

STAYING IN SPORT: BASIC PSYCHOLOGICAL NEEDS OF EARLY-SPECIALIZED ATHLETES
AND SPORTS PARENTING

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ABSTRACT

STAYING IN SPORT:
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AND SPORTS PARENTING

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This study aims to understand the experiences of sports parents and early-specialized athletes on how athletes' basic psychological needs (competence, autonomy, and relatedness) relate to sports parenting during a sports career. Participants were eight early-specialized athletes and 16 parents (eight mothers and eight fathers) from individual and team sports. Having its foundations from phenomenology, semi-structured interviews were used, and accordingly, data were analyzed with a combined deductive and inductive thematic analysis. Results showed that sports parenting is a critical issue in early specialized athletes' life because of its relationship with athletes' basic psychological needs. Many sport-related decisions, such as sports selection, are taken together within the family or guided by the parents. The study indicated that athletes' autonomy (attitudinal, functional, and emotional), competence (self-awareness, self-discipline, self-esteem, self-sacrifice for success,

and resilience), and relatedness (parent-athlete, club, coach-athlete, athlete-peer, parent-parent, and coach-parent relations) features changed and reformed over time possibly because of maturation of the athletes. Also, the combined factors (age-related changes, dual career, and perceived optimal sports parenting) represented critical milestones and expectations that activated at least two of the basic psychological needs in youths' lives. It should be noted that creating an environment where a child has the opportunity for optimal growth may have positive impact on individual and add value to society over time. This study has a potential to be used in designing structured guidelines and programs for sports parenting.

Keywords: Sports parenting, basic psychological needs, early specialized athletes

Öz

SPORDA KALMAK:
ERKEN ÖZELLEŞMİŞ SPORCULARIN TEMEL PSİKOLOJİK İHTİYAÇLARI
VE SPORCU EBEVEYNLİĞİ

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Bu çalışma, sporcuların temel psikolojik ihtiyaçları (yeterlilik, özerklik ve ilişkili olma) ile sporcu ebeveynliğinin spor kariyeri içerisinde nasıl ilişkilendiğini anlamak için spor ebeveynlerinin ve erken özelleşen sporcuların deneyimlerini incelemeyi amaçlamıştır. Katılımcılar, bireysel ve takım sporları yapan sekiz erken özelleşen sporcu ve çocuğu sporda erken özelleşen 16 ebeveyn (sekiz anne, sekiz baba) oluşmaktadır. Temeli fenomenolojiden gelen yarı yapılandırılmış görüşmeler kullanılmış olup buna bağlı olarak tümdengelim ve tümevarım tematik yöntemle veriler analiz edilmiştir. Sonuçlar, sporcuların temel psikolojik ihtiyaçları ile sporcu ebeveynliğinin etkileşiminin erken özelleşen sporcuların spor kariyerlerinde kritik bir yere sahip olduğunu göstermiştir. Çocuğun branş seçimi gibi spor ile ilgili birçok karar aileyle birlikte alınmakta veya ebeveynler tarafından yönlendirilmektedir. Bu çalışmada, sporcuların yeterlik (öz farkındalık, öz disiplin, özgüven, başarı için

fedakârlık ve yılmazlık), özerklik (tutumsal, işlevsel ve duygusal) ve ilişkili olma (ebeveyn-sporcu, kulüp, antrenör-sporcu, sporcu-akran, ebeveyn-ebeveyn ve antrenör-ebeveyn ilişkisi) özelliklerinin gencin büyümesinin etkisiyle zamanla değişip ve yeniden şekillendiği görülmektedir. Ayrıca, birleşik faktörler (yaşa bağlı değişimler, ikili kariyer ve optimal sporcu ebeveynliği), gençlerin yaşamlarında en az iki temel psikolojik ihtiyacı harekete geçiren kritik dönüm noktalarını ve beklentileri temsil eden bir tema olarak ortaya çıkmıştır. Sonuç olarak çocuğun optimal gelişim gösterme şansına sahip olduğu bir ortam yaratmanın bireyin gelişimi ve zaman içinde toplum için değer oluşturan etkileri olabileceği unutulmamalıdır. Bu çalışma, özellikle erken özelleşen sporcu ebeveynliğine yönelik yapılandırılmış eğitim programlarının ve rehberlerin tasarlanması ve uygulanması için göz önüne alınması gereken detaylı bilgiyi sağlama potansiyeline sahiptir.

Anahtar Kelimeler: Sporcu ebeveynliği, temel psikolojik ihtiyaçlar, erken özelleşen sporcular

*To İbanođlu family
and İlay BERKAY ∞*

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LIST OF ABBREVIATIONS

GHGM	General Directorate of Youth Services
NRCIM	National Research Council and Institute of Medicine
DMSP	Developmental Model of Sports Participation
PYD	Positive Youth Development
IOC	International Olympic Committee
SDT	Self-determination Theory
BPNT	Basic Psychological Needs Theory
LTAD	Long-term Athletic Development Model
PHV	Peak Height Velocity
HAC	A Holistic Athletic Career Model
5C's	Competence, Confidence, Character, Connection, and Caring
RAE	Relative Age Effect
CET	Cognitive Evaluation Theory
OIT	Organismic Integration Theory
COT	Causality Orientation Theory
GCT	Goal Contents Theory
RMT	Relationships Motivation Theory
PISQ	Parental Involvement in Sport Questionnaire

CHAPTER 1

INTRODUCTION

Sport provides a significant environment for children but focusing on those seeking elite rank diminishes the potential benefits of sports engagement for all children and young adults (Malina, 2009). People look for challenges and new experiences to become experts and build a sense of self that fits together. In addition, the natural developmental tendencies of humans are not automatic and need continuous social support (Standage & Ryan, 2020). Children still in the development process when engaging in sports need social support from people like their families. Because the family generally gives the child financial, emotional, and time investment (Hellstendt, 1987) to begin and continue participating in sports, which means that parents have a significant role in sports specialization and other interests (Malina, 2010). At the same time, sports specialization becomes the family's top concern to build and maintain an atmosphere conducive to the child's optimal development throughout the process. Therefore, it is essential first to comprehend what optimal development entails and why it is crucial.

According to Hamilton and colleagues (2004), optimal development in childhood enables people to enjoy a healthy, fulfilling, and productive lifestyle as youth and subsequently as adults. Youth who are healthy in all aspects of their physical, social, psychological, emotional, and intellectual development will choose whether to contribute or give back to civil society as they mature into adults. In doing so, parents will be promoting the positive development of the next generation of youth (Fraser-Thomas et al., 2005). As it was noticed that the establishment of an atmosphere where children have the opportunity to reach their full potential in terms of optimal

development might have effects that, in the long term, can be of societal value. Therefore, beginning with the first day of a children's participation in physical activities, shaping the entire process based on optimal development so they can reach their full potential and have a significant societal value.

Keegan and colleagues (2009) mentioned that sports, which started as physical activity, can become a significant interest that needs increasing time to participate in the child's life. For this reason, the sports environment in physical activity started at an early age can be created within the framework of conditions that can provide optimal development. Approximately 4 million licensed athletes from the ages of 10 to 44 were involved in an extensive range of organized sports in Turkey in 2018, based on the data taken from the General Directorate of Youth Services (GHGM) - in other words, licensed athletes represented 11 % of the total population (Ersöz & Arun, 2019). The age when children begin sports is declining each year. The common opinion is that early participation in sports and other physical activities is crucial if children create a basis for ongoing physical engagement in healthy sports experiences (Keegan et al., 2009).

Malina (2010) stated that from 1997 to 2008, participation in organized sports increased by three percent among children younger than seven. This trend is anticipated to continue due to the increased awareness and media coverage of successful top athletes throughout the globe and the monetary compensation such athletes earn for their professional achievements. While the beginning age of sports has decreased to younger ages over the years, it is necessary to understand how children participate, what motivates them to continue, and why disengagement from physical activity happens (Brustad, 1992). Bailey and Toms (2010) underlined many elements that make sports easier for children to participate in sports. These factors include having an encouraging family, easy access to local sports clubs, and creating suitable learning settings. In addition to providing the necessary conditions for participating in sports, it may also be essential to know the factors affecting the child's decision to participate. Bailey and colleagues (2013) explained that children's

participation in sports is influenced by five main factors: a child's perception of competence, the presence and influence of parents; the acquisition of new skills; and the presence and influence of friends and peers.

Fraser-Thomas and colleagues (2005) stated that the significance of activities (such as sports) on youth and child development had been studied extensively. Thus, it may be underlined that deciding to participate and specialize in sports can be seen as a phase that significantly changes a child's daily life. Thus, one of the essential issues that should not be forgotten while participating in sports is creating an environment where the child can have the necessary optimal development. Physical, intellectual, psychological/emotional, and social development are the four critical domains of youth development identified by the National Research Council and Institute of Medicine (NRCIM, 2002).

When considering a child's optimal development, several environmental aspects might influence an individual's trajectory of sports specialization (Cote et al., 2008). It is indicated that sports create a socially interactive environment, and children who participate sports become more socially-skilled and higher-functioned individuals in society. In addition, various studies (Kirkcaldy et al., 2002) show psychological and social benefits of sports participation: improvement in peer relations, increment in self-esteem, and decrement in anxiety.

There are also duties in the athlete's life, such as school, that must be maintained additionally to sports participation. When the subject comes to managing two time-consuming tasks (such as sports and school), a child may overcome substantial obstacles (such as managing time, prioritizing demands, and learning new skills to experience the advantages of a dual career) (Brown et al., 2015; Harrison et al., 2020). In addition, Choi, Johnson, and Kim (2014) stressed the importance of sports in fostering healthy lives among student-athletes and developing social and cognitive abilities through sports. However, in the developmental process, situations may arise where student-athletes need to make critical decisions. For instance, Cosh and Tully

(2014) mentioned student-athletes sacrifice academic performance to succeed in sports. Additionally, Eitle (2005) highlighted that the time and energy used in the lessons are overshadowed by the time and energy used in sports to succeed; these effects may bring a critical decision to continue or drop out.

The Sports and Fitness Industry Association (2014) statistics showed that less than 4.5 percent of children continued to sport in five years. Thus, it is crucial to understand the reasons for dropouts in sports. Witt and Dangi (2018) summarized the reasons for dropouts under intrapersonal, interpersonal, and structural constraints. Intrapersonal constraints included high anxiety owing to harsh criticism, lack of enthusiasm in sports, and pressure from coaches or not getting along with coaches. Interpersonal constraints included lack of time to engage in other age-related activities, parental pressure, and loss of control over their lives. Structural constraints included sports injury, fatigue, lack of playing time, no time for free play, and financial demands. In addition, the athletes' entourage, such as parents, significantly influences dropout rates in sports. While athletes with a strong athletic identity have the best chance of success (Carless & Douglas, 2013), an exclusive commitment to the sport has been linked to poor post-sport adjustment, mental health issues (Schinke et al., 2018), and athletic burnout (Goodger et al., 2007).

Jayanthi and colleagues (2015) defined sport specialization as intense training in one sport for at least eight months to a year without doing any other sports. There are two types of sports specialization: early specialization (before puberty) and late specialization with early diversification (Cote, Lidor & Hackfort, 2009). Recent years have seen an increase in the prevalence of early specialization since children begin sports engagement at younger ages (Ewing & Seefeldt, 1996). Increasing numbers of sports camps, instructional clinics, and other off-season activities are presented (Hill & Simons, 1989). Thus, early diversification (more diversified early athletic experiences) is becoming less popular among youngsters and coaches. However, Llyod and colleagues (2014) stressed that encouragement is needed for young athletes to be involved in an early diversification in sports during childhood and

continue this during early adolescence. Young athletes are believed to benefit from early diversification since it offers them many opportunities to develop their physical, cognitive, and psychosocial abilities (Abernethy, Baker & Côté 2005).

Moreover, it increases the likelihood of success by lowering the risk of injury, increasing the length of time spent participating, and boosting overall satisfaction (Wall & Cote,2007). Fraser-Thomas, Côté, and Deakin (2005) reviewed the relevant research that program design (e.g., early diversity vs. specialization) and adult influence (parents and coaches) have frequently emerged as environmental elements that contribute to beneficial and harmful outcomes and experiences in adolescent sports. It was put forward that there is a perceived unequal competitive environment between athletes starting early and late to deliberate practices.

The number of early sport specialization instances increases each year. Therefore, it is essential to understand why athletes tend to specialize early. Jayanthi and colleagues (2015) mentioned that an athlete's tendency to concentrate on a single sport early in life (before high school) is primarily due to the belief that individuals who specialize in a single sport would do better than those who participate in diverse sports. That belief feeds the preference of children thanks to various reasons. Mostafavitar, Best, and Myer (2013) mentioned that the hope of receiving a college scholarship in the sport, becoming one of the even fewer athletes who compete at the highest level of the Olympics, and achieving professional status are cited as the main reasons. Additionally, young athletes often have a strong desire to be recognized as talented by their coaches, parents, the media, the athletic business, and society. These reasons bring the athlete or family closer to early specialization in sport.

Considering the studies that argue that early specialization is necessary, Ericsson, Krampe, and Tesch-Romer (1993) assumed that proficiency in the performance and development of that sport was essential for the duration of 10.000 training hours. In the study of Ericsson and his colleagues about musicians, deliberate practice started

at the age of five to become experts in what they do. Early sports specialization is traditionally believed to be around the age of 12 or less; however, it is becoming increasingly frequent for athletes to specialize before the age of 10 (Wilhelm et al., 2017). Longitudinal studies of top performers have shown that their performance at younger ages keeps improving, even after 18, when their bodies reach maturity (Ericsson et al., 1993). It also raised some questions about early specialization's effects on optimal development. Maimoun, Georgopoulos, and Sultan (2014) mentioned that puberty is a keystone development period in young athletes. Because significant changes in hormones happen and induce high-speed physical growth, sexual characteristics, and acquisition of procreative capacity in this duration. The Committee on Sports Medicine and Fitness and Committee on School Health (2001) stated that some children engage in intense training and begin competing early, negatively affecting their growth and maturity. Additionally, these Committees (2001) mentioned that sports participation might create undesirable emotional circumstances for youngsters who are not emotionally developed enough to handle their feelings.

Holt (2008) mentioned that sampling years, six- to twelve-year-olds, can be omitted in early-specialized sports. This situation may create undesirable physical and psychosocial consequences in athletic careers, such as adverse developmental problems, burnout, and dropouts. In support of this, The American Academy of Pediatrics published its third policy statement in 2016, which includes that early sports specialization and high-level training in youth may cause potential complications, including injuries, burnout, and psychological stress (Brenner et al., 2016). For instance, Buckley and colleagues (2017) researched high school athletes based on early single-sport specialization. The impact of sport-related injury is higher when the sports specialization of high school athletes is earlier than collegiates and professional athletes. It is said that there is a low rate of single-sport specialization at early ages among current professional athletes. In addition, older high school athletes stated that professional advancement might not be related to early sports specialization.

Considering the benefits and risks of participating in sports, prioritizing long-term optimal development instead of providing short-term benefits arises. Many theories center on the athlete's optimal development, and various developmental models indicate the benefits of sports supporting the individual's developmental processes when appropriately planned specialization. Côté and colleagues (2007) introduced the developmental model of sports participation (DMSP) to account for elite athletes' developmental sports activity. Each stage (sample, specializing, and investing years) requires varying levels of deliberate play and deliberate practice (Ericsson et al., 1993). Cote and colleagues (2003) mentioned that while deliberate play consists of the intentional and voluntary spirit of informal sports activities, deliberate practice consists of highly planned activity based on a high effort without any immediate rewards.

There are varied perspectives about the duration of deliberate play in developmental progress. Côté and Fraser-Thomas, (2007) underlined that the transition from deliberate play to practice occurs in time. The timing of the transition is significant for the athlete's optimal development because the sampling stage is essential to improve intrapersonal skills, prosocial behaviors, and personal identity. Sampling is a duration that fosters the development of intrinsic motivation (Côté et al., 2007), increases pleasure, which is the most significant predictor of sports commitment (Scanlan et al., 1993), and positively indicates the sport experience (Wiersma, 2001). Moreover, Lerner, and Castellino (2002) emphasized that positive Youth Development (PYD) supports a person's capacity for long-term change. Adolescence is an ideal time to begin looking at the characteristics of children and their environments, which can affect the design of policies and programs that foster optimal development.

International Olympic Committee (IOC) consensus statement has clearly expressed the importance of optimal development of athletes.

Develop healthy, capable, and resilient young athletes while attaining widespread, inclusive, sustainable, and enjoyable participation and success for all levels of individual achievement. Yet, this is a considerable challenge for all stakeholders in youth sports –parents, coaches, administrators, sport governing bodies, and especially, youth athletes (Bergeron et al., 2015, p. 843).

Holt and Neely (2011) define PYD as an "umbrella term" for optimum child and adolescent development through sports engagement. Fraser-Thomas and colleagues (2005) noted that optimal development could be enhanced when children get developmental outcomes, external assets like supportive coaches and parents, and the appropriate training plan. As youth, adolescents, or adults, athletes try to find ways to enable a healthy, satisfying, and productive lifespan for optimal development (Hamilton et al., 2004). Thus, examining sports development from childhood through adolescence can help comprehend the overall progress, paths, and outcomes (Cote & Vierimaa, 2009). It is crucial to ensure that a child can experience age-appropriate developmental processes throughout their participation in sports. Awareness of the developmental models adapted to sports and their effects is also essential.

1.1. Significant others and parental involvement in athletes' life

Parents, coaches, and peers are essential in encouraging young athletes because of their roles in athletes' lives. Cote and Hay (2002) noted that peers, coaches, and parents are significant others. Significant others have a considerable effect on the psychological well-being of youth athletes. Furthermore, the motivational behaviors of significant others can be critical in youth sports specialization. Results showed that each significant other has a different role in the sports career. Coaches have evaluator and instructor roles. Parents are influential for youth athletes in the role of supporters and facilitators. Peers shape the motivation of youth athletes in competitions, collaborations, openness to criticism, and social relations in a behavioral manner (Keegan et al., 2010).

Although all significant others have varied functions, parent-youth relationships in sports have an essential impact. Several papers mention that parents have a critical

influence on youth athletes' participation and fulfilment of their goals in their sports life (Keegan et al., 2009). It is observed that parents have a critical impact on the decision of starting, continuing, and quitting sports careers, mainly when athletes participate early in the sport. Therefore, from the beginning to the end of the sports career, the effects of parents on their children's sports life become a particular issue. McElroy and Kirkendall (1980) found that parents are the key "significant other" in shaping children's attitudes about winning and skill development.

Parental involvement in youth sports has been of great interest to researchers because of its considerable effect on the development of young athletes (Knight & Holt, 2014). Parents have varied roles in the athlete's life. These roles change between providers of opportunities to participate and be role models by supporting suitable engagement in competitive sports environments (Knight, Berrow & Harwood 2010). Competitiveness brings some challenges to athletes' sports life. Youth athletes may face challenges in the developmental process, such as long training hours, recovery from injuries, handling anxiety in competition, and more (Gould, 1982). For this reason, it is crucial how the parents are positioned in their child's sports career.

Parents commit their life to their children's athletic careers and frequently behave as their children's first coaches. Parental missions include financial support, time management, and encouragement. It is emphasized that parental engagement and attitude toward sports circumstances may benefit or damage youth athletes. (Cote & Hay, 2002). The relationship between parents and athletes can be very influential in youth sports careers. Parents give wide-ranging support, which makes parents involved in a sports environment. Parents as providers may positively affect the self-esteem and enjoyment level of youth. In addition, motivation, perception of success, and setting goals for the competitions can be affected by the physical participation of the parents or their reactions toward situations in sports (Wiersma & Fifer, 2008).

Hellstedt (1987) defined three levels of parental involvement ranging from under-involvement to moderate through the over-involvement of parenting. In under-

involvement, parents can be seen as detached from their children. Parents care little or do not care about youth athletes' sports careers and development. A moderate level of parental involvement can be helpful to sports careers. There is a need for some distance for the youth to become autonomous, set their own sports goals, and improve responsiveness. Overinvolved parents frequently assume they are sports experts or authorities. Instead of contesting this notion, consider their perspective.

Stefansen and colleagues (2016) mentioned that over-involvement might cause an increased commitment to children in a sports environment. There is a binding effect of parent-youth relationships in sports. Additionally, over-involvement indicates a dysfunctional relationship. Because an increase in anxiety (Norton et al., 2000), establishing an unrealistic goal by emphasizing the significance of winning (Gould et al., 2006), and perceiving the sport as a source of stress (Reeves et al., 2009) are all possible outcomes in a young athlete's sports career.

Effects of varying levels of parental involvement have pointed to why there is a need for conscious parents in sports. Parental involvement expands the possibility of disclosing the capacity of children, the benefits of psychosocial experience, and the beneficial consequences of a positive development of children (Hellstedt, 1987). Existing research and resources emphasize the critical relevance of nurturing a sports environment through fostering motivation and a growth mindset (Fraser-Thomas et al., 2005).

