in trust or respect, however, they had many experience on loyalty. They believe that they have always shown their self-confidence and respect to the athletes and parents and in return received reciprocity in these feelings.

"Pink": Obviously, I've had many examples about loyalty, but I haven't had a lot of trust and respect issues, because I've always shown my self-confidence to people or athletes, families, and so on and I have shown that I trust the student I work with. I told them about the shortcomings in a nice language and tried to improve it. So, I think I've gained the confidence of my athlete. I had no problems with respect.

Therefore, the “Lilac” coach never observed the behavior from the athlete side that may harm the coach-athlete relationship, however there are a plenty of situations where parental behavior led to the destruction of relationship. According to the coach, parent’s thing that they understand everything about dance sport, and they see it as their job. Especially during the competitions, parents sitting on the tribune and watch the coaches’ behavior to their child and compare the coach's attention to their child with other athletes from the club. Also, parents have idea about everything like what coach's attitude should be against their child, what kind of a competition environment it should be, as if they came from the Olympic Committee. And if all of the thoughts and have a conversation about that coach did not take a proper care of their child, child starts to get that feeling and then the child' faith of the coach weakens inevitably. The child thus begins to interrogate each step of the coach. Coach is becoming disturbed by such behavior of parents and finally, this behavior of parents interferes the coach's work and at the end lead to the collapse of the coach-athlete relationship.

“Lilac”: I mean, we've never had anything like this with our athletes, let me tell you the truth. In general, such a situation happens with parents. Especially during the competition. In fact, the bleeding wound of dance sports, sitting in the bleachers for hours and watching you as watching a movie. 'How much is the coach interested in my child, how interested in someone else's? And that parent has an idea of what kind of interest there should be in his mind, what kind of a competition environment is it? and everything. It's like they are coming from the Olympic Committee. And then he says: 'You're not interested in my child, you did it, you did that'. This is the exact thing, when the gossip spreads and starts to be talked about, this time the parent does not trust. When the parent does not trust, the child starts to feel this feeling even though the parent says that they did not tell the child. This time you see in the eyes of the child that they question your words. Like 'I wonder if I should do it?', or I really feel like they are looking at me like that, I'm having some problems with parents. You know, this is a worry for me, it's a factor other than dance ...

4.2.2. Commitment

In what ways is it important to you to be committed to your coach/athlete?

The "Gray" coach said that they are trying not to make such a loyalty connection and prefer to keep distance and professional relationships with athlete and their parents. Also, they mentioned that there are office hours with coach if parents have any questions, they could make an appointment or have a conversation with the coach's assistants. Moreover, even if coach is in a very good relationship with the athlete or parents, meetings outside are not acceptable.

"Gray": I try not to make such a connection with my student. I mean, I only keep my relationship in business. A student, a student who plays in such high places ... His parents wanted to meet me outside. So, I told them I wouldn't meet outside of work and invited them to the office. They came to the end of the lesson and we met here, so I'm trying not to build anything personal with them. I have office hours, they call at that time, if they want to talk about their children, they make an appointment, or they call my assistant. So, I try to keep it as professional as possible.

The "Violet" coach explained that dance sport is a competitive branch, and at some point, it requires ambitions in coach-athlete relationships. And the commitment to the athlete exists around these. For the coach, it requires to keep an eye on the athlete's progress, and to be committed to the athlete which means that coach will follow the progress more easily. If there is a distance in the relationship, a gap may occur.

"Violet": We do sports. At this point there is a certain ambition in coach-athlete relationship. My commitment to my athletes requires that I always supervise their progress. That way I can follow them more clearly.

"Lilac" coach told that they have a great responsibility, they always feel commitment to the athlete. By responsibilities they mean that the athlete's parents trust the coach and doing what the coach says, which results in the athlete becoming the coach's product. Meanwhile coach does their best in order to put the athlete to the stage at their best form. Therefore, according to this coach being committed to the athlete means being responsible for them.

"Lilac": Of course, I'm always attached to the athlete, and once in a way we have a huge responsibility to bind us. I mean, above all, because that kid is trusting or his parent, doing what we say, and we're going to have to take him to the

maximum and put him on stage. So, this commitment comes from responsibility, I feel it. Beyond that, in the same way, whatever is best suited to him, we have to explain and provide the most appropriate way for his hair, outfit. So, there is such a commitment in terms of business relationship and responsibility. We don't dance on the stage anymore; they dance for us. He represents us in the best possible way. Emotional commitment... of course, you get attached, it can't be helped.

The "Pink" coach says that in sports, the tendency is to go towards the goal and while doing it, the point is that the coach and athletes go through a lot of mutual exertion by spending much effort on the training sessions and the competitions. A common goal leads to a rapprochement of the coach and athlete, and also helps to develop relationships while achieving the goal.

"Pink": Let me tell you, there is a labor in sport, you have to go towards a goal. As you walk towards that goal with your athlete, you are automatically connected to each other.

"Purple" coach states that everyone in their environment insists that being too committed to the athlete leads to the negative consequences. But according to this coach, being mutually committed gives them a sense of selfless work and is important for the coach.

"Purple": Everyone says it's very negative, that we're so committed, that's a job. They say it's not right to tie up so much. I feel that my devotion to them, their commitment to me, that I work more selflessly. That's why it's important to me.

The "Black" coach says that being attached to the athlete gives them the opportunity to transfer the information about their dancing experience. In addition, the coach notes that in order to teach someone something, you need to have a trusting and committed relationship to each other. This is a very important point, because it allows one side to share information and experience, and the other side to perceive and use this information and experience. Thus, both sides feel satisfied in the working process and this increases their productivity in work and development according to the coach.

"Black": I am happy to pass on the information I have. I am happy if there is someone who receives this information, but first of all, our relations should be smooth so that this information transfer can be realized in a healthy way.

What aspects have contributed to committing to your coach/athlete and sport over the years?

“Gray” coach told that the commitment to the athlete is the love which the coach feels towards them. Also, coach expressed that there are athletes that they have been working with for 12-13 years and now they also became coaches at the club. So, it is normal to be committed to the athletes otherwise coaches would be non-human. In short, the commitment between the coach and the athlete led to working with each other as colleagues over the years.

“Gray”: There are athletes that I have taught for 12-13 years. Now they're my coaches, so they teach at my school. I love these people. I love these people out of work because I've worked so hard and they grew up right before my eyes. So, this is normal, a very human feeling. Other than that, I don't have relation based on business with them. Only a bond of heart is formed over the years.

The "Violet" coach expressed that the commitment that they felt to the athletes allowed them to love coaching as a career, more. The coach expressed that a group of individuals with strong connections or communication may develop faster.

“Violet”: It made me love and love my job more because interconnected people may advance some things faster.

The "Lilac" coach told that years spent working with an athlete made such contributions as growing together in dance sport, while every success and every failure, every contest abroad turns into a very valuable and great experience that connects and improves the coach-athlete relationship.

“Lilac”: So, athletes contributed. We live together so much that, the same success and failure, and the experiences we have together. We grew up with many of them, went to competitions abroad, you spend a lot of time together as a family and in fact these create a very serious commitment.

“Pink” coach tells that being committed to the athlete with whom the coach worked for a long time, earned the respect, compassion, affection of the athlete. Coach's devotion to

the athlete and these factors maintain the coach-athlete relationship quality that makes the coaching progress satisfying.

“Pink”: I think I can say that my commitment to my athlete is sincerity, respect and maybe a sense of compassion. I really liked them, the athletes we worked with, at the same time I respected them and tried to make a very self-sacrificing effort. So, there was something that developed that commitment. Even though I still don't work with many of these athletes, I feel their respect, loyalty and love for me, which makes me happy.

The "Purple" coach says that as they take athlete from a young age the athlete and the coach grow and go along development in dance sport together. The athlete sees their coach as the closest person, with whom they could share everything, and in the meantime, the coach is trying to contribute their maximum. Thus, these contributions to by the athlete's trainer strengthens their attachment to each other while developing in this sports domain.

“Purple”: They are growing right before my eyes because I work with young children. Sometimes they see me as a friend, a brother and a sister, they share everything with me. I try to contribute to them as much as possible.

The “Black” coach says that the greatest contribution to the dance sport and the coach-athlete relationship was made by the fact that the coach always worked with those children who really wanted to engage in and develop precisely this kind of sport, not parents nor other external factors forced the athlete to engage in dance sport. The biggest part of the coach-athlete commitment is that they share a common interest, which is dance.

“Black”: I have always worked with children of my choice. One of the most important factors that make up the bond between us is, probably, that an athlete wants to dance. They come with their own wish. I'm especially telling the parents, if you want your child to come to the dance, let the child not come, let them come if they want to. They may fail now, but they will succeed if they want to. This is the part where we have the biggest bond. The common denominator is the dance sport, with the children.

How would you feel if the current coach-athlete relationship were to be terminated?

The "Gray" coach emphasized that in the past, since there were a few athletes at the club, they gave themselves completely and worked for wear, by sacrificing their own time and energy, and after eighty percent of the athletes quit dancing, they realized that they simply damaged the athletes by surrounding them with the coach's increased attention. And now, relying on the past experience, the coach says that the commitment should be shared fifty-fifty between the coach and the athlete, and in this case the relationship will be more stable and healthier. Furthermore, coach stated that when the coach-athlete relationship comes to an end, this is not a reason to be upset for the coach.

"Gray": So, there are times when it's over, frankly I don't feel bad at all. I had very few athletes then, I had 5-6 pairs. I used to work with each of them for two hours, we stopped 11 at night, 12 at night. I took care of everything from eating, drinking, then 80% of those athletes stopped dancing, and I realized that it takes more than a few buckets of water to turn the water wheel. I think me being this much attentive hurt them in a way. So sometimes some things need to be 50%. The athlete should not be going because you keep pushing, you will push 50%, he will go 50%. However, if such a balance can be established, it is a healthy relationship. Otherwise, a relationship that is constantly pushed and given by one side is harmful for both sides

The "Violet" coach had an example of a recently finished relationship with the athlete where the coach expressed that there was a mutual contribution. From the athlete's side an emotional and financial investment was made whereas the trainer invested mostly emotionally and physically. One assumes that the relationship may end one day but when the time comes a feeling that all these efforts are wasted settles in.

"Violet": There are relationships that have just finished, meaning in sports. I felt it was a pity, in fact, because an investment was made. The other party's financial and spiritual, perhaps more spiritual and physical investment from the coach. One assumes that it will last for many years and then end, but at the end of the relationship, one thinks that all these efforts are wasted.

The "Lilac" coach expressed that if the coach-athlete relationships will collapse, the coach will feel badly. The coach also noted that the idea of ending the coach's career came to his mind. Since the coach runs their own club, they thought only about running the club,

but even the idea that the coach would no longer coaching was very frustrating to them, because the coach had sacrificed their career and not work in order to progress in coaching.

“Lilac”: Bad. Why should it end? I would feel terrible. I mean, it's not like we didn't think, you know, since we have our own sports club, frankly, can we just stop coaching and just go to management? We thought if things got too big, but then we saw we would be really unhappy, so we're trying to make them work together. We left our job to dance, so don't let it end, we would be sorry.

The "Pink" coach said that if the coach-athlete relationships end, at first, they are going to question themselves, make an assessment and determine if they are the culprit of the coach-athlete relationship collapse. However, if the culprit is other external factors there is nothing to evaluate says the coach. Also, if the athlete wants to break off relations, according to the words of this coach, they will even help and support the decision, after talking with the athlete.

“Pink”: Obviously, when the coach-athlete relationship ends, I question this; Is it something that came out from me or not? If there is a reason related to me, I can criticize myself and try to improve it. Although if there is a reason not related to me, there is nothing I can do, it is a decision of the athlete in front of me. If it would be better for them, I also supported them to make that decision.

The “Purple” coach expressed that if the coach-athlete relationship will end, they would feel bad. Also, the coach noted that logically they understand everything, however, after a while working with the athlete, it creates a feeling of commitment and, in this sense, when relationships ends the coach feels upset.

“Purple”: I would feel terrible. They become like my children after a p, and this isn't actually the right thing when we look at it logically, but it's something that you both emotionally need and are very upset about its absence, I would feel sad.

The coach "Black" stated that the reason for the end of the relationship is very important and coaches' attitude towards the situation depends on it. If the reason is, for example, moving to another city, the coach will certainly be upset, but if this will be beneficial for the athlete, the coach would only be happy and keep it strictly professional.

“Black”: It depends on the conditions that it will end in. For example, a student is going out of town, we are leaving the dance. I feel sorry for him, but if he's in a position that will be good for his life, I'm happy for him. It's important for me that the athlete who goes is happy. I don't think it's going to change much about my feelings, because I'm looking at it professionally.

4.2.3. Complementarity

How do you approach your coach/athlete during a training session?

The "Gray" coach tells that there is a balance between giving and receiving. It means that if the athlete is not a hundred percent at the lessons and they are not motivated as the coach it is a very time consuming, energy taking, exhausted and unpleasant process for the coach. Yet for both, depending on the approach of the athlete, the lesson process can turn into an interesting experiment where the parties are taking pleasure and becomes interested in the result of this process. Thus, relying on the foregoing, the coach explains that the coaching approach depends on the athlete's approach.

“Gray”: It changes depending on my athlete's approach. I mean, there is a person in front of me, there's the balance of taking and giving. We are human beings after all, and in fact it is very difficult to give education, because you are constantly giving something from yourself. Teaching is really a consuming thing, because you are trying to teach and tell something to the other person. If the person in front of you is not as motivated as you are, you are looking at it and see that it has exploited all your energy. Therefore, my attitude depends on both their approach in the course and their approach before the course. So, my effort changes accordingly...

According to the "Violet" coach, it was clear that the coach always has an action plan and lesson routine. But the attitude of the coach towards athlete and his approach depends only on athlete's and their readiness to work.

“Violet”: There is a lesson process that I do in accordance with my character, there is a lesson routine. To start on time, to push the athlete to get the best performance in that lesson, to force him. When this can be updated; If the athlete is very good that day, if he came very happy, if he is ready to take too, I can give him more. On the other hand, if the athlete is closed that day, and if he hasn't done his mental preparation well, another helpful topic might be needed: what can I do to increase it that day?

The "Lilac" coach told that the approach at the lesson depends from athlete to athlete. There are some athletes who are self-disciplined and it is easier to work with them and the approach is softer to them because they understand everything immediately, and there are others who work from the kick, of course the coach has to change his approach to the strict one, it is harder to work with them. They have to be in control of themselves and keep the athlete under control all the time. This makes the lesson exhausting says the coach. The coach also complains about the constant sense of control of the parents, even when the parents are not allowed to attend the lesson, they find ways and watch the lesson, and after the lesson it gives the coach excessive discomfort because of the unnecessary parents' monologues about how to conduct the lesson.

"Lilac": It changes a lot according to the athlete. For example, there are self-disciplined students, their age is older, they understand what I want, and if it's a good day, I can go on by teaching the subject calmly. But, for example, there is a little one I'm teaching today, it's the reason I lost my voice. For her it takes yelling, I mean really pushing her hard, for another it takes a softer tone, and lots of encouragement. If I had a problem with a student, we're trying to reset our minds as we go into class, but we're human after all.

The "Pink" coach says that first of all they observe if the athlete completed the previous task of the training, if the athlete does everything the coach said, then their approach to the athlete are more positive and thus the level of the lesson increases. Nevertheless, if the athlete did not complete the task and did not train before the new lesson, the coach first finds out the reason and if there are no valid one for not practicing, the coach then changes their behavior to a harsher one and then the lesson is just about repeating the earlier topic.

"Pink": In training, I first pay attention to what the athlete has done since the previous training to the next training. If my athlete has studied the subject studied in the previous training, that is, he has done his part, he has done the training that session begins to pass more enjoyable, because it is the path to the next stage. But if it is incomplete ... The athlete has not been able to exercise, there is no valid reason, first of all I try to get him mentally out of this thought pattern. First, I talk about them, and then I switch back to that daily training again.

The coach "Purple" has developed their own style where they are more concerned with the athlete, they do this in order for the athlete to understand and accept the seriousness

of the training. The coach can constantly change, and it depends on the athlete's mood for training. Also, if the athlete does not fulfill the task assigned to them, the coach shows how much they are disappointed, so that the athlete no longer repeats that behavior. The coach says that they are not robots and they also like to joke, but rigor in this sport is very important, so the approach depends on the athlete, the coach only adapts to the situation.

“Purple”: I approach the athlete a bit seriously so that he understands that this will be serious, but all of my lessons pass with jokes, friendship, and anger if necessary. If he didn't study the subject that I gave that day, I would be a little disappointed so he could feel it. If he has wasted the effort, I make him feel that, so he doesn't repeat the same thing.

The “Black” coach says that since they work with children to a greater degree, and by nature they are all individuals, then the approach to them should be appropriate. The coach explains that there are such athletes, even if they have been working with them for years, they still cannot even joke with them, because they understand that the child can misunderstand this joke and it will be a problem. There are such children with whom it is very easy to work with whom you can joke and scold when required, there are those that only a strict relationship works. The coach emphasized that their attitude and approach depend on the character, behavior, attitude and approach of the athlete.

“Black”: It varies according to the athlete. I approach some with friendly, loving jokes, while I can be harsh to others. In fact, I can be hard for the athlete who I think can handle that toughness. We have a different attitude for everyone because, as I said, the people we work with are children and sometimes they cannot think of everything as an adult would.

How responsive do you feel to your coach/athlete’s requests (instructions, desires)?

"Gray" coach stated that people are very selfish, and their desires can be endless. In the lesson, the coach completely gives themselves one hundred percent, but coaches need to set their own rules and know their limits and do not let others interfere in personal space. Therefore, for this coach it is most important to give the athlete not what they want, but what they need. And if the coach feels that the athlete does not trust the coach in what

they are teaching, then the coach's attitude changes, and they limit the communication to a minimum. Thus, the coach makes it clear that their reaction to the requests of the athlete depends on the athlete's behavior.

"Gray": Because people are so selfish, their desires can be endless. My own limits are very clear, my rules are very clear. I give everything I can during the time my classes start and end, but other than that, I don't let them consume me in my own hours, so what they need is more than what they want.

The coach "Violet" emphasizes that they are fully responsive to the athletes that maintain strong commitment and trust with the coach but with those athletes who do not want to give themselves completely to dancing, the coach does not feel very effective.

"Violet": With the athletes with high levels of loyalty and confidence, I am actually close to 100 percent, ready to give them everything, but if the time spent by the athlete, the energy spent by him, and the spirituality are less, I present myself to them at a lower level, perhaps.

The coach "Lilac" emphasizes that they do not think that they fully respond to the requests of the athletes, since this coach works with children for the most part, because of the age of the athletes, they do not know what they want. There are a lot of athletes in the dance club with whom they have been working for years, and who work out six times a week, they state that they can provide such athlete with full support, both phasic and psychologically, as they spend the whole week working together. The rest of the athletes can rely on the support they deserve, as in the coach is not sure that how they can support an athlete, whom they see only twice a week.

"Lilac": Of course, most of our athletes don't know what they want because of their age. Technically, I do not think that I fully support them. I can't say it all in terms of tactical and psychological support, because there are so many athletes and we can't be in the same closeness to all of them. I think we can't touch the athletes that we see once a week, two times a week, because of the rate of lessons, can't do so much in terms of moral motivation and psychological support. But there are athletes that we see for 8 hours a week. We're almost sleeping together. So, we can give them full support.