1.2. Basic psychological needs affecting motivation

Each person has distinct motives to engage with an intense training plan and treadmill exercises over many years. Motivation is a critical drive to become an athlete (Standage et al., 2019). Motivation studies are interested in the behaviors' activation, direction, balance, and sustaining (Ryan & Deci, 2017). According to Deci and Ryan (2000), motivation may be defined by its degree of self-determination. Intrinsically motivated actions are carried out for their inherent joy, challenge, and fulfillment rather than external results such as pressures or rewards. Extrinsic

motivation refers to actions influenced by external factors such as rewards, punishments, or payments. Amotivation, on the other hand, refers to the condition of not having an intention to perform. Amotivated people may choose not to act or go through the motions because they do not value the activity, do not feel compelled to do it, or do not think it will result in the desired goal (Deci & Ryan, 1985).

Self-determination theory (SDT) is known as one of the theories of motivation (Ryan & Deci, 2000) and it has been the primary way people have talked about how young people are motivated to participate and continue in sports (Balish et al., 2014). The framework of SDT might significantly contribute to understanding youth motivations to engage; some extrinsic constraints that fall beyond the scope of SDT have also shown an influence on ongoing involvement (Lonsdale et al., 2009). Barriers that may be deepened among elite youth athletes include parental and coach pressures, fear of injury, the cost of participation, and time conflicts between sport and school that are unrelated to the athlete's intrapersonal and interpersonal needs but are determinants of participation (De Pero et al., 2013). Thus, it is helpful to understand how the youth athletes' psychological fulfillment and frustration affect continuing sports careers.

Ryan and Deci (2017) mentioned that when basic psychological needs are fulfilled, people report more integrated and intentional forms of motivation, improved effectiveness, and better well-being. Frustration to provide any of these demands is expected to decrease development, integrity, and well-being. Some research has shown that the psychological need for physical exercise directly affects general well-being (Mack et al., 2012). In detail, previous research has linked need fulfillment to well-being outcomes such as vitality and life satisfaction. Positive effects, depressive symptoms (Bartholomew et al., 2011), physical symptoms, and emotional burnout (Van den Broeck et al., 2008) have been linked to need frustration (Unanue et al., 2014) based on both self-reports and adjustment evaluations (e.g., Ahmad et al., 2013). Although different approaches within SDT were developed focusing on specific motivational subjects, the core points of these mini theories are based on basic

psychological needs; relatedness, autonomy, and competence (Standage & Ryan, 2020). SDT is a meta-theory to structure motivational research based on "mini-theories" (Ryan & Deci, 2017), one of which is the basic psychological needs theory (BPNT). It asserts that human flourishing and well-being are universally contingent on fulfilling three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000a).

Basic psychological needs were identified as critical resources that underpin people's innate desire to improve their self-organization, adjustment, and well-being (Ryan 1995). According to Ryan and Deci (2000b), BPNT's approach includes concerns for human development and well-being and the undermining, isolating, and pathogenic implications of need frustrated environments. Thus, the theory highlights the satisfaction and frustration of basic psychological needs. While fulfilling basic psychological needs is crucial for an individual's welfare, frustration may cause a risk of passiveness, defensive attitudes, and illness (Vansteenkiste & Ryan, 2013).

According to Ryan and Deci (2017), these three psychological needs were distinguished and drawn from the inductive and deductive bases. These general needs arose inductively from studies that showed the importance of experiences of competence and autonomy in developing and maintaining intrinsic motivation. Numerous studies, some included in meta-analyses (Ng et al. 2012; Slemp et al. 2018; Van den Broeck et al. 2016; Vasquez et al. 2016; Yu et al. 2018), have since shown that these three psychological needs indeed play a significant role in development, adjustment, and wellness across cultures (Ryan and Deci 2017). Relatedness refers to having bonds, feeling warmth, and caring. When satisfied, the person might feel connected and essential to others. When frustrated, feelings of loneliness, social alienation, and exclusion can be observed. Competence consists of feeling proficient and effective. When satisfied, the person may engage in activities and use improved abilities and mastery. Feeling ineffectual, powerless, or even failure can be observed when frustrated. Autonomy refers to self-control and willingness. When satisfied, an individual might experience the unity of emotions, ideas, and behaviors. Frustration

might confuse preferences and pressure (Deci & Ryan, 2000b). Individual goals can be achieved based on psychological and cognitive reactions toward varying degrees of autonomy, as proposed in theory (Deci & Ryan, 1991). Thus, basic psychological needs are subject to numerous types of research in varied areas. The domain of sports and exercise is one of them. (Edmunds, Ntoumanis, & Duda, 2006).

It is well-known that the influence of parents on several crucial moments affecting the sports careers of youth who specialize in one sport at a young age has reached a remarkable level. This research may help athletes' entourage to understand how sports parenting interacts with the formation and development of the athlete's perceived basic psychological needs from both the parents' and early specialized athlete's perspectives. Thus, the study examines parents' and early specialized athletes' perspectives on parental involvement by basic psychological needs theory: autonomy, competence, and relatedness.

1.3. Purpose of the study

This phenomenological study aims to understand the experiences of sports parents and early-specialized athletes on how athletes' basic psychological needs (competence, autonomy, and relatedness) relate to sports parenting during a sports career. In detail, a) What do parents, and early-specialized athletes think about athletes' self-evaluation of their sports performance? (Competence) b) What do parents and early-specialized athletes experience in the decision-making processes of an athlete? (Autonomy) c) What do parents and early-specialized athletes think about athletes' relationships in the sports environment? (Relatedness) d) What are the parents' and early-specialized athletes' expectations about optimal sports parenting? (Perceived optimal sports parenting).

1.4. The significance of the study

The practical application of sports parenting in the athletes' sports environment has recently been a critical subject. Especially in light of the ever-growing trend toward early specialization in sports, the rising involvement of parents in the sports environment and their relations with athletes are interesting. It is essential to know what kinds of relations early-specialized athletes need, how their relations with parents are reshaped over time, and what barriers they encounter in forming basic psychological needs in the family environment. In addition, there is enough evidence in the sports parenting literature illustrating the significance of studying parents' and children's data within the same research. Furthermore, data (experience & perception) of both parents whose children compete at the elite level (i.e. Olympic) and whose children compete at the practitioner level (i.e., Club) will contribute to the literature concerning our understanding of sports parenting.

Therefore, it was worthwhile to study this topic in an unexplored collectivist culture (i.e., Turkey) to provide valuable information. This research allows us to understand the differences and similarities of the investigated phenomenon in collectivist cultures. Considering specific strategies to address the identified research-practice gap may also open the way for practical applications to study the current state of sports parenting in collectivist cultures such as Turkey.

1.5. Operational Definitions

The critical definitions of the terms mentioned in this study are below:

Early Sports Specialization: There are three factors to define early sports specialization. These factors are that athletes train intensively for more than eight months each year, do a single sport, and are in the pre-puberty stage around 12 years old (LaPrade et al., 2016).

Sports Parenting: Parental involvement in sports is extraordinarily complicated; the implications of involvement vary, the motives for different forms of participation are diverse, and the tactics required to support parents must be multi-directional (Knight, Berrow & Harwood, 2017).

Basic Psychological Needs: healthy development and functioning depend on fulfilling three basic psychological needs: autonomy, competence, and relatedness. These are the specific and necessary nutrients for flourishing, like sports success (Vansteenkiste & Ryan, 2013).

CHAPTER 2

LITERATURE REVIEW

Motivation encourages and leads to behavior, significantly affecting various critical developmental outcomes in youth (Eccles & Wigfield, 2002). Ryan and Deci (2017) stated that when people's basic psychological needs are met, they report more connected and purposeful forms of motivation, enhanced effectiveness, and well-being. It is believed that development, integrity, and well-being will suffer if any of these needs are unmet due to frustration. It is an ongoing cycle dependent on relations with self and their environment, such as significant others; thus, significant others impact the psychological well-being of youth athletes. Furthermore, parents' physical participation or reactions to sporting situations can influence motivation, perception of success, and performance goal setting (Wiersma & Fifer, 2008). There are various models for understanding sports parenting and positive youth development in sports careers.

2.1. Developmental Models in Youth Sport

Since the 1970s, the primary focus of sports psychology has been on the transitions into and out of organized sports. Researchers in the field of youth sports have examined not only questioning how and why children begin engaging in organized sports but also the transition processes of attrition among young athletes should be questioned (Brustad et al., 2001). Thus, it is essential to understand the central perspectives of the youth athlete developmental process in the literature.

2.1.1. Long-Term Athlete Development Model (LTAD)

Balyi and Way, sports scientists, developed the LTAD model in four stages in the early 1990s. The LTAD's principal duty is to ensure that essential skills are taught to children within their ideal physical development phases, which is critical for long-term athletic progress (Black & Holt, 2009). Also, LTAD evolved into seven stages in 2005. This model considers the athlete's biological growth by utilizing peak height velocity (PHV) to decide whether the athlete is ready for the next stage of training (Balyi et al., 2013).

Moreover, the LTAD model offers various participation, training, and competitive options throughout childhood and adolescence across its seven phases. There are two primary routes: the "podium pathway" for becoming top-level athletes and the "active for life" route for recreational athletes (Lloyd & Oliver, 2012). Figure 1 shows the accepted version of the LTAD model, which was implemented into Canada's sports system in 2005 (Canadian Heritage, 2002). Thus, it is essential to understand this model in sports systems and how the perspective shapes the developmental process of young athletes.

Varghese and colleagues (2022) described physical literacy as one of the core factors in LTAD. It is a basis for playing sports because it gives people the motivation, skills, and knowledge they need to understand how bodies move like climbing, handle objects like catching, and stay balanced, like a ready position. Also, there are seven phases of LTAD in their narrative review. The first three stages of this model focus on the development of physical literacy: "active start," "FUNdamentals," and "learn to train." First, the "active start" stage from birth to six years old is all about mastering the fundamentals of movement and applying them in real-world situations. Unstructured playtime is critical for children; parents or caregivers should provide that duration. Second, "FUNdamentals" is a stage from six to nine that mainly focuses on learning new skills and having fun. Children in this developmental period need organized and controlled programs. Improved abilities can enhance participation in

sports and other leisure activities in this development period. According to Balyi and colleagues (2013), parents can actively encourage their children's engagement in various sports at this stage. Parents must assume responsibilities in sports if they want to encourage "active for life."

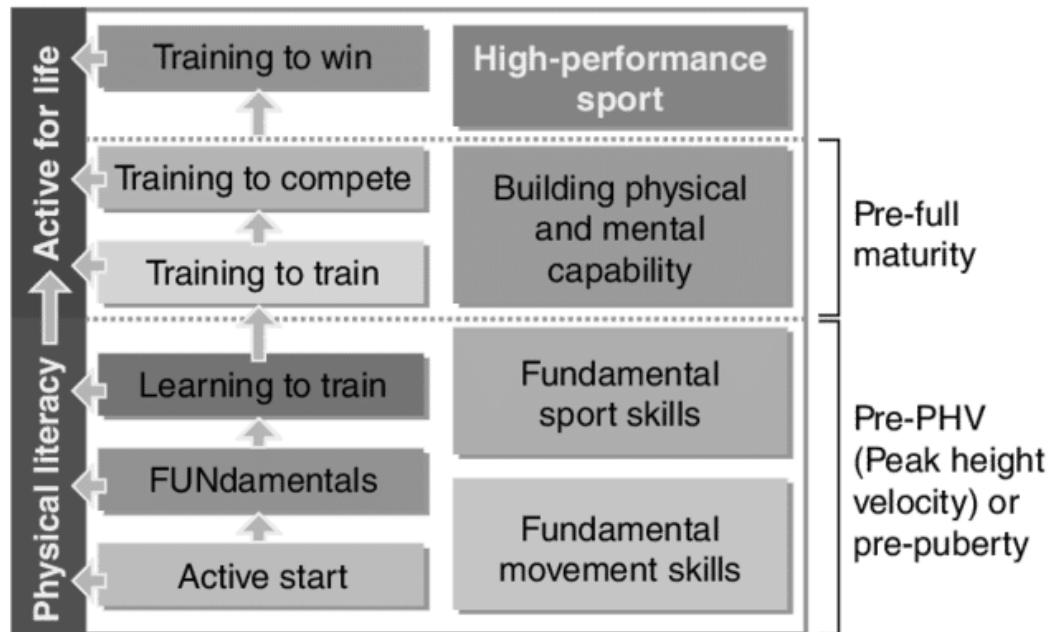


Figure 1: Long-term Athlete Development Model

Note. Adapted from The European Sports Coaching Framework by Lara-Bercial and colleagues, (p.21) 2017, Erasmus+ Programme

Varghese and colleagues(2022) stated that the third, "learn to train," is the most significant phase from nine to twelve years old because this is a critical time to develop specialized abilities. Athletes must understand how to warm up, cool down, stretch adequately, and be mentally prepared for sports. Developing physical literacy is the primary goal at this stage. Balyi and colleagues (2013) underlined that parents listen to their children actively to help their sports branch choices by communicating effectively with them. The roles of parents are characterized as being aware of sports branches that demand late Specialization and preventing early sports specialization.

These three stages are given below for athletes who choose the podium pathway and shape their careers in sports. Fourth, "Train to train" is the stage from eleven to

sixteen where puberty starts. This stage aims to introduce aerobic exercise before PHV and specialize in one or two sports of the athlete's choosing. Athletes are encouraged to put what they have learned from previous stages into practice. Athletes compete for glory but are also encouraged to have fun (Varghese et al., 2022). During this time, parents should explain the physical and emotional changes that are taking place in their children and take the necessary precautions to protect them from the negative impacts of the athlete's growth and development (Balyi et al., 2013).

Fifth, the "train to compete" stage from fifteen to twenty-three years old includes the goal of maximizing competitive performance. This level is mainly concerned with improving the abilities of specific sports and roles within each sport (Varghese et al., 2022). At this point, parents may see that their responsibilities are becoming more passive, and they should be able to appreciate the complexities of high-level sports and provide their children with the encouragement and support they need (Balyi et al., 2013).

Sixth, "train to win" is a stage after eighteen about getting athletes ready for high-level training, competition, and recovery in their sport. This stage focuses on mastering skills like decision-making, technical skills specific to a position or sport, and fitness skills. The goal is to get as fit as possible and heal as much as possible (Varghese et al., 2022). In this stage, athletes spend considerable time away from home. Minimal family influence exists (Balyi et al., 2013). Seventh, "active for life" is a stage at any age and aims for all athletes and people to enjoy a wide range of competitive and recreational sports and physical activities in the long term (Varghese et al., 2022).

In supporting the LTAD model, Wilson (2014) found in a study done with elite weightlifting athletes that when young athletes are overtrained, they reach their peak too early. Heavy weights should not be lifted until beyond eighteen. Competition should focus on technique, such as a repetition-based format with

participants lifting weight only up to their body weight. The mid-20s are considered the optimal age for a person's physiological maximum. However, Lavalle and Mansfield (2013) highlighted that the difference in age at which people in eastern and western Europe begin their careers might indicate weightlifting success. Instead of focusing on chronological age, the LTAD model must concentrate on maturity and trainability. In addition, Oliver and Lloyd (2012) stated that while children and adolescents naturally experience periods of rapid adaptation during the developmental years, the relationship between training stimuli and age, growth, and maturity is still unclear.

Furthermore, from a philosophical point of view, the phrase "physical literacy" includes an individual's emotional, physical, and mental aspects. Focusing on only one developmental aspect would not be "physical literacy" (Whitehead, 2013). Thus, Ropret and Jevtic (2019) underlined the need for a cognitive system to verify individual and inter-individual variances in athletes' adaptations of training traits in specific sports. LTAD's theoretical and practical significance is limited by the absence of theoretical and practical context for particular sports areas.

2.1.2. A Holistic Athletic Career Model (HAC)

There has been an increasing interest in the concept of dual careers in the sports psychology literature, such as integrating sports with education or a job. It is now regarded as an international issue found in studies from around the world (Stambulova & Ryba, 2014). It is expected that this area of research has gotten so much attention. Researchers aim to help athletes find the right balance to enable them through critical life changes like moving from junior to senior careers, moving through school and moving on to careers after sports (Stambulova et al., 2015).

The Holistic Athletic Career model (HAC), developed by Wyleman and Rosier in 2016, includes a lifelong athletic career with five levels of development based on transitioning and challenging situations athletes' encounters (Kagelaers et al., 2018).

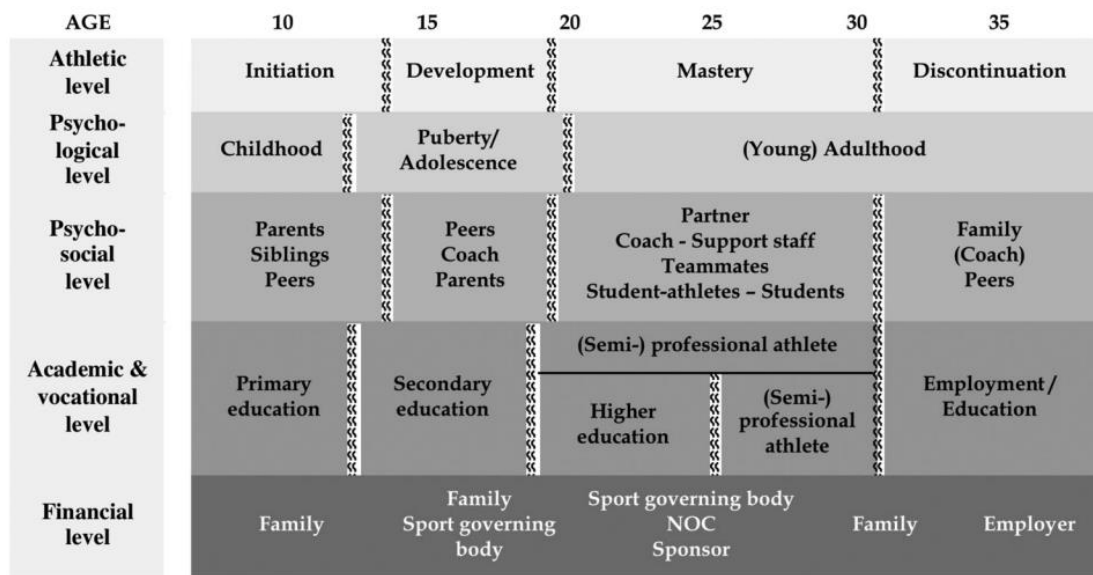


Figure 2. The Holistic Athletic Career Model (Wylleman & Rosier, 2016)

As the model represented in Figure 2, these five levels focus on continuous changes in varied domains based on athletes' sports career parameters and their relations over time. Also, dotted lines show that transition ages are approximately represented.

The first layer, named athletic level, includes the initiation, development, mastery, and discontinuation phases. Athletes first encounter organized competitive sports when they are six or seven years old, known as the initiation period. After being identified as talented at twelve or thirteen, athletes begin a development period of intense training and competition. During the mastery period, around eighteen and nineteen, athletes compete at the highest level. When players are in their late twenties or early thirties, their peak sports careers are over in the discontinuation period.

The second layer, the psychological development level, includes childhood, puberty/adolescence, and (young) adulthood. Throughout the third layer, athletes' psychosocial development level transitions and phases are depicted, as well as those

of parents, coaches, peers, and life partners who athletes see as significant during that transition period. Athletes' academic and vocational periods like primary education/elementary school, secondary education/high school, and higher education are included throughout the fourth layer. Elite athletes' vocational development may begin after high school and include a full-time or part-time job in the professional sports sector.

The fifth layer demonstrates how athletes' engagement may be financially supported during and beyond their sporting careers. In addition to family support, sport-governing organizations, national Olympic Committees, or (private) sponsors play an essential role from the conclusion of the growth process through the mastery stage, as well as in the post-sport retirement period (Wylleman & Rosier, 2016). It is believed that critical transitional stages require not only financial support from parents but also emotional support. For instance, Ohla (2022) mentioned a strong correlation between how much continuous support athletes receive from their parents and how well they do at the professional level. As a result, the athlete's parental emotional support plays a significant role in the junior to senior transition. After that, they no longer rely on their parents, and their professional growth will be aided by an experienced and skilled coach at this point in their lives. Because athletes become more independent, increasing demands for expertise in sports may be a contributing factor to their development.

It's well-known that team and individual sports have significant discrepancies in many subjects. De Subijana and colleagues (2020) underlined significant discrepancies in the athletic careers and retirements of athletes in individual sports compared to those in teams. Individual athletes attain their peak performance earlier and enjoy a longer athletic career, whereas team sports athletes are more likely to integrate their activity with their job. Individual athletes are better off financially when they retire than team athletes are.

2.1.3. Developmental Model of Sport Participation (DMSP)

The developmental model of sport participation (DMSP) created by Cote, Baker, and Abernethy offers a framework to investigate some physical and psychosocial factors that may affect the sports participation patterns of younger generations (Cote et al., 2003). Following in-depth interviews with athletes from a wide range of sports, DMSP suggests three progressing phases of athlete development: sampling, specializing, and investment. Before specializing between the ages of thirteen and fifteen and investing beyond sixteen, athletes engage in various sports, but this reduces as they age (Cote & Fraser-Thomas, 2007). As in the model, children are expected to participate in sports activities based on deliberate play during the sampling years. Deliberate play is described as less structured and aims to maximize the innate enjoyment of children by regulating with flexible age-related rules. However, deliberate practice is defined as highly structured activities requiring lots of effort and focus on improvement rather than having fun. Thus, athletes continue to deliberate play till their specializing stage (Cote & Hay, 2002).

During the specializing years, deliberate play and practice are more evenly parallel, and there is less engagement in several sports. In the investment stage, athletes devote extensive time to deliberate practice and much less time to deliberate play (Cote & Fraser-Thomas, 2007). When the international competitions provided a suitable space to show their abilities, young athletes also benefited from the excitement, difficulties, and maturity effects. Also, exposure to international competition pressures like travel, doping control, and timing of events might assist athletes between fourteen and seventeen prepare for future senior international competitions (Peters & Schnitzer, 2015). However, exposure to performance-based competitive circumstances when they are not ready enough may cause an increment in anxiety and a decrement in self-esteem (Vanden Auweele et al. 2004). According to the results of Olympic and World Championship track and field athletes' experiences, young athletes should not begin the investment stage until they are at least sixteen years old, as recommended by the DMSP model. (Huxley et al., 2018).

Moreover, it is underlined that the shift from a junior to a senior athlete is typically challenging during the investment years, and many talented young athletes drop out of the sport (Stambula et al., 2009). Throughout this process, one important point is how the significant others in the athletes' surroundings have been positioned.

Cote and Fraser-Thomas (2007) emphasized the criticality of significant others, who are coaches, parents, peers, and siblings, for healthy and continuous youth athletic involvement. In detail, coaches show support and encouragement to youth during the sampling stage. However, these relations are transformed into more reciprocal relations, and teaching methods become more skill-oriented and technical in the specializing and investment stages. Additionally, parents are the introducer of sports and enroll them in varied sports by supplying equipment and resources in the sampling stage. However, their roles of leading in the sampling stage are transformed into less engagement and providers of monetary and emotional support through problems and barriers in the sport during the specializing and investment stages. Furtherly, while peer relations are seen as a keystone reason to play in the sampling stage, this relation is transformed into beneficial relations in sport and becoming role models or supporters.

DMSP defined two separate routes at first in sports participation: sampling and early Specialization (Côté et al., 2009). Early specialization means a young athlete skips the sampling years and jumps into the specializing stage. Because of this preference, the investment stage would begin before expected, around eight years old (Strachan et al., 2009). However, as mentioned in the early sports specialization part, children may face potential risks during this process because they will take essential responsibilities of specialization before necessary development. In particular, Cote and colleagues (2009) underlined that the sampling stage where prosocial behaviors, interpersonal skills, diverse peer relations, and social capital are formed is a critical process for youth development. Additionally, the environment created by the sampling stage encourages the growth of intrinsic motivation (Cote et al., 2007).

Cote, Lidor, and Hackfort(2009) listed seven postulates of the DMSP. First, multi-sport involvement does not exclude becoming top-level athletes or reaching peak performance. The second was that early diversification in the sampling stage could lead to long-term sports engagement and career. The third, early sports diversification in sampling, permits involvement in different circumstances and enhances PYD. The fourth, high-level deliberate play, fosters robust intrinsic motivation through sports engagement at the sampling. The fifth, the sampling, also fosters a range of physical and cognitive experiences that youngsters can later tend to find their primary interest in the activity. Sixth, children should be able to choose between specialization or continuing at a recreational level. Seventh, adolescents gain the physical, cognitive, social, emotional, and motor skills required to specialize in a sport by late adolescence. In addition, Cote and Vierimaa (2014) focused on each of the seven postulates of DMSP 15 years after its first conceptualization. It is summarized that the five focus on the sampling phase's effects and the importance of deliberate play on youth involvement, performance, and personal development. Two of them focus on critical youth transitions.

The aforementioned developmental models in youth sports have made sense of the developmental processes within a specific age range, physical, psychological, and social change. The researchers aimed to propose a holistic transition process in the sport since breaking development into stages allows for elaborating and comprehending many factors. However, in this study, a broader concept is required to investigate the parents' relationship with the experiences of where athletes' basic psychological needs are fulfilled and frustrated. Thus, youth developmental models are not preferred. As a result, it was determined that the positive youth development context should serve as the conceptual framework for this study.

2.1.4. Conceptual Framework: Positive Youth Development

Positive Youth Development (PYD) is an umbrella term rather than a specific model. It refers to paths where children and adolescents might gain optimum growth

experiences by participating in structured activities. Positive youth development can be possible by enabling enjoyment from a healthy, fulfilling, and productive existence as children and later as adults (Hamilton et al., 2004). PYD assumes all youth have the capacity for positive developmental progress (Lerner et al., 2005a). Additionally, researchers focusing on PYD have a common idea in the literature that children and adolescents are perceived as resources rather than problems based on the strength-based approach to development (Lerner et al., 2005b). Some research indicate that positive youth development is much higher among youngsters who participate in sports than those who do not. For instance, adolescents who engaged in sports for two or more years scored much higher on the PYD than non-participants and adolescents who engaged for one year. Higher levels of PYD can be attributed to more participation in sports in grade seven (Zarrett et al., 2008).

National Research Council and the Institute of Medicine (2002) have asserted that PYD is linked to at least eight developmental factors. These factors are a secure and health-promoting system, transparent and coherent regulations, and expectations, friendly and encouraging relations, opportunities for deep involvement and belongingness, favorable social norms, support to have self-efficacy and autonomy, and chances to develop skills and balance among parents, education, and community.

Qualitative research by Strachan and colleagues (2011) interviewed and observed five top-level sports coaches looking for elements of sports programs that could promote PYD. PYD's program features were found to be consistent with their findings. Additionally, according to Eime and colleagues (2013), there are three categories based on inductive meta-analysis to understand the origin of PYD in sports. These categories are PYD environment, including approving or encouraging relations with significant others like coaches, peers, and parents, life skill-based activities including development and transfer of life skills with activities, and PYD consequences, including mental, physical, and social aspects. In the context of sports, it should be underlined that promoting PYD requires encouraging relations between

significant others and athletes to maximize optimal youth development chances (Holt & Knight, 2014). For instance, Grolnick (2003) mentioned that the emotional climate created by parents within the parental structure, such as autonomy-supportive or controller, influences youth's well-being and intrinsic motive to engage in different actions, hence contributing to PYD.

Lerner and colleagues (2005) defined an essential principle of the PYD concept: the 5 C's model based on developmental psychology. PYD results from the relations between the individual and their social environment, enhancing the 5 C's Competence, Confidence, Character, Connection, and Caring. Competence is the feeling of adaptability and positive self-efficacy in domain-specific contexts. The definition of confidence is a positive self-perception as opposed to domain-specific beliefs. Integrity and respect for social and cultural standards are features of character. Connection is defined as having positive relationships with individuals and institutions, and a sense of concern and empathy for others is defined as caring. A sixth C (contribution) may arise when 5 Cs are present, allowing adolescents to contribute to their community and society. Currently, it is essential to differentiate between connection and PYD climate. Vella and colleagues (2011) defined PYD climate as the cumulative climate that comes from interpersonal relations and team member relations. Unlike the connection, which conceptualizes positive individual relations, the PYD climate relates explicitly to group-level relations.

Jones and colleagues (2011) studied 258 juvenile athletes aged twelve to sixteen, and each participant completed a 30-item instrument of the 5Cs of PYD. Results showed a high level of overlap between the five variables of the 5Cs; thus, the model was disproved by confirmatory factor analysis. Moreover, Côté and colleagues (2010) offered a revised 4Cs model in a sporting context that collapsed the outcomes of caring and character hence construct overlapping. This model has been utilized as a framework for promoting the advantages of sport through efficient coaching (Côté & Gilbert, 2009) and favorable peer relations (Vierimaa et al., 2018).

2.2. Early Sports Specialization

There are three factors to define early sports specialization. These factors are that athletes train intensively for more than eight months each year, do a single sport, and are in the pre-puberty stage (LaPrade et al., 2016). National Sports Model of Development (Skate Canada, 2010) stated that youth and parents face the decisional process of single sports specialization when the athletes are around nine. Thus, it is mentioned that parental preferences and views of appropriate activity domains influence children's early sports engagement and participation decisions, as well as the differential value placed on different sports by parents (Cote, 1999). It is considered that many sports-related decisions are taken together or under family control, especially when the athlete is young. Because of this reason, competitive youth sports can be seen as a journey shared by parents and athletes (Knight & Holt, 2014).

Ferguson and Stern (2014) mentioned that an athlete's coaches, parents, perceived financial incentives, and media attention all play a significant part in determining whether they choose to specialize. When athletes are driven into early sports specialization, they cannot appreciate the value of this decision or the dedication it takes to practice year-round for one sport. In addition, Malina (2010) pointed out that children are often classified as gifted or talented in sports, the arts, and academics from a young age. Probably, such categorization increases early specialization. Because Güllich (2014) mentioned talent as something that comes from inner potential and focuses on how well someone does at a young age. The dynamic concept looks at talent along with attitudinal and sociological aspects. Since talent is identified at a young age, it may be demonstrated that children who focus on sports early have future promise in this area, like sports. However, Ferguson and Stern (2014) stated that labeling as talented puts extra pressure on athletes they don't need, leading them to specialize in a sport before their minds and body are ready.

There are varied factors contributing to sports specialization. These factors include enjoyment, scholarships, the desire to compete professionally, and gaining competitive advantages (Ahlquist, Cash, & Hame, 2020). The contributions of these factors to the athlete's life may create the need for early specialization in the athletes and their families. For instance, Tritto (2006) mentioned one of the expectations that many children begin to specialize in a specific sport early to receive a college scholarship, typically at a high cost to the family. However, Malina (2009) mentioned that rules vary by sport, but only a few high school athletes go straight to college with professional contracts. In addition, there is an expectation for high-level young athletes to compete on both school and region or state teams, which may lead to overtraining. There is also a drive for college scholarships, with fourteen or fifteen-year-olds committing to institutions based on their early adolescent athletic success (LaPrade et al., 2016). In addition, some early sports specializations are impacted by parents who observe their children fulfilling their professional aspirations. In certain instances, corporations strive for early specialization to maximize investment returns (Bjarnason, 2015).

Cote and Lidor (2013) pointed out the general idea that early specialization may be critical in some sports where starting sports life early is needed to reach the highest performance level. Still, there is no need for early specialization in some sports, such as basketball and baseball, to have an elite performance (Jayanthi, Pinkham & Dugas 2013). Thus, some specific sports programs were prepared to support youth specialization. According to Malina (2009), most club sports, like soccer in most countries, baseball in the Caribbean, and basketball in Europe and Africa, have programs that help kids get better at their sport. A corporate budget is also used in programs to help young tennis players improve.

According to Buckley and colleagues (2017), results of elite athletes' survey revealed that 61.6 percent of respondents thought that sports specialization helped them perform better; however, only 22.4 percent said they would want their children to specialize in a single sport during adolescence. Although athletes have experienced

early sports specialization in their youth, the low number of respondents support their children to be early specialized in the sport, which underlines the importance of risk factors. Because it is known that early sports specialization may increase injury risk, burnout, pressure from coaches and parents, lack of time to engage in other sports, and enjoyment of other sports in athletes' lives, which cause discouragement of early sports specialization (Ahlquist et al., 2020). In addition, different scientific organizations underline the low-stress tolerance level of youth; nevertheless, there is an increment in stress levels when younger athletes compete at a high level of competition (Jayanthi, Pinkham & Dugas 2013). Early-specialized athletes in sports also experience puberty in their athletic careers.

According to Wondisford (2020), complex connections between environmental and biological factors impact puberty. Although individuals are born simultaneously, they can have significantly different biological maturation. Llyod and colleagues (2014) mentioned three different puberty stages: early, synchronized, and late, based on the timing of a child's chronological age and biological maturation. As puberty progresses, there is a difference between various stages of puberty, such as receiving of the endocrine system and hormone levels (Cavarzere et al., 2020).

It is known that puberty is a critical transition period for developing skills such as stress management. Tanner (1962) mentioned puberty is the process through which a child's body evolves into adulthood. It's essential for identifying, developing, and managing young athletes' physical and psychological processes. Puberty causes significant changes in size, form, performance, and appearance between nine and sixteen years old. Puberty is influenced by hereditary and, to a lower extent, environmental influences. In addition, Cumming and colleagues (2018) highlighted that youth entering puberty has substantial consequences for athlete selection, performance, and injury risk. Children who develop before their peers are the first to experience puberty's physical and functional alterations. This situation provides an athletic edge in sports by having larger size, strength, and power, especially when competing in age-restricted categories.

However, Malina and colleagues (2005) researched soccer players. The effect of age, size, maturity, and experience on soccer abilities was examined. These factors accounted for only 19 percent of ball control and dribbling speed variance with a pass. However, they made no significant contributions to dribbling speed without a pass and shooting/passing accuracy. Thus, physical maturity should not be linked with talent immediately. Although it is shown that physical puberty does not give a significant advantage to athletes, it is stated that delaying puberty through high-intensity exercise has detrimental consequences. Georgopoulos and his colleagues (1999) found in the research about female rhythmic gymnastics that delayed puberty because of a high amount of training may have a causative effect on maturation speed and some hormones (somatomedin C, growth hormone, and estrogen) through a negative energy balance.

Smucny and colleagues (2015) mentioned that muscle and tendon lengthening frequently outpaces muscle hypertrophy, forcing muscles to increase their force generation by around 30% to create movement. This situation increases the force transmitted to tendons. These biomechanical principles show that repeated; vigorous activity increases prepubertal athletes' underlying injury risk. Also, Malisoux and colleagues (2013) highlighted that rapid training intensity changes might contribute to traumatic contact, traumatic non-contact, and overuse injuries among elite athletes between the ages of twelve and eighteen who compete in various sports. The above statements showed that high-intensity training before puberty involves high risks in terms of mental and physical aspects. LaPrade and colleagues (2016) noted that talent identification is difficult at all phases of development but particularly difficult to identify before puberty. Moreover, Cote (2009) stated that athletes in late adolescence are theoretically better suited for the demands of the sport, even though post-pubescent sports involvement has potential risks. These athletes have enough cognitive, physical, social, and emotional competencies to comprehend the advantages and disadvantages of sport specialization, make

knowledgeable, autonomous decisions, and engage in intense training when appropriate.

Moreover, a relative age effect (RAE) can be seen in early sports specialization. Youth sports are sometimes divided into yearly age groups, with those born earlier in the age group having participation and performance advantages over those born later. This benefit is known as the RAE (Mush & Grondin, 2001). For instance, Fenzel (1992) stated that compared to their early-born peers, late-born players were shown to have greater exposure and labeled as more physically gifted. Such exposure and the subsequent relation should negatively impact psychological outcomes like self-esteem. In addition, Mulazimoğlu and colleagues (2016) stated that early growth might be detrimental when selecting players in Turkish soccer. Players born later in the same year have a disadvantage in terms of physical structure and development, preventing them from being chosen for teams. Due to disadvantages, many gifted but late-maturing athletes cannot demonstrate their ability.

Early Specialization may lead to a "social isolation" or a "unidimensional identity" because of the high volume and intensity of training required for success in a particular field (Wiersma,2000). Malina (2010) highlighted that sports specialization requires a time commitment for training and competitions. This requirement can cause isolation from peers of the same age, especially during adolescence. It can also affect relationships with peers, parents, and other family members and miss out on opportunities for friendship and growth. In addition, it should not be missed that social isolation from their social environment affects their present time and harms their future relations with friends and family (Nyland, 2014).

Moreover, the lifestyles of top young athletes are often heavily controlled. This situation could make young people too dependent on others and, in many cases, cause them to lose control over their lives (Malina, 2010). For instance, Tiger Woods is an excellent example whose experience from childhood to maturity practicing for success with a highly motivated father is well reported (Bjarnason, 2015). It is shown

in media that Tiger became an excellent golfer due to early sports specialization, a dominant dad, and a disciplined lifestyle during youth and adolescence. A common misconception among parents is that early sports specialization is required for their child to achieve top athletic status and long-term success because of the stories reflected in the media like this. (Scola, 2022). Malina (2010) added that commitment to a single sport at a young age engages a child in a complicated environment dominated by adults. It found that athletes experience stress because of an overdependence environment in year around training and conditions that increase over time. Brenner and his colleagues (2016) highlighted that adults with too much access to the lives of young athletes might cause physical, mental, or sexual harm to athletes because of their reliance. For instance, Edelman and Pacella (2019) highlighted the abuse of Larry Nassar, the national team doctor for USA Gymnastics and a faculty member at Michigan State University. It is noted that numerous young gymnasts lacked the maturity to comprehend what was occurring when they were physically and emotionally assaulted. Victims explained that this abuse harms their self-esteem and confidence.

Furthermore, elite young athletes may be trapped by their popularity, which may even change how people see them as a person, not just athletes or products sold. Behavior development may be slowed down, and young people may misbehave in social situations and continue to do so as adults (Malina, 2010). In addition, comments from their social circles on young athletes' weight increase or loss might be difficult to manage. Forty-four percent of gymnasts said they had received unfavorable criticism about their bodies from coaches. Seventy-one percent of those gymnasts were likelier to believe they should lose weight than gymnasts who had not received negative body criticism from their coaches (Kerr et al., 2006). In addition, most college dancers (57 percent) indicated that their choreographers were aware of their weight gain or loss and picked the thinnest dancers for the most significant performance roles (Reel et al., 2005). Thus, the core of some aesthetic sports like figure skating, artistic gymnastics, or dance is physical appearance which brings nutritional limitations to weight control. Weight pressures from coaches, judges, and

parents may cause an unhealthy eating tendency in young athletes, and they may also be subjected to dietary limitations imposed by the sports system (Malina, 2010). Petrie and Greenleaf (2012) examined that weight, dieting, body size, and body shape pressures in sports circumstances could cause body dissatisfaction, internalization, tendency to eat more and bulimic symptoms. Weight pressure is not always about losing but also gaining weight. For instance, it is stated that there is an emphasis placed on body size and mass in U.S. football culture, and some young men may feel pressured to put on weight, increasing their likelihood of being overweight or obese (Malina et al., 2007).

Moreover, Theintz and colleagues (1994) stated that three of twenty-seven highly trained young women gymnasts and four of sixteen moderately trained young women swimmers were thought to be at risk for mental disorders in the future. Therefore, it is crucial how the process is handled until young athletes reach the required level of growth. In addition, it is assumed that all participants' chronological ages are correct to maintain the fairness of the competitions. In young sports and among elite athletes, inaccurate age reporting is widespread and known as age modification or falsification (Malina, 2005). This condition may expose athletes to a high training load and stress when they are not physically and mentally prepared. Burnout is a cognitive-affective condition characterized by emotional and physical fatigue, a diminished feeling of accomplishment, and devaluing sport (Gustafsson et al., 2017). Strachan, Côté, and Deakin (2009) showed that youth athletes identified as experts reported greater levels of the burnout component emotional fatigue than those categorized as samplers. In addition, Myer and colleagues (2015) mentioned that fear of injury or re-injury also exacerbates psychological burnout. One's body can't recuperate from the physical strains of a sport if one is continually engaged in it. Some strategies and approaches may be used by young specialized athletes who have planned to return to the sport they were playing before their injury.

As seen by burnout and overdependence, a loss of enthusiasm for the sport in which the athlete specializes is one of the most significant risk factors. As a result of these

factors, many athletes drop out or lose their probability of receiving a college scholarship (Denoa et al., 2021). Considering the benefits and harms of early specialization in sports, it is crucial how athletes initiate, maintain, and complete their athletic developmental processes. For this reason, everyone who interacts with children must be knowledgeable about developmental models in youth sports.

2.3. Self-determination Theory

When figuring out the benefits and risks of early sports specialization on athletes, it is critical to understand how motivation and its main factors, such as basic psychological needs, interact with early sports specialization in youth sports. Because it is known that motivation empowers and leads to behavior, which considerably impacts numerous crucial developmental consequences of youth (Eccles & Wigfield, 2002). Self-determination Theory, one of the motivation theories (Deci & Ryan, 1985; Ryan & Deci, 2000a, 2017), explains the motivational growth process with the effects on individuals' actions and health. It is a dialectical perspective of understanding human acts and characters. (Vasconcellos et al., 2020). Moreover, when the subject comes to an understanding of "why" individuals engage in different physical activities, self-determination theory (SDT) provides a framework for regulating the behaviors to support motivation and the mechanisms that allow motivational growth (Hagger & Chatzisarantis, 2007). SDT separates different types of motivation that may regulate action by underlining activities' social and psychological factors and outcomes for various reasons (Standage et al., 2019).