The "Pink" coach says that at first the coach does not know what the athlete wants, according to the coach's thoughts their role composes of proper preparation and development of the athlete in the dance sport. The coach is a guide for the athlete in the field of dance, then when the athlete develops their skills and gets to a certain level, they begin to understand what they need and how to work appropriately. But until the athlete reaches this point, the coach guides the athlete in the sport domain.

"Pink": First of all, I don't know much what the athlete wants. At first, we teach him to be an athlete. We teach them what to do, what to learn. Then, as the athlete matures over time, he will begin to understand his own needs, but this process is a very long process. But as I said after a while, their needs and desires are becoming more important, then we need to focus on what they want. But here the coach should always be one step ahead, the athlete can ask for something, but it's always more important that the coach directs them.

In the "Purple" coach opinion they are very productive and responsive most of the time regarding the athletes' needs or requests. The coach says that while they are in touch with the athlete and they have very cooperative relationships they could answer all of the needs of the athlete.

"Purple": I think I can meet ninety percent of what they want as long as they stay in touch with me, but what's important is that the athlete can communicate this with me. I think I did it because they wouldn't have continued if it weren't for that.

According to the "Black" coach, all athletes are very individualistic, and you need to look for the right approach to engage them. They also think that as a coach, they mostly understand whom and how they should teach and find an approach that will help. In addition, the coach notes that they did not have problems in communicating or the handling requests of the athletes, since they are all young aged and needed to be instructed by the coach.

"Black": We are trying to teach the truths we know. I think I am good enough to convey them. I think that I am qualified in technical and tactical knowledge and my athletes receive it in line with meeting the expectations. But as I said from every child, our expectation is not the same. There are some, they are copying what

you are showing instantly, there are others who understand what you say instantly, there are others who need time.

Has the level of your cooperation ever been challenged and for what reason(s)?

Answering this question, "Gray" coach told that the commitment of the athlete makes them keep their word on pre-spoken issues. The coach gave an example about planning course hours to explain this situation.

"Gray": Sure. For example. I bring a foreign trainer; this is a commitment for me. Before I bring them here, I ask people: How many lessons will you take? They tell me we're going to take 10 lessons. Then comes this person comes and says that day, they don't want to take these 10 lessons, they had a fight with their partner. What am I doing? I'm not giving them lessons from such a foreign trainer. So, what can you say? After all, I pay everyone accordingly.

The "Violet" coach expressed that if they did not have a vacation for a long time and they worked for wear and tear, in this case they feel exhausted and ineffective and therefore, in their opinion, the relationship between the coach and the athlete is affected negatively.

"Violet": Long periods, when I work without a holiday, without a day off, maybe it turns into being unable to continue anymore. We need a vacation. At that point, if I didn't regenerate myself, I think my classes are not efficient. I think my classes are not efficient after working for a month or two without a holiday. At that point I can't actually respond to requests.

The "Lilac" coach told that there are a lot of reasons and all consists in the excessive intervention of the parents. Parents are involved in topics that are not directly related to them, for example; how judges should judge the competition, or discuss the children's choreography and doing comparisons, or some parents try to take the place of the coach and gave tactics to the child during the competition.

"Lilac": Which one should I count? We have many reasons. The first is that the parents are involved and do not know how much they don't know. Regarding the scores of the referees, telling the children this dance was good and that dance was bad, for example, there were parents trying to give tactics on the sidelines. Actually, all the problems are related to the parents.

The "Pink" coach told that usually the coach-athlete relationship or cooperation is affected by external members. Such as parents, other athletes, peers, other members from the family.

"Pink": There may be others. What is this, may be another athlete, or the athlete's family, parents and so on. Frankly, I didn't have a very big problem with the athlete, but even if I did, if I had something to solve with the athlete, I would solve it if I can, but the most important factors damaging the relationship are usually external factors.

The "Purple" coach says that there are an inexhaustible number of factors that can affect the coach-athlete relationship quality and level of coach-athlete cooperation. However, the very common factors are parental and peers' involvement.

"Purple": It can be caused by families, external factors, friendships...

The coach also made an example where, due to a quarrel between the parent and the coach, the parent took a very talented and working sportsman from the club:

Actually, it wasn't from the kid. Because of the argument we had with his mother, he was an athlete I liked very much, he quit sports. His mother took him completely off the dance. His best friend was dancing with me too. When his best friend left the club, he felt distant and lonely, so his efficiency dropped. It seemed as if he was walking away from us, and I think that his mother found me guilty of him feeling alone. He went away from me for a while, but then we went back to our old communication.

The "Black" coach emphasized that parental attitude influences the coach-athlete cooperation. By the parental attitude coach means the issue which is repeated every year. They explain that as most of the parents works, they would like to send them to their grandmothers and grandfathers, so that the child is supervised and rests at the same time. But parents cannot understand that dancing requires constant physical support and exercise. And if the athlete spends the whole summer without dancing, then they will not be ready for the next season.

"Black": The parent has this attitude, for example, in summer we experience this problem in general. The children go on vacation, but this is a sport and it requires

continuity. Parents usually don't want to leave their children because they work. Instead, they want to send them to their grandparents. We have conflicts with the parents regarding these issues. Children want to spend that summer dancing, let's say sometimes we cannot because of physical conditions. Our progress is paused accordingly.

4.3. Perceived Parental Influences

4.3.1. Closeness

In what ways has athlete's parent affected the level of trust and respect you have experienced for one another?

The "Gray" coach claims that the parents have a very big influence on the coach-athlete relationship quality. Since the child cannot make his/her own decisions, parents make many mistakes interfering with the work of the coach. For example, coach give a lot of effort and years to train, develop and take the couple to a certain level, meanwhile, parents quarrel with the partner's parents and so do not want their child to continue dancing with this partner. Consequently, all the coach's work collapses, as well as the efforts of the child. And even if the athlete changes the partner, the same thing happens, because if the parent does not change the attitude and does not show a respect to the work done, it becomes futile.

"Gray": If the child is small, it does, so as the child cannot decide for himself or herself and sometimes parents can make mistakes that can harm the child. Therefore, our relationship is also affected. You make an effort, the man makes a whim, separates the child from his partner, what happens, happens to your effort. You are uncomfortable too; he comes later on and says he cannot find a partner. You find someone else, and the same thing happens, because as long as the man hasn't changed, you can change the partner as much as you want...

The "Violet" coach says that parents influence the trust and respect coach and athlete feels to each other. The coach explained that it is happening because of parental ignorance about dance sport. When such a problem arises, coaches take it seriously and try to educate the parent. And sometimes the parents don't believe in their child and only after the first

or second competition, parents start declaring such things as this sport is not for their child, they can't do anything or they are hopeless. And no matter how hard the coach tries to change the attitude of the parent and supports the athlete, at the end of the day when they are home there are parents who criticize them over their performance as if they were the coach. The child begins to think that he cannot do this sport and feels constantly unhappy, states the coach.

"Violet": I think that the ignorance of the parent does not change our ability to do business. But why? Because the character of each person is different ... According to the character of the parent, according to the character of the child we teach something. At this point, if the parent has made such an uninformed, negative comment, rather than reflecting it to the child, we first spend time on the parent's education. That motivation of the parent, that unhappiness in time... Then there was one, if the child is also biased, then our work becomes twice difficult, at that point decaying begins.

The "Lilac" coach accentuated that if the coach has any misunderstandings with the athlete, they don't want to listen or don't complete the tasks and if at that moment the parent tells their child that they need to listen to the coach who only wants the best for you, then this is an example for an ideal support for the coach. But if the parent does not support the coach, this leads to the further disobedience of the child.

"Lilac": It affects a lot, there is such a thing as family education. There will be times when the athlete is absolutely angry like that and doesn't like what we say to him. So, if we see additional support from the family, that is for them to say: "My child, it is true what your teacher says, and tell him what problems you have", this is perfect support for us. Or if the parent says things like "Your teacher is a little bit problematic like that", if they don't back the coach up and starts to protect their child, that relationship will actually be a thing to wear out.

In your opinion, how can parents become a distraction in developing trust and respect in the coach-athlete relationship?

The "Gray" coach claims that since children at a young age do always not know how to control their feelings, parents act as the levers for controlling the child's feelings. Parents

teach the child what sympathy is, responsibility towards others, discipline, and so on. But for example, if the parents themselves does not know how to manage their emotions, then how can they teach this to their child. How a parent brings up his own child, and how he teaches a child how to relate to other people greatly affects the coach-athlete relationship quality.

“Gray”: That can affect it in this way, because the children are too small, they do not know how to manage their own emotions. The parents need to teach them some values such as empathy, responsibility and discipline. But now, when there are no values in the parents... Then of course, the child cannot be an athlete with discipline. He doesn't want to come to class, he doesn't want to come to the competition, he doesn't want to enter the competition, he wants to cancel the course at the last minute, leaving his partner. I think they all affect relationships.

The "Violet" coach told that the parental involvement completely influences the trust and respect coach and athlete feels to each other. The coach says that very common mistake made by parent is that when they feel disrespect or distrust towards the coach and discuss the situation with the coach while stating that they never discuss these feelings in front of the child. However, according to the coach, there is no doubt that the parents discussed this situation at home, and even if not, the child feels it anyway. At this point, athlete-coach relationship starts to decay. But it all lasts until the moment the parent stops interfering and everything returns to its place and the coach-athlete relationship starts getting better.

“Violet”: It can affect one hundred percent, because the parents reflect these feelings of distrust to the child about the coach. It is even a very common mistake. Parents tell that they never say anything in front of the children, they say these only to me but even if the parents only felt it, the child feels it too. If the parents have felt confidence in the environment, the child feels that too ... The relationship between the child and the coach moves forward more safely when the parents can pull themselves back.

According to the "Lilac" coach, parental involvement can distract the trust and respect in the coach-athlete relationship development, in such cases as parental distrust to the coach also develops the athlete's distrust to the coach. The coach replies that the parents forget that no coach will ever wish a lack of success for their athletes, they say that excessive

interference and lack of trust of the parents lead to the absence of trust and respect in the coach-athlete relationship, and usually the athlete is who suffers the most. In the situations where the parent fully trusts the coach, it also leads to the confidence of the athlete. And this type of the relationship is more acceptable in our work, states the coach. They underline that by the fact that the parent's trust allows the coach to work more freely, and in the coach-athlete relationship, trust and respect develops much faster and under such comfortable conditions, even achievements in competitions are usually higher and they are achieved faster.

"Lilac": If the parent trusts, if they say my child will do what you say, it changes the communication between us because when the parent says so, we can do whatever is right for the child freely. When we do, we get the right result from what we do. This time the child is successful and happy, and because he sees that we are behind this success, he says, 'I did what the teachers said, and I succeeded'. In general, it is very difficult for the child not to trust... Trust and respect bring success. How can it negatively affect? For example, we have a parent who was officially expelled from the club last year, we couldn't even talk to the child, without explaining anything, because he suddenly broke away from us, for example, this is terrible distrust.

The "Lilac" coach also cited an example of excessive negative parental involvement, which led the coach to decide to remove the parent out of the club. The coach also said that they were very upset because they could not even talk or explain to the athlete why this happened, this led to the coach's feelings of guilt towards the athlete and in their opinion this situation developed a catastrophic distrust in the athlete towards the coaches:

"Lilac" coach example: The parent talked behind us, after the competition, such as to themselves ... Do not give him lessons, look at the result, let's take lessons from the standard category or something, they tried to get involved in the programming process. They made a program of their own and made a scene, and we fired them, so we fired him so that they couldn't come through our door again... The relationship between us and the child got completely destroyed at that moment.

"Pink" coach told that the parent's stance in the athlete's trust and respect to the coach is very significant especially for children athletes. The importance of parental behavior toward the coach is because children imitate the behavior of their parents. Naturally, if

the parent demonstrates a positive, supportive and trusting manner, the children becomes positive and supportive to the coach. Otherwise, if the parent's position towards the coach is distrustful, this leads to the child's lack of confidence in the coach, as well as problems in the coach-athlete relationship.

"Pink": Parents need to trust the coach, just like athletes. In the trusting part of the coach, the parent's stance is very important, especially in children athletes, children imitate what families do because children imitate what they see. Naturally, if the parent shows a positive supportive and trusting personality here, the children naturally become positive, safe and supportive to the coach. Otherwise, the parent's position, the child's sense of trust... or rather, if the parent does not trust, naturally the child starts developing distrust. This creates problems between the coach and the athlete.

The "Purple" coach emphasized that there are two types of parents and athletes as well. First type is very supportive and no matter what is the outcome from the competition, the parent never interferes with their decisions and trust the coach's guidance without any questions, the athlete repeats the parent's positive behavior. But when parents do not trust or think that the coach does not meet their expectations, the child begins to reflect the attitude of the parent.

"Purple": I see it a lot, I have two kinds of parents and athletes. Here, the parent always, regardless of the child's results, whether good or bad, because they trust us and say yes to our referrals without even asking any questions, we communicate in the same way with children in the courses. But when the parent doesn't trust us, they say that we don't meet their expectations and when they start to reflect this to the child, our communication with the child unfortunately changes according to this...

The "Black" coach thinks that the parental involvement factor is very important, if the parent trust the coach, the athlete also will and it will strengthen the coach-athlete relationship. However, if the parents have a negative attitude towards the coach, it will weaken the bonds in the team and with the coach as well.

"Black": Parent factor is very important. Even though you are the coach, the child's parent is the person who raised him. So, the child is likely to be similar to them personality-wise. That's why it's important that the parent trusts the coach. When

the parent trusts the coach, he imposes it on his child. Parents who support the coach, strengthen this athlete-coach relationship, while the parents saying: 'My child is number one, what do you know?' weaken the bond between the child and the coach.

4.3.2. Commitment

In what ways has athlete's parent involvement contributed to you feeling committed to your athlete/coach and sport more generally?

According to the "Gray" coach parents help them because they know and respect them as coaches and not because of coaches' commitment to the athlete. And when the coach asks the parents to get involved in any situation, parents are glad to help all the time and even one parent sponsors the studio says the coach.

"Gray": I have good parents who help me a lot. I think they do it because they love me personally... I mean, they don't just do it because of their children. When I need something, they help me because they know me. Or, for example, we have parents who sponsor us.

The "Violet" coach noted that parents must be involved because parents are important components for starting and continuing the child's career in dancing, because they are responsible for their child. On the other hand, parents do not need to be informed about the referee or about the technical rules in dance sport. Also, coach thinks that sometimes it is impossible to keep up with everything. Moreover, coach told that in some points when they are going to need help, it is acceptable to involve parents.

"Violet": In the dance sport branch, the parent has to be involved in financial support. On the other hand, parents do not need to be informed about the referees or about the technical rules... The parent's involvement in the coach's field, brings unhappiness and distrust. On the other hand, for example, talking to the coach, he feeds the child at home, pays attention to the nutrition of the child, transfers as much information as the coach wants, getting costumes that the coach wants, these are things that should be ... The parents to be included at points the coach wants is acceptable in my opinion.

The coach "Lilac" stated that the ways in which parental involvement contributed the feeling of commitment to the athlete have both negative and positive sides. There are several types of parents observed by the coach and the most disturbing type is the overinvolved parent. Overinvolved parents interfere with coaches, and they won't admit it, and for coaches it is the most difficult type of parents to deal with. In addition, the coach accentuates that parental intervention should take place when the situation or coach requires but as the following example states, highly involved parents never follow the rules of the coach and even violate them, while they also interfere with the coach's work in the competitions and so on. The other group is moderate involved parents who do everything and equip the child with everything that the coach said, listen to the coach's advice, and intervene if the athlete need it or if the coach asks for it and coach also emphasized that this type of parents is most preferable. Moderate involvement parents are the most suitable and ideal for the coach to be able to work in harmony with the athlete. And the third type of the parents are those who never interfere in anything, and this is not the coach's preference because this type of parent does not intervene even when they are needed.

"Lilac": There are positive and negative sides. If he's getting overinvolved, we are getting tired of the parent. In other words, we start to deal with the parents rather than making plans for the child... When overinvolved, we have to control not only the child but the parent in the competition. They are hampering us, and they don't accept it... Now when they are involved just enough, it is a very important support for us... but not the parents that think 'I don't care what they do at all..."

The "Pink" coach emphasized that parents must be involved in the child's sport career, but of course positive parental involvement is of value for the coaches. And parental involvement has such contributions in cases where the coach experiences a lack of time for anything to be done, involvement of the parent with a positive approach, contributes financially, strategically, logistically, and so on. This results in making the athlete's progress more efficient. So, the coach thinks that if the parent has a positive attitude it is a great support in every issue not just specifically in the dance sport performance.

"Pink": Parental involvement is of course much better if he is a supportive parent. Because if there are difficulties experienced by the coach or the club, sometimes

when the parent steps in to support, in terms of making plans, programs, financially, strategically and logistically, it is also a valuable support for the coach and as a result, the athlete is generally more efficient and it is open to further development...

The “Black” coach told that no one has dismissed the participation of parents and its significance in dance sport. Sometimes there is a need in organization, as in a competition that the club organizes every year and there is need for parental help for the tickets, accommodation or athlete registration. Moreover, equipment as dance shoes or costumes are the parent’s responsibility. When parents undertake the above responsibilities, then the responsibility of the coach lightens and they can concentrate only at the development of the athlete in dance sport, which allows the athlete to focus more on the goal set by the coach as well, resulting in a much faster development. Therefore, the supportive participation of parents in this sport positively affects the process. However, the negative factors of parental involvement in this sport can also take place. There are times when parents do not take negative parental involvement discourse seriously and believe they know much more than the coach does about the sport, and they may even make negative comments to the opponents of their child during a competition, which leads to consequences like undermining an athlete’s confidence.

“Black”: Parents' involvement in this sport affects us positively with their support. There are examples of negative parents too. Parents who think they know something too much and get involved in sports usually talk with their ego. For example, he can even make a competition evaluation: ‘Why did this child come first in the final? The sixth was better’. It's just that, of course, as a coach, we don't take these discourses seriously, but the athlete's confidence in the evaluation process is shaken. There are negative sides like that.

What circumstances might make you feel that your parent’s/athlete’s parent commitment is overbearing?

The “Gray” coach says that parents begin to create problems, when they begin to be jealous of other parents in the club, parents whose children are rivals of their children. They begin to get forget about their own affairs and start observing the behavior of other

parents or how the coach relates to them. This creates a huge problem and a gap in the coach-parent relationship.

“Gray”: They are jealous of each other, first of all when they stop doing what they do, look at what others are doing, and start looking at what I do for others ...

Also “Gray” coach gave an example of parents that shocked them because they cried at the coach's office because of their child's rival was at the upper-level class.

“Gray” coach: The other day, the parent cried because their child's opponent was dancing in another group, working in the higher group, their child working in the lower group. His parent asked; ‘Why isn't my child in that group?’. So, I told them: ‘I can't separate your children by eye color, I have to divide them into groups, and I sort them by class. So, yours is class D, they are class A. So, it's very abnormal that the two are in the same group.

The "Violet" coach told that in circumstances where parents get overinvolved or even might take the coach's place and behave as a sideline coach which makes the parent's commitment overbearing for the coach. Further, the coach explained that in Turkey, coaches and club owners are also referees, and at the competitions while they act as referees, they cannot communicate with the athletes or their parents. And coach gave an example when they were acting as coach at one of the competitions and the parent misbehaved and abused another coach and then complained about the coach to the referee. As a result, it turned out that this coach prompted their child to dance in sync with the rhythm, and this helped the athlete after all.