Additionally, SDT includes different types of continuum motivation ranging from amotivation to extrinsic to intrinsic motivation. Amotivation is an absence of motivation. People who are amotivated have no desire to do anything because they lack the motivation to do so. Amotivation can be due to various reasons. For instance, the belief that one is not competent to perform a task, the lack of expectation that their actions will lead to the desired outcome, or a lack of intrinsic value in the activity itself is mentioned (Deci & Ryan, 2000b). However, intrinsic motivation is an

intentional form of motivation in which behaviors are carried out due to an individual's innate interest or enjoyment of the action (Ryan & Deci, 2017). It is also known that intrinsic motivation is connected with positive adaptation outcomes such as pleasure and physical activity willingness (Vasconcellos et al., 2020) and a higher level of physical activity (Lonsdale et al., 2019). Between amotivation and intrinsic motivation, there is an extrinsic motivation regulated by varying degrees of autonomy. Controlled and autonomous are two forms, and If intrinsic drives regulate the behavior, motivation can be named autonomous or self-determined. If extrinsic drives regulate, motivation can be considered controlled or not self-determined (Deci and Ryan, 2000b).

SDT includes six sub-theories, each focusing on separate theoretical elements, but is related by an organismic and dialectical leading theory and the integrating principles of basic psychological needs (Standage et al., 2019). One of the sub-theories is the Cognitive Evaluation Theory (CET), focusing on the nature of motivation and the factors that influence how much action is done for their own benefit (Deci & Ryan, 2000a). The theory implies that external circumstances may diminish or boost intrinsic motivation. Rewards can be confusing because they can be perceived as demanding to perform well, weakening the sense of autonomy, perceived as informative feedback, and the support sense of competence. Thus, locus of causality makes differences in individuals' life. In addition, socializers affect the athlete's motivation. In detail, Bhavsar and colleagues (2020) mentioned what significant others, such as coaches, and physical education teachers, say and do is essential in deciding whether intrinsic motivation is weakened or encouraged, based on their influence on the sense of autonomy and competence. In summary, CET underlined the essential roles of competence and autonomy for intrinsic motivation.

To understand the impact of extrinsic motivation on youth athletes, contract season and regulation of prizes for athletes can be a good start. In the research based on contract year analysis of the National Basketball Association and Major League Baseball, it is underlined that intrinsic motivation diminishes after signing the

contract and monetary prizes given to athletes because of spotting monetary reward (White & Sheldon, 2014). Nonetheless, research indicates that all monetary support has no adverse effects on athletes. For instance, it is shown that intrinsic motivation and sense of competence increased when scholarship athletes compared with non-scholarship athletes performing Division I sports in the U.S. (Amorose & Horn, 2000). Thus, it is essential to figure out that the psychological meaning of rewards for each individual differentiates motivation's effects.

Although there is extrinsic stimulation for performance, athletes can find intrinsic motivation in their performance. Organismic Integration Theory (OIT), the second sub-theory, mainly focused on extrinsic motivation and its varied types. Extrinsic motivation includes continuum types ranging from external to integrated regulation (Deci & Ryan, 2000). External regulation is one type that gives people the least autonomy and the most control from the outside. When people's actions are controlled from the outside, their motivations are based on things like getting rewards or avoiding punishment. In this continuum process, introjection regulation is the next one. Although this one is more autonomous than the previous one, it is nonetheless regulated since it includes self-administered conditions, such as dependent self-esteem and guilt or shame avoidance. The next one is identified regulation, a more independent regulation characterized by actions that stem from a conscious appreciation of the activity and its rewards. People who follow the identified regulation see the activity as a helper in reaching their goals (Ryan & Deci, 2000).

The final one is integrated regulation, which gives people the most autonomy in their actions based on extrinsic motivation. This autonomy is apparent when a behavior has become a part of personal core values and the formation of the self. It is underlined that integrated regulation differs from intrinsic motivation in that the behavior is still engaged to attain results that are essential to the individual rather than for pleasure or interest. (Deci & Ryan, 2000a). In the sports context, some researchers underlined that more autonomous regulations of extrinsic motivation

support increasing self-esteem and being healthier (Mageau & Vallerand, 2003), and injury prevention precautions are taken (Chan & Hagger, 2012). However, more controlled regulations of extrinsic motivation may cause burnout (Jowett et al., 2013) and dropout (Garcia-Calvo et al., 2010). Thus, it is essential to be aware of how individuals are affected by these outcomes and to find balance in their life.

The third sub-theory is Causality Orientation Theory (COT), centered on which tendencies appear when an individual is faced with a specific situation and circumstances. Causality Orientation includes the persuasion and organization of the information based on motivational values. This theory focused on three types of orientation: Autonomy, controlled, and impersonal orientations. While autonomy orientation is a preference to behave based on their own interests, search for challenging and captivating actions and accept responsibility for their own actions, controlled orientation is disregarding their own interests and then just performing to get prizes, to catch deadlines, and to be approved. Impersonal orientation is reminding of amotivation, which includes passivity and lack of initiative (Ryan & Deci, 2017). According to Hagger and Chatzisarantis (2011), autonomous orientation protected undergraduate psychology students from the stress-producing influence of incentives, as seen by no critical decrement of their intrinsic motivation. However, controlled orientation did not provide this frame because of a decrement in participants' intrinsic motivation after introducing incentives.

Bhavsar and her colleagues (2020) summarized Goal Contents Theory (GCT), the fourth sub-theory, as the learning process of how a goal's specific contexts affect individuals' health. The sense of need for fulfillment or frustration mediates the relationship between intrinsic or extrinsic goal contents and psychological or physical responses. When people's goal contents anticipate their experience of basic psychological needs fulfillment, they are more likely to benefit from goal pursuit and achievement. However, if their goal content results in frustrating basic psychological needs, autonomy, competence, and relatedness, individuals will likely suffer severe impacts from pursuing and achieving such objectives. In addition, extrinsic goals

involve instrumental outcomes like rewards and encourage an outward focus, making the process harder to meet needs and slowing down optimal development (Deci & Ryan, 2000a).

Moreover, Relationships Motivation Theory (RMT), the fifth sub-theory, is the latest theory in the SDT. This theory studies the need for relatedness and its connections with other needs to understand intimate relationships' qualities and implications better. However, even if an individual's desire for relatedness motivates them to engage in intimate interpersonal relations, this does not ensure that these relationships are of good quality (Deci & Ryan, 2014). Research suggested that when one person in a relationship experiences autonomy motivation and gives autonomy support, it is probable that their partner will experience the same. An increased degree of such mutual understanding can increase relationship satisfaction (Ryan & Deci, 2017). In addition, it has been highlighted that intimate interpersonal relations are complex, reciprocal, and authoritative in their relationships (Standage et al., 2019). Thus, it has been established that a better level of need fulfillment within relations relates to better quality relations, mental health, and attachment (Patrick et al., 2007). Although each of the five theories emphasizes a particular basic psychological need or needs, the relevance of these three needs for the individual's health is highlighted in each theory.

2.3.1. Theoretical Framework: Basic Psychological Needs Theory

The basic psychological needs and their connections in human life are thought to be universal. They are not learned or gained through value systems but create a functional effect regardless of culture, gender, developmental stages, and situation (Deci & Vansteenkiste, 2004). Even though people of various age groups and cultural backgrounds may express and fulfill their basic psychological needs in various ways, it is reasonable to assume that everyone would benefit from fulfilling basic psychological needs. In support of this contention, Soenens and colleagues (2007) have shown evidence for the significance of need satisfaction across various age

groups, while Deci and colleagues (2001) have contributed support for samples from highly different cultural backgrounds.

According to basic psychological needs theory (BPNT), healthy development and functioning depend on fulfilling three basic psychological needs: autonomy, competence, and relatedness. These are the specific and necessary nutrients for flourishing, like sports success. These three basic psychological needs are predicted to affect development negatively if they are not fulfilled, and also, need frustration might cause a detrimental and pathogenic impact on athletes' life. For example, if athletes have difficulty relating to their coaches in the training environment (low relatedness), coaches may use their power to exclude players on purpose (relatedness frustration). This example underlined the differences between need frustration and low level of need fulfillment (Vansteenkiste & Ryan, 2013).

Additionally, according to the findings of 321 parent-child dyads, parental pressure had a negative correlation with fulfilling basic psychological needs and a positive correlation with intrinsic drives and pleasure. It is underlined that parents should avoid persuading their children to show more effort to reach their goals. Because these attitudes may cause more obstacles in athletes' sports careers, they would experience less competence, autonomy, and relatedness (Amado et al., 2015).

When people are in a state of frustration with basic psychological needs, this can lead to a variety of social problems, including frustration with one's ability to act autonomously, frustration with one's ability to perform well, frustration with one's ability to feel connected to others, and so on (Ryan & Deci, 2000). For instance, two-wave prospective research of 61 full-time dancers showed that when athletes' needs have a low level of fulfillment, they may experience increased stress levels and show stress reactions after a month (Quested et al., 2011). However, when the basic psychological needs are fulfilled, it is predicted that athletes will see and react favorably to the demands. In detail, athletes who feel autonomous, competent, and supported by significant others are predicted to be able to react to and manage

stressful situations favorably (Li et al., 2019). In addition, it is stated that an increment of intrinsic motivation (Vansteenkiste et al., 2020), better self-esteem, higher task engagement, and lower anxiety levels can be seen (Deci et al., 2001).

Moreover, it has been examined that need fulfillment may encourage more self-knowledge usage in decision-making and that higher medial prefrontal brain activity is associated with high conflict settings, which lead to more conscious decisions (Di Domenico et al., 2012). It has been shown that satisfying or frustrating athletes' basic psychological needs can positively and negatively impact youth careers. It is essential to comprehend how these basic psychological needs form and the roles of these basic psychological needs in the athlete's life.

2.3.1.1. Competence

Competence plays a crucial role in the inclination to understand and manipulate one's surroundings and participate in demanding activities to put one's talents to the test and improve those skills. Individuals can adapt to complicated and ever-changing settings when they are fulfilled with their level of competence. Still, when this need is frustrated, they are more likely to feel powerless and amotivated (Deci & Ryan, 2000a). In detail, the desire to be competent is a need that is inherent in every individual. A more broad, emotive sensation of efficacy that comes because of mastering a task is what we mean when we talk about competence fulfillment (Van den Broeck et al., 2010). It is essential to know that competence is developed when people believe they are competent in carrying out tasks and improving their abilities due to those actions (Ryan & Deci, 2017).

An individual's perception of their own competence is influenced by both the experience and the possession of the abilities required to tackle a task. Those who feel unchallenged will not feel more competent because of no effort to provide the demand. While some people may sense a decrease in competence due to an overloaded responsibility, others may sense an increase in competence. Successful

completion of challenging (but feasible) activities is often rewarding when it raises one's self-perception of one's own ability (Cerasoli et al., 2016). In addition, performance feedback affects how competent people think they are. A credible source and a sense of responsibility for the conduct to which the feedback relates are necessary (Kluger & DeNisi, 1996).

Feedback and following perceptions of competence directly influence the youth. In detail, competence can be linked to both personal skills and background in the area of behavior that is the focus and part of the social environment. So, when people around the athlete, like coaches, teammates, parents, or anyone else, give meaningfully positive feedback, their sense of competence can improve, making them more motivated. On the other hand, when significant others give constant negative feedback, a person's sense of competence decreases, and their chances of getting discouraged and quitting are higher (Ryan et al., 2009).

However, giving feedback to youth includes varied types such as verbal and non-verbal expressions like gestures and behaviors. Knight and colleagues (2011) underlined that parents' awareness is critical to supporting their children. Because parental non-verbal gestures and behaviors affect athletes' sense of competence at different times during the competition, athletes' preferences about optimal parent reactions can be changed based on the sports environment and timing based on the situation. According to Adie and colleagues (2008), athletes could be ready to take their parents' constructive feedback after processing their negative performance. Thus, youth should select when to begin a dialogue after a game. When youth is ready to receive feedback, parents may support the sense of competence by emphasizing the manageable parameters of an athlete's performance.

Moreover, there are several ways coaches might alter the assessment structure to boost athletes' perception of competence. Giving enough space for athletes to self-monitor and self-evaluate their performance can be a good way. Athletes' perceptions of their own competence are positively influenced by the presence of

positive, informative competence-related comments on their performance (Horn & Harris, 1996).

When curiosity drives exploration and knowledge, people are more likely to feel amazed and genuinely surprised, which gives them the drive to quickly learn new information and skills, which helps them get better at what they do. In the same way, when people follow their desires, they are "being themselves," which provides a sense of autonomy, honesty, and a lack of concern for their safety, all of which add value to well-being. Notably, autonomy and competence need fulfillment not only to support the process of intrinsic motivation but may also result from it. (Kernis & Goldman, 2006).

2.3.1.2. Autonomy

Autonomy is the most fundamental human need that determines one's own life and the primary psychological need that motivates people to engage in sports. Self-determination and self-empowerment are two essential aspects of autonomy (Cohen-Mansfield et al., 2004). Regarding basic psychological needs, autonomy support is related to a feeling of fulfillment, and controlling behavior is related to feelings of frustration (Bartholomew et al., 2011). Autonomy support enables more intentional, self-directed behaviors in sports environments; hence, athletes can more freely engage in exploratory behavior and are likely to support improving learning, abilities, and competence (Guay et al., 2001).

The results of longitudinal studies conducted in a competitive environment showed that while regular and ongoing pressures over time caused a drop in autonomy scores, increment in controlled motivation scores are seen in young elite athletes (Cece et al., 2019). In addition, Mask and Blanchard (2011) found that a "thin ideal" clip elicited various reactions from people with varying degrees of autonomy. After seeing the clip, women with low autonomy felt more pressure to be skinny, dissatisfied with their bodies, and concerned about the amount of food they

consumed afterward. Women with high autonomy became more sensitive about the food quality they consumed. For those with low autonomy, the "thin ideal" message was internalized as a more judgmental and self-responsible message than for those with greater autonomy. Thus, it is critical whether to have an optimal level of autonomy for our self-perception. Moreover, Martinent and colleagues (2018) highlighted in a longitudinal study that athletes with high autonomy show higher positive emotions like self-esteem, harmony, and vitality at the beginning of the season. During the season, negative emotions are seen as lower.

According to Ryan and Deci (2000b), autonomy is generally defined as individuality and free will, especially in decision-making. However, it is well known that parents introduce sports to their children and financially support them in various activities by providing equipment and other resources in early adolescence, which is generally perceived as autonomy needs frustration. Because athletes may not have a chance to go to varied activities if their parents are not financially supporting them. However, a highlighted point is that athletes' autonomy needs might not be frustrated if they perceive parents' advice and direction are supportive and worthwhile in sports decisions (Cote & Fraser-Thomas, 2007). In addition, although parents have a high level of authority in their children's lives during early adolescence, the situation changes over time. Youths typically want more autonomy over decision-making, and parents' role progressively turns to that of support.

Moreover, Jowett and Timson-Katchis (2005) emphasized that parents are in a critical position to enhance their children's psychological well-being by giving them enough space to be autonomous based on the level of challenges athletes face. It is also added that parents are helping to maintain healthy relationships between athletes and coaches. According to Sommerfield and Chu (2020), when a coach is optimistic, comforting, and encouraging to a young athlete, this is an example of autonomy support in a sports setting. Having a task-involving hierarchy makes it easier for a coach to gain the trust and respect of their young athletes if they give autonomy

support simultaneously. It also makes it easier for young athletes to enjoy their training.

Autonomy-supportive sports environments are vital for the intrinsic motivation of young athletes. The association between autonomous support from significant others, notably coaches and parents, and increased intrinsic motivation in athletics has been underlined (Amorose et al., 2016). This association implies that the more autonomous support a child gets, the more likely they have fun in the activity, which adds to a more considerable inclination to stay in sports (Atkins et al., 2015). For instance, a study of 659 young athletes from a range of sports examined the impact of autonomy support on dropout rates. Researchers examined athletes' self-determination and the autonomy support they received from their parents and coaches. There were substantial differences in the level of autonomy support athletes received from coaches and parents based on whether they were still participating in their sport after one and two years. Athletes who quit their sports report feeling less supported by their coaches and parents than those who stay in sports (Jõesaar & Hein, 2011). Moreover, athletes who participated in the Paralympic Games in London in 2012 and whose coaches participated in an autonomy-supportive intervention program won a greater number of medals than those who participated control group (Cheon et al., 2015).

2.3.1.3. Relatedness

Relatedness is the level at which a person feels secure and creates a positive relationship with others within their social context. Relatedness may also be defined as the degree to which individuals feel emotionally related (Fraguela-Vale et al., 2020). According to Jowett and Cockerill (2003), athletes' need for fulfillment and well-being are directly related to the strength of their relationships with their coaches. As Sommerfield and Chu (2020) highlighted that coaches are the individuals who impact the physical and psychological development of young athletes daily. Jowett (2007) demonstrated that the coach-athlete relation consists of emotional,

cognitive, and behavioral aspects. Successful relations require both sides to establish closeness (i.e., emotional intimacy), commitment (i.e., attachment and the purpose to sustain the connection), and complementarity (i.e., cooperation and reciprocal behaviors).

However, coaches do not only have a relationship with athletes; they also have a relationship with parents. Research conducted with high-level athletes whose parents were over-involved found that coaches actively listen to parents when they express concerns or provide feedback. Because parents see their children differently than the coach, parents tend to provide more insightful comments. Coaches should avoid taking a defensive position even if they strongly disagree with what the parent is expressing. It demonstrates that the coach is doing everything in their power to place their young athletes in a position where they may achieve success when they listen to the information provided by the parents (Smoll et al., 2011). Thus, ideal parent-coach relationships are characterized by respect for each other's positions, willingness to address sport-related difficulties, and confidence in each other's judgments (Wolfenden & Holt, 2005). In addition, Ullrich-French and Smith (2006) mentioned that parents of young athletes could be educated by coaches on just how much influence they have on their children's lives. Parents may not realize that their children can remember their words and actions for years, significantly impacting their children's sports careers.

Clarke and colleagues (2016) discovered that the parent-child relationship fostered a feeling of closeness through the dyad's relations in sport and that the sports environment, including upcoming transitions like whether academy contracts would be extended, also influenced parents and athletes' relationships. Parents need to feel secure that they can make well-informed decisions about their children's sports participation. These decisions may help athletes fulfill their basic psychological needs and give youth more enjoyment from playing sports (Felber Charbonneau & Camire, 2020).

Generally, attending sports events is the most frequently stated way parents express support for their children's athletics (Dorsch et al., 2009). However, one of the studies highlighted the divergence between the perception of parents and athletes in this attempt. Felber Charbonneau and Camire (2020) mentioned that athletes' perceptions of supportive behavior from their parents were affected by the frequency of parental attendance in their children's athletic events. In detail, although the father believed that his participation in her daughter's sporting events validated his continuous interest in her athletic career, the daughter considered his attendance at all her sporting events to be controlling rather than supportive. Moreover, Ullrich-French and Smith (2006) explored the impact on young athletes' motivation of the presence or absence of several positive relations. Their findings showed that the additional benefits of a third positive relation were negligible when an athlete had two positive relations (with a coach, father, or mother). The optimum environment for a young athlete is one in which at least two significant others provide positive support.

During adolescence, establishing trustworthy relationships with peers is one of the most important aspects of youth development. These connections allow for increased levels of autonomy (Spaeth et al., 2015). In a qualitative study, young athletes' perceptions of a peer-motivational environment were uncovered through in-depth interviews between twelve and sixteen years old who participated in individual and team sports. Researchers conducted inductive and deductive content analyses on the interview transcripts to better understand the peer climate. It is discovered that eleven distinct aspects of the climate amongst the participants, including a strong focus on personal growth, equal attitudes for all team members, a sense of belonging, a willingness to teamwork, emphasis on giving one's best effort at all times, more autonomy support, reaction to faults, promotion of inter-individual competition by the peer group, negative and unsupportive behaviors in the team, preference for normative skills and assessment criteria for competence (Vazou et al., 2005).

2.4. Significant Others

People who substantially impact a person's life are known as "significant others" (McPherson, 1978). Parents (Greendorfer & Lewko, 1978), peers (Seymour, 1956), and coaches or teachers (Albinson, 1973) are defined as significant others because of the effect on children's athletic career development. Moreover, it is highlighted that a motivational climate is created by the expectations, values, beliefs, and behaviors of significant others shown to individuals in sports and physical education (Weigand et al., 2001). Similarly, researchers discovered that social influence on a child's motivation is influenced by the role of the significant others (Ullrich-French & Smith, 2006) and that the strength of social influence from parents, peers, and coaches may vary depending on the role they play (Keegan et al., 2009).