"Violet" coach: I'm a coach in a competition, one of our parents started shouting, and because another coach asked his warned their daughter on the dance floor, they were asking what gives them the right to warn their childlike that? They even claimed that their daughter made a mistake because of our friend. I asked them if they knew why he warned their daughter and the parent said they didn't know. So, I told him that the kid missed the rhythm and that this mistake was corrected by the coach's warning. I told them not to intervene again. The parent apologized many times, but they intervened at that moment.

The "Lilac" coach emphasized that there are countless circumstances where parental involvement in dance sport might make the coach feel suppressed and under pressure.

The most frequent situation is created at the competitions when the parental attitude against coach or even against their children may change in accordance with the child's placement at the end of the competition. As well the coach mentioned that kind of parental attitude and reaction to the child's place at the end of the competition, success, or failure demotivates the child and the coach.

“Lilac”: For example, in the children's competition, let's say they have a 3-person competition and they finish as the third. The child was really at the last place, couldn't move on to the next round, we tell that they don't compete with each other, but there are 3 kids in the same class, but the two kids in the class made it to the finals, this parent's child didn't, so they start to be distressing and repressive. According to the results, the parent's reaction is changing, and it's terrible for that child. We motivate the child to the wrong thing, commenting 'bravo' on Facebook when it is successful, but not a word when they fail. I think this is the biggest harm to their children.

The “Pink” coach told that in general the coach teaches the athlete to be patient on the path to success, because this path is very long and they have to be ready to work hard. While parents are not patient and expect a lot in a very short period, when confronted about this issue they defend their attitude by stating they spend a lot of time, money, bring and take their child to all trainings and in short sacrifice a lot. As a result of this way of thinking, they allow themselves to ask coach about why their child did not took the place that may satisfy them. Meanwhile, the coach stressed that this is a major coach-parent problem. Coach also noted that parents don't want to accept that even though they do everything in their power, it doesn't guarantee a championship or the first place for their child. The result at the end of a competition depends on several issues like the child's technical capacity, the training, the frequency and the efficiency of the training, and the child's mentality. According to the coach the parent should be more supportive in the long term and they should lower their expectations regarding the competitions. What is important is to motivate the child and ensure that they continue their sports life for a long time, then success will come by itself. That is why the parent should be positive, patient and understand what should be done for success. Coach also gave an example according to this topic.

“Pink” coach: It was because the boy began to complain about his partner ... The mother of the male athlete was constantly complaining about the mother of the female athlete. There is a constant state of complaint and instead of resolving the complaints of her child with his partner or supporting her child in such a way, she started to share her complaints and almost complain herself. First his partner left, then they left the club, and then he couldn't find any other partners, and from what I heard later... He didn't really like anyone as partner, he couldn't dance anywhere, and he has no partners now. It's been two or three years without a partner.

“Purple” coach told that they face with parental overinvolvement and even there was a recent issue about this. The coach explained that when the parent would like to end their child’s dance sport career, they are beginning to find problems in everything and start to exert the pressure on the coaches by telling that if the child will not reach to a satisfactory place at the competition they will quit. As the coach mentioned, there are a lot of examples of negative parental involvement, and in this situation, it was an example of sideline coaching.

“Purple” coach: One, for example, after a competition, an international competition, the kids have just begun to compete, but we put them in a category where there is a lot of dancing, just for the open competition, just for the experience. After the competition, he began to give me suggestions on choreography as if he was a trainer. ‘Here their choreography is more mobile, not ours’ and so on. There are also those who intervene and interfere in our business.

“Black” coach emphasized that parents may behave disrespectfully to the coach or the work they are doing and let themselves comment about the topics in which they understand nothing at all. The coach gave an example related to this issue as well.

“Black” coach: The parent came and said that their child was the one dancing most beautifully. I said it was true, but the kid didn't dance in rhythm. So, we have a priority here, dancing with rhythm. The parent said they didn't understand that much. I said something like ‘You don't understand because you're not a coach, you don't have enough experience in this job, you will learn over time’. They were understanding about it, but I think there are some parents who won't really be understanding about it, here.

4.3.3. Complementarity

How do you think your parent/athlete's parent views the coaching style employed?

The "Gray" coach says that since their work is related to the people and communication with them, they, as coach, listen to everyone even if it does not make any sense. On the other hand, the coach also emphasizes that the final decisions and opinions depend on them, so the coach does not deviate from their principles and their style as a coach because of the parents. Moreover, parent's views or thoughts about how the coach should be, makes the coaches be more persistent in their decisions.

"Gray": I am a person who listens to everyone, sometimes even if it is nonsense. If I agree, if it is something that can be done, I'm trying to figure out a solution to what they're saying. If it is something that cannot be done, I tell them it is not possible, but as a result people of course want to intervene in their child's career, because they work on it, they spend money. They have ideas of their own, right or wrong. When they share this with me, I say my own opinion. If there's anything that can be done, I do it.

The "Violet" coach specified that their coaching style changes according to the parental behavior or attitude. For example, the coach explained three types of parents and how their behavior changes in accordance to parental involvement. The first type of parent explained by the coach brings the child into the environment, at first, they observe if the coaches, environment etc. is safe and then they trust the club and expect the coach to inform them when it is needed. The coach told that if parents support the athlete with their maximum financial and emotional involvement, and minimum involvement to the coach's work in this way, the athlete quickly establishes contact with the coach, trusts them and then the progress of the athlete's development is going faster.

On the other hand, coach declared that if parents get involved in gossiping with other parents about club, other athletes, teammates, office workers, or try to secretly watch the lessons, don't do what the coach asked them to do at the competitions and form an insecure environment, the child's development would be less because they start to listen less.

Also, there are the third type of parents that as coach explained is never seen for a year and coach sometimes may see them at the competitions, they don't want extra information, they only ask for information at the beginning of the year. This type of parent's decisions is never known, and if they would like to leave, they leave without saying anything.

By explaining these types of parents, coach meant that their own attitudes can be differentiated according to the attitude of the parent. As a result, the relation can be strict with one type and softer in another type. It can be more informative or perhaps less responsive.

“Violet”: If I think that I trust my child, I leave it to you, and I expect you to tell me about material and spiritual matters. If a parent says so, we can predict that it will go better, and that the athlete will progress more easily because he has the support of the parent. Or if the parent has created an insecure environment, the child's development is less because he starts to come less and listen less. Unfortunately, as I said before, there is no financial support in dance. It is not supported from the clubs like it is in football, it is financed entirely from the child's mother and father. As such, a customer relationship is emerging, just like in colleges. According to the attitude of the parents, our attitude can differ.

The coach "Lilac" told that they do not care about what parents say, because everyone has their personal opinion, because as the coach they think that development of the athlete in the dance sports is their business and not parents'. That is why what parents think or tell will never change the coaching style.

“Lilac”: If they have a special situation about their child or they are a difficult parent, if you tell something differently they can understand, I can establish a different way to communicate. You know, I can change that, but parents' opinion doesn't affect my coaching style.

The “Black” coach notes that their attitude towards individuals depends on their attitude towards them and this also applies to the parents. The coach says that they behave to the parents as they deserve. For example, if one parent respects, pays attention to the instructions and shows positive attitude towards coaches, or in contrast, the parent shows negative behavior, disrespect, or interfere with the coach's business, then the attitude of the coach may change depending on the attitude of the parent.

"Black": We do not praise one parent, while we put the other at the bottom of the ground, but as we can establish more tighter relations with the parents who respect our ideas, support us, do not interfere with our work, we are more distant to the parents who do the opposite of these.

The coach "Purple" told that when parents are positive towards the coach, help and provide required information about the child, especially in the beginner level and when acquaintance among coach-athlete just happened, it has a positive effect on the relationship quality. However, if the parent comes with a conviction that the coach is very harsh with the children or the coach should change their coaching style, it does not help at all. This affects coach-athlete-parent relationship negatively and as coach said it makes them stay distant from the parents. In this way, the coach claims that their style of coaching can change and be negative or positive, depending on the parent's attitude.

"Purple": It affects my way of coaching, sometimes it makes me distant with parents. But here I say, it changes from person to person, we become very sincere with some, we share everything with their family. When I feel that they trust me, when they make positive shares, that is, when the child's problem is told to me as a positive criticism, not a complaint, our communication with that family becomes strong. But when they approach with prejudice and they try to order me around, I talk about this, of course, duly. My coaching style is shaped by the parent's behavior.

The "Pink" coach thinks that they could establish borders within coach-parent relationship. Coach told that sometimes parents exaggerate involvement, and by this they make the coach feel uncomfortable while working with them. However, coach also gave an example where parent overbearing and was involved too much, which led to the coach saying this to the parent, telling them if this behavior continues, then the parents will have to leave. The coach emphasized that considering the fact that even there is no problems within coach and athlete, for the benefit of other parents, athletes, and the whole team sometimes coaches have to take such hard decisions. The coach underlined that attitudes are mutual, and it varies from person to person.

"Pink": The fact that the parents are involved too much bothers us. I speak frankly with such parents, so I politely warn them, and we constantly make suggestions that they should not reflect them to the child. We have parents who can do this,

or we have to repeat this from time to time. We get along for a term, next term same things start again, I guess we often need to repeat this to the parents.

How do you think your parent/athlete's parent has facilitated or hindered your levels of cooperation?

The "Gray" coach emphasized that both negative and positive parental involvement are possible, and both have different effect on the coach-athlete relationship quality as well. Coach explained that the simplest reason for parental involvement, is because dance sport is the sport that works within a federation, but with personal effort, that is why parents have to spend a lot of money in order for their child to continue in this sport branch. Furthermore, parents are the biggest supporters for the child, and without parental involvement it will be impossible for the child in dance or even simply to start doing it. Therefore, the biggest investment of parents in the coach-athlete relationship and dance sport is that only they can give the child an opportunity to start and later support them in dance sport.

"Gray": If they intervene too much, it will be interrupted because it is something they don't know. Actually, they're trying to act as judges. So, they don't realize that it is their responsibility to bring the child here, pay for the lessons, take them to the competitions, buy their costume, or if they need something, to satisfy their needs. They still say why my child is in that group, one of them got a red costume, they are all trying to get a red costume. Situations they contribute are, in the end, if the children didn't have these people, they wouldn't be able to dance, because we're not a sport that works within the federation, we're a branch that goes on with personal efforts. So, when his parents don't pay, the child can't dance, so there's no bigger contribution than that.

The coach "OC" stated that the level of coach-athlete cooperation may be both facilitated and hindered by parents. And if the parent's material and moral attitudes are positive, everything goes faster, if not it goes on the exact opposite direction. If the parent constantly violates the rules of the coach or club or does not support the child by buying correct equipment for ballroom dancing, or in general represents a negative attitude, this kind of parental negative behavior may harm the coach-athlete relationships quality,

according to the coach. On the other hand, if parents follow certain discipline rules, bring their child in time to the practice, get clothes for the child appropriate to the lessons, teach the child to be respectful to the coach; all of these led to the highest efficiency in the development of the child in sport and creates a lasting coach-athlete relationship. Coach also stressed that these increase the performance of the athlete.

“Violet”: If the guardian's material and moral attitudes are positive, everything goes faster. If not the exact opposite direction. For example, if the guardian's attitude is not about obeying the rules of the club, this time because the child is not dressed for that sport, he feels different and is affected negatively. In fact, I always give an example about it, how we do not enter a pool in white briefs, we are wearing swimsuits, it is the same in dance sport, so, shoes, pants or skirts, t-shirts should be suitable for this branch. On the other hand, the club offers certain discipline rules, to come on time, dress up appropriately for the course, to be respectful to the coach and to do everything to show the highest efficiency in that course. If the parent respects these rules and continues to suggest them to their child, the performance we receive is higher in the child.

The “Purple” coach told that the parents support as material and emotional one is very important and has a very huge contribution in coach-athlete relationship development and in general child's development in the dance sport. However, sometimes even if the child has a huge potential, parent does not support appropriately. They do not take a proper amount of lessons or bring child to the lesson. According to the coach, just paying and giving the material opportunity is not enough. Parents should support the child emotionally and appreciate the sport their child is doing otherwise it does not work.

“Purple”: Some athletes have a lot of potential, but their family don't have enough time for the child, they don't bring the child to practice as much as needed, or as I said, they think it can happen when they only pay for it. This makes a negative impact on the contribution in terms of material and time. And there is the mental part. When parents support, this is not just to take lessons, now there is a competition, there is a costume, there are workshops abroad, in this sense when they open the way, opportunities we offer for that child are also increasing.

The "Lilac" coach told that parent may create the facilities or hinder the level of the coach-athlete cooperation. The coach also emphasized that there are a few examples that they could give about the positive parental involvement and countless number of examples

about negative parental involvement. The parent creates amenities for the co-operative work of the coach and the athlete, such as teaching the child how to behave appropriately in relation to the coach, how to behave in the classroom, if the child has any doubts or distrust, the correct behavior of the parent helps not only the coach but also to the child in the correct constellations of the priorities and so on. Especially if a child goes through a transitional age, where from time to time child could be difficult to build communication with, capricious or argumentative, the parental role is very important and if it is positive and supportive towards coach, the cooperation in the relationship with athlete increases and becomes very strong. However, if the behavior of parent is negative and unsupportive, it is difficult to build confident coach-athlete relationship and unfortunately the relationship may collapse. The collapse or confidence in the coach-athlete relationship maybe created by parents in that circumstances where there is no problem with the athlete and no complaints from them but the parent says the opposite, as if the child told the parents their displeasure or complaint, and the parent was retelling these words to the coach and in this way discrepancy and disagreement begins confirms the coach.

“Lilac”: For example, we have a parent, their child is not super talented, in fact, good but not great. They are financially having difficulties, but the parent teaches the child so well that what needs to be done, how to behave, to follow us. Adolescence, you know, something happens and the child feels bad for example, the parent says look if you do this it will be a mistake, they are educating the child so beautifully, I know that we have a hundred percent support behind us and this creates a perfect thing for the child too, we have complete trust between us. You know, the child takes you as a role model, or that parent's influence is really big, being conscious and directing the kid to this sport, this work of line. So many negative examples, which one should I give? I guess it's easier to treat people negatively. We are very happy with the children, the parent says that we are interested in other parents and it makes them unhappy that we are less interested in them, and they think that we are not interested in their child. I don't know, it's too early for this kid, we can't go to overseas competitions, the parent says that you're pushing us back. Actually, the child doesn't get upset with this because he is aware that he hasn't come to that stage yet, but the parents aren't aware because they are not in the dance sport themselves. The parent is actually passing that emotion to the child, and if he is not, he is exhausting me in vain.

The “Black” coach accentuates that there are two types of parents, those who have positive impact and those who have negative impact on the coach-athlete relationship. In this coach’s opinion the positive parent is the one who tells the coach what to do and how to do it, does not listen to the coach’s instructions and doing the opposite of coach’s requests on how much the child needs to practice every day, and at every opportunity they are trying to get away from the trainings and find any reasons, and they involve the child in this.

Coach emphasized that positive parental involvement consists of parents understanding that the coach wants the best for the athlete and the working schedule created by the coach specifically for the athlete must be executed if the parent wants to see the results. Positive parents behave exactly in this manner and moreover, they make their child participate in all the activities that coach told, like workshops, group lessons, private lesson etc. Also, coach remarked that parents with the positive attitude, do not question the coach about the result of the competitions even if the child gets placed at a low place. The coach explains to them that the child has a really good progress and for now the place at the end of the competition is not so important, and when the parental response is positive and patient, it motivates both the athlete and the coach.

“Black”: The child participates in all of our studies, comes wherever we call, and the parent makes sure that the child gets what we want every week. But when he comes to the competition, he can't get the result he wants. We say that we are making progress, it can be seen easily, we need time. The parent says that it doesn't matter, this is a competition. There will be winners and losers, in the end the good ones win.

In addition, the “Black” coach also provided an example of negative parental involvement:

A couple danced very well on stage but danced without rhythm. Those parents are very involved in the work, the parents have danced social dances in the past. They thought that by socially dancing, they could evaluate the work done in the field of dance sport or have an idea. We cut the speeches of those parents, who have too many ideas, immediately. For example, when our parents say, “our movements were less” or something, we find the courage to say, do the choreography if you want.

The "Pink" coach stated that in most of the situation's child is not a problem, the source of problem is parent. Coach also told that there are reasonable issues like location, country's economic problems can be the reason for quitting to dance, but they told that these problems are easy to solve and they can find simple solutions as reducing the number of lessons, changing the hours as much as possible. However, the main problematic issue is that parents misguide or give the wrong information to their child. The coach gave an example when in one of the competitions where child did not claim the place that may satisfy their parents. The parent, when discussing the outcome of the competition, blamed the judges, the partner, the coach and the opponents. According to the coach this is the most improper thing considering parental behavior and its effects, because it can lead the athlete to negative emotions, hate of sport, burnout and in the end dropping out. Also, coach emphasized that coach's need motivation and parental support too, and if the parental attitude is positive every side in the coach-athlete-parent relationship are highly motivated and have a great level of enjoyment. Further, coach cited that unfortunately the biggest reason of an athlete quitting the dance sport is the problematic parental attitude.

"Pink": The real problems stem from the parents. The main problematic issues are of the parents, especially giving children wrong information, or rather make speeches that make incorrect judgments. So, for example, to talk with the child about the referee in a competition or the result of the competition and to blame the referees, accuse his partner, accuse the coach. I think this is the most important thing that should not be done to the athlete, because even if it is success or failure, the parent always needs to take on a role that allows the child to prepare to the next stage in a supportive, motivating way. Otherwise, there is a lack of confidence in the child regarding the trainer, parent, athletes, referee and everyone. Naturally, it results in the child alienating from the sport. Motivating, positive, positive parents I say, if they are positive parents, of course, that is what we all want, so that the parent is in this way, we all enjoy and improve the work we do.

CHAPTER 5

DISCUSSION

The purpose of this study was to identify associations within the coach-athlete relationship and parental involvement influence on that relationship quality. As the theoretical framework, the 3C conceptual model was used in order to understand how the coach-athlete relationship quality was influenced when the parental involvement took place in terms of interpersonal constructs defined as closeness (Jowett & Cockerill, 2003), commitment (Jowett & Ntoumanis, 2004), and complementarity (Jowett, 2007).

Past and present literature based on the parental involvement (Scanff, 2006; Isoard-Gauthier et al., 2016) principles of 3c conceptual model (Jowett & Cockerill's, 2002; Passmore & Jonathan, 2012; Woolliams, 2015), studied in various sports domains confirms the results established in this master's thesis based on the specific domain as dance sport.

The data analysis from this research demonstrated that the participants perceive parents as a significant link that many things depend on and the fact of parent's influence on the child cannot be ignored. Thus, the coach should consider the ambitions and enthusiasm of parents in relation to the child's progress in this sport domain, still with the condition of parental ambitions and enthusiasm being corrected and directed in to the right direction by the coach.

Also, in this thesis, it was revealed that the coach is a leader in the athletic triangle. The coach's duties include not only the progression of the athlete's skills, but also the obligation to be a good communicator.

The significance of the coach and the communication formed by him at the initial stages with the participants of the athletic triangle are a connecting element in the relationships: coach-athlete and coach-parent. Moreover, these formed relationships and specific parental needs, directed by the coach, include components such as mutual support, sympathy, openness, trust, respect, cooperation, responsiveness, sacrifice, attitude, and so on.

In investigations focusing on the subject of parental involvement in the sports where the 3C model constructs were used, similar components were identified in the coordinated collaboration of the coach and parent (Jowett & Cockerill, 2003; Jowett & Frost, 2007; Poczwadowski, Barott, & Henschen, 2000).

Thus, according to scientific research based on the subject of parental involvement (Knight, Dorsch, Osai, Haderlie & Sellars, 2016; Pabišta, 2017) in sport showed that coach-athlete (Jowett & Poczwadowski, 2007; Elliott & Drummond, 2011; Jowett, 2017) relationships and parental influence on that relationship quality were defined by the constructs of 3C conceptual model (Jowett & Cockerill, 2002; Jowett & Meek, 2000) and by reason of parental involvement in sports occurred because parents offered resources such as: opportunity, information and support (Jowett, 2005).

Organization of the discussion consists of two sections. First section composes of parental Influence on the coach-athlete relationship, which consist of parental comprehension of such circumstances as opportunity, information and support provided by parents, which are also the reasons for parental involvement in dance sport. The second section constructed from the coach-athlete relationship quality in terms of closeness, commitment and complementarity, which are also determining the coach-athlete relationship quality.

5.1. Parental Influence on the Coach-Athlete Relationship

5.1.1. Opportunity

This research helped to establish that, from the parental point of view the opportunities provided by them, promote and motivates their child to start in the dance sport. Moreover, in promoting the child's sports career and in the future supporting the coach-athlete and solving problems in these relations, the parents play the most important role.

According to the parents, the opportunities they offer allow them to get involved in child's career and eventually to the coach-athlete relationship in the dance sport, this statement was subsequently revealed in other studies (Bloom, 1985; Stein, Raedeke & Glenn, 1999; Jowett, Kostas & Passmore, 2012). This finding confirm that parents have an essential impact on engaging the child into sport (Spreitzer & Snyder, 1976; Greendorfer, 2002), as well as having a significant participation in the continuation of the child in sports (Brown, Frankel & Fennell, 1989).

Parents stated that in order for their child to continue in this sport, they are obliged to sacrifice their time, money and an important part of their lives. This statement was also supported by the past and present scientific studies (Enyon, Kitchen, & Semotiuk, 1980; Jowett & Timson- Katchis, 2005). Consequently, parents explained that the "Dance Sport Federation" does not have a budget as big as other sports federations, that is why they don't get too much funding from the state. Subsequently as the result there is no direct help to the clubs or parents. Therefore, it leads to the fact that the entire financial burden and all of the expenses belongs to the parents. This proves that without the involvement of parents and financial power, it is not possible for a child to progress, as well as to continue in the dance sport.

Nevertheless, despite that parents consider dances to be in most circumstances as a stressful sport field, for both them and their children. On the other hand, cooperation

with the coach and his motivation in the set goals and emotional support helps them to continue participating in this sport.

5.1.2. Information

Parents noted that the exchange of information with the coach leads to a positive outcome. Also, information such as the child's behavior at the dance session or advices regarding proper nutrition or the need for sports support given by the coach led to a positive effect on the child's progress in dance sport. Parents also indicated that the information they share with their coaches, such as child's condition, reaction to the practices and mood or rest, let the coach find a better approach to the athlete and understands his/her needs. Also, regular communication and frequent exchange of information between the coach and the parent, allows open communication transfer (Smith & Smoll, 1996).

Further, it was revealed that parents are ready to interact with the coach in any topics related to this sport and the development of their child in it. In addition, they said that they did not have enough meetings with the coach on the development and progress of the child in ballroom dancing; parents remain ignorant and this bothers them. In addition, if there is only urgent meetings with the coach in situations of discontent after the competitions, this reduces their confidence in the coach. Parents noted that they are even willing to pay for the coach to give them another hour and tell about child's progress. Moreover, in the previous studies it was suggested that frequent meeting with the parents may increase confident interconnection within coach and parent (Yukelson, 2006; Woolliams, 2015).

However, in cases where the parents are not satisfied with the parent-athlete-coach relationship, the flow of negative information towards athlete and coach can be produced and this has a negative impact on the development of the coach-athlete relationship quality. It may even lead to a fatal outcome like finding a new coach or club.

Furthermore, parents by themselves shared that sometimes the information that they share with the child led to the negative consequences and demotivation of the child. Parents emphasized that they experienced negative outcomes from inappropriate information they shared with the child about the referees and their assessments at the competitions, when they speak out negatively about a partner or coach, about dance sport or the child's technique.

Parents admitted that their child was most affected because they saw that their negative influence passed to negative thoughts and consequently the child's behavior and withdrawal from the dance sport. Similar investigations conducted on this topic confirmed the above (Huston & Burgess, 1979; Slater, 1963; Sprecher, Felmlee, Orbuch, & Willets, 2002; Jowett & Timson-Katchis, 2005).

5.1.3. Support

Relying on the parent's opinions, they confirm that without their support, coach-athlete relations would not coexist and that parental support is an essential part of dance sports. In this scientific work, it was revealed that parents provide support financially (e.g. takes enough lesson from the coach, and thus makes it possible to establish a contact with the athlete) and emotionally (e.g. supports even in those situations when the child failed). Consistently, the coach and the athlete will receive greater progress and the positive effect of participation in sports and, subsequently, faster and better results for the child's progress.

Indeed, studies invariably indicate that children who perceive more parental support experience a more positive effect of their participation in sports and have more positive attachment to the coach and better progress (Bloom 1985; Brustad, 1988; Jowett & Cockerill, 2003).

In addition, this study revealed that parents in order to support their child, sacrifice their personal lives and forget about their own needs, also it was found that parents started to

sacrifice and support even more if they see the results like physical development and better movement quality or a first place at the competition.

It was also found that anxiety and negative consequences of child's unsuccessful performance was associated with guiding and overinvolved parental behavior and that it can be reduced with parental support (Van Yperen, 1995; Wuerth, Lee & Alfermann, 2004).

Incompetent situations in many cases are related to the financial situation of the parents, for example, these situations are when the parent is faced with the choice to buy high-quality equipment from abroad or in their own country. There are still situations such as paying for the lessons of local and guest coaches, numerous camps, and workshops, etc.

Parents also justified that sometimes there are situations when they felt incompetent in the sense of supporting their children in cases where the coach wanted them to do impossible tasks. Situations such as multiple international competitions abroad, when the parent, due to the financial situation in the country, cannot afford such high financial costs. Another interesting situation were found in this research: when parents are incompetent not only in the field of finance, but also uneducated in this sport domain. Uneducated parents may harm the coach-athlete relationship, for example, in situations where the parent tries to take the coach's place. That can confuse the child in deciding who to listen to.

Moreover, parents don't know the basic rules of this sport, or in which category their child competes, or where they need to be during the competition, etc. This situation leads to a complete dependence on the coach, as a consequence if the communication between the coach-parent is weak and there is minimum support, conflicts may occur. These statements have also been found in previous searches (Gould, Wilson, Tuffey, & Lochbaum, 1993; Goldstein & Iso-Ahola, 2008; Omli & LaVoi, 2009).

5.2. The Coach-Athlete Relationship Quality

This thesis work shows that in most cases, coaches never have problems with children and the parent is the main source of problems. Therefore, if the conflict between the coach and the parent coexists, and the coach tries to get away from the problem and blocks communication with the parent, that is an inappropriate behavior for the coach and it can cause a break in the interpersonal relations of the coach-athlete-parent. The findings of this research match with the previous studies on this topic (Bowen, 1978; Hellstedt, 1987).

The coach must understand that the parent is the most important member in the development and therefore success in the child's progress in any sport activity. And if the relationship in the athletic triangles is not stable, contradictory or disagreed, then the relationship can end if the conflict is not settled. Therefore, the model of the athletic triangle proves that all angles are even and positive cooperation between all parties is necessary. Previous findings are similar with this study's results on the interpersonal relationships (Jowett & Cockerill, 2003; Jowett & Meek; 2000a; Jowett, Kostas & Passmore, 2012).

Accordingly, another important aspect of effective interpersonal coach-athlete relationship resided in the concept of closeness based on the principle of mutual trust, respect and attitude, commitment which characterizes the cognitive side of the coach-athlete relationship and consists of the coach-athlete long-term relationship intention, and complementarity includes orientation on the cooperative coach-athlete relationship (Jowett & Ntoumanis, 2004).

5.2.1. Closeness

This study, based on data received from the coach's views, showed that mutual trust and respect is the most important factor in strengthening and developing coach-athlete

relationships. It was also revealed that if under any circumstances the trust in these relations is violated, this could result in the collapse of these relationships.

Further in this scientific work, trust and respect were revealed as the two sides of the same coin, it stands for respect and trust must be mutual, otherwise it will be a waste of time for both sides. Also, ideas, requests and needs should also be perceived and respected on both sides, coach and the athlete. This results in that components as respect and trust are important in the coach-athlete relationships and success, as the previous studies also confirm (Joo, 2005; Jowett, 2007; Jowett & Cockerill, 2003; Jowett & Meek, 2000a).

Interesting outcomes have also been identified in this research, such as a coach's statement that honesty is more important than trust in coach-athlete relationships. It was emphasized that neither the coach, nor the athlete trusts each other one hundred percent, and there is no need for such a feeling. However, respect is a necessity for the person who teaches you something. In a detailed manner, it was meant that thoughts, ideas, goals and wishes of the opposite side must be considered within that feeling of respect. The researcher did not find a similar approach to trust and honesty in previous studies about the coach-athlete trust and respect.

The assertions regarding the components of closeness were based on the coach's views about parental attitude in the coach-athlete relationship quality for the components such as trust and respect. It has been consistently revealed that the parents play a tremendous role in growth of respect and trust in coach-athlete relationship. This role can be positive or negative. Subsequently, heavy influence of the parent occurs only because the child cannot make his own decisions, and therefore parents can make many mistakes that interfere with the work of the coach.

Moreover, increased trust and respect in the athletic triangle, allowed a more open communication between the parties, especially in providing feedback, so both sides could experience a more sincere communication, which led to the fact that the relationship

lasted longer. These justifications are also supported by previous researches (Joo, 2005; Tobias, 1996; Jowett, Kostas & Passmore, 2012).

The fact is that the coach devotes a lot of effort, years, a lot of time to train, educate, develop and bring a couple to a certain level. While parents cannot find a common language among themselves, they quarrel with other parents and this destroys the couple. Subsequently, all coaching effort turns into a waste of time, as the effort of the child. If the parent does not change their attitude, does not respect the work done by the coach and athletes, then the same thing happens repeatedly.

Thus, the negative influence of the parental involvement has an important role on the coach-athlete relationship and their trust and respect for each other. These justifications are also supported by previous researches (Gould, Tuffey, Udry & Loehr, 1996; Smoll, 1993; Delforge & Scanff, 2006).

A positive attitude and increased trust and respect in the coach-athlete relationship, generally relies on the positive parental attitude, which further leads to high-quality relationships in the athletic triangle, increases motivation and communication in relationships. So, if the parent demonstrates positive supportive and trusting manners, children naturally become positive and supportive to the coach. Studies on parental involvement also showed positive attitude of the parents increase the trustful and respectful atmosphere in the coach-athlete relationship and have positive impact on the members in the athletic triangle (Durand-Bush, Salmela, & Thompson, 2004; Gould, Diefenbach, & Moffett, 2001; Jowett & Pearce, 2001).

5.2.2. Commitment

Generally, the coach's answers accentuate that parental involvement is an integral part of starting and continuing a child's dance career, because parents are responsible for their child. They are contributors to a sense of devotion in the athlete. These evidences were

also stated in the previous studies (Wuerth, Lee, & Alfermann, 2004; Fredricks & Eccles, 2005).

This study revealed that high level of commitment depends on the mutual coach-athlete dedication, positive attitude toward each other, satisfaction in the relationships and ambitions for reaching goals. While low level of commitment was shown in dissatisfaction, distancing the coach-athlete relationships and discontent. It was consistently revealed that in order to establish a high level of commitment, parents need to understand that they are factors that affect the level of commitment, and subsequently determine the coach-athlete attitude and preferable relationship quality. All of the above has also been confirmed by previous studies (Gimeno, 2001; Baron & Morin, 2009; Jowett & Nezlek, 2012; Jowett & Ntoumanis, 2004).

There are still very few dance sport coaches in Turkey and that is why coaches have to be both club owners and referees in the competitions, which is very problematic for the relationship. Because the coach is obligated to participate in different areas or roles in the system. Since coaches have many tasks to do, sometimes it is incredibly difficult to cope with everything which leads to an increased level of parental involvement.

According to the coach's views there are several types of parents which include over, moderate and under involved parents. And according to coach's experiences the overinvolved parents are the most disturbing type. Excessively involved parents interfere with the coach's affairs, and for coaches it is the most difficult problem to deal with. Coaches emphasized that parental intervention should take place when the situation or the coach requires it. If the parents are indifferent, it is also problematic. Moderate involvement is the most suitable for the coach and is ideal for the coach to work in harmony with the athlete.

The examples given in this master's thesis for overinvolved parental participation, parents who are never follow the rules of the coach and even violate them, also interfere with the coach's work in the sections and the competitions. The second type is moderately involved

parents who do everything and provide the child with everything that the coach says, listen to the coach's advice and intervene if the athlete needs them or if the coach asks for it. This also emphasizes that this type of parents is the most preferable, as found in the previous researches (Hellstedt, 1987). And the third type of parents are those who never intervene in anything, and this is not the coach's preference, because this type of parent does not intervene, even when they are needed. The previous studies done on parental involvement also showed that the level of parental involvement was directly related to child's experience of anxiety (Huston & Burgess, 1979; Slater, 1963; Hansell, 1982; Sprecher, Felmlee, Orbuch, & Willets, 2002).

In this master's work, it was revealed that the coach teaches the athlete to be patient on the path to success, because this path is very long and athlete must be ready for hard work. Thus, it can be said that the duration and constancy of the relationship between the coach and the athlete depends on how much the parent is involved in the development of the child. Consistently, the relationship may be at risk if the parent has an inferior influence. And vice versa if the parent maintains stability and poses a relationship and is involved as much as the coach or athlete needs. As the result, this parental behavior has a tremendous impact on the positive development of the quality of the coach-athlete relationship. All of the above is also confirmed by previous and current studies of directed on the positive parental involvement, and as well on positive coach-athlete relationship quality in the construct of commitment (Sprecher, 1988; Sprecher & Felmlee, 1992; Jowett 2005).

The behavior of parents towards coach or their children may vary depending on the place at the competition. It was also mentioned that this kind of parental attitude and reaction to the placement, success or failure of the child demotivates the child, as well as the coach. According the coaches, most parents are not patient and expect a lot in a very short period of time. On the other hand, parents state that they spend a lot of time, money, bring and take their child to training. That is why parents allow themselves to ask the coach about their child not taking the place that might satisfy them.

It was also emphasized that dissatisfaction of parents leads to instability and destruction of commitment in the coach-athlete-parent relationship. Coaches also noted that parents do not want to admit that everything that they do for their child helps a lot. But this does not mean that everything depends only on how they support, because the technical potential of the child, learning, duration of education, effectiveness and the child's mentality is very important.

Accordingly, parents should provide great support and set the short and long goals with the help of the coach, they should keep expectations a little lower, the main thing is to motivate the child and ensure that he continues to play sports for a long time, then success will come by itself, so the parent should be positive and be patient and understand what needs to be done for success. Literature based on construction 3c also indicates that parents who are too involved lead to the destruction of commitment, and that parental behavior is the main factor in long-term coach-athlete relationships (Jowett, 2007; Jowett & Poczwadowski, 2007; Yang & Jowett, 2013).

5.2.3. Complementarity

As shown by the result of this research, complementarity includes positive and negative basis. Positive basis consists of mutual attitude, responsibilities, goals, established roles and essential support, where negative basis consist of disagreement, opposition and purposeless support (Jowett & Timson-Katchis, 2005).

According to the coach's opinions in this research, it was identified that both negative and positive involvement of parents is possible, and both of them have play a role on the quality of the coach-athlete relationship. It was revealed that the simplest reason for parents to get involved is that dance sport has a federation, but the parents have to achieve every success with their personal efforts. So, parents have to spend a lot of money to keep their child engaged in this sport.

In addition, the coach is the most important figure for the distribution of roles and direction of parental behavior and involvement at the initial stages. It was also emphasized that as much as the parent helps and supports both the child and the coach, the development of the child and the relationship are progressing faster and in a more positive environment.

Further, the level of cooperation between the coach and the athlete can be both facilitated and restrained by the parents. And if the financial and moral attitudes of the parents are positive, everything goes faster, if not it goes at the opposite direction. If the parent constantly violates the rules of the coach or club, does not support the child, does not supply them with the right equipment for ballroom dancing and in general the parental attitude is negative, the coach-athlete relationship is damaged greatly.

This type of parental negative behavior can harm the quality of the coach-athlete relationship and thus complementarity will not be effective in such a relationship. On the other hand, if parents follow certain rules of discipline, bring their child to practice sessions, dress the child in accordance with the club rules, teach the child to respect the coach etc., it will result in a more effective complementarity.

In this scientific study, it was revealed that the coach's attitude to the parent depends on the parents themselves. For example, if a parent shows respect, follows the coach's instructions and shows a positive attitude towards the coach, the level of efficiency in the coach-athlete relationship and development of the child increases. On the other hand, if the parent shows negative behavior, disrespect or interfere with the coach's work, the coach's attitude may change depending on the negative attitude of the parents.

As the coaches emphasized, the education and support of the parent is very important for the coach, especially in those cases when the child goes through the stages of puberty. During these stages, it is very essential not to miss the moment and correctly prioritize the roles in the coach-athlete-parent relationship. As all of the children are individuals, and

since everyone has their positive and negative sides, the approach should be suitable and original for each individually.

It is necessary to mention that all of the participants in the athletic triangle effect each other, and therefore, for the child to develop appropriately and have progress, all participants must follow the rules, know their roles and correctly prioritize their responsibilities. Only in this case, the coach can get results with the athlete and this way it will be easier for all parties to work with each other.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This master's thesis was conducted in order to identify the role of parental involvement on the quality of the coach-athlete relationship. Taking the concept of the 3C model as the framework for analysis, it is determined that parental involvement has reflections on competence, commitment and complementarity.

6.1 General Conclusion

This master's thesis was aimed to understand the influence of parental involvement on the coach-athlete relationship, in the concept of the 3C model: competence, commitment, complementarity. This research was conducted in the field of dance sport in which four dance clubs, six coaches and six parents took part.

The reasons for the parents to involve their children with dance sport varies. For some parents, the child's interest in dance sport is the cause, for others, the child's enjoyment is more important. Some parents want their child to start dance sport because of their unfulfilled childhood dreams. Sequentially, it was revealed that parents choosing dance sport did not choose clubs depending on the coaches. Mostly, the reason for joining the club was the club itself, its advertising or the advice of other parents whose child was already dancing there.

Parents always want the best for their child, and when they are searching for the dance club, they do not remember the beautiful dance halls, places reserved for parents' leisure.

It should be noted that even though it is not the main reason, the coach is an important link in attracting an athlete into this sport domain.

Also, in this study, it was found that parental involvement in dance sport occurred in constructs of opportunity, information and support. According to the parents, they invest a lot of money for the development of their child and provide all opportunities that are needed. The opportunities that parents offer their children are an intense reason for parental involvement in the dance sport.