In detail, children rely substantially on feedback from parents and other significant adults to assess their competence. Most of a child's life is spent in the home environment, and they are unlikely to have established strong social relationships outside the family (Brustad & Partridge, 1996). However, as their social experiences grow, intellectual functions mature, and social skills develop, youth rely more on their peers to assess their competence (Horn & Weiss, 1991). It is essential to underline that a supportive environment and other social elements like positive connections and climate are essential growth enhancers for athletes. Thus, athletes who participate at the national level should have the best alternatives for improvement, high-quality coaching, and also the necessary support from significant others in their sporting and non-sporting lives (Siekanska & Blecharz, 2020).

When an athlete has controlling significant other relationships instead of supportive, they may face negative outcomes. Wall and Cote (2007) noted that when youth ice-hockey players become more professional, the sports process becomes more severe and less joyful. Participating players in off-ice training younger than expected can indicate dropout, and the environment of athletes (like significant others) may affect this change. This situation may damage the intrinsic motivation to participate in long-

term ice-hockey participation. In addition, Smith (1988) explored the extent to which variations in aggressive behavior in youth hockey could be attributed to differences in players' perceptions of the acceptance of significant others. Even though age was discovered to be a more significant predictor of aggressive attitude than the effect of the significant others, the research underlined that a person's perceived social acceptance grew with their age and the level of competition they faced.

Rottensteiner, Laakso and colleagues (2013) mentioned that unavoidable situations emerge from time to time beyond the hands of significant others. Coaches can perform the excellent task of assisting young athletes in all aspects, but young athletes can still quit. It is also essential to understand that withdrawal is a common experience for adolescents as they tend to have new roles and activities during youth. It is also crucial to remember that youth may quit just because their interests have shifted to new endeavors rather than because of poor experiences in sports. Although they believe they are competent, accomplished, and talented, they can still quit sports. Therefore, significant others can respect a young athlete's choice to quit sports so that youngsters do not leave sports with a sense of failure.

2.4.1. Sports Parenting

Parents have a crucial position among significant others, as they are the first individuals with whom a child forms and cultivates relations. Particular focus is placed on the effects of family on early-specialized athletes. Researchers have been interested in the impact of parental involvement and influence on the sport since the late 1960s (Dorsh et al., 2021). Studies have mainly concentrated on the substantial role parents play in developing gifted athletes (Bloom, 1985) as well as the positive and detrimental impact parents can have on children's psychosocial experiences in the foundational period of the sports parenting context (Babkes, 1999).

Early studies on sports parenting are generally focused on Bandura and Walters's (1963) social learning theory. Specifically, studies began by researching association

between parents' own engagement in sports and children's performance. The context then evolved into more theoretically informed studies examining parents' responsibilities in children's sports socializing and the consequent effects on the parent-child dyads (Dorsh et al., 2021). First, studies about sports parenting found that boys put more weight on similarities between themselves and their parents when evaluating their own self-worth (Kay et al., 1972). In the historical setting of the late 1960s and early 1970s, the sport was not mainly considered an appropriate interest for girls. So female gender omission from these studies is noteworthy but understandable. This situation was investigated in further depth by research evaluating the role of parents in their children's sports socialization (Dorsh et al., 2021).

The athlete's family environment is the prominent place they form an identity, build self-esteem, and get motivated to perform well in sports (Hellstedt, 2005). Moreover, parents are usually responsible for involving their children in sports. Also, parents influence their children during adolescence, which usually decreases as they age. The research has shown how parents play a variety of roles in the lives of young athletes, from presenting chances for participation and modeling healthy sporting engagement to assisting youth in making sense of their competing experiences. Evidence also emphasizes the necessity for parents to make sure they take on these roles in a helpful rather than pressuring manner. (Holt & Knight, 2014). Such information has been crucial in encouraging further research in this field and ensuring that the importance of parents in sports is recognized. (Knight & Holt, 2014).

2.4.1.1. Parental Involvement Continuum

Hellstedt (1987) adapted family systems theory to sports and characterized parental involvement as a continuum that ranges from under to moderate to over-involvement. It is believed that both under and over-involvement of parents can lead to problems in the lives of adolescents. Under-involved parents are described as those who may not give the necessary monetary, functional, and emotional support

to pursue a sports career. As a result, these athletes are more likely to drop out and need more support from others, like teachers and coaches. However, moderate parental involvement is characterized by valuable parental guidance with enough autonomy for the young athlete to have a substantial right in the decisions that affect their development. Parental support is essential, but athletes are ultimately responsible for their participation and success. Thus, parents value the coach's comments on their children's skill development, can set reasonable expectations for them, and provide modest financial support for their children's engagement in sports. Athletes' skill development is left mainly to the coaching staff when their parents are moderately involved in their children's athletic careers (Hellstedt, 1987).

Overinvolved parents invest much time, money, and effort in their children's sporting achievements. They cannot detach their own desires, imaginations, and needs from their children. Overinvolved parents place a high value on winning and cannot accept a slight improvement in their children's performance on the field. These parents tend to create unrealistic expectations for their children and express disappointment if they fall short of those expectations (Hellstedt, 1987). Wolfenden and Holt (2005) found that sports steal people's time with their family and social life. Athletes, parents, and coaches all have complicated relations in a multilayered social situation, especially when parents become overly involved in highly competitive environments.

According to Hellstendt (2000), athletes' parents who face the same developmental challenges as non-athlete parents are sometimes overwhelmed with additional stressors. The ability of parents to move through developmental stages efficiently is affected by two types of stressors specific to parental phases: horizontal and vertical. Horizontal stresses are obstacles that families confront over time, especially during transition periods. Parents can see horizontal stressors when the young athlete moves from sports diversification to sports specialization or when unexpected career transitions, such as getting cut from a team or suffering a season-ending injury, occur. There is a greater likelihood of horizontal stressors for parents with multiple children

participating in competitive sports and those who have participated in competitive sports for a long time.

However, vertical stressors inherited from one generation to the next, such as unfinished grief and family mysteries, are known as vertical stressors. Parents who wanted to participate or be successful in sports as a youth but did not do it transfer that goal to their physically gifted child can be a source of vertical stress for the parents. Vertical stressors can include family norms, such as expectations, attitudes, and perspectives, that evolve in how parents engage and act (Hellstedt, 2000). In detail, Eccles-Parsons and colleagues' model help understand the parental influences on children's motivation and achievement.

2.4.1.2. Model of parental influences on children's motivation and achievement

Eccles-Parsons and colleagues (1983) developed and evaluated an expectancy-value model of decisions associated with performance. This model emphasizes the sociopsychological impacts on decision and commitment. Negative and positive task features influence decisions, and all choices are considered to have consequences because one selection often eliminates other alternatives. In detail, it is generally accepted that expectations and values directly impact perceived performance, commitment, and task selection. It is considered that task-specific beliefs, such as perceptions of competence, the difficulty of various tasks, people's objectives, and self-schemas, affect expectations and values. These social cognitive variables are affected by an individual's perception of the attitudes and expectations of other people toward them, as well as by individuals' own interpretations of the consequences of their previous achievements. Individuals' task perceptions and interpretations of their previous outcomes are probably influenced not only by the actions and beliefs of their socializers but also by the cultural environment and specific historical occurrences. This model mainly focused on academic achievement and motivation.

Wigfield and colleagues (2006) conducted a literature review on parental influences on motivation and organized their findings around the general socialization model shown in Figure 3. Even though this model was initially proposed and elaborated by Eccles and her colleagues in 1983, many parent influence researchers continue to propose similar social-cognitive mediational models of parental behavior and influence. It is designed to investigate these types of integrative models have continued to increase over the past decades (Parke & Buriel, 2006).

Figure 3 has placed more emphasis on academic accomplishment than on the concept of motivation overall (Corwyn & Bradley, 2003). This study has thoroughly noted the mediating role processes linking the causative parents and locality or cultural characteristics highlighted in Boxes A and B. Parenting general beliefs are highlighted in Box C. Moreover, parenting child-specific beliefs are indicated in Box D, and Box E highlights parent-specific behaviors. Box F highlights children's participation and performance in achievement settings inside and outside school (Bugental & Grusec, 2006). There has been a great deal of study on the influence of parental attitudes and beliefs on their children's development of success motivation. These findings show how a child's motivation can be nurtured in the home environment by supplying diverse activities or resources that may encourage them to engage in various activities throughout time (Wigfield et al. 2006).

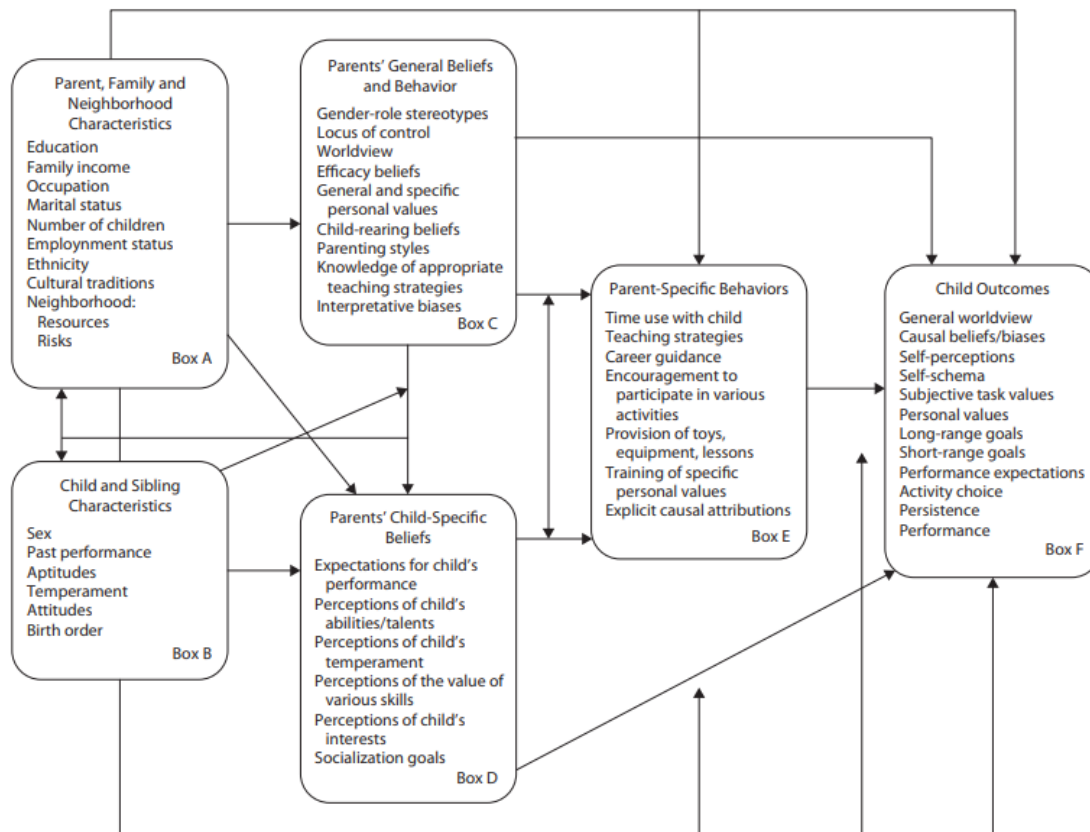


Figure 3. Model of parental influences on children's motivation and achievement.

Source: In "Development of Achievement Motivation" (p. 969), by A. Wigfield, J. S. Eccles, U. Schiefele, R. W. Roeser, and P. Davis-Kean, in *Social, Emotional, and Personality Development*, N. Eisenberg (Ed.), 2006, Vol. 3 of the *Handbook of Child Psychology*, W. Damon and R. M. Lerner (Eds.), 6th ed., Hoboken, NJ: Wiley.

Parents can significantly encourage their children to participate in academic and sports activities in early adolescence. This emphasis leads to more interest and incentive to proceed with these activities over time and to select academic tasks or extracurricular activities that align with these tasks in adolescence (Simpkins, Fredricks, Davis-Kean, & Eccles, 2006). Although this model emerged from the academic perspective, it helps to clarify how parents' expectancies, values, and behaviors shape the athletes' decisions and attitudes throughout time in the performance setting.

Moreover, Fredricks and Eccles (2004) defined three parenting roles: provider, role model, and interpreter. Parents have the power to influence youth's beliefs and

participation in sports in several ways. As providers, they can support their children in logistical, monetary, and emotional ways. They can give knowledgeable, emotional, and trust-based support to their children. As role models, they can be role models to their children with participation or coaching, which can positively or negatively affect their children's sports behaviors and beliefs. As interpreters, they can share their thoughts directly or indirectly with their children about a child's actions based on their parents' own values, beliefs, and expectations.

2.4.1.3. Dialectical effects between parents and athletes

Parents' influence on a child's development might differ depending on the family's demographics and position in the child's life. For instance, Kurnik and colleagues (2013) underlined that parents of gymnasts place a high priority on their children's health and well-being. But the values sought by parents changed depending on their gender, age, education, and the gender of their children. Mothers are the primary influencers when it comes to encouraging their children to participate in gymnastics. Children's participation was valued more highly by younger parents and those with lesser levels of education. The necessity of socializing is highlighted regarding the social components of participation, whereas more educated parents emphasize values such as health and self-confidence through sport. In addition, Dunn and colleagues (2016) underlined that the budgets associated with youth sports involvement could lead to increased parental pressure and a drop in the child's sports pleasure. Families with a lower income are more likely to experience a heightened degree of such challenges. Thus, social status and family structure may significantly impact children's engagement in young sports.

Dorsch and colleagues (2009) found that most parents they interviewed emphasized their individual and familial sacrifices to support their children's engagement in sports activities. Numerous parents, especially mothers, give up or reduce their extracurricular activities to make time and financial resources available for their children's sports activities. These sacrifices are also a form of parental socialization.

Sport-related emotions such as reactivity to their children's results and changes in their relationships with children and other parents were apparent.

Dorsch and colleagues (2015) discovered that family routines and relationships change as their children's involvement in sports increases. This finding is in line with numerous studies showing that children's participation in organized sports has consequences for the entire family regarding time, money, and emotions. In addition, Kay (2000) underlined that the demands of intense training of their children effectively controlled the arrangement of household activities such as dinners and family vacations, which were routinely planned around competitive schedules. The time commitments of the sport also had several effects on parents' working patterns, including the hours taken off work and their choice of work with proper hours.

In addition to the effects of children's participation and the progress of their professions in sports on their families, parents' participation in sports affects children. Various questionnaires were developed to measure parental involvement from just children's or both parent and child perspectives. Firstly, Lee and MacLean (1997) designed the Parental Involvement in Sport Questionnaire to measure parental involvement in sports (PISQ). Children-athletes recognized the consistency with which their parents showed particular actions and the acceptability of these characteristics. Secondly, the Parental Involvement in Sport Scale (athletes and parents form) was developed by Teques (2016) and adapted Hoover-Dempsey and Sandler's (1995, 1997) model of parental involvement in the sports context (Teques & Serpa, 2009, 2013) to comprehend the causes and effects of parental involvement.

Parents retain significant influence in their children's lives during adolescence. Still, youths typically seek greater autonomy over decision-making, and parents' role progressively turns to one of support when they become older (Felber Charbonneau & Camiré, 2020). In addition, Ryan and Deci (2000) defined autonomy as freedom and individuality, including how much people agree with the forces that affect their behavior. In detail, adolescents can decide to adhere to the values and standards set

by their parents, whether because they don't want to let their parents down or because they desire the same things as their parents. It's also possible that they'll make different decisions than their parents (Strandbu, 2005). Children reported that when parents adequately understand their sport or have relevant sports backgrounds and sport-specific knowledge about competitions, it is positively received and strengthens youth's pleasure, concentration, and esteem (Knight et al., 2016).

Moreover, a parent's actions will favor their child's athletic performance if the child views those actions as encouraging, supportive, and praising (Gomes et al., 2019). In addition, athletes report better levels and quality of motivation when they perceive their parents focusing on effort, self-referenced performance, and personal progress during competitions based on training which helps to form a parental task-involving atmosphere (Knight et al., 2016). Mossman and Cronin (2019) underlined that parental support had been linked to positive results for children, including a sense of self-esteem, competence, pleasure in sports, and the ability to overcome difficulties (Teques et al., 2018). Similarly, parental support, in the form of direction and encouragement, is still linked to favorable developmental and psychological effects (Gledhill & Harwood, 2015).

However, it is seen that parents tend to have high expectations of youth, like competition performance and mental toughness. Still, Parents' high expectations may cause adverse outcomes in youth like depression, the stress in several circumstances, burnout, and suicidal behaviors (Wolanin et al., 2015). In some instances, parents impose excessive rules, withdraw rewards based on performance, put pressure on performance, criticize their children's failures, and engage in abusive behavior based on performance. In these cases, their children may be negatively affected and develop negative feelings toward their parents' involvement in their sports (Knight et al., 2011). Amado and colleagues (2015) confirm earlier findings and emphasize the harmful effects of parental pressure, such as crossing boundaries and having high expectations in youth. It has been found that if parents pressure their

children and show controlling behaviors, which lowers their autonomy, children can face dysfunctional consequences like perceptions of a threatening sports environment and a lower level of fulfillment with basic psychological needs (Bean, et al., 2016).

Therefore, it is crucial to understand how parents interact with their children before, during, and after the competition. It is well recognized that the athlete's family members' positive, negative, or neutral comments during a competition can affect the athlete. For instance, Kidman and colleagues (1999) research is critical. They developed the concept of using an observation tool called the "POISE" to determine the nature of parents' comments while their children compete in youth sports. During youth sporting events in New Zealand, they observed 250 parents and used that data to establish several categories. Positive actions included strengthening and hustling, while negative actions included correcting, scolding, snide comments, and conflicting. Neutral actions included things like "direct questioning," "rhetorical questioning," "extrinsic rewarding," and "what if" comments. Findings showed that 42.7 percent of the comments made by parents were favorable, 34.5 percent were unfavorable, and the remaining remarks were neutral. Thus, how athletes interpret these comments affects their performance.

In another study, Bloom and Drane (2008) examined remarks made by 110 parents during recreational juvenile sports activities, and approximately 31 percent of the remarks were of a reinforcing type (generally regarded as favorable), whereas 28 percent of the remarks were of a correcting type (generally regarded as unfavorable). In addition, Shields and colleagues (2005) used a self-report survey of 189 US youth sports parents conducted among parents of children who participated in sports in the United States. Findings showed that 14 percent reported having shouted or argued with a referee, and 13 percent admitted angrily criticizing their child's performance in a sport. Also, 15 percent of young people (out of a sample size of 803 youngsters) stated that their parents become angry with their children if they are not performing well in a game. It is highlighted that if parents focus on winning, criticize children, or

provide negative feedback during the competition, it might diminish children's beliefs of their competence (Knight et al., 2016).

Although the presence of parents at training or competitions has various consequences on the athletes' lives, it also affects parental relations in general. Dorsch and colleagues (2009) described a specific sub-group of parental change that evolved based on parents' relationships with other parents. Parents discussed the importance of sports to connect with other sports families in the sports environment. As a result, parents were more likely to support their peers' children's efforts. Peer-to-peer social networking was made possible because of these relationships. Parents talked about how they tried to control peers' perceptions of them in this new setting, essentially putting on a "public face" for their friends on the sidelines. Parents reported difficulties accepting the loss of these social networks after their child's athletic career ended or when their child transitioned out of sports. In addition, children have reported that parents' cheering on other athletes and congratulating their teammates and opponents can make them have more fun, be more motivated, and feel less embarrassed (Knight et al., 2010). However, stress between adults on the sideline affects athletes negatively. In Omli and Lavoie's (2011) study, children stated that parents should not yell at any officials unless someone's safety is at risk. Because athletes explained that they would rather lose a game than see their parents shouting at an official. Even though victory is significant, having fun in a sports environment with no problems is more important.

Parents and children do not always find common ground on what represents support and pressure in youth sports. For example, children may interpret parents' actions as putting pressure while their parents consider being supportive. Parents may have an exaggerated sense of how supportive their own actions are (Kanters et al., 2008). As Dorsch and colleagues (2016) noted, it is not always easy to distinguish between pressure and supportive behaviors as positive or negative. Their cross-sectional survey of 201 families revealed that pressure and support were related in some

circumstances to traditionally positive or negative outcomes (more specifically, positive affect and conflict).

Moreover, various factors are likely to affect how parents are perceived as "pressuring" or "supporting" based on the outcomes for their children. For instance, Knight and Holt (2014) found that the goals parents and kids choose ultimately affect how parents get active and how kids perceive different kinds of engagement. Therefore, depending on children's aims, further remarks and acts from parents will be interpreted as pushing or supporting. Additionally, the timing of parental actions (e.g., before, during, and after contests) and the setting in which they occur (e.g., at home, during practice, or at competitions) may also change athletes' views, and the following effect have on children (Elliott & Drummond, 2017).