Therefore, since parents spend a lot of effort, provide both financial and emotional support, they can be very demanding towards the coach if they are not satisfied with the progress or results of the child. Parents also perceive this as protecting their investment on the child.

Meanwhile, the results obtained from the interview with the coaches indicated that parental support, both financial and emotional, is important for the development of interpersonal coach-athlete relationships. It was also found that if parents do not give any opportunity, the participation of the child in sports is not possible.

Further, it was also shown that the information shared by parents with the coach is very important and necessary in establishing the coach-athlete-parent relationship. For example, if a parent gives the coach such information as the state of the child, nutrition, reaction to the trainings etc., this is positive information that helps the coach to choose the right training approach for the athlete and also it maintains the coach-athlete relationship quality.

If the information is negative and directed to the federation, judges, partner, coaches and so on, then parents may harm not only to the child, but also to the coach. In the end, it should be noted that the information given by the parent is needed to be filtered and thought over before it is presented to any other party.

Another aspect of parental involvement in dance sport is parental support. Furthermore, the two sides of support presented as negative and positive, were identified in this investigation.

The positive aspects of support include, what could also be recognized as emotional support, practicing the coach's recommendations at home, resolving conflicts with the coach, partner or other parties in the dance club if it is necessary or buying proper equipment, attending guest coach's lessons in accordance with the main coach's directives.

Negative aspects of the support comprise such themes as incompatibility with the coach's opinion on travelling expenses, parent's feeling of insufficiency regarding their financial or emotional support for their child, the feeling of not being able to protect the children from the effects of political relations between dance sport clubs, the federation, dance clubs, coaches and referees.

Since the parents do not receive any financial support from the federation or dance sport clubs, all of the expenses belong to them. The research showed that this is not only a reason for parental involvement in dance sport, but it acts like a call for the parents to be involved.

In these regards, over, moderate and under parental involvements may play a role in the development of 3C constructs: closeness, commitment and complementarity. If the parent is under involved and have a lack of interest in general to the dance sport, or no interest in how the athlete's development is going and what is needed to keep the child interest in this sport, it can cripple the constructs of the 3C model, because it's just impossible or incredibly difficult to have contact with such a parent. And therefore, problems with this type of the parents are non-negotiable, because there are no established coach-athlete-parent relationships.

Another type is overinvolved parents with whom you can make contact if they are ready for it. This type of parent provides support a lot but at the same time creates a lot of

conflict and obstacles in the communication. It was stated in the interviews with the coaches that this is happening because parents satisfy their own sporting needs through their children.

Also, it was figured out that coaches and athletes receive a lot of criticism and feel a lot of pressure on themselves because of high parental expectations. As a result, this behavior of the parents leads to the destruction of the couple, the unwillingness of the child to continue the dance sport, the search for a new coach, dance partner, or simply a transfer to another club.

Consequently, endless requests and negative behavior of parents, leads to the collapse of the 3 C constructs and developing aspects of the coach-athlete relationship. Aspects such as communication, goal achievement desires, mutual trust, respect and attitude, emotional bonding are devastated because of the behavior of overinvolved parents with negative feelings and attitudes.

Eventually, the last type is moderately involved parent, with whom it was easy to establish open communication and support was always presented when it was necessary. According to the statements of the coaches in this research, it was revealed that the positive influence on all the characteristics of the 3c model was demonstrated by this type of parents.

Moderate parental involvement represented positive features such as establishing contacts with the coach, resolving conflicts with a partner, coach or other third parties in the club, full emotional and financial support, obedience to the coach etc. Conflicts between the coach with this kind of parents also happen but were resolved quickly and through the communication of the coach and the parent.

As a result, according to coach's answers, it was found that if the parents have the same goal with the coach, they respect and trust the coach completely, the behavior of the child towards the coach was also the same, and therefore the quality of the relationship that is determined by the closeness, commitment and complementarity constructs was at the

highest level, enabling the child to progress faster in an environment that is pleasant and enjoyable.

6.2. Recommendations for the Future Research

This master's thesis data was collected by audio recorder instrument. Consequently, comprehensive data was obtained from the coaches and parents. To make the gathered data more valid, the other components of the qualitative research triangulation such as fieldnotes and observations could have been integrated to the process. However, the nature of dance sport lessons and practice sessions made this difficult.

The scope of this research was limited to the relation between coach-parent and its factors playing a role in its development. Furthermore, only dance clubs, coaches and parents located in Ankara were included. For future studies, the scope of this study can be widened to include athlete-coach relation and the limitation on the location can be removed to include clubs outside of Ankara.

REFERENCES

- Adie, J., & Jowett, S. (2010). Athletes' meta-perceptions of the coach-athlete relationship, multiple achievement goals and intrinsic motivation among track and field athletes. *Journal of Applied Social Psychology*, 40, 2750–2773.
- Brown, B.A., Frankel, B.G., & Fennell, M.p.(1989). Hugs or shrugs: Parental and peer influence on continuity of involvement in sport by female adolescents. *Sex Roles*, 20, 397-412.
- Brustad, R. J. (1993). Youth in sport: Psychological considerations. In R. N. Singer, M. Murphey, & L. K. Tennant (Eds.), *Handbook of research on sport psychology* (pp. 695-717).
- Byrne, T. (1993). Sport: it's a family affair. In M. Lee (Ed.), *Coaching children in sport: Principles and practice* (pp. 39-47).
- Berscheid, E., Snyder, M., & Omoto, A. M. (1989). Issues in studying close relationships: Conceptualising and measuring closeness. In C. Hendric (Ed.), *Close Relationships Vol. 10: Review of personality and social psychology* (pp. 63- 91). Newbury Park, CA: Sage.
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*, 76, 397-401.
- Bloom, B. (Ed.). (1985) *Developing talent in young people*. New York: Ballantine Books

- Brustad, R.J. (1988). Affective outcomes in competitive youth sport: The influence of intrapersonal and socialization factors. *Journal of Sport and Exercise Psychology*, 10, 307-321.
- Baxter, A.L., & Widenmann, S. (1993). Revealing and not revealing the status of romantic relationships to social networks. *Journal of Social and Personal Relationships*, 10, 321-337. Bloom, B. (Ed.).
- Burger, E., & Milardo, R.M. (1995). Marital interdependence and social networks. *Journal of Social and Personal Relationships*, 12, 403-415.
- Brustad, R. J. (1992). Integrating socialization influences into the study of children's motivation in sport. *Journal of Sport and Exercise Psychology*, 14, 59-77.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage
- Bower, H., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? *A case study. Professional School Counseling*, 15(2), 77-87.
- Brustad, R.J. (1988). Affective outcomes in competitive youth sport: The influence of intrapersonal and socialization factors. *Journal of Sport & Exercise Psychology*, 10, 307-321.
- Bryman, A. (2012), *Social Research Methods*, 4th edn, Oxford University Press, New York.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

- Brown B, Frankel G and Fennell M (1989) Hugs or shrugs: Parental and peer influence on continuity of involvement in sport by female adolescents. *Sex Roles* 20(7/8): 397–412.
- Bloom, B. S. (Ed.) (1985). *Developing talent in young people*. NY: Ballantine
- Brustad, R. J. (1988). Affective outcomes in competitive youth sport: The influence of intrapersonal and socialization factors. *Journal of Sport and Exercise Psychology*, 10, 307-321.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.
- Baron, L., & Morin, L. (2009). The coach-client relationship in executive coaching: A field study. *Human Resource Development Review*, 20, 85–106.
- Brustad, R. J. (2011). Enhancing coach-parent relationships in youth sports: Increasing harmony and minimizing hassle. *International Journal of Sports Science & Coaching*, 6(1), 33–36.
- Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport Psychologist*, 13, 395-417
- Cohn, P.J. (1991). An exploratory study of peak performance in golf. *Sport Psychologist*, 5 (1), 1-14
- Côté, J., Ericsson, K. A., and Law, M. P. (2005). Tracing the development of athletes using retrospective interviewing methods: a proposed interview and validation procedure for reported information. *Journal of Applied Sport Psychology*, 17, 1-19.
- Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport Psychologist*, 13, 395-417.

- Coatsworth, J. D., & Conroy, D. E. (2006). Enhancing the self-esteem of youth swimmers through coach training: Gender and age effects. *Psychology of Sport & Exercise*, 7(2), 173–192.
- Côté, J., & Fraser-Thomas, J. (2007). Youth involvement in sport. In P. R. E. Crocker (Ed.), *Introduction to sport psychology: A Canadian perspective* (pp. 266-294).
- Coakley, J. (1992). Burnout among adolescent athletes: A personal failure or social problem? *Sociology of Sport Journal*, 9, 271-285.
- Dunn, C.R., Dorcsch, T. E., King, M., & Rothlisberger, K. (2016). The impact of family financial investment on parent pressure, child enjoyment, and commitment to participation in organized youth sport. *Family Relations*, 65, 287-299.
- Dorsch, K. D., & Paskevich, D. M. (2007). Stressful experiences among six certification levels of hockey officials. *Psychology of Sport and Exercise*, 8(4), 585-593.
- Dworkin, J. B., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. *Journal of Youth and Adolescence*, 32, 17-26.
- Domene, P. A., Moir, H.J., Pummell, E., & Easton, C. (2014). Physiological and perceptual responses to Latin partnered social dance. *Human Movement Science*, 37, 32-41.
- Davis, L., & Jowett, S. (2013). Attachment Styles Within the Coach-Athlete Dyad: Preliminary Investigation and Assessment Development. *Journal of Clinical Sport Psychology*, 7, 120-145.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487–496.

- Delforge, C. & Scanff, C. (2006). Parental influence on tennis players: case studies, 15, 1-17.
- Durand-Bush, N., Salmela, J., & Thompson, K.A. (2004). Le rôle joué par les parents dans le développement et le maintien de la performance athlétique experte. *STAPS*, 64, 15-38.
- Enyon, R.B., Kitchen, P.D., & Semotiuk, D.M. (1980). The economics of age-group swimming in Ontario. *Canadian Journal of Applied Sport Science*, 5, 132-136.
- Eccles, J. S. (1993). School and family effects on the ontogeny of the children's interests, self-perception, and activity choice. In J. Jacobs (Ed.), *Nebraska symposium on motivation, 1992: Developmental perspectives on motivation* (pp. 145-208). Lincoln, NE: University of Nebraska Press.
- Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.). *Handbook of child psychology, Vol. 3: Social, emotional and personality development* (5th ed., pp. 1017-1094). New York, NY: Wiley interests, self-perception, and activity choice. (pp. 145 -208).
- Eccles, J. S., Jacobs, J. E., & Harold, R. D. (1990). Gender role stereotypes, expectancy effects, and parents' socialization of gender differences. *Journal of Social Issues*. 46, 183-201.
- Erickson, D. (2004). *Molding young athletes*. Oregon, WI: Purington Press.
- Enyon, R.B., Kitchen, P. D., & Semotiuk, D.M. (1980). The economics of age-group swimming in Ontario. *Canadian Journal of Applied Sport Sciences*, 5, 132-366.
- Elliott, S. & Drummond, M. (2011). Parental involvement in junior sport. 1-9.

- Fredricks, J. A., & Eccles, J. S. (2001). Parental influences on youth involvement in sports. (pp. 145-164).
- Fraser-Thomas, J., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10, 19–40
- Fraser-Thomas, J., & Cote, J. (2009). Understanding adolescents' positive and negative developmental experiences in sport. *The Sport Psychologist*, (23), 3-23.
- Fredricks, J. A., & Eccles, J. S. (2004). Parental influences on youth involvement in sports. In M. R. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp. 145– 164).
- Fredricks, J. A., & Eccles, J. S. (2005). Family socialization, gender, and sport motivation and involvement. *Journal of Sport and Exercise Psychology*, 27(1), 3-31.
- Green, B. C., & Chalip, L. (1997). Enduring involvement in youth soccer: The socialization of parent and child. *Journal of Leisure Research*, 29(1), 61-77.
- Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2008). The role of parents in tennis success: Focus group interviews with junior coaches. *The Sport Psychologist*, 22, 18-37
- Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2006). The role of parents in tennis success: Focus group interviews with junior coaches. *The Sport Psychologist*, 22, 18-37.
- Gould, D., Tuffey, S., Udry, E., and Loehr, J. (1996). Burnout in competitive junior players: II. Qualitative analysis. *The Sport Psychologist*, 10, 341-366.

- Gould D, Tuffey S, Udry E and Loher J (1997) Burnout in competitive youth junior tennis players: III. Individual differences in the burnout experience. *The Sport Psychologist* 11: 257–276.
- Gould, D., Lauer, L., & Rolo, C. (2006). Understanding the role parents play in tennis success: a national survey of junior tennis coaches. *British Journal of Sports Medicine*, 40, 632-636.
- Greendorfer, S.L. (2002). Socialization processes and sport behavior. In T. Horn (Ed.), *Advances in sport psychology* (2nd ed., pp. 377-402).
- Gould, D., Wilson, C. G., Tuffey, S., & Lochbaum, M. (1993). Stress and the young athlete: The child's perspective. *Pediatric Exercise Science*, 5(3), 286-297.
- Goldstein, J. D., & Iso-Ahola, S. E. (2008). Determinants of parents' sideline-rage emotions and behaviours at youth soccer games. *Journal of Applied Social Psychology*, 38(6), 1442-1462.
- Gould, D., Tuffey, S., Udry, E., & Loehr, J. (1996). Burnout in competitive junior tennis players: II. Qualitative analysis. / "Craquer" chez des joueurs de tennis juniors faisant de la competition: analyse qualitative. *Sport Psychologist*, 10, 341-366.
- Gould, D., Diefenbach, K., and Moffett, A. (2001). The development of psychological talent in U.S. Olympic Champions. Final grant report. Unpublished article.
- Gimeno, F. (2001). Descripción y evaluación preliminar de un programa de habilidades sociales y de solución de problemas con padres y entrenadores en el deporte infantil y juvenil. *Revista de Psicología del Deporte*, 12 (1), 67-79.
- Hellstedt, J. C. (1995). Invisible players: A family systems model. In Murphy, S.M. (ed.), *Sport Psychology Interventions*, (pp. 117 – 146).

- Hellstedt, J. C. (1987). The coach/parent/athlete relationship. *The Sport Psychologist*, 1, 151-160.
- Holt, N. L., Kingsley, B. C., Tink, L. N., & Scherer, J. (2011). Benefits and challenges associated with sport participation by children and parents from low-income families. *Psychology of Sport and Exercise*, 12, 490–499.
- Huston, T.L., & Burgess, R.L. (1979). The analysis of social exchange in developing relationships. In R.L. Burgess & T.L. Huston (Eds.), *Social exchange in developing relationships* (pp. 3-28).
- Jowett, S., & Cockerill, I.M. (2002). Incompatibility in the coach-athlete relationship. In I.M. Cockerill (Ed.), *Solutions in sport psychology* (pp. 16-31).
- Jowett, S. (2003). When the “honeymoon” is over: A case study of a coach-athlete dyad in crisis. *The Sport Psychologist*, 17, 446 – 462.
- Jowett, S. (2005). On repairing and enhancing the coach-athlete relationship. In S. Jowett, & M. Jones (Eds.), *The psychology of sport coaching* (pp. 14-27). Leicester, UK: *The British Psychological Society, Sport and Exercise Psychology Division*.
- Jowett, S., & Meek, G.A. (2000). Coach-athlete relationships in married couples: An exploratory content analysis. *The Sport Psychologist*, 14, 157-175.
- Jowett, S., Paull, G., & Pensgaard, A. M. (2005). Coach- athlete relationship. In J. Taylor & G. S. Wilson (Eds.), *Applying Sport Psychology: Four Perspectives*, (pp. 153- 170). Champaign, IL: Human Kinetics
- Jowett, S., & Ntoumanis, N. (2004). The Coach-Athlete Relationship Questionnaire (CART-Q): development and initial validation. *Scand J Med Sci Sports*, 14(4), 245-257.

- Jeffery-Tosoni, S., Fraser-Thomas, J., & Baker, J. (2015). Parent Involvement in Canadian Youth Hockey: Experiences and Perspectives of Peewee Players. *Journal of Sport Behavior*, 38(1), 3-25.
- Jowett, S., & Cramer, D. (2010). The prediction of young athletes' physical self from perceptions of relationships with parents and coaches. *Psychology of Sport and Exercise*, 11(2), 140–147.
- Jowett, S., & Cockerill, I.M. (2002). Incompatibility in the coach-athlete relationship. In I.M. Cockerill (Ed.), *Solutions in sport psychology* (pp. 16-31). London: Thomson Learning.
- Jowett, S., & Ntoumanis, N. (2004). The Coach–Athlete Relationship Questionnaire (CART-Q): Development and initial validation. *Scandinavian Journal of Medicine and Science in Sports*, 14(4), 245–257.
- Jowett, S., & Ntoumanis, N. (2004). The Coach - Athlete Relationship Questionnaire (CART – Q): Development and initial validation. *Scandinavian Journal of Medicine and Science in Sports*, 14, 245–257.
- Jowett, S., & Poczwadowski, A. (2007). Understanding the coach-athlete relationship. In S. Jowett & D. Lavalley (Eds.), *Social psychology in sport* (pp. 3-14).
- Jowett, S., & Timson-Katchis, M. (2005). Social networks in sport: Parental influence on the coach-athlete relationship. *The Sport Psychologist*, 19, 267-287
- Jowett, S., Kanakoglou, K., Passmore, J. (2012). Application of the 3+1Cs Relationship Model in Executive Coaching. *Consulting Psychology Journal: Practice and Research*. 64(3), 183-197.

- Jowett, S., & Frost, T. (2007). Race/Ethnicity in the all-male coach-athlete relationship: Black footballers' narratives. *International Journal of Sport and Exercise Psychology*, 5(3), 255–269.
- Jowett, S., & Timson-Katchis, M. (2005). Social networks in sport: Parental influence on the coach-athlete relationship. *The Sport Psychologist*, 19, 267-287.
- Jowett, S., & Cockerill, I. M. (2003). Olympic medallists' perspective of the athlete-coach relationship. *Psychology of Sport and Exercise*, 4, 313 – 331.
- Jowett, S., & Meek, G. A. (2000a). A case study of a top-level coach–athlete dyad in crisis (abstract). *Journal of Sports Sciences*, 18, 51 –52.
- Joo, B-K. (2005). Executive coaching: A conceptual framework from an integrative review of practice and research. *Human Resource Development Review*, 4, 462–488.
- Jowett, S., & Pearce, J. (2001, May/June). An exploration into the nature of the coach—athlete relationship in swimming. In A. Papaioannou, Y. Theodorakis, & M. Goudas (Eds.), *Proceedings of the 10th world congress of sport psychology*, (Vol. 3, pp. 227-229).
- Jowett, S., & Nezelek, J. (2012). Relationship interdependence and satisfaction with important outcomes in coach-athlete dyads. *Journal of Social and Personal Relationships*, 29, 287–301.
- Jowett, S., & Cockerill, I. M. (2003). Olympic Medallists' perspective of the athlete–coach relationship. *Psychology of Sport and Exercise*, 4, 313–331.
- Jowett, S. (2017). Coaching Effectiveness: The Coach-Athlete Relationship at its Heart, 16, 1-18.

- Kirk, D., O'Connor, A., Carlson, T., Burke, P., Davis, K., & Glover, S. (1997). Time commitments in junior sport: Social consequences for participants and their families. *European Journal of Physical Education*, 2, 51-73.
- Kiesler, D.J. (1997). Contemporary interpersonal theory research and personality, psychopathology, and psychotherapy. New York: Wiley.
- Keegan, R., Harwood, C., Spray, C., & Lavalley, D. (2009). A qualitative investigation exploring the motivational climate in early career sports participants: coaches, parent and peer influences on sport motivation. *Psychology of Sport and Exercise*, 10, 361-372. doi: 10.1016/j.psychsport.2008.12.003
- Karmisholt, K., & Gotzsche, P. C. (2005). Physical activity for secondary prevention of disease. Systematic reviews of randomized clinical trials. *Danish Medical Bulletin*, 52(2), 90-94.
- Karmisholt, K., Gyntelberg, F., & Gotzche, P.C. (2005). Physical activity for primary prevention of disease. Systematic reviews of randomized clinical trials. *Danish Medical Bulletin*, 52(2), 86-89.
- Kattenstroth, J.C., Kalisch, T., Kolankowska, I., & Dinse, H.R. (2011). Balance, sensorimotor, and cognitive performance in long-year expert senior ballroom dancers. *Journal of Aging Research*, 2011, 176709.
- Knight, C. J., Dorsch, T. E., Osai, K. V., Haderlie, K. L., & Sellars, P. A. (2016). Influences on Parental Involvement in Youth Sport. *Sport, Exercise, and Performance Psychology*, 5(2), 161-178.
- Kirk, D., O'Connor, A, Carlson, T., Burke, P., Davis, K. and Glover, S. (1997). Time commitments in junior sport: social consequences for participants and their families. *European Journal of Physical Education*, 2, 51-73.
- Lee, M., & MacLean, S. (1997). Sources of parental pressure among age group swimmers. *European Journal of Physical Education*, 2, 167-177.

- Lee, R. E., Mama, S.K., Medina, A., Orlando Edwards, R., & McNeill, L. (2011). SALSAs: Saving Lives Staying Active to Promote Physical Activity and Healthy Eating. *Journal of Obesity*, 2011, 436509.
- Lyle, J. (1999). Coaching philosophy and coaching behaviour. In N. Cross & J. Lyle (Eds.), *The coaching process: Principles and practice for sport* (pp. 25–46). Oxford, UK: Butterworth-Heinemann.
- Lyle, J. (2002). *Sports Coaching Concepts; A framework for coaches' behaviour*. London & New York: Routledge.
- Martens, R. (1993). Psychological perspectives. In B.R. Cahill, & A.J. Pearl (Eds.), *Intensive participation in children's sports* (pp. 917).
- Monsaas, J.A. (1985). Learning to be a world-class tennis player. In B.S. Bloom (Ed.), *Developing talent in young people* (pp. 211-269). New York: Ballantine.
- Matei, C. (2017). A Message to Parents of Dancers from a Dancer's Heart! Retrieved from <https://dancesportlife.com/blog/message-parents-dancers/>
- McElroy, M.A., & Kirkendall, D.R. (1980). Significant others and professionalized sport attitudes. *The Research Quarterly for Exercise and Sport*, 51, 645-653.
- Nunomura, M., & Oliveira, M. S. (2013). Parents' support in the sports career of young gymnasts. *Science of Gymnastics Journal*, 4(1), 5-18
- Nelson, L., Evans, M., Guess, W., Morris, M., Olson, T., & Buckwalter, J. (2011). Heart rates of elementary physical education students during the dancing classrooms program. *Research Quarterly for Exercise and Sport*, 82(2), 256-263.

- Ntoumanis, N.; Taylor, I.M.; Thøgersen-Ntoumani, C. (2012). A longitudinal examination of coach and peer motivational climates in youth sport: Implications for moral attitudes, well-being, and behavioral investment. *Dev. Psychol*, 48, 213–223.
- Omli, J., & LaVoi, N. M. (2009). Background anger in youth sport: A perfect storm? *Journal of Sport Behavior*, 32, 242-260.
- O'Rourke, D. J., Smith, R. E., Smoll, F. L., & Cumming, S. P. (2011). Trait anxiety in young athletes as a function of parental pressure and motivational climate: Is parental pressure always harmful? *Journal of Applied Psychology*, 23, 398-412.
- Pledger, C. (2016). Ballroom Dance: An Education Like No Other. *Inquiry: The Journal of the Virginia Community Colleges*, 20(1).
- Power, T. G., & Woolger, C. (1994). Parenting practices and age-group swimming: A correlational study. *Research Quarterly for Exercise and Sport*, 65(1), 59–66.
- Pensgaard, A.-M., & Roberts, G. C. (2002). Elite athletes' experiences of the motivational climate: The coach matters. *Scandinavian Journal of Medicine and Science in Sport*, 12, 54–
- Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (1999) What should we expect of family literacy? Experiences of Latino children whose parents participate in an intergenerational literacy project. Newark, DE: *International Reading Association and National Reading Conference*.
- Poczwardowski, A., Barott, J. E., & Henschen, K. P. (2000). The influence of team dynamics on the interpersonal relationship of female gymnasts and their coaches: A qualitative perspective.
- Pabišta, R. (2017) The Parent-Coach and Child-Athlete Dyad: An Investigation of the Dual Relationship from the Athlete's Perspective, 1-73.

- Power, T.G., & Woolger, C. (1994). Parenting practices and age-group swimming: A correlational study. *Research Quarterly for Exercise and Sport*, 65(1), 56-66.
- Rosenblatt PC. Needed research on commitment in marriage. In: Levinger G, Rausch HL, eds. *Close Relationships: Perspectives on the Meaning of Intimacy*. Amhurst, MA: University of Massachusetts Press, 1977.
- Reinboth, M., Duda, J. L., & Ntoumanis, N. (2004). Dimensions of coaching behavior, need satisfaction, and the psychological and physical welfare of young athletes. *Motivation & Emotion*, 28, 297-313
- *Rhind, D. J., & Jowett, S. (2010). Relationship maintenance strategies in the coach-athlete relationship: The development of the COMPASS Model. *Journal of Applied Sport Psychology*, 22(1), 106– 121.
- Snyder, E. E., & Spreitzer, E. (1973). Family influence and involvement in sport. *Research Quarterly* 44, 249-245
- Spreitzer, E., & Snyder, E. E. (1976). Socialization into sport: An exploratory path analysis. *Research Quarterly*, 47, 238-245.
- Shalvarov, E. (2016). 4 Reasons Why Your Child SHOULD NOT Ballroom Dance. Retrieved from <https://www.dancecompreview.com/4-reasons-why-your-child-should-not-ballroom-dance/>
- Smoll, F.L., & Smith, R.E. (1989). Leadership behaviors in sport: A theoretical model and research paradigm. *Journal of Applied Social Psychology*, 19, 1522–1551.
- Smith, R. E., & Smoll, F. L. (1996). The coach as focus of research and intervention in youth sports. In F. L. Smoll & R. E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (pp. 125-141).

- Stevenson C (1990a) The early careers of international athletes. *Sociology of Sport Journal* 7: 238–253
- Sevdalis, V., & Keller, P. E. (2011). Captured by motion: Dance, action understanding, and social cognition. *Brain and Cognition*, 77(2), 231-236.
- Smith, R. E. (1986). Toward a cognitive-affective model of athletic burnout. *Journal of Sport Psychology*, 8, 36-50.
- Shalvarov, E. (2019). 5 Reasons Why Your Child Should Ballroom Dance. Retrieved from: <https://www.dancecompreview.com/5-reasons-why-your-child-should-ballroom-dance/>
- Sprecher, S. & Felmlee, D. (1992). The influence of parents and friends on the quality and stability of romantic relationships: A three-wave longitudinal investigation. *Journal of Marriage and the Family*, 54, 888-900.
- Smoll, F. L., & Smith, R. E. (1984). Leadership research in youth sports. In J. M. Silva III, & R. S. Weinberg (Eds.), *Psychological foundations of sport* (pp. 371- 386). Champaign, IL: *Human Kinetics*.
- Shelley, L., Holden, D., Brooke, E., Forester, D., Christopher, M., Keshock, D., & Steven, F. (2015). How to Effectively Manage Coach, Parent, and Player Relationships. *U.S. Sports Academy*, 1-12.
- Scanlan, T.K., & Lewthwaite, R. (1988). From stress to enjoyment: Parental and coach influences on young participants. In E.W. Brown & Branta C.F. (Eds.), *Sports for children* (pp. 41-48). Champaign, IL: *Human Kinetics*.

- Smoll, F. L., Cumming, S. P., & Smith, R. E. (2011). Enhancing coach-parent relationships in youth sports: Increasing harmony and minimizing hassle. *International Journal of Sports Science & Coaching*, 6, 13-26.
- Smith, J. (1986). My son used to enjoy tennis ... : a concerned parent's perspective. In G. Gleeson (Ed.), *The Growing Child in Competitive Sport*. (pp. 179-182).
- Stein, G. L., & Raedeke, T. D. (1999). Children's perceptions of parent sport involvement: It's not how much, but to what degree that's important. *Journal of Sport Behavior*, 22, 1-8.
- Snyder, E. E. & Spreitzer, E., (1973). Family influences and involvement in sport. *Research Quarterly* 44, 249-255.
- Scanff, C. (2006). Parental influence on tennis players: case studies, 15, 1-17.
- Stein, G. L., Raedeke, T. D., & Glenn, S. D. (1999). Children's perceptions of parent sports involvement: It's not how much, but to what degree that's important. *Journal of Sport Behavior*, 22, 591-601.
- Slater, P.E. (1963). On social regression. *American Sociological Review*, 28, 339-358
- Sprecher, S., Felmlee, D., Orbuch, T.L., & Willets, M.C. (2002). Social networks and change in personal relationships. In A. Vangelisti, H. Reis, & M.A. Fitzpatrick (Eds.), *Stability and change in relationships* (pp. 257-284).
- Smoll, F. (1993). Enhancing coach parent relationships in youth sports. In J. Williams (Ed.) *Applied sport psychology* (pp. 58-67). Palo Alto, Mayfield.
- Sprecher, S. (1988). Investment model, equity, and social support determinants of relationship commitment. *Social Psychology Quarterly*, 51, 318-328.

- Sprecher, S. & Felmlee, D. (1992). The influence of parents and friends on the quality and stability of romantic relationships: A three-wave longitudinal investigation. *Journal of Marriage and the Family*, 54, 888-900.
- Tobias, L. L. (1996). Coaching executives. *Consulting Psychology Journal: Practice and Research*, 48, 87-95.
- Trouilloud, D., Isorard-Gauthier, S., Gustafsson, H., & Emma, G. (2015). Associations between the Perceived Quality of the Coach-Athlete Relationship and Athlete Burnout: An Examination of the... *Psychology of Sport and Exercise*, 18, 1-32.
- Van Yperen N. W. (1995). Interpersonal stress, performance level, and parental support: A longitudinal study among highly skilled young soccer players. *Sport Psychologist*, 9:225-241.
- Weiss, M.R., & Hayashi, C.T. (1995). All in the family: Parent-child influence in competitive youth gymnastics. *Pediatric Exercise Science*, 7, 36-48.
- Wachsmuth, S., Jowett, S., & Harwood, C. (2017). Conflict among athletes and their coaches: What is the theory and research so far? *International Review of Sport and Exercise Psychology*, 10(1), 84-107
- Wylleman, P., & Lavallee, D.E. (2004). A developmental perspective on transitions faced by athletes. In M. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp. 503-524). Morgantown, WV: *Fitness Information Technology*
- Weiss, M. R. (2003). Social influences on children's psychological development in youth sports. *Youth Sports: Perspectives for a New Century*. Monterey, CA: *Coaches Choice Publishers*, 109-126

- Wylleman, P. (2000). Interpersonal relationships in sport: Uncharted territory in sport psychology research. *International Journal of Sport Psychology*, 31, 555–572.
- Weiss, M.R., & Hayashi, C.T. (1995). All in the family: Parent-child socialization influences in competitive youth gymnastics. *Pediatric Exercise Science*, 7, 36-48
- Wylleman,P.(2000).Interpersonal relationships in sport: Uncharted territory in sport psychology research. *International Journal of Sport Psychology*, 31,555–572.
- Wiersma, L. D. 2001. “Conceptualization and Development of the Sources of Enjoyment in Youth Sport Questionnaire.” *Measurement in Physical Education and Exercise Science* 5 (2): 153-177.
- Woolliams, (2015). Examining the nature of interpersonal coach athlete dyads between *New Zealand National Representative Female...* 1-122.
- Wuerth, S., Lee, M. J., & Alfermann, D. (2004). Parental involvement and athletes’ career in youth sport. *Psychology of Sport and Exercise*, 5, 21-33.
- Yukelson, D. (2006). Communicating effectively. In. J. M. Williams (Ed.), *Applied Sport Psychology: Personal growth to peak performance* (5th ed., pp. 174- 191). New York: McGraw Hill.
- Yang, S. X., & Jowett, S. (2013). The psychometric properties of the short and long versions of the Coach–Athlete Relationship Questionnaire. *Measurement in Physical Education and Exercise Science*, 17(4), 281-294.
- Zajenkowski, M., Jankowski, K. S., & Kolata, D. (2014). Let’s dance - feel better! Mood changes following dancing in different situations. *European Journal of Sport Science*, 1-7.

APPENDICES

A. PPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 75 00
F: +90 312 210 75 00
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816 / 384

08 Haziran 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (IAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Sadettin KİRAZCI

Danışmanlığını yaptığınız yüksek lisans öğrencisi Alena MIKHAYLOVA'nın "Dans Sporunda veli dahilliyetinin antrenör-sporcu ilişkisine etkisi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-085 protokol numarası ile 08.062018 - 30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ş. Halil TURAN
Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Doç. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Zana ÇITAK
Üye

Doç. Dr. Emre SELÇUK
Üye

Dr. Öğr. Üyesi Fınar KAYGAN
Üye

B. COACH CONSENT LETTER

ANTRENÖR ONAY FORMU

Sayın Dans Sporu Antrenörleri,

Bu araştırma, Orta Doğu Teknik Üniversitesi, Beden Eğitimi ve Spor Bölümü Yüksek Lisans öğrencisi Alena Mikhaylova tarafından Doç. Dr. Sadettin Kirazcı danışmanlığındaki “Dans Sporida Ebeveyn Katılımının Antrenör-Sporcu İlişkisinin Kalitesindeki Rolü” başlıklı yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Bu çalışmanın amacı nedir? Bu çalışmanın kavramsal amacı, atletik üçgen modelini bir başlangıç noktası olarak ele alarak, ebeveyn katılımı faktörü meydana geldiğinde, kişilerarası antrenör-sporcu ilişkisinin niteliğinin ne şekilde etkilendiğini belirlemektir

Sizin katılımcı olarak ne yapmasını istiyoruz? Araştırmaya katılmayı kabul ederseniz, sizle yüz yüze bir görüşme yapılacaktır. Yaklaşık olarak bir saat sürmesi beklenen bu görüşmede ucu açık sorular yöneltilecektir. Daha sonra içerik analizi yapılabilmesi amacıyla ses kaydı alınacaktır.

Sizden alınan bilgiler ne amaçla ve nasıl kullanılacak? Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Sizin cevaplarınız kesinlikle gizli tutulacak ve bu cevaplar sadece araştırmacı tarafından bilimsel amaçla kullanılacaktır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Çalışmayı yarıda kesmek isterseniz ne yapmalısınız? Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini kullanarak bize yöneltebilirsiniz.

Saygılarımla,

Alena Mikhaylova (Yüsek Lisans Öğrencisi)
Orta Doęu Teknik Üniversitesi,
Eđitim Fakóltesi,
Beden Eđitimi ve Spor Bölümü, Ankara
e-posta: alenayazici@gmail.com

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Adı-Soyadı _____

Tarih _____

İmza _____

C. PARENT CONSENT LETTER

VELİ ONAY FORMU

Sayın Veliler, Sevgili Anne-Babalar,

Bu araştırma, Orta Doğu Teknik Üniversitesi, Beden Eğitimi ve Spor Bölümü Yüksek Lisans öğrencisi Alena Mikhaylova tarafından Doç. Dr. Sadettin Kirazcı danışmanlığındaki “Dans Sporunda Ebeveyn Katılımının Antrenör-Sporcu İlişkisinin Kalitesindeki Rolü” başlıklı yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Bu çalışmanın amacı nedir? Bu çalışmanın kavramsal amacı, atletik üçgen modelini bir başlangıç noktası olarak ele alarak, ebeveyn katılımı faktörü meydana geldiğinde, kişilerarası antrenör-sporcu ilişkisinin niteliğinin ne şekilde etkilendiğini belirlemektir

Sizin katılımcı olarak ne yapmasını istiyoruz? Araştırmaya katılmayı kabul ederseniz, sizle yüz yüze bir görüşme yapılacaktır. Yaklaşık olarak bir saat sürmesi beklenen bu görüşmede ucu açık sorular yöneltilecektir. Daha sonra içerik analizi yapılabilmesi amacıyla ses kaydı alınacaktır.

Sizden alınan bilgiler ne amaçla ve nasıl kullanılacak? Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Sizin cevaplarınız kesinlikle gizli tutulacak ve bu cevaplar sadece araştırmacı tarafından bilimsel amaçla kullanılacaktır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Çalışmayı yarıda kesmek isterseniz ne yapmalısınız? Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini kullanarak bize yöneltebilirsiniz.

Saygılarımla,

Alena Mikhaylova (Yüksek Lisans Öğrencisi)
Orta Doğu Teknik Üniversitesi,
Eğitim Fakültesi,
Beden Eğitimi ve Spor Bölümü, Ankara
e-posta: alenayazici@gmail.com

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Adı-Soyadı _____

Tarih _____

İmza _____

D. QUESTIONS IN TURKISH

Veli Görüşmeleri

Merhabalar öncelikle kendimi tanıtmak istiyorum, benim adım Alena Mikhaylova. Orta Doğu Teknik Üniversitesi Beden Eğitimi ve Spor Bölümü Yüksek Lisans öğrencisiyim. “Dans Sporunda Ebeveyn Katılımının Antrenör-Sporcu İlişkisinin Kalitesindeki Rolü” başlıklı yüksek lisans tezi yazmaktayım. Sizinle on beş açık sorudan oluşan bir yüz yüze görüşmemiz gerçekleştireceğiz. Bu görüşmede, antrenör, veli ve sporcuyla ilgili sorular ile karşılaşabilirsiniz.

Öncelikle çocuğunuz için niye Dans Sporunu tercih ettiniz?

Çocuğunuz kaç yıldır Dans Sportu ile ilgileniyor?

Kaç yıldır bu stüdyoda çalışıyorsunuz? Memnunumsunuz?

Bir veli olarak antrenörden beklentileriniz nelerdir?

Çocuğunuzda neleri geliştirilmesini hedefliyorsunuz?

Sporcu Ailelerinin Antrenör-Sporcu İlişkisi Üzerindeki Etkileri

İmkanlar

1. Çocuğunuzun dans sporuna başlamasını neden istediniz?Bu kararınızda neler etkili oldu, biraz açıklar mısınız?
2. Çocuğunuza Dans sportu yapabilmesi ve bu spora devam edebilmesi için şimdiye kadar ne tür imkanlar sağladınız (örn. lojistik, maddi destek, manevi destek, zaman vb.)
3. Dans Sportu Federasyonu ya da bağlı olduğunuz spor kulübü çocuğunuza sağlayabileceğiniz imkanları ne şekilde mümkün kıldı ya da engellemiş oldu? Örnek verebilir misiniz?
4. Çocuğunuzun çalışmakta olduğu antrenörünü diğerlerine kıyasla seçmenizi sağlayan ana etkenler nelerdir?