Harwood and Knight (2015) mentioned the necessary competencies to become conscious sports parents. Based on six assumptions, parents can encourage youth athletes by increasing their knowledge and improving their interpersonal, intrapersonal, and coordination abilities. These assumptions are; first, parents select appropriate types of sport for youth and give essential types of encouragement to them in the developmental process. Second, parents understand and apply the appropriate parenting level. Third, parents, 'an emotionally intelligent role model,' manage and balance the emotional needs of competitions. Fourth is having a good relationship with significant others in the sporting circumstances of youth. Fifth, parents manage requirements related to the organization and youth development. Finally, parents adopt the necessary parental involvement level based on the developmental stages of youth. The athlete's motivation is a primary point, whether a decision related to sports development made by the athlete's family or themselves for their sport based on age range.

CHAPTER 3

METHOD

The central curiosity of the researcher is how early specialized athletes' basic psychological needs are formed in a sports environment and how these needs relate to sports parenting. This chapter presents the rationale for qualitative analysis for the current study, procedure, data analysis, the researcher's immersion, and trustworthiness of the study.

3.1. The rationale for qualitative analysis for the current study

Qualitative research aims to answer questions about understanding the meaning and experiential components of people's lives and social environments. An essential aspect of good qualitative research is whether the participants' perceptions of their thoughts, feelings, and social relations are clarified (Fossey et al., 2002). Therefore, it is essential to determine which aspects of sports parenting require additional research. Dorsch and colleagues (2021) mentioned that research about sports parenting continues by asking about what parents do in the sports environment and its effect to examine how and why this phenomenon happens critically. Theoretically informed studies in their scoping review illustrating contexts such as motivation, socialization, specialization, burnout, and pleasure would provide much-needed clarity for the field's knowledge of sports parenting (Dorsch et al., 2021).

For this reason, four main questions have been raised to understand the athletes' basic psychological needs and relations with sports parenting. How parents engage with athletes' perspectives of these processes throughout early sports specialization

is the heart of all these concerns and the primary source of interest. Parents' and athletes' perspectives were included to have broader and bidirectional experiences. However, it is not enough to address these issues with quantitative analysis for at least three reasons, as Howitt (2010) demonstrated.

First, since sports parenting is a particular phenomenon, conducting a quantitative analysis would probably limit the view of early specialized athletes' experiences because qualitative data provides a rich and in-depth understanding of specific experiences. Second, qualitative studies aim to uncover emerging phenomena and concepts rather than testing hypotheses. This study did not have a hypothesis to examine because of focusing on discovering relations. It is designed to understand sports parenting experiences in early specialized athletes' sports careers in detail by giving answers to the above-presented questions. Third, qualitative studies are interested in capturing an individual's perspective and investigating complexities. This study focused on parents' and early-specialized athletes' perspectives and identified three varied contents: basic psychological needs, early sports specialization, and sports parenting.

Thus, it was determined that a qualitative analysis was the most suitable methodology for this study. In conclusion, a qualitative analysis was more suitable when these three reasons were considered. The study aims to give a deeper and richer understanding of the early specialized athletes' sports experiences from both perspectives.

3.1.1. The paradigm of the study

A paradigm is a comprehensive collection of ideas that establishes the limits of a particular research study on how researchers interpret reality and the nature of truth, what constitutes knowledge, how they behave and fulfill their roles, and how they comprehend participants and distribute information (Denzin & Lincoln, 2005). Paradigms provide the framework to guide the view of reality (ontology), the many

decisions about knowledge (epistemology), and how to acquire it (methodology). Indeed, assumptions of ontology and epistemology provide the conceptual constraints that guide judgments about the most acceptable methodological approaches for examining specific examples of physical culture (Markula & Sink, 2011).

This research is critical because of questioning how early-specialized athletes experience basic psychological needs when parents are involved within the context of positive youth development in sport from a parents-children perspective separately. Whether parents' children were involved in the study or not, parents accepted the study if their children were early-specialized in sport to understand the varied perspectives.

It should be clear that satisfying the basic psychological needs in sports has been linked to positive growth, such as high subjective vitality (Hollembeak & Amorose, 2005) and intrinsic motivation (Reinboth & Duda, 2006). Because all humans are active, growth-oriented beings that seek chances to meet basic psychological needs. The basic psychological needs are defined as a concept, more precisely and narrowly, as psychological nutrition required for an individual's adjustment, integrity, and development (Ryan & Deci, 2017).

Along with accounting for many motivating elements, theory considers the connection between an individual's level of activity and social environment (Deci & Ryan, 2008) because the social environment plays a significant role in regulating the actions of an individual. When people's autonomy, competence, and relatedness are optimal, they are more likely to initiate and continue various actions (Rejeski et al., 2006).

The theoretical framework sets the groundwork for understanding the perceptions of how sports parenting relates to fulfilling the basic psychological needs of athletes during a sports career. The historical direction and accumulation of basic

psychological needs theory guided the process of the study's construction to ask general questions for collecting much more experiences. When all these are considered, it turns out that understanding motivation and sports parenting is a search for how to provide the necessary conditions for the young person to experience positive youth development.

A concept is an overarching notion derived from individual occurrences, typically included in a theory or model. It is a unit of meaning that signifies something at its most fundamental level (Savin-Baden & Major, 2013). For research, a conceptual framework is a collection of ideas from other studies that provide some context for the research issue and support its necessity to be investigated. It is widely accepted that they are a critical aspect of a study's design (Maxwell, 2005). Thus, positive youth development was chosen as a conceptual framework for the study to understand its relationship with basic psychological needs.

Since the athlete begins participating in sports at a young age, it is clear that there are situations in which the family must be involved. At that time, it was observed that parents performed a function that had the potential to influence the emergence of competence, autonomy, and relatedness phenomena in the athlete. Thus, the sports parenting content enabled the researcher to consider the bidirectional perspective to ask how the early-specialized athletes experience the basic psychological needs from the perspective of the parents and athletes. Because parents have an essential role in various decisions that athletes face in the whole duration of their sports career, including beginning, specializing, and terminating processes in the sport until athletes improve autonomy to make their own choices.

This study was formed with a phenomenology paradigm developed from interpretative philosophy. The main aim is to uncover individuals' experiences before categorization to reach the essence of the experience (Savin-Baden & Major, 2013). In addition, this study's approach is intersubjective, and the view of reality is an individual's interpretation of experience (Schwandt, 2000). In particular, the

epistemological assumption of the study is interpretive that knowledge can be derived from the interpretation of individual experiences (Savin-Baden & Major, 2013).

3.1.2. Phenomenology

Most research and practice in sport psychology are grounded in a natural science approach, but phenomenology starts from a distinct set of philosophical assumptions. Phenomenology emphasizes that psychology should focus on meaning and exploring the fundamental aspects of human experience (Nesti, 2013). For this reason, this study uses phenomenology to examine the real phenomenon in narrative depth (Creswell, 2014).

It is underlined that two separate and, in some ways, opposing factions exist within the study of sport psychology. One group conducts research and discusses various theories. The other does practical psychological treatment with athletes, although frequently without reference to the research and literature background of the field. Phenomenological methods could assist in overcoming some of these obstacles (Nesti, 2013) because this approach does not pretend to grasp the significance of the examined participants' experiences. In detail, Giorgi (1985) asserted that a study context is conceptualized phenomenologically as one when two people are involved, but their responses to the same context vary. Because people connect differently, and each person's interpretation of the same scenario is unique. Participants in a dialogue are a great approach to getting to know one another's viewpoints in the same context and discovering the significance of their words and actions.

The phenomenological method begins with an implicit method of discovering phenomena; therefore, in-depth observation is required. Researchers attempt to understand participants' experiences to understand how and what constitutes the experiences they encounter. The phenomenological approach recognizes numerous ways to understand the participants' experiences, including listening to and reporting

on the participants' real-world experiences. The experience is situated so that it will generate notes regarding the real-life experience (Creswell, 2007, 2014). Thus, phenomenology is preferred use in this study.

3.2. Procedure

After the Institutional Review Board (IRB) from Human Research Ethics Committee in Middle East Technical University (Protocol Number:116-ODTU-2021) had granted approval, the researcher prepared an online poster as an invitation to research, including participation criteria in detail for both groups, and published the poster on online platforms (see Appendix B). A criterion sampling was recruited thanks to online social platforms and the researcher's existing contacts from the field. Three types of informed consent forms were prepared for the study. These forms are; informed parental consent for athletes under eighteen years old (see Appendix C), general informed consent for athletes above eighteen (see Appendix D), and children assent form for athletes under eighteen (see Appendix E).

A total of 25 interviews were conducted, one of which was a pilot interview. The application of a pilot study is an additional crucial aspect of interview preparation. The pilot test will assist the researcher in identifying gaps, restrictions, or other problems in the interview design, enabling the researcher to make the required modifications before applying the study (Kvale, 2007). A pilot test should be undertaken with individuals whose interests are comparable to those of the participants in the actual study (Turner III & Hagstrom-Schmidt, 2022). A pilot interview was conducted with an early specialized athlete to understand. After the pilot interview, the question flow was changed, and some questions were reformed. Interviews were organized after signed informed consent forms were taken by email and carried out on the online Zoom program. All interview questions and probes were open-ended and prepared concerning basic psychological needs theory, relatedness, competence, autonomy, and perceived optimal sports parenting.

Ethical considerations are as relevant in phenomenology as any other research paradigm. Creswell (2007) recommends using a pseudonym to protect participants' confidentiality, not exposing participants' or locations' names, clarifying the aim and process of the study for participants, and receiving informed consent before starting the research procedure. Many additional ethical procedures must be followed, such as adherence to the ethics of care, confidentiality, and other concerns exemplified by sharing study results with the participants. In this study, the informed consent of parents and athletes was taken, and parents' informed consent form was taken for athletes under eighteen years old. All the names made pseudonyms in the analyzing phase.

There is a lot of concern about ethics in online meeting environments, even though many difficulties are like face-to-face studies. Examining what constitutes consent in online spaces and who makes the decisions should be considered. Because of the ease with which the public may access and scrutinize information in online environments, privacy concerns may be relevant. However, concerns about online research plausibility must be considered. There are a few things to consider while deciding whether to do an online interview. (McCleary, 2007). This study collected data through online interviews using the Zoom program. All the necessary precautions were taken during the interviews. For instance, participants were asked whether they were alone in the room or not. If they were not, it was asked to be alone and find a necessary place. Zoom rooms were locked after the participant entered the room to prevent any possible interruption. They were informed about the process if there was an internet disconnection.

3.2.1. Participants

The participants were chosen by using criterion sampling. Purposeful sampling involves selecting community members most likely to offer the most significant information about all context facets (Savin-Baden & Major, 2013). Criterion sampling appears to be the most widespread method used in implementation research, even

though a variety of purposeful sampling strategies are available to choose from (Palinkas et al., 2015). Creswell (2002) added that purposeful sampling has four objectives: representativeness of the context, population heterogeneity, investigating cases crucial to the theory behind the research, and making comparisons to clarify the causes for differences between settings or individuals.

The researcher determined different criteria for sports parents and early-specialized athletes in this study. Although athletes must be in a specific age range to be involved, parents could participate in this study whether their children’s age was in that specific age range or not. Hence, it is believed that this preference helped this study to have multifaced parental experiences with a wide age range of early-specialized athletes. So, while some of the interviewed athletes’ both parents were involved, some of the parents’ early-specialized children did not participate in this study. Moreover, there was a specific age range for early-specialized athletes because, according to European Commission (2014), the frequency of sports participation and other forms of physical activity like dancing varies dramatically with age. And the youngest age group exhibits the most variation at 15-24 years old. Thus, age criteria for athletes were chosen from 15 to 24 years old, and parents were involved if their children specialized in one sports branch before 12.

Table 1. Participation criteria for athletes and parents

Criteria	Criteria for Athletes	Criteria for Parents
Age	15-24	Having children who early specialized in sport
Sports Specialization	Specialized in one sports branch before 12 yrs old	Having children who specialized in one sports branch before 12 yrs old
Early sports specialization	Competed as licensed athletes before 12 yrs old	Having children who competed as licensed athletes before 12 yrs old

The American Orthopaedic Society for Sports Medicine (AOSSM) made a consensus statement to define early sports specialization. According to LaPrade and colleagues

(2016), early sports specialization can be defined in three categories: consistently competing in organized sports for more than eight months of a year while engaging in intense training, engaging in one sport exclusively at the expense of other sports (limited free play overall), and young adolescents (approximately 12 years old or seventh graders). Thus, early sports specialization criteria were determined based on the consensus statement. Table 1 shows the participation criteria for athletes and parents. Faber and Fonseca (2014) indicate that a sample size that is either too small or too big might influence research. Small sample sizes can damage internal and external validity, while large sizes can exaggerate differences. Thus, it was determined that eight people in each group were adequate for the sample size.

Table 2 shows the variety of participating parents' and athletes' relations. Four male (N=4) and female athletes (N=4), mothers (N=8), and fathers (n-N=8) whose children are licensed athletes in varied sports branches participated. There were athletes (N=4) whose both parents (N=8), only mothers (N=2), and only fathers (N=1) participated in the study. There were mothers (N=2) and fathers (N=3) whose children did not participate in the study.

Table 2. Variety of participating parents

	Their children's type of sports			Parent Participants			
	Individual sports	Team sports	Both Parents	Only mothers	Only fathers	Mother of non-participant athlete	Father of non-participant athlete
N	11	5	8	2	1	2	3
Total	16			16			

Athletes aged 15 to 24 voluntarily participated in the study and were predominantly national athletes. Each athlete's age was not given in Table 3 to protect their confidentiality. Athletes were participants who belonged to individual sports (taekwondo, gymnastics, figure skating, swimming & badminton) and team sports

(couple dance, ice hockey & volleyball). Codes of athletes and parents were given to understand relations because all the athletes' parents did not participate in the study. Moreover, Table 3 shows descriptive characteristics of the athletes' group. Four male (N=4) and female athletes (N=4) and their involved parents' codes were given. Each participating athlete came from a different sports branch. In addition, there were varied levels of athletes, which are Olympic level (N=1), Olympic pool level (N=1), national level (N=4), and club level (N=2), who participated in the study.

Table 3. Descriptive Characteristics of Athletes

Code of Athletes	Gender	Sports Branches	Level of Athlete	Codes of Mothers	Code of Fathers
S0	Female	Swimming	Olympic athlete	SA0	SB0
S01	Female	Figure Skating	National athlete	SA1	-
S02	Female	Badminton	National athlete	SA2	-
S03	Male	Couple Dance	Club athlete	-	SB03
S06	Male	Volleyball	Club athlete	SA06	SB06
S07	Male	Gymnastics	Olympic pool athlete	-	-
S08	Male	Ice Hockey	National athlete	SA08	SB08
S09	Female	Taekwondo	National athlete	SA09	SB09

Descriptive characteristics of the parents' sample are shown in Table 4. Parent respondents were workers (N=11), housewives (N=4), and retired employees (N=1). Parent participants were predominantly Olympic (N=5) and National (N=8) athletes' parents, who helped to understand the elite level of parenting. Also, there were club athletes' parents (N=3), who helped to understand the practitioner level of parenting more deeply.

Moreover, the parents' employment statuses were given as public (N=5) and private (N=6) sectors to protect confidentiality in this study. Codes of athletes were given in Table 4 to show participating athletes' relations with the participating parents. It is seen in the table that athletes' parents, only mothers or fathers or none of their children have participated. Sports branches of participating parents' children were

figure skating (N=3), volleyball (N=2), gymnastics (N=3), swimming (N=2), ice hockey (N=2), taekwondo (N=2), badminton (N=1) and dance (N=1).

Table 4 Descriptive Characteristics of Parents

Code of Mothers	Code of Fathers	Employment Status	Sports Branch of Athlete	Levels of Athlete	Code of Athletes
SAZ		Public Sector	Figure Skating	National athlete	-
SA01		Retired	Figure Skating	National athlete	S01
SA03		Private Sector	Volleyball	Club athlete	S03
SAN		Housewife	Gymnastics	Olympic athlete	-
SA0		Housewife	Swimming	Olympic athlete	S0
SA02		Housewife	Badminton	National athlete	S02
SA08		Public Sector	Ice Hockey	National athlete	S08
SA09		Housewife	Taekwondo	National athlete	S09
	SB03	Private Sector	Volleyball	Club athlete	S03
	SBZ	Private Sector	Figure Skating	National athlete	-
	SB06	Private Sector	Couple Dance	Club athlete	S06
	SBV	Public Sector	Gymnastics	Olympic athlete	-
	SB0	Public Sector	Swimming	Olympic athlete	S0
	SBN	Private Sector	Gymnastics	Olympic athlete	-
	SB08	Private Sector	Ice Hockey	National athlete	S08
	SB09	Public Sector	Taekwondo	National athlete	S09

3.2.2. Data Collection

In qualitative research, interviews are the most popular and widespread type of data collection, and they are also an essential component of most cultural practices (Savin-Baden & Major, 2013). The semi-structured interview forms were used for data collection in this study. Each form was prepared parallel for parents and athletes.

3.2.2.1. Semi-structured Interview Forms

The semi-structured interview questions were open-ended and prepared concerning basic psychological needs theory, relatedness, competence, and autonomy. Firstly, there were 24 questions for each group. These prepared questions were shared with three different sports psychologists and one academician working on qualitative analysis. Questions were reorganized after their feedback. There were two demographic and five context-related questions with probes in the final version of the questions coordinated differently for both groups. A pilot interview was done with an athlete to ensure that the critique interview questions, and process were culturally appropriate, reliable, and feasible. After minor modifications were made to the flow of the questions, it was determined that no further alterations were necessary.

The following five content-related questions were asked for athletes to achieve the study's aim in the context of basic psychological needs. For instance, "when you look at your sports career, how do you evaluate your sports performance?" was one of the questions prepared for competence. Another question was, "What kind of decisions have you made about your sports career so far?" and "What factors are most important to you when making a decision? Can you tell me about it?" for autonomy. The "Think about the people, institutions, and situations that have impacted your sports career. Will you tell your relationships?" question was asked for relation. Finally, "As an athlete, you are experiencing the families of your teammates as well as your own family's involvement in sports. When you look at the whole process, how optimal should sports parenting be?" question asked athletes.

In addition, the following five content-related questions were asked for parents to achieve the study's aim in the context of basic psychological needs. Firstly, "When you look at your child's sports career, how would you evaluate your child's sports performance?" was one of the questions asked for competence. After that, the "Can you share your experience with situations where your child has to make decisions

throughout his/her sports career?” question was in order. This flow continues with the “Can you tell me about your relationship with your child throughout her sports career?” and “How is your relationship with the dynamics brought by your child's sports?” questions for relations. Finally, “As an athlete parent, you experience your child's sporting career while being in a position to observe the experience of other parents’ relations. What should optimal sports parenting be?” asked mothers and fathers. The probes were involved according to the adequacy of the answers.

3.2.2.2. Data Collection Procedure

In this research, all the participants were informed about the study's progress at the beginning of each interview. Also, the interview meeting was locked after the participant entered the room to protect confidentiality. Bryman (2012) mentioned that the interviewer depends on an interview procedure, asking questions and covering subjects in a particular sequence, and sometimes deviates from the guide when deemed suitable in the semi-structured interview. Thus, Participants were able to lead the dialogue in ways that were important to be pointed out based on the topics addressed by the researcher, although the interviews were semi-structured.

A pilot study with an early specialized athlete was conducted first. After some corrections, questions started with demographic information as a warm-up. The interview process continued with seven general research questions with probes to encourage expressing their experiences with athletes' basic psychological needs based on perceived sports parenting and finalized with perceived optimal sports parenting. According to Bryman (2012), in a semi-structured interview, the researcher asks additional questions in response to the participant's remarks and emotions. Thus, questions were not always asked in the same order based on the participants' remarks and emotions.

Participants were interviewed online around between 30 min and 80 min. During interviews, the researcher attempted to avoid interference and leading comments

and questions; instead, the researcher sought to encourage participants to share their emotions and ideas openly. All interview videos and voices were recorded separately from Zoom and transcribed by the researcher. All the transcriptions of participants were done verbatim, and pseudonyms were given to each participant. In addition, the researcher preferred to use pseudonyms such as a code like "S07" to protect confidentiality in a sports environment. The participant's transcripts were shared with them to verify their accuracy and reorganized based on their feedback before data analysis. All transcription was grouped as athletes, mothers, and fathers first. After the data analysis of one group was finished, the data analysis of the next group was started.

3.2.3. Data Analysis

Thematic analysis was decided to be used for data analysis because it allows researchers to reflect on their everyday assumptions and uncover the surface of these realities, which is utilized to explain phenomena according to esoteric traditions (Benner 1985; Braun & Clarke 2006). The rationale for thematic analysis was explained in detail.

3.2.3.1. The Rationale for Thematic Analysis for Current Study

Thematic analysis is an approach and instrument that delivers a comprehensive, deep, and complicated data description (Braun & Clarke, 2006). Among the several well-known frameworks of phenomenological analysis (Shosha, 2012; Van Manen, 2014), theme analysis is a typical technique for interpreting the meanings of a researched phenomenon (Benner, 1985; Van Manen, 2014). As researchers, the ideas must be connected (presuppositions) to the facts and express the researcher's interpretations via themes.

Braun and Clarke (2006) identified two thematic analysis approaches as inductive and deductive. The deductive approach analyzes data explicitly within a specific theoretical framework (Braun & Clarke 2006; Hsieh & Shannon 2005). Preconceived

theoretical understandings mislead the researcher, preventing the clarification of being with the concept of a predefined theoretical framework. It is not in favor of maintaining ontological possibilities. The researcher's capacity to 'dwell' in the language is diminished, notwithstanding the promise of a theme analysis. Thus, the theoretical framework was used to guide the study during the data collection phase but not for data analysis in this research.

Braun and Clarke (2006) emphasized that specific analytic questions should be used to determine the themes; even though the way people understand things is always hermeneutical, this kind of analytical questioning should always focus on the interpretations themselves, on the people (Hoy 2006). So, this kind of questioning is not questioning that is based on a particular theory. Instead, it questions how the 'self' is fundamentally perceived in the phenomena (Van Manen, 2014).

In inductive analysis, no effort is made to fit the data into a pre-existing theoretical framework or a researcher's analytic preconceptions (Braun & Clarke 2006; Hsieh & Shannon 2005). An inductive approach requires the researchers to immerse themselves in the data by 'living' in the participants' language. This approach enables the researcher to discover ontological possibilities without being influenced by the commonplace understandings of daily life, the use of technical manipulations, or preconceived theoretical perspectives.

A combined deductive and inductive analysis is used in this research. Although the names of the superordinate themes were identical to those of the basic psychological needs, the researcher did not attempt to fit the data under these themes; somewhat, the findings fit under these themes. It can be seen that sub-themes were varied and come from varied contexts, enlarging the perspectives about relations between early-specialized athletes' basic psychological needs and sports parenting. Moreover, Knight and colleagues (2017) underlined that most practical applications of sports parenting research had taken a "one size fits all" approach to creating programs for

helping parents. However, this does not consider that sports parenting is a complex and changing social experience affected by many factors and variables.

The data was collected and then analyzed using thematic analysis with the assistance of the program MAXQDA 2020 via coding. Moreover, the edit mode on/off option in MAXQDA helped edit a document and correct typing errors simultaneously. Significant analytic capabilities are easy to use when combined with MAXQDA's memos (Kuckartz & Rädiker, 2019). This tool helps share some question marks about coding with advisors and allows discussion on the text. Themes were color-coded and recurring themes from each participant were recognized and analyzed. Coding consists of two components: a code or category applied to texts of transcriptions (Rädiker & Kuckartz, 2020).

According to Braun and Clark (2006), thematic analysis has six phases: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report. The flow of thematic analysis was followed in this study. Firstly, the researcher read and reread the data and notes down ideas about the content. Secondly, she systematically codes the interesting parts of the data across the whole data set and gathers data for each code to generate initial codes. Afterward, gather all critical data for each prospective subject by grouping codes into themes. She created a thematic map and checked to see if or not the themes were applicable in connection to the coded specific sentences and the complete data sequence. Ongoing analysis improves the details of each theme and the story that the analysis tells, giving each theme a clear name and definition. Vivid and compelling parts of experiences, tying analysis back to the research question and literature, were selected, and the findings were written in a report. As a result, four superordinate themes were generated: relatedness, autonomy, competence, and combined factors that impacted athletes' sports careers.

3.3. The researcher immersion

Kafle (2011) mentioned that orientation is the researcher's immersion in the world of the study subjects and participants' experiences. The researcher's immersion in the world of the study subjects and experiences is faded by her own experiences. The researcher's experiences feed her curiosity to study this subject as a practitioner. When she started as a sports psychologist, she had a chance to work with two different sports branches in the field: figure skating and athletics. In these two different sports environments, there were double-edged sports parenting experiences.

While parents in figure skating are observed as over-involved and decision makers, parents in athletics are under-involved. Thus, the researcher started to think about how these different involvement levels and behavior patterns affect athletes' motivation and positive development. After that, the researcher founded the Parental Involvement Questionnaire (Teques et al., 2016), which focused on five levels of parental involvement, and the Parental Involvement Questionnaire (Lee & Mclean, 1997), which focused on four factors. A Turkish adaptation of the questionnaires was made. However, the first two levels did not work in the Turkish adaptation of Teques, and colleagues' questionnaires (2016) planned to be used in the thesis.

As the researcher delved more into this subject, she had the opportunity to learn that not only the amount of parental involvement level but also athletes' fulfillment of basic psychological needs and the roles of parents in a child's sports life are critical. This situation made the researcher think about doing more comprehensive research. This situation directed the researcher to work on this subject with a qualitative approach. The research was motivated by a desire to comprehend why parents become involved, how this relates to athletes' basic psychological needs, and how attitudes toward parental engagement evolve throughout a sporting career.

3.4. Trustworthiness of the study

Several steps were taken to assure the study's trustworthiness. The researcher had a good understanding of sports and was therefore knowledgeable with all the terms, which assisted in establishing rapport with the athletes and sports parents. Due to the lack of qualitative research in this field in Turkey, a combination of inductive and deductive thematic analysis was applied. Moreover, according to Koch and Harrington (1998), "bracketing interviews" is used to fulfill the requirements of reflexivity. Reflexivity refers to the qualitative researcher's participation in continual self-criticism and self-evaluation and the presentation of an explanation of how their personal experiences influenced or did not influence the phases of the research process. (Koch & Harrington, 1998). However, there is still a lot of uncertainty about the proper use of brackets. According to Donalek (2004), research is not phenomenological until the researcher's beliefs are included in the data analysis. Thus, the researcher's personal experiences influence the data analysis to understand themes and the relational process.

The essential criteria for the trustworthiness of qualitative research are credibility, transferability, dependability, and conformability (Guba & Lincoln, 1999). However, Van Manen (1997) identified that orientation, strength, richness, and depth are the primary quality concerns in evaluating phenomenology as an academic practice. Moreover, Golafshani (2003) mentioned that it is essential to incorporate interview procedures, transcripts, and participant statements in a study's final report to increase its credibility. Thus, interview questions were discussed and shaped with the three sports psychologists and one academician specializing in qualitative analysis. Interview questions took their final form based on feedback from varied experts.

Holloway (1997) stressed that the researcher would request that peers or consultants competent in qualitative analysis assess and discuss the coding process for research validation. Thus, the researcher assessed and discussed the coding process with the

co-advisor to shape the analysis and final report to increase the validity of the research. According to Creswell (1998), the researcher may ask the participant to read the interview transcript to verify its accuracy and solicit the informant's opinion about the results' reliability. By doing this, respondent checking is a critical process for the credibility and validity of the research. Thus, all transcripts were shared with participants, and their feedback was taken from them before the data analysis process started.

Hamil and Sinclair (2010) recommended that researchers wait to do a literature review until data collection and analysis have been completed to avoid formulating research questions or conducting data analyses in search of pre-existing themes in the literature. Researchers' preconceived notions about the study question can be reduced by delaying the review of relevant literature. This study's literature review was written after data collection and analysis were finished. The researchers' curiosity and field experiences guided the research.

Researchers may use a variety of methods to triangulate data. There are various ways in which researchers might draw from a wide range of information sources. A researcher can use a method to interview people with varying levels of authority or different points of view (Denzin, 2009). Early specialized athletes and parents were involved in this research to have a broader perspective to increase the validity of the findings by seeking the convergence of many sources. In addition, while early specialized athletes' branches and competition levels were varied, parents' socio-economical situations, gender, and occupations were differentiated in the study.

The goal of richness is to enhance the aesthetic quality of the text that relates to the participant's perceptions of the meanings. Depth is the capacity of the study text to probe and reflect the participants' best intentions (Kafle, 2011). Thus, all the probe questions were planned to reach a more profound meaning of the experiences of both groups.

The term "strength" refers to the text's persuasive power to convey the central aim of comprehending the study participants' fundamental meanings through their experiences (Kafle, 2011). The vivid and compelling parts of experiences with the concepts to be comprehended were considered.

CHAPTER 4

RESULTS

In this chapter, superordinate and sub-themes were presented. According to the results of the Thematic Analysis, four superordinate themes emerged; the first one was "Competence," the second one was "Autonomy," the third one was "Relatedness," and the final one was "Combined factors."

Figure 4 shows a proposed relational process in which early-specialized athletes need family assistance to fulfill their responsibilities in the early years of their careers which is shown as practitioner level of sports parenting. Athletes' needs have changed in the years, sports parenting has reshaped, and the need has lessened when the athlete's development has progressed. Their early years shaped the athletes' perception of competence, autonomy, and relation needs based on their relations with their parents. For this reason, it has been noticed that the performance level of sports parenting is far from the center of the athletes but still at a point that affects early-specialized athletes.

4.1 Competence

One of the themes that emerged in the present study was "Competence." Competence includes the sub-themes of self-awareness, self-discipline, self-sacrifice, self-esteem, and resilience.

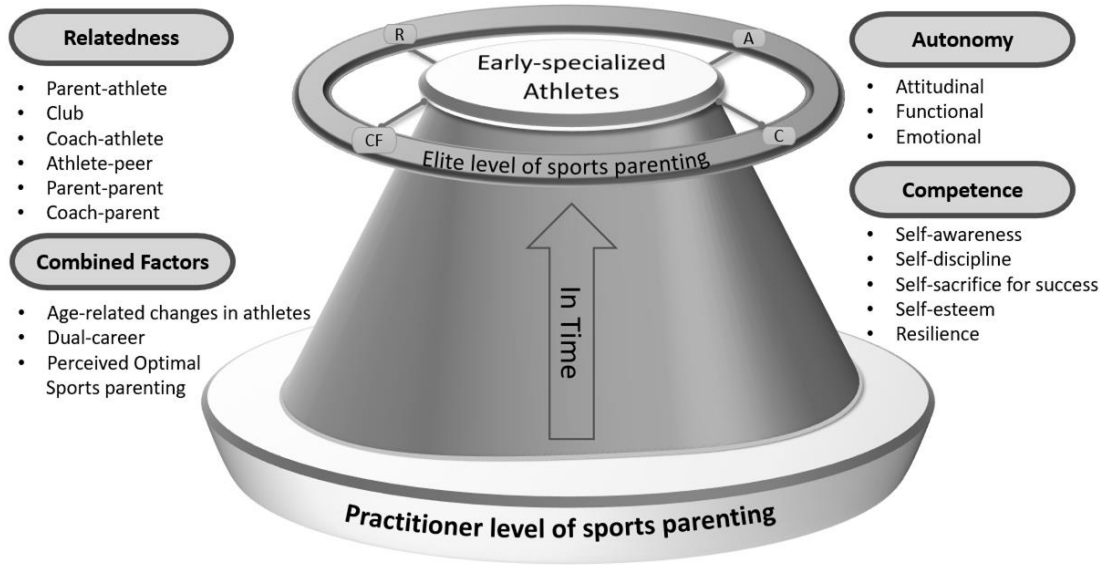


Figure 4: A proposed relational process between early specialized athletes' basic psychological needs and sports parenting.

4.1.1. Self-awareness

One of the sub-themes within the competence theme emerged as self-awareness. Self-awareness, in which the athlete recognizes that they are competent in their own field, has generally shown self-awareness surrounding their expectations, sports motivation, emotions, and time management. These excerpts are given below by participants.

S02 discovered that responsibility is not a situation imposed by the family, but a situation undertaken by herself. This self-awareness gives her the chance to change her own behavior.

You know, I think I disappointed my parents even though they did not impose any responsibility on me. Actually, the two are compatible. Maybe they really aren't imposing responsibility on me; I'm doing it on myself.

Hani hiçbir tepki vermedikleri halde, benim ailemi hayal kırıklığına uğrattığımı düşünmem. Aslında bağdaşiyor ikisi. Belki de gerçekten onlar bana sorumluluk yüklemiyor, ben kendi kendime yüklüyorum.

S02, Badminton – Female

S0 stated a strong bond she established with swimming that is fed by her perception of it as a safe space and the pool environment as a place to escape from the intertwined bond in the family. These excerpts are given below.

I noticed the thing now. There is a lot of intertwining in our family. I was actually going to the pool to run away from them. I even understood it more. Because I wouldn't say it's too oppressive like that, but we are a very intertwined family, in general terms. The pool is where I go when I have a problem like that. It still has a special place; if I have a problem, I train. When I come out of training, I feel lighter. That's why the pool is like a therapy place for me. It's more like a space where I relieve my stress, express myself, feel free, and be myself.

Şeyi fark ettim şimdi. Bizim ailede iç içe geçme çok fazla var. Ben aslında havuzda onlardan da kaçırıyordum. Çünkü hani böyle çok baskıcı demiyim ama çok iç içe olan bir aileyiz genel anlamda. Havuz benim böyle ne biliyim derdim olduğunda gittiğim yerdir. Yeri hala ayrıdır, derdim olur antrenman yaparım. Antrenmandan çıktığımda böyle hafiflemiş hissedirim. O yüzden havuz benim için bir terapi yeri gibi. Stresimi attığım, kendimi ifade ettiğim, özgür hissettiğim, kendim olduğum bir alan gibi daha çok.

S0, Swimming - Female

SA03, the mother of S03, stated below that his son is an athlete who has self-awareness and observes differences in the developmental process. These excerpts are given by SA03 below.

It's not about making him more ambitious, but if he's going to do something, he has to do it well, no matter what field is. If this awareness is well-grounded, which I think my son has gradually raised. I see that he observes this change differently with each age.

Hırs anlamında çitayı yüksek tutmak değil ama bir şey yapacaksa hangi alanda yaparsa yapsın belli bir seviyede yürütmesi gerekiyor. Bu farkındalık eğer iyi oturtulursa, ki ben oğlumun yavaş yavaş oturttuğunu düşünüyorum. Bu değişimi her yaş aldığımda daha farklı gözlemlediğini görüyorum zaten.

Volleyball, SA03 – Mother

In these excerpts given below by SAZ, the mother stated that her daughter knows that her skating was not good in that competition. SAZ added that when she shared her feelings, SAZ understood the situation and gave space for her daughter to feel

her own emotions and cry. That understanding improved her daughter's self-awareness and perceived competence.

For instance, it was the year's first competition, but she missed a part in her choreography. This made her cry so hard that she couldn't stop. Her friends told her, "You skate well; don't cry!" I said I'm not going to lie to you; you didn't skate well. If you feel relaxed, you can cry. She said, "Yes, mom, but only you know me well. I didn't skate well." I think she trusts me because of that. She cried and cried and cried, so I said, "Okay, that's fine. Do you feel better now?" she answered yes. What do you think you may have missed? I asked. She thought about it right away. They skated her with the same program, so it didn't change. She said, " this part and that part," I told her, "Then you'll work on those problems.

Mesela bu senenin ilk yarışmasıydı, koreografisinde bir yerde kaçırdı ama inanılmaz ağladı kendi yaptığı şeyden dolayı. Arkadaşları da ağlama çok iyi kaydın falan dedi. Ben de sonradan dedim ki ağla ve rahatla dedim. Ben sana yalan söylemeyeceğim iyi kaymadın dedim. Evet anne dedi bir tek sen biliyorsun zaten beni, İyi kaymadım dedi. Bence bana bu yüzden güveniyor. Ağladı ağladı ağladı, tamam dedim rahatladın mı? Evet dedi. Sence dedim neyin eksik yapmış olabilirsin? O hemen kafasında koydu zaten, aynı programda kaydirdılar, değişmedi. Şununla şu dedi, dedim o zaman o eksiklerin üzerine çalışacaksın.

Figure Skating, SAZ – Mother

It is noteworthy that SB0, the father underlined that although responsibilities are hard to pursue, she was accepted from varied universities. His daughter was aware of what she wanted to study. The excerpts are given below.

So, it is rare for a branch to get up around five or six and train until eight in the morning. A person can do this, but our daughter used her time very well by giving from herself. She increased the work even more, but she stole from sleep; of course, this affected us, but with the score, she got from the university exam, she was in a good slice then. We got scholarships from some universities; it was excellent. But, she prefers to choose her department. She made her own decision.

"

Yani diğer bütün branşlarda sabah beş altı gibi kalkıp sekize kadar antrenman yapan bir branş nadirdir. Kişi bunu yapabilir ancak kızımız bu zamanı kendinden vererek çok çok iyi değerlendirdi. Çalışmayı daha da artırdı ancak uykudan çaldı tabii ki. Bu bizi mutlaka etkiledi ancak üniversite sınavından aldığı puanla, iyi bir dilime girmişti o dönemde. Bazı üniversitelerden burslar almıştık gayet de hoştu güzeldi. Ama o şu an okuduğu bölümü seçmeyi tercih etti. Kendi kararını kendi verdi.

In this example, in a conversation with SB06 and his son, the athlete stated that he loves getting a medal more than the sport he plays. It can be seen as self-awareness that his son can define what he likes about the sport.

We had a conversation when my son was very young; first time dancing. I asked him, "are you like dancing, son?" He said, "No, Dad, I like to get medals.

Şöyle aramızda geçen bir konuşma vardı, çok küçükken ilk zamanlarda. Oğlum sen dansı seviyor musun? Dedim bir gün. Hayır, baba madalya almayı seviyorum, demişti.

Couple Dance, SB06 -Father

4.1.2. Self-discipline

One of the sub-themes within the competence theme emerged as self-discipline. Self-discipline has typically emerged as the ability to plan a day, the disciplinary influence of the branch on their life skills, the ability to act following their responsibilities, and the capacity to organize the environment according to their athletic requirements. These excerpts are given below.

S0 stated that she should not miss the early morning training, even on the day when she had exams that she could not attend due to her competitions.

There were competitions, and I couldn't go to school. There were also exams at the same time. I caught up on the exam week. I'm back; there is training in the morning anyway, and I have three exams on the same day. My friends have one exam but three of mine. After that, I got up in the morning. I've always been the one who set her own alarm, prepared her own shield bag, and emptied her own bag.

İşte yarışlar vardı ve okula gidemedim. O sırada artı olarak sınavlar da vardı. Sınav haftasına yetiştim. Döndüm, sabah antrenman var ve o gün de üç tane sınavım var. Arkadaşlarımın bir benim üç ama. Ondan sonra sabah kalktım. Ben her zaman alarmını kendi kuran, kendi kalkan, çantasını kendi hazırlayan ve çantasını kendi boşaltan biriyim. Her şeyini kendi hazırladım.

Swimming, S0 – Female

Here, S07 stated that gymnastics makes the child mature early and supports athletes to become disciplined. These excerpts of S07 are given below.

Many coaches were not supported parental involvement. Because gymnastics really makes a child self-disciplined and causes maturing at an early age. A very young child can mature early, and discipline is very good. Character. Stance.

Yani aslında hocalar çok ailenin gelmesini desteklemezdi. Çünkü cimnastik gerçekten bir insanı disiplinli yapıyor ve erken yaşta olgunlaşmaya da sebep oluyor. Gerçekten küçük bir çocuk erken yaşta olgunlaşabiliyor ve disiplin çok iyi. Karakter. Duruş.

Gymnastics, S07 - Male

It is understood that choosing the training despite the very engaging activities is critical for self-discipline. Mother of S03 gave the excerpts below.

Let me explain a situation as a concise and clear example. There was an environment where my son was very happy and liked to be there very much. One day his friends said, "Don't go today?" He said "No" and left the place he loved the most. He was conscious that he had to go to training. Yes, it was a good process. He managed this well with his rules and self-discipline.

Çok kısa ve net bir örnek olarak bir olay anlatayım. Çok sevdiği ve çok mutlu olduğu bir ortam vardı. Bir gün "Ya bugün gitme" dedi arkadaşları. "Hayır" dedi ve o en sevdiği en keyif aldığı ortamı bıraktı. Antrenmana gitmesi gerektiğinin bilincindeydi. Evet bu güzel bir süreçti. Bunu kurallarıyla disiplini ile iyi yönetti.

Volleyball, SA3- Mother

The idea that self-discipline and persistence bring success draws attention. One of the points that SAN underlined is her son's self-disciplined attitude to reach higher after the failure, even if his role model behaves differently. These excerpts are given below.

The discipline of a successful athlete is an athlete. An unsuccessful athlete, wherever he goes, does not take anything seriously. And success brings success, and the athlete becomes ambitious and says so I'm successful, I can do better. Saying that I can do better, the athlete works more disciplined. Again, I will give an example from my son's teammates. He has a friend who is a national athlete. He was my child's idol when he went the first time. He said he would be like him. When this friend made a mistake in one tool, he gave up on the other tools. My child is just the opposite. If he made a mistake in one tool, he aims to try to do it flawlessly in the other tool and reach that highest place again.