5. Sağladığınız imkânların çocuğunuz ve antrenörü arasında gelişmekte olan ilişkiye etkisi hakkında neler düşünüyorsunuz?

Bilgi

6. Çocuğunuz ve antrenörüyle dans sporu hakkında konuşmuşsunuz?
 - a. Ne sıklıkta konuşursunuz?
 - b. Hangi konuları konuşursunuz?Örnek verebilir misiniz (antrenör/çocuk)?
7. Çocuğunuza dans sporuna yönelik ne tür bilgiler sunabilirsiniz?
 - a. Neden bu bilgileri sunma(ma) ihtiyacı duyuyorsunuz?
 - b. Sunduğunuz bilgi antrenör-sporcu ya da yaptıkları spora nasıl bir katkıda bulunuyor?
8. Çocuğunuz dans sporu ile ilgili sizin onunla paylaştığınız görüş ve önerilerinizi ne ölçüde kabul ediyor? Örnek verebilir misiniz?
9. Dans sporu hakkında çocuğunuzla ne tür konularda konuşma ihtimaliniz azdır?
10. Sağladığınız bilgiyada yaptığınız yorumlarınızın, çocuğunuz ve antrenörü arasındaki gelişmekte olan ilişkiye etkisi sizce nasıl oluyor?

Destek

11. Çocuğunuzun sporda kendini geliştirmek için gösterdiği çabalara destek oluyor musunuz?
 - a. Nasıl destek oldunuz? Örnek verebilir misiniz.
12. Antrenörün çocuğunuzu geliştirmek için sarf ettiği çabaya nasıl destek oldunuz? Örnek verebilir misiniz?
13. Çocuğunuz için belirlediğiniz hedefler açısından, antrenör-sporcu ve veli olarak üçünüz arasındaki ilişki size göre nasıl ilerliyor?
 - a. Genelde uyumlu musunuz?
 - b. Yada amaçlar bakımından farklı doğrultuda ilerlemek istediğiniz oluyor mu? Ne zaman oluyor, örnek verebilir misiniz?

14. Gereken desteđi sađlamakta hi kendinizi yetersiz hissettiđiniz oldu mu? Ltfen biraz aıklayabilir misiniz? rnek verebilir misiniz?
15. ocuđunuza sađladınız destek, ocuđunuz ve antrenr arasında geliřmekte olan iliřkiyi sizce etkiliyor mu?
- a. Nasıl etkiliyor? rnek verebilir misiniz?
- rneđin sporcu, antrenrn sylediđi saatlerde, sylediđi kamplara katılıyor mu?

Antrenr Grřmeleri

Merhabalar ncelikle kendimi tanıtılmak istiyorum, benim adım Alena Mikhaylova. Orta Dođu Teknik niversitesi Beden Eđitimi ve Spor Blm Yksek Lisans đrencisiyim. “Dans Sporunda Ebeveyn Katılımının Antrenr-Sporcu İliřkisinin Kalitesindeki Rol” bařlıklı yksek lisans tezi yazmaktayım. Sizinle on beř aık sorudan oluřan bir yz yze grřmemiz gerekleřtireceđiz. Bu grřmede, antrenr, veli ve sporcuyla ilgili sorular ile karřılařabilirsiniz.

ncelikle Antrenrlk mesleđi sizin iin ne ifade ediyor?

Niye bařka bir spor deđil de DansSporu antrenrlđ yapmaya karar verdiniz?

Bir Antrenr olarak nelere deđer veriyorsunuz, neyi nemiyorsunuz?

Bir Antrenr olarak verdiđiniz eđitim ne amalıdır?

Kendi sporcularınızda neleri geliřtirmeyi amalıyorsunuz?

Sosyal Ađ yelerinin (veliler) Antrenr-Sporcu İliřkisi zerindeki Etkileri

Yakınlık

Bir antrenr olarak sizin iin Dans Sporunda sadakat ne ifade ediyor?

Bir antrenr olarak kendi mesleđinizde sadakata ne kadar dikkat ediyorsunuz?

1. Gven ve saygı duyguları, etkili bir antrenr-sporcu iliřkisinin oluřmasında ne řekillerde etken olabilir?
2. Bu tr duyguların, *sporcunuz* ile oluřturduđunuz iliřkide nasıl bir yeri var?

Örneğin sporcu-antrenör ilişkisi doğrultusunda sadık olmanız önemlidir?
(başka külüpten bir sporcu ile çalışmamak gibi)

3. Bu ilişkiyi zedeleyecek, olumsuz duyguları beraberinde getirip sizi endişelendirecek durumlar ve şartlar nelerdir?

Böyle bir durumla karşılaştınız mı? Örnek verebilir misiniz?

Bağlılık

4. Sporcunuza bağlı olmanız sizin için neden önemlidir? Bu durumun size faydası ne olur?

5. Çalıştığınız yıllar süresince *sporcunuza* karşı oluşan bağlılığınıza neler katkıda bulundu?

Örneğin sizin sözünüzü dinlemesi, sizin disiplininizle çalışıyor olması ve emeklerinizin karşılığını alabiliyor olmanız.

6. Şu andaki antrenör-sporcu ilişkiniz bitecek olsaydı kendinizi nasıl hissederdiniz?

Tamamlayıcılık

7. Bir antrenman sırasında *sporcunuza* yaklaşımınız nasıl olur (Dostça, mesafeli vb.)?

8. *Sporcunuzun* isteklerine ne kadar cevap verebildiğinizi hissediyorsunuz?

Örneğin teknik, taktik vb.

9. Sporcunuz ile yaptığınız işbirliğinin derecesini olumsuz yönde etkileyecek bir durum ile karşılaştınız mı? Cevabınız evet ise bu durumun sebepleri nelerdir?

Bağlılık

10. Sporcunuzun velisi, birbirinize duyduğunuz güven ve saygıyı ne şekilde etkiledi?
Lütfen açıklayınız.

11. Sizce veliler, antrenör-sporcu ilişkisinde güven ve saygıyı olumlu veya olumsuz yönde nasıl etkileyebilir? Örnek verebilir misiniz?

12. Sporcu velisinin spor ortamına dahiliyeti, sporcunuza ve genel olarak yaptığınız spora bağlılığınıza (sorumluluğunuza) ne şekillerde katkıda bulundu?

13. Hangi durumlar sporcu velisinin davranışlarının zorlayıcı (baskıcı) bir hal aldığını hissetmenize yol açar (sebepler olur)?

- Byle bir durumla hi karřılařtınız mı?
- rnek verebilir misiniz?

Tamamlayıcılık

14. Sizce, *sporunuzun velisinin* grřleri mevcut antrenrlk tarzınızı nasıl etkiliyor?
15. Sizce sporunuzun velisi, sporunuzla uyumlu bir řekilde alıřabilmenize katkıda mı bulunuyor yoksa alıřmalarınızı sekteye mi uęrattıyor?
 - a. Velinin katkıda bulunduęu durumlar nelerdir?
 - b. Velinin alıřmaları sekteye uęrattığı durumlar nelerdir?
rnek verebilir misiniz?

F. TURKISH SUMMARY

GİRİŞ

Ebeveyn katılımı konusundaki arařtırmalar, ebeveynlerin spora katılımlarının spor alanlarına yönlendirilmeleriyle bařladığını (Snyder & Spreitzer, 1973; Spreitzer & Snyder, 1976) ve çocuęa daha sonra katılım için fırsat veren bir ebeveyn olduğunu göstermiřtir (Brown, Frankel ve Fennell, 1989). Enyon, Kitchen ve Semotiuk (1980), Weiss ve Hayashi (1995), ebeveynlerin çocuklarının spor deneyimine yüksek oranda dahil olmalarını saęlayan en önemli faktörün, ebeveynlerin çocukların spora katılımın mümkün olması için çok fazla para, zaman ve enerji harcaması olduğunu belirtmiřtir. Dans sporu çok pahalı, zaman ve enerji tüketen bir süreçtir ve uygun gelişim için sporcuların katılması gereken grup ve özel dersler, uygun ekipman bulundurma zorunluluęu, yarışlarda seyahat ve kayıt masraflarını karşılayan biri olması gereklilięi, dans sporu alanında ebeveyn katılımının nedenlerini oluřturur (Shalvarov, 2016).

İliřkilerin önemli bir rol oynadıęı karmařık sosyal çerçeve, rekabetçi sporlarda önemli bir bileřen olarak belirlenmiřtir (Hellstedt, 1995; Kirk, O'Connor, Carlson, Burke, Davis ve Glover, 1997). Smoll ve Smith (1989), antrenör, ebeveyn ve genç sporculardan oluřan sosyal iliřkinin öneminin, bilimsel literatürde atletik bir üçgen (Hařstedt, 1987) olarak nitelendirildięini ortaya koymuřtur.

Ek olarak, rekabetçi sporda, antrenörler sporcunun performans, motivasyon ve haz seviyesini belirleyen temel figürüdür (Smith & Smoll, 1996). Ayrıca, ebeveynleri kendilerini destekleyen sporcularda daha yüksek düzeyde haz ve olumlu gelişme tespit edilmiřtir ve ebeveyn desteęi olmadıęı durumlarda, sporcunun spor katılımına isteęinin

azaldığı görülmüştür (Brustad, 1993; Martens, 1993). Nihayetinde kişilerarası ilişkilerde fikir ayrılığı konusu üzerine yapılan çalışmalar, antrenör-ebeveyn çelişkileri meydana gelirse en fazla sporcuların zarar gördüğünü belirlemiştir (Byrne, 1993; Hellstedt, 1995).

Ebeveyn katılımı ve genç sporcuların tecrübe, katılım ve performansları gibi konular üzerine farklı spor alanlarında çalışmalar yapılmıştır: golf (Cohn 1991), yüzme (Lee ve MacLean, 1997), tenis (Gould, Lauer, Rolo, Jannes ve Pennisi, 2008), jimnastik (Nunomura ve Oliveira, 2013), hokey (Dorsch ve Paskevich, 2007). Spor alanında ebeveyn katılımı konusunda birçok çalışma yapılmış olmasına rağmen (Bloom, 1985; Brustad, 1988; Côté, 1999; Hellstedt, 1987; Jowett ve Cramer, 2010; Power & Woolger, 1994) araştırmacı ebeveyn katılımı konusuna odaklanan dans sporu alanında yapılmış mevcut bir çalışma bulunmadığını gözlemlemiştir.

Öcelikli olarak , ebeveynler antrenör ve spor kulübü hakkında karar verdiğinde, sporcunun birlikte çalışacağı ve çiftin kaç saat boyunca antrenman yapacağına dair kararı antrenörlerin verdiği gözlemlenmiştir. Bu nedenle, ebeveynin çocuğu, antrenörün sporcusu olur ve rol çocuktan sporcuya geçtiğinde, ebeveynlerin egemenliği, antrenör tarafından alınmış olur (Monsaas, 1985; Wylleman ve Lavallee, 2004). Bu nedenle, antrenörler ve ebeveynler tüm bağları gözleme ve birbirleriyle ve sporcu ile hemen hemen her gün etkileşime girme şansına sahip oldukları için iyi bir bilgi kaynağı olabilirler.

Antrenör sporcu ilişkisi, antrenörlerin ve sporcuların duygu, düşünce ve davranışlarının birbirine bağlı olduğu bir durum olarak tanımlanmıştır (Jowett, 2005; Jowett ve Meek, 2000; Jowett, Paull ve Pensgaard, 2005). Antrenörler ve sporcuların kişilerarası hisleri, düşünceleri ve davranışları, yakınlık, bağlılık ve tamamlayıcılık yapılarıyla operasyonel hale getirilmiş ve ölçülmüştür (Jowett ve Ntoumanis, 2004).

Kombine model, antrenör ve sporcu arasındaki karşılıklı psikolojik yapı ilişkisini yakınlık, bağlılık ve tamamlayıcılık kavramları ile belirler. Yakınlık, ilişkilerde deneyimlenen duyguların izdüşümünü gösterir ve antrenör ile sporcunun birbiriyle ne ölçüde bağlantılı olduğunu ya da şefkatlerinin yoğunluğunu gösterir (Berscheid, Snyder ve Omoto, 1989).

Bağlılık, koç ve sporcunun sonuçları artırmak için uzun vadeli spor ilişkilerini sürdürme arzusu olarak tanımlanmıştır (Rosenblatt, 1977). Tamamlayıcılık, antrenör ve sporcu arasında kurulan ilişki ve işbirlikleri olarak tanımlanır. Örneğin, koç talimat verir ve sporcular yerine getirir (Kiesler, 1997).

Daha önce de belirtildiği gibi, uygunsuz ebeveyn davranışı çocuğun davranışını ve spora katılımını olumsuz yönde etkilediği için, dans sporu da bu konuda bir istisna değildir (Shalvarov, 2019). Ayrıca, dans sporunun diğer sporlardan belirgin bir ayrımı vardır; ortaklık ilişkisinin ve takım çalışması işbirliğinin çok yüksek değere sahip olduğu bir spordur (Shalvarov, 2019).

Bu nedenle, diğer spor alanlarıyla karşılaştırıldığında, dans sporunda, sporcunun dans eşini kaybetmesi, birlikte çalıştığı antrenörü değiştirmek zorunda kalması ve aynı zamanda çalıştıkları dans stüdyosunun değişmesi kritik sonuçlara yol açacak nedenler olabilir. (Shalvarov, 2016; Matei, 2017). Tüm bu konular, sporcu için motivasyon ve katılım sorunlarına da neden olabilir, çünkü alışkanlık süreci çok uzun ve zaman alıcı olduğu için, yeni bir antrenör, partner, stüdyo ve çevreye alışmak çok zaman almaktadır. Bununla birlikte bir değişiklik meydana geldiğinde, diğer stüdyo veya antrenörün sporcuya iyi bir ortak veya iyi bir antrenörlük gibi diğer faydaları sağlayabileceği kesin değildir.

Bu ölçüde, bu keşif vaka çalışmasının amacı, ebeveynlerin ve koçların, 3C kavramsal model kavramında, ebeveyn katılımı gerçekleştiğinde, antrenör-sporcu ilişkisinin kalitesinde ebeveynin nasıl bir rolü olduğuna ortaya çıkarmaktır. Antrenörler ve sporcuların ebeveynleri ile, 2004 yılında Jowett ve Ntoumanis tarafından ebeveynin nasıl bir rolü olduğuna ortaya çıkarmak için geliştirilen ve antrenör-sporcu ilişkisinde yakınlık, bağlılık ve tamamlayıcılığın tanımlandığı 3'C modelini temel alan, röportajlar yapılmıştır.

LİTERATÜR TARAMASI

Atletik Üçgen

Atletik üçgen, sporcunun psikolojik gelişimini belirleyen antrenör-sporcu-ebeveyn ilişkilerini öngörür (Davis ve Jowette, 2013; O'Rourke, Smith, Smoll ve Cumming 2011; Weiss, 2003; Wylleman). , 2000). Başarılı bir ortam yaratmak için, üçgende her katılımcının etkili bir spor deneyimi için talep ettiği kendi rolleri, taahhütleri ve davranışları vardır (Shelley, Holden, Forester, Christopher, Keshock ve Steven, 2015). Sonuç olarak, antrenörler, sporcular ve ebeveynlerin aklında bir amaç vardır, hepsi birbirinden aynı şeyi bekler ve amaç çocuk başarısıdır (Erickson, 2004).

Ebeveyn Katılımı

Brustad (1988), Power ve Woolger (1994) gibi araştırmacılar, spora alışmanın ebeveyn katılımı nedeniyle çocuğun atletik gelişiminde farklı olduğunu, bazı sporlar için eğlenceli ve gelişim odaklı süreçler olduğunu, diğerleri için ise stresli ve olumsuz olduğunu öne sürüyor. Çocuğun spor deneyiminde ebeveynlerin az zorlandığı ya da çok fazla zorlandığı (Hellstedt, 1987) durumlar, olumsuz sonuçların başlıca nedeni olabilmektedir (McElroy ve Kirkendall 1980; Smith; , 1986; Gould, Tuffey, Udry ve Loher, 1997).

Hallsted (1987), aşırı, orta ve az katılımı olan üç ebeveyn davranış biçimi önermiştir. Aşırı katılımcı ebeveynlerin belirtileri: baskınlık, rekabet sonuçlarına kaygı veya aşırı tepki verme, acil sonuç alma arzusu, gerçekçi olmayan beklentiler, çocuğu kendi başına koçluk etme çabası olarak belirlenmiştir (Gould, Lauer ve Rolo, 2006). Ebeveynlerin aşırı katılımı tükenmişlik sendromu ve sporu terk etme gibi kritik durumlara yol açabilir (McElroy ve Kirkendall, 1980; Smith, 1986; Udry ve diğerleri, 1997).

Az katılım gösteren ebeveyn davranışları: çocuklarını desteklememek, çocuğun her yarışmaya katılmasına izin vermemek, çocuğun başarısını veya gelişimini önleyebilmek ve

umursamamak, uygun ekipmanları temin etmemek veya derslere katılımına herhangi bir ilgi göstermek gibi davranışlar ile tanımlanmıştır (Gould vd., 2006). Spor literatüründe, sporcunun etkin gelişimi için ideal olarak gösterilen bir diğer davranış ise, çocuğun spor kariyerinde daha az stres ve daha iyi gelişim yaratan orta ebevey katılımıdır (Hallsted, 1987).

Antrenör-Sporcu İlişkisi

Antrenör-sporcu kişilerarası ilişkileri spor alanında en önemli unsurlardan biridir (Jowett ve Poczwadowski, 2007). Ayrıca, duygu, düşünce ve davranışların birbirleriyle olan ilişkileri, antrenör-sporcu kişilerarası ilişkisinin benzersiz bir tanımlayıcısı olarak tespit edilmiştir (Adie ve Jowett, 2010; Jowett ve Meek, 2000; Jowett ve Ntoumanis, 2004). Her iki taraftaki ilişki, güven ve saygı arttıkça, gelişim ve sonuçların daha iyi olduğu kanıtlanmıştır (Jowett, 2003).

Antrenör, sporcunun gelişiminde, motivasyonunda ve spora katılım kalitesinde en önemli kişidir (Pensgaard ve Roberts, 2002). Ayrıca antrenörler, sporcuların olumlu gelişimi için yetiştiricilerdir (Coatsworth ve Conroy 2009; Macdonald, Côté ve Deakin 2010). Araştırmalar, ebeveynler, arkadaşlar veya diğer sosyal ağlara bağlı ortaya çıkabilecek üçüncü kişinin, antrenör-sporcu ilişkisinin gelişiminde engel teşkil edebileceğini göstermiştir (Baxter & Widenmann, 1993; Burger & Milardo, 1995; Sprecher & Felmler, 1992). Ebeveyn-sporcu, antrenör-sporcu veya sporcu-sporcu gibi ağların etkileşimi sadece sporcunun performansını değil aynı zamanda antrenör-sporcunun ilişkisini de etkileyebilir (Jowett ve Cockerill, 2002; Lyle, 1999).

Yukarıda bahsedildiği gibi, antrenör ve sporcu arasındaki ilişkinin, sporcunun spor kariyerinin olumlu ya da olumsuz gelişiminde ana etken olduğu anlaşılabilir. Jowett ve Ntoumanis (2004) antrenör-sporcunun ilişkisinin niteliğini ve nasıl olduğunu anlamak için, antrenör-sporcunun karşılıklı duygularını, düşüncelerini ve davranışlarını, yakınlık, bağlılık ve tamamlayıcılık yapıları yoluyla belirlemeye yönelik 3C kavramsal bir model geliştirmiştir.

3C Modeli

Antrenör-sporcu ilişkisi, davranışların, düşüncelerin ve duyguların birbiriyle ilişkili olduğu kişiler arası bir ilişki süreci olarak tanımlandı (Jowett, 2005; Jowett ve Meek, 2000a; Jowett, Paull ve Pensgaard, 2005); Üstelik, kişilerarası antrenör-sporcu ilişkileri, yakın ilişkilerin oluşturduğu 3'C kavramsal modeliyle ölçülmüştür (Kelley, Berscheid, Christensen, Harvey, Huston, Levinger, McClintock, Peplau ve Peterson, 1983).

3C kavramsal model, antrenör-sporcu ilişkisinin kalitesini belirleyen yakınlık, bağlılık, tamamlayıcılık gibi üç kriterle birleşir. (Isoard-Gauthier, David Trouilloud, Gustafsson ve Emma, 2015). Nitel araştırmalarda, antrenör-sporcu ilişkisinin niteliğini (Jowett, 2003; Jowett ve Meek, 2000) araştırmak amacıyla 3C, yakınlık, bağlılık, ve tamamlayıcılık kavramlardan oluşan modeli uygulanmıştır (Jowett ve Chaundy, 2004; Jowett ve Don Carolis, 2003).

Yakınlık karşılıklı güven, saygı ve anlayışı gösterir ve antrenör-atlet kişisel ilişkilerinde istikrar ve memnuniyet ortamını oluşturan bir temeldir (Jowett, 2003). Bağlılık ise bilişsel unsur olarak sunulur ve zaman içinde istikrarlı ve güçlü biçimde birbirine bağlı antrenör-sporcu ilişkisinin inşasına atfedilir (Jowett 2016). Son olarak, tamamlayıcılığın özellikleri, etkili işbirliği işlevlerine yol açan güven, saygı ve uyumlu antrenör-sporcu ortaklığı gibi nitelikleri ifade eder (Jowett, Kostas ve Passmore, 2012).

3C kavramsal modelinin antrenör-sporcu ilişkileri üzerindeki etkisi üzerine yapılan çalışmalar, performansın (Rhind ve Jowett, 2010), eğlencenin (Jowett ve Ntoumanis, 2004) ve verimliliğin (Hampson ve Jowett, 2014), yukarıdaki kavramlara bağlı olarak arttığını göstermiştir. Dahası, bazı çalışmalar, eğer sporcunun antrenörle yakınlık, bağlılık ve tamamlayıcılık açısından güçlü ve tatmin edici bağlar algılaması durumunda, performans seviyesi ve hedefe ulaşma arzusunun daha yüksek olduğunu vurgulamıştır (Adie ve Jowett, 2010). Buna karşılık, antrenör ve sporcu arasındaki bağlar 3C kavramsal modeli açısından zayıfsa, spordaki performans ve sonuçlar da daha kötüdür (Jowett, 2016).

METOD

Katılımcılar

Toplam örneklem Ankara'da bulunan dans spor stüdyolarından 12 katılımcıdan (6 antrenör ve 6 ebeveyn) oluşmuştur. Antrenörler, 3 erkek ve 3 kadından oluşmuştur ve katılımcıların yaşları 30 ile 49 arasında değişiklik göstermektedir. Diğer 6 katılımcı ise ebeveynlerden, 3 erkek ve 3 kadından oluşmuştur ve ebeveynlerin yaşı 40 ila 53 arasındadır.

Çalışma, 45 sorudan oluşan, yarı-yapılandırılmış görüşmeler içerecek şekilde toplamda 3 ayda tamamlanmıştır. Görüşmeler, koçların ve ebeveynlerin yakınlık (duygular: güven ve saygı), bağlılık (bilişler: ortak hedefler) ve tamamlayıcılık (davranışlar: roller ve görevler) kavramlarına dair bakış açılarını açıkça bildirecekleri şekilde 3C'nin kavramsal modelinde temellendirilmiştir.

Verilerin Toplanması ve Analizi

Öncelikle Ankara, Türkiye'de bulunan dört farklı kulübe, antrenörlerin araştırmaya katılımına izin almak ve çalışmaya davet etmek için başvurulmuştur. Çalışma hakkında antrenörlere bilgi verilmiş ve araştırmacının antrenörlerle çalışmasına izin veren kulüplere e-posta aracılığıyla bildirim yapılmıştır. E-posta, (a) çalışma tanımı, (b) tüm katılımcıların gizlilik anlaşması, (c) tüm katılımcıların anketleri ve (d) araştırmacının tüm iletişim bilgilerini içerecek şekilde düzenlenmiştir. Daha sonra antrenörler potansiyel katılımcılarla temasa geçmiş ve ekiplerinden 3 çiftin ebeveynlerini seçmiştir.

Tüm görüşmeler, katılımcıların ana dilinde Türkçe ve sözlü olarak kaydedildi. Orijinal sorular, anadili Türkçe olan yetkin bir İngilizce Öğretimi uzmanı tarafından Türkçe'ye çevrilmiştir. Bundan sonra, Beden Eğitimi ve Spor bölümünden uzmanlar ve nitel

arařtırma uzmanları evrilmiř anketi dođrulamıř ve onaylamıřtır. Roportajların szli transkripsiyonu toplam 92 sayfa tek aralıklı metin olarak oluřturulmuřtur.

Mlakatın bařlangıcından nce, tm katılımcılara alıřmanın amacına dair bilgi verilmiřtir. Ayrıca grřmenin gizli olduđunu ve katılımcıların rahatsız hissetmeleri durumunda grřmeyi bırakabilecekleri ve devam etmeme hakları olduđu konusunda bilgilendirildiler. Tm grřmeler, kulple mzakere edildi ve tm ebeveynlerin orada olabileceđi zaman olarak belirlenen grup dersleri iin planlandı. Buna ek olarak, arařtırmacıya ebeveynlerin grřme boyunca rahat hissedebilecekleri ayrı bir oda tahsis edilmiř, grřmenin yaklaşık sresi 30-60 dakika arasında deđiřmiřtir.

Arařtırmacı, veri analizinin temeli olarak, Braun & Clarke'ın (2006) tarafından, katılımcıların ifade ettiđi yorumların karakterizasyonunu sađlamak iin altı ařamalı ıkarımsal tematik analiz kullandı.

ncelik, yakınlık, bađlılık, tamamlayıcılık olarak  yapıdan oluřan 3C model kategorilerinin ieriđini belirlemek olduđundan; Bu  yapı temel tema olarak alınmıřtır. Veriler basitleřtirildiđinde ve nceden tanımlanmıř kategorilere indirildiđinde, bu veri organizasyonu stratejisi, antrenr-sporcu iliřki kalitesi hakkında daha iyi bir anlayıřa ve genel bir grře sahip olmaya yardımcı olmuřtur. İlk temalar belirlendikten sonra, genelden daha spesifik kodlara evrilecek řekilde, verilerde ikincil kodlar dizisi oluřturulmuřtur. Daha sonra temalar gzden geirilmif, tanımlanmıř ve yazılmıřtır. Ayrıca, verileri analiz etmek ve verilere dayanarak iliřki ve temaları belirlemek iin MAXQDA 2018 yazılımı kullanılmıřtır.

BULGULAR

Antrenör-Sporcu İlişkilerinde Ebeveyn Etkisi

İmkanlar

Sunulan görüşlere göre, ebeveynlerin sundukları imkanlar şunları içerir: antrenörü seçmek, istikrarlı bir antrenör-sporcu ilişkisini sürdürmek, finansal, lojistik ve duygusal destek ve ayrıca çocuğu dans sporundaki bürokratik süreçlerden uzak tutmak. Ebeveynler, fırsatlar yaratarak, bu konuda tüm çabaları ile çocuğun ilerlemesinde önemli ve merkezi bir rol oynadıklarına inanmaktadır. Ayrıca, antrenör-sporcu ilişkisinin devam etmesi ve çocuğun bu sporda ilerlemesi için önemli bir rol modeli olarak hareket ettiklerine inanmaktadırlar.

Ebeveynlerin sağladığı bir diğer fırsat, yarışma elbiseleri gibi pahalı ekipmanlar, profesyonel dans ayakkabıları, yerel ve misafir koçlarının derslerinin ödemeleri, yarışmalara ve kamplara ulaşım ve konaklama gibi masrafları içeren finansal yatırımlardır. Birçok durumda, ebeveynler dans sporunu çok pahalı, stresli, zaman, para ve enerji tüketen bir spor türü olarak algıladıkları gerçeğine rağmen; antrenörle işbirliğinin, sık toplantıların ve antrenörün rehberliğinin çok faydalı olduğunu ve hem çocukları hem de ebeveynleri bu spora katılmaya devam etmeleri için motive eden bir etken olduğunu belirtmişlerdir.

Bilgi

Antrenör-sporcu ilişkisi kurabilmeleri için antrenör ve ebeveynlerin aralarında bilgi alışverişinde bulunmaları gerekir. Antrenör ve ebeveynin birbirine iletmek zorunda olduğu bilgiler; Genel, pratik ve özel bilgilerdir. Genel bilgiler: çocuğun beslenme rutini, genel durumu ve dinlenme düzenleri hakkındaki bilgileri içermektedir. Pratik bilgiler: çocuğun kulübün içinde ve dışında gelişimi, yarışmadaki davranışı, partnerle olan iletişimi

gibi bilgilerden oluşur. Özel bilgiler: çocuğun bu sporla ilgili gelişimi, davranışı veya ihtiyaçları hakkında ayrıntılı bilgiler içerir.

Destek

Ebeveynlerin sorulara verdikleri cevapların bir sonucu olarak, ebeveynlerin çocuğa ve antrenöre sağladığı en büyük desteğin manevi ve finansal konuları içerdiği ortaya çıkmıştır. Ebeveynlerin çocuklarına genel anlamda finansal olarak doğru gelişim için sundukları yardımlar şunları içerir: grup ve özel dersler için ödemeler, misafir antrenörlerden alınan dersler, yarışma giderleri, şehir dışı veya yurt dışındaki kamp giderleri, yarışma kıyafeti alımı, taşımacılık ve konaklama.

Manevi destek ise şu hususları içermektedir: partner veya antrenör-sporcu çatışması veya iletişim sorunlarının çözülmesi, çocuğu ihtiyaç duyulduğunda teşvik etmesi ve esinlenmesi, çocuk için yenilmez durumlarla başa çıkma, dengesiz duygusal durumlarda çocuğa yardım etme. Ayrıca, ebeveynler antrenörlere çok yardımcı olduklarını ve kendileri olmadan çocuğun bu spora devam etmesinin imkansız olacağını ifade ettiler.

Sosyal Ağ Üyelerinin Antrenör-Sporcu İlişkisi Üzerindeki Etkileri

Yakınlık

Antrenörün görüşlerinden elde edilen verilere dayanan bu çalışma, antrenör-sporcu ilişkilerini güçlendirmede ve geliştirmede karşılıklı güven ve saygının en önemli faktör olduğunu göstermiştir. Ayrıca, herhangi bir koşulda bu ilişkilere duyulan güvenin ihlal edilmesi durumunda, bu ilişkilerin çökmesine neden olunabileceği de ortaya konmuştur. Antrenörlerin görüşlerine göre, yakınlık bileşenleriyle ilgili ifadeler, antrenör-sporcu ilişki kalitesindeki güven ve saygı gibi bileşenlerin ebeveyn tutumuna ilişkin olduğu belirlenmiştir. Antrenör-sporcu ilişkisinde saygının ve güvenin büyümesinde ebeveynlerin büyük bir rol oynadığı ve bu rolün olumlu veya olumsuz olabileceği ortaya çıkmıştır.

Bu nedenle, ebeveyn katılımının olumsuz etkisi, antrenör-sporcu ilişkisi ve birbirlerine olan güven ve saygıları üzerinde önemli bir rol oynamaktadır. Bu gerekçeler önceki araştırmalarla da desteklenmektedir (Gould, Tuffey, Udry ve Loehr, 1996; Smoll, 1993; Delforge & Scanff, 2006).

Dolayısıyla velinin olumlu tutumu, pozitif atletik üçgen tutumuna göre, antrenör-sporcu ilişkilerinde artan güven, saygı, motivasyona ve açık iletişime yol açar. Bu nedenle, ebeveynlerin pozitif tutumu, doğal olarak çocuklarda antrenöre karşı pozitif ve destekleyici bir tavır oluşması şeklinde yansır (Durand-Bush, Salmela ve Thompson, 2004; Gould, Diefenbach ve Moffett, 2001; Jowett ve Pearce, 2001).

Ayrıca, ebeveyn katılımının olumsuz etkisi de, antrenör-sporcu ilişkisi ve birbirlerine olan güven ve saygıları üzerinde önemli bir rol oynamaktadır. Bu gerekçeler önceki araştırmalarla da desteklenmektedir (Gould, Tuffey, Udry ve Loehr, 1996; Smoll, 1993; Delforge & Scanff, 2006).

Bağlılık

Genel olarak antrenörlerin cevaplarına göre, ebeveyn katılımının bir çocuğun dans kariyerine başlamasının ve sürdürmesinin ayrılmaz bir parçası olduğunu, sporcuya bağlılık duygusuna katkıda bulduklarını ortaya çıkarmıştır. Bu kanıtlar önceki çalışmalarla da desteklenmiştir (Wuerth, Lee ve Alfermann, 2004; Fredricks & Eccles, 2005).

Bu çalışma, yüksek düzeyde bağlılığın, antrenör-sporcu arasında karşılıklı özveri, birbirlerine karşı olumlu tutum, ilişkilerde memnuniyet ve hedeflere ulaşmak için ortak bir tutkuya yol açtığını ortaya koymuştur. Düşük düzeyde bağlılığın ise memnuniyetsizliğe, antrenör-sporcu ilişkilerinde hoşnutsuzluklara ve uzaklaşmaya yol açtığını göstermiştir. Bu çalışmada ebeveynlerin, yüksek düzeyde bir bağlılık oluşturması hususunda bağlılık düzeyini etkileyen faktörler olduğu ve aynı zamanda da antrenör-sporcunun tutumlarını ve ilişki kalitesini belirlemede etken bir rol aldıkları ortaya

çıkıştır. Bu hususlar önceki çalışmalarla da doğrulanmıştır (Gimeno, 2001; Baron ve Morin, 2009; Jowett ve Nezlek, 2012; Jowett ve Ntoumanis, 2004).

Tamamlayıcılık

Bu araştırmanın sonucunda gösterildiği gibi, tamamlayıcılık olumlu ve olumsuz temelleri içerir. Olumsuz temel, anlaşmazlık, muhalefet ve amaçsız destek; olumlu temel ise sorumluluklar, hedefler, yerleşik roller ve temel desteklerden oluşur (Jowett ve Timson-Katchis, 2005).

Bu araştırmada yer alan antrenörlerin görüşlerine göre, ebeveynlerin hem olumsuz hem de olumlu katılımının mümkün olduğu ve her ikisinin de antrenör-sporcu ilişkisinin kalitesi üzerinde bir rol oynadığı tespit edilmiştir. Ebeveynlerin katılımı için en basit neden, dans sporunun bir federasyona sahip olmasına rağmen, yetersiz imkanlar nedeni ile, ancak ebeveynlerin kişisel çabalarıyla başarıya ulaşma imkanı olması olarak görülmüştür. Bu nedenle, ebeveynlerin, çocuklarının bu spora katılımını sağlayabilmek için çok fazla maddi imkan sağlamak zorunda kaldıkları ortaya çıkmıştır.

Bu bilimsel çalışmada koçun ebeveyne yönelik tutumunun ebeveynlerin kendilerine bağlı olduğu ortaya çıkmıştır. Örneğin, bir ebeveyn saygı gösterirse, antrenörün talimatlarını izler ve antrenöre karşı olumlu bir tutum gösterirse, antrenör-sporcu ilişkisinde verimlilik ve çocuğun gelişimi artar. Öte yandan, ebeveyn olumsuz davranış gösterirse, saygısızlık yaparsa veya koçun çalışmasına müdahale ederse, koçun tutumu ebeveynlerin olumsuz tutumuna bağlı olarak değişebilir.

Atletik üçgende katılımcıların birbirini etkilediğini ve bu nedenle çocuğun uygun şekilde gelişip ilerleyebilmesi için katılımcıların kuralları takip etmesi, rollerinin birbirini etkilediğini ve bu nedenle çocuğun uygun şekilde gelişip ilerleyebilmesi için tüm katılımcıların kuralları takip etmesi, rollerini bilmesi ve sorumluluklarını doğru şekilde önceliklendirmesi gerektiğini belirtmek gerekir. Ancak bu durumda, antrenör sporcu ile sonuç alabilir ve bu şekilde tüm tarafların birbirleriyle çalışması kolaylaşır.

TARTIŞMA ve ÖNERİLER

Bu yüksek lisans tezi, ebeveyn katılımının antrenör-sporcu ilişkisi üzerindeki etkisini, 3C modeli kavramı çerçevesinde (yetkinlik, bağlılık, tamamlayıcılık) anlamayı amaçlamıştır. Bu araştırma dans sporu alanında, dört dans kulübünün, altı antrenörün ve altı ebeveynin yer alacağı şekilde yürütülmüştür.

Ebeveynlerin çocuklarını dans sporuna dahil etmelerinin sebepleri değişkendir. Bazı ebeveynler için çocuğun dans sporuna olan ilgisi, diğerleri için ise çocuğun eğlencesi daha önemlidir. Bazı ebeveynler, çocuklarının, kendi tamamlanmamış çocukluk hayalleri nedeniyle dans sporuna başlamalarını ister.

Dans sporunu seçen ebeveynlerin, antrenörlere bağlı olarak kulüp seçmediği ortaya çıkmıştır. Çoğunlukla, kulübe katılmanın nedeni kulübün kendisi, reklamı ya da çocuğu orada dans etmiş olan diğer ebeveynlerin tavsiyesi olarak gözlemlenmiştir. Ebeveynler her zaman çocukları için en iyisini isterler ve dans kulübünü ararken, güzel dans salonlarını, ebeveynlerin boş zamanlarını değerlendirebilecekleri alanları önemsemezler. Ana sebep olmasa da, antrenörün bir sporcuyu bu spor alanına çekmesinin de önemli bir bağlayıcı sebep olduğu belirtilmelidir.

Ayrıca, bu çalışmada dans sporuna ebeveyn katılımının fırsat, bilgi ve destek yapılarında gerçekleştiği tespit edilmiştir. Ebeveynlere göre, çocuklarının gelişimi için çok harcama yaptıkları ve gerekli tüm fırsatları sağladıkları ifade edilmektedir. Ebeveynlerin çocuklarına

G. TEZ İZİNİ FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : MIKHAYLOVA

Adı : Alena

Bölümü : Beden Eğitimi ve Spor

TEZİN ADI (İngilizce) : The Role of Parental Involvement in The Quality of Coach-Athlete Relationship in Dance Sport

TEZİN TÜRÜ: Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.