Başarılı sporcu disiplinli sporcudur. Başarısız sporcu gittiği yerde lay lay lom yapan, hiçbir şeyi ciddiye almayan sporcudur. Bir de başarı, başarıyı getirir. Sporcuyu hırslandırır. Yani ben başarıyorum, daha iyisini de yapabilirim der. Daha iyisini de başarabilirim deyip sporcu daha disiplinli çalışır. Yine çocuğumun takım arkadaşlarından örnek vereceğim. Milli sporcu bir arkadaşı var. Çocuğumun idolüydü ilk gittiğinde. Ben onun gibi olacağım diyordu. Bir alette hata yaptığı zaman bu arkadaş, öbür aletlerde pes ediyordu. Çocuğum da tam tersi. Bir alette hata yaptıysa diğer alette hiç hatasız kusursuz yapmaya çalışıp yine o en yüksek yere ulaşmaktır amacı.

Gymnastics, SAN – Mother

This memory shared by SBO, the father of S0, indicated that S0 might need to regulate the distracting factors thanks to her self-discipline skills. Her daughter must use time efficiently every moment to follow her intense training programs.

My daughter raises her hand in the lecture at school. The teacher does not understand why she raised her hand. Of course, there is an experience before it. She showed the student behind her and said that I warned my friend once and warned him twice, but he keeps continued to talk. Teacher, I can't listen to the lecture in class because of him. I'm feeling uncomfortable right now. I have to listen to my lectures in class because I go to practice early in the morning. I'm coming to school from training and going to training again after school. When I go home, I don't have any time to do homework. So I have to listen to the lectures here. I warned my friend. Can you please warn him too?

Derste elini kaldırıyor okulda kızım. Hoca niye el kaldırdığını anlamıyor. Tabii onun öncesinde bir yaşanmışlık var. Arkasındaki öğrenciyi arkadaşını söyleyerek bir defa uyardım iki defa uyardım, ama hocam ben dersi derste dinleyemiyorum ben şu anda rahatsız oluyorum. Benim dersi, derste dinlemem gerekiyor çünkü ben sabah erken antrenmana gidiyorum. Antrenmandan okula gidiyorum, buradan çıktığımda tekrar antrenmana gidiyorum. Eve gittiğimde benim ödev yapacak zamanım halim kalmıyor. Dolayısıyla benim burada dersi dinlemem gerekiyor. Arkadaşımı uyardım lütfen siz de uyarır mısınız?

Swimming, SBO – Father

In the following excerpts, SBV said that It is necessary to have self-discipline for youth who have been playing sports from an early age to choose their training when presented with numerous attractive opportunities.

At the university, she didn't fail any of her courses; she always finished her courses on time. Because while other children were sitting in cafes, on the way to the movies, or playing and having fun, my daughter couldn't do these things

since she was five. From school to camp, from camp to training. Because if you were to say what her friends were already saying, "what kind of person are you? Let's go to a cafe and have a sit." Even while going to university, she would say no, I have training. My daughter is very disciplined in this regard.

Üniversitede hiç derslerinden kalmadı, hep tam zamanında bitirdi kızım. Çünkü diğer çocuklar sokağa çıkıp oynarken, eğlenirken, gezerken, sinemaya giderken, kafelerde otururken, 5 yaşından beri kızım bunları yapamazdı. Okuldan kampa, kamptan antrenmana. Çünkü siz deseniz ki, arkadaşları diyordu zaten, "sen ne biçim bir insansın hadi gel bir kafeye gidip bir oturalım." Üniversiteye giderken bile dahi hayır benim antrenmanım var derdi. Kızım çok disiplinlidir bu konuda.

Gymnastics, SBV- Father

4.1.3. Self-sacrifice for success

One of the sub-themes within the competence theme emerged as self-sacrifice for success. An athlete's self-sacrifice to achieve sufficient competence in their branch was: sacrificing quality time with family, friends, or yourself, the food you eat or the pleasure you will derive from that meal, your health, and the social support you can offer your family. At the same time, it was noticed that the family's making sacrifices in the life of the athlete, who specialized early, was presented as a necessity by the families. It is stated that the families sacrifice their personal time, family environment, time, and financial resources for the athlete to continue his sports career. These excerpts are given below.

These excerpts given by S0 below pointed out that she sacrificed spending quality time and sharing emotions with her family and social surroundings, both of which are essential to success in her athletic career.

I'm at the camp again, alone and in my room. I'm camping by myself anyway. They took me to camp there, don't go home, and you train like crazy here. At that time, my parents said that you were at camp, we were going then, they went somewhere.

Ben yine kamptayım, tek başımayım, odamdayım. Odada tek başıma kalıyorum zaten tek başıma kamp yapıyorum. Hani beni oraya kampa çekmişler, eve gidip gelme sen burada deli gibi antrenman yap demişler. O sırada annemler de nasılsa sen kamptasın, hadi biz gidiyoruz o zaman demişler bir yere gitmişler.

Swimming, S0- Female

In addition to S0, S09 added that she could not keep the same eating habits as her peers to do Taekwondo. At the same time, S09 mentioned that she should make sacrifices from food and health to be successful. These excerpts are given below.

I go on such a long diet program; I don't eat anything; I train on an empty stomach, which is harmful to health. But I can't be successful if I don't lose weight. Because other girls lose weight, they stay taller, their legs are longer, and they are more advantageous. Once I dropped to 46 kilos one time. At that time, I was successful in Open. I was second in Turkey Championship. My father started to press. He said that when you lose weight, you are successful. Lose weight. But, when I lose weight, my psychology deteriorates a lot. So I've had a few crises while losing weight because I am starving a lot.

Böyle uzun bir diyet programına giriyorum, hiçbir şey yemiyorum, aç karna antrenmana giriyorum. Zaten sağlık açısından da zararlı bir şey. Ama kilo vermezsem başarılı da olamıyorum. Çünkü diğer kızlar kilo veriyor, uzun kalıyor, bacak boyları falan uzun oluyor ve onlar daha avantajlı oluyor. Bir kere 46 kiloya düştüm. O sıra başarılı oldum. Türkiye ikincisi oldum, Open da ikinci oldum. Babam baskı yapmaya başladı. Kilo ver hani bu kiloyu verdikçe başarılı oluyorsun. Fakat, kilo verince de benim psikolojim çok bozuluyor. Yani birkaç kez kriz geçirmişliğim var kilo verirken. Çünkü çok aç kalıyorum.

Taekwondo, S09 – Female

Here, SA01, mother of S01, Parents sacrifice their time and money, as well as the sacrifices that the athlete has to make in allocating time for herself to improve in her branch. These excerpts are given below.

There is a fee like the dues we normally pay to the club. Of course, they have coaches; their salary should be paid. Apart from that, she takes private lessons in ballet, fitness, and gymnastics; on the other hand, she also needs to take private lessons on ice. Because one-on-one choreography work is required, she must work extra outside of regular club hours for the moves she needs to do.

Normalde kulübe ödediğimiz aidat gibi bir ücret var. Tabi ki antrenörleri var, onların maaşlarının karşılanması gerekiyor. Onun dışında baleden, kondisyondan ve jimnastikten özel dersler alıyor, öbür taraftan buzla ilgili de özel ders alması gerekiyor. Çünkü bire bir çalışması koreografi çalışması gerekiyor. Çıkarması gereken hareketler için normal kulüp saatinin dışında da ekstradan çalışması gerekiyor.

Figure Skating, SA01 - Mother

SA08 stated that the parents should have the necessary knowledge and skills that the child needs in a sport setting at an early age. She underlined the importance of parents devoting their time to supporting their children. These excerpts are given below.

Even carrying a bag like that tortoise bag is very important for six or seven-year-old children to putting on the skates and tie them up. That's why even the mother goes through all these processes. In fact, if an ice hockey player is raised, those parents who carry bags, drive them, and take care of them have a great effort.

Altı ya da yedi yaşındaki çocukların o kaplumbağa çantası gibi bir çantayı taşınması, patenlerini giymesi ve onları bağlaması bile çok önemli. O yüzden o bütün o süreçleri anne bile geçiriyor yani aslında bir buz hokeyci yetiştiyse o anne babanın çok büyük emeği var ya da kim taşıyor, kim götürüyor, kim onu kolluyor, gözetiyor ve arkasını topluyorsa onların çok emeği var demek.

Ice Hockey, SA08 - Mother

Father pointed out his daughter sacrificed her own health to participate in the competition. At the same time, the family has to consent to this concession. These excerpts of SBO are given below.

She probably entered the competition with a high fever of around 39 degrees in the 3rd or 4th grade. Because she cried a lot and insisted to her mother that I would definitely go to the competition, her mother couldn't stand it and took her to a competition. She took first place in the competition.

Yaklaşık üçüncü ya da dördüncü sınıftayken, 39 derece ateşle yarışa girdi. Çünkü çok ağlamış ve ısrar etmiş annesine ben mutlaka yarışa gideceğim diye. Annesi de dayanamayıp onu götürmüştü. Yarışta birinci oldu.

Swimming, SBO - Father

In the excerpts given by SBN below, the father stated that although his daughter has fundamental reasons that negatively affect his daughter's family life, she always maintains self-sacrifices for sports and can turn negativity into an essential internal resource for herself.

We stayed in a tent for about 14 months after the earthquake. She went to the camp and stayed there for six months. She came back and went to school again. The camp had started again, and since the camp was so close to the tent. My child would always come and go. But there were times when she stumbled like this after success. Others used to say that the girl was over. As they say, my child

will become ambitious and rise again from the ashes; she has received a medal that no one has ever received.

Biz deprem sonrası yaklaşık 14 ay çadırda kaldık. Kızım kampa gitti, altı ay orada kaldı. Geldi buraya ve tekrar okula devam etti. Sonra tekrar kamp başladı ve çadıra çok yakın olduğu için devamlı gider gelirdi kızım. Ama bazen böyle tökezlediği zamanlar olurdu başarılarından sonra. İşte millet derdi ki çocuk artık tükendi bitti. Çocuğum onlar öyle dedikçe hırslanır, küllerinden yeniden doğar hiç kimsenin almadığı bir madalya alırdı mutlaka.

Gymnastics, SBN - Father

4.1.4. Self-esteem

One of the sub-themes within the competence theme emerged as self-esteem. The self-esteem that the athlete understands that they have sufficient competence in their branch is usually expressed: when they see they can do, make something with their own fair hands, express themselves and perform well, and dare to show their performances in front of audiences.

The excerpts by S01 below included that the first jump in ice skating is decisive for self-confidence and that she feels more confident after taking the first jump in her choreography.

Even when Everything changes after doing the first jump in training. It's like I'm putting on a show in such a big place. This is how I do everything better than I can. I am doing very well. When I do that in other jumps, I do everything well, so I don't fall much in other jumps. It happens because I try to do my best.

Ben antrenmanlarda bile ilk jumpı attıktan sonra bir anda her şey değişiyor. Sanki böyle çok büyük bir yerde şov yapıyormuşum gibi. Her şeyi elimden geldiğinden daha iyi yapıyorum böyle. Çok iyi yapıyorum. Diğer jumplarda da zaten öyle yapınca her şeyi iyi yapınca diğer jumplarda da pek düşmüyorum öyle. En iyi yapmaya çalıştığım için oluyor.

Figure Skating, S01 – Female

In the excerpts given below, S07 states that coaches do not want parents in the training area so that the children can do something on their own and heighten their self-esteem at their developmental age.

Gymnastics shows everything that a person should be. That's why coaches usually don't like many families to come because you can do it independently, let alone the child. Let him learn to stand on his own.

Yani jimnastik bir insanda olması gereken her şeyi gerçekten çok iyi gösteriyor. O yüzden antrenörler genelde çok ailenin gelmesi taraftarı olmuyor çünkü çocuk kendi başına dursun, kendi başına yapabilirsin. Kendi ayakta durmayı öğreysin taraftarı.

Gymnastics, S07 – Male

S08's mother exemplified the rapid development of self-expression and self-esteem in early specialized children. The excerpts of SA08 are given below.

They came from a TV show. While the team was in training, they came to shoot the team. They were shots with my son. He said to S08, "do you want to say something to your friends?" S08 said, "I want all my friends to come here and breathe this atmosphere." That is something we did not hear from an eight-year-old boy.

Bir TV programından geldiler. Antrenmandayken S08'lere çekimlere gelmişler işte. S08'yle birlikte çekimleri vardı. S08'ye dendi ki "Arkadaşlarına bir şey söylemek ister misin?" Ve S08, bütün arkadaşlar buraya gelsinler bu atmosferi solusunlar istiyorum dedi. Bizim sekiz yaşındaki bir çocuktan duymadığımız bir şey.

Ice Hockey, SA08 – Mother

SA01 mentioned that her children are raised as people who can express themselves well and have high self-confidence in the sports environment.

Our kids need to be self-confident, big enough to handle everything on their own when we're not around. Think that she is going to a camp. There is a national team camp in the summer, or we are far away from where we can't do anything. For example, she went to the camp abroad alone with foreign coaches. She is trying to express herself. She is trying to learn something. Other children are already strangers, and they are trying to get a place there. So it's a great experience. On the other hand, my daughter can be alone and meet her own needs.

Çocuklarımızın biz olmadığımızda özgüvenleri yüksek, kendi başlarına her şeyi halledecek boyutta olmaları gerekiyor. Bir kampa gidiyor düşünün, şimdi milli Takım kampı oluyor yazın veya biz bir şey yapamadığımız uzaklıktayız. Mesela yabancı antrenörle baş başa yurt dışına gitti kampa. Kendini ifade etmeye çalışıyor. Bir şeyler öğrenmeye çalışıyor. Diğer çocuklar da zaten yabancı ve

orada bir yer edinmeye çalışıyor. Onun için bu büyük bir tecrübe. Diğer tarafta kızım yalnız kalabiliyor, kendi ihtiyaçlarını karşılayabiliyor.

Figure Skating, SA01 – Mother

SB08 believed that his oppressive attitude increased his son's performance in the match. He added that his son's achievement was due to SB08's aggressive reactions and boosted his confidence. The excerpts of SB08 are given below.

They played with the A team in the first match in a couple of games, losing 2-0. The S08 is in a classic training mood. I fall all over myself to say what you are doing. I just shouted my child, I've always shouted only my child, and my own friends have always condemned me because you are burdening too much to your son. I'm not sure why S08 tried to use it, but I think it was because he was afraid of my voice and didn't want to make me sad or break my heart. They fell behind one or two games, but my son turned the game back on. When he saw that he could achieve it, his self-confidence jumped in.

İlk maçta A takımı ile oynadılar 2-0 yenik duruma düştüler. S08 klasik antrenman havasında. Ben yırtıyorum sen ne yapıyorsun diye. Ben sadece çocuğuma bağıyorum. Hep kendi çocuğuma bağırdım ve hep kendi arkadaşlarım dahil kınamıştır beni sen oğluna çok yükleniyorsun diye. Beni kırmamak, üzmemek için ya da sesimden korktuğu için bilmiyorum artık niyeysel S08 de uygulamaya çalıştı. Hep geriden döndürdü ilk baştaki bir iki maçı. Kendi başarabildiğini görünce oğlumun da iyice özgüven zıpladı çıktı.

Ice Hockey, SB08 – Father

SB06 stated that his son's first competition at a young age was an excellent source of self-confidence regardless of the outcome. The excerpts of SB06 are given below.

It's a difficult thing. Getting up there and doing something there is a matter of self-confidence; that was the only thing for me. Apart from that, partners already got a pretty bad result in their first competition, if I'm not mistaken. His partner was a little something at that time, then his partner changed, and then they progressed a little. So, he showed up, even a little upset after that competition. So, I think the important thing was that he competed.

Zor bir şey ya. Yani oraya çıkabilmesi orada bir şeyler yapıp gelebilmesi bir özgüven meselesidir, tek şey buydu benim için. Onun dışında, yanılmıyorsam ilk yarışında zaten oldukça da kötü bir sonuç aldılar. Yani partneri biraz şeydi o sırada, sonra partner değişti ondan sonra biraz ilerlediler. Yani çıkıp geldi, hatta biraz da üzülmüştü o yarıştan sonra. Yani yarışmasıydı önemli olan bence.

Couple Dances, SB6 – Father

4.1.5. Resilience

One of the sub-themes within the competence theme emerged as resilience. Athletes' understanding that they have sufficient competence in their sports branch is often reflected in their resilience when they perceive mistakes as learning opportunities, learn from negative feedback, and persevere despite obstacles.

S07 states that the difficulties experienced in sports are a challenging learning process and can be considered a successful process rather than a failure. The excerpts are given below from S07.

When you work, you can do badly even if you are ready for competition. No matter how ready you are, there may be minor setbacks, but when you fall at that moment, I think it's a success because you experience this mistake. You learn where to fall next; you learn what mistake not to make. In our sport, it is also an experience and a success in another way.

Çalıştığın, yarışmaya hazır olduğun zamanda bile kötü yapabilirsin. Ne kadar hazır olsan da ufak tefek aksaklıklar olabilir ama o an düştüğün zaman o da bir başarı bence. Çünkü tecrübe ediyorsun. Bir daha nerede düşeceğini öğreniyorsun, hangi hatayı yapmayacağını öğreniyorsun. Aslında ne kadar başarısızlık gibi görünse de bizim dalımızda o da başka bir yönden bir tecrübe bir başarı.

Gymnastics, S07 – Male

Consistent with S07, S03 thought tackling challenges and focusing on self-improvement at that moment helped him manage the developmental process well.

The excerpts of S03 are given below.

When I started playing volleyball, the first thing I learned was the bump. I felt I could do it, but my teachers continuously evaluated me negatively. I wouldn't say I liked it. I always tried to improve myself there. Then I went to a higher category; now, it was my match year. I felt I couldn't get into the squad like that. I was so ambitious, and I continued there. After entering, I played with one year older than myself in the small team. I played in the small team instead of our own team, the midi team. Then I went to Midi Turkey Championship. I accomplished a lot of good things there for myself.

Ben voleybola başladığımda manşet öğrendim ilk önce. Yani kendi açımdan yapabiliyordum ama hocalarım hep bir kötü değerlendiriliyordu beni. Hoşuma gittiğini söyleyemem. Orada hep kendimi geliştirmeye çalıştım. Sonra bir üst

kategoriye çıktım artık maç senemdi. Orada böyle kadroya giremeyeceğim diye falan hissetmelerim oldu. Çok hırslandım orada devam ettim. Girdikten sonra işte kendimden bir yaş büyüklerle oynadım küçük takımında. Kendi takımım olan midi takımında olmam gerekirken küçük takımında oynadım. Sonra Midi Türkiye Şampiyonasına gittim. Orada çok güzel şeyler başardım kendi açımdan.

Volleyball, S03 – Male

SAN expressed the importance of their perseverance and kept going despite all difficulties as a family. This family atmosphere helped her son to start competing in a short duration. The excerpts of SAN are given below.

Sometimes, my son and I used to sleep on the roads; buses would take us to other places. We have had such difficult days, challenging days. But my son never gave up, and when he cried, neither did we. While he was crying, we went out from the stands with his father. You know so that he doesn't look at us and do such a thing so that he doesn't become more innocent. Just like that, with perseverance. My son is a very perseverant child. His mother and father are both persevering. A person who can do whatever they want with perseverance.

Bazen yollarda uyurduk oğlumla ben, otobüsler bizi başka yerlere götürürdü. Öyle zor günlerimiz, çok zor günlerimiz geçti. Ama oğlum hiç pes etmedi ve o ağladığında biz de pes etmedik. O ağlarken biz tribünlerden babasıyla dışarı çıkardık. Hani bize bakıp da böyle şey yapmasın, masumlaşmasın daha fazla diye. Öyle öyle azimle. Oğlum çok azimli bir çocuk. Annesi de öyle babası da öyle ikisi de azimli. Ne isterlerse azimle yapabilecek bir insan. Oğlum böyle böyle ilk yarışmasına 3 ay içinde girdi.

Gymnastics, SAN – Mother

In the following excerpts, SA08 shared her observation of her son's significant change. She underlined how her son began to put himself in the center without giving up against his father, who has a high participation level in sports.

There were times when there was fear. He was afraid that his father wouldn't like it, but he also learned that he had to beat him. I'm playing, I'm in the field, my son had to do that, and he came to the part of doing it. I mean, he made it look like you aren't playing this game, dad, I am.

Ya korkunun olduğu zamanlar oluyordu. Ya işte babam hoşlanmayacak bundan kısmıyla korktuğu zamanlar oldu ama onu alt etmesi gerektiğini de öğrendi. Ben oynuyorum sahanın içinde ben varım, öyle yapması gerekiyordu öyle yaptı kısmına da geldi oğlum. Yani sen oynamıyorsun baba, ben oynuyorum konumuna getirdi.

Ice Hockey, SA08- Mother

In the excerpt below, SBZ, the father of the figure skater, stated that when there was a problem in the sports environment, he observed that his daughter stayed there and handled the challenging situation.

Sometimes, in many of them, for example, the coaches what they say not break her heart, not disturb her, criticism does not, because she knows that they are saying something good. So, she is not so abstaining; she usually tries to solve it. It's not something I've observed too much like that so that I won't give false information, but she doesn't go away when she can't do something or when there is a problem.

Bazen yani birçoğunda mesela antrenörlerinin söyledikleri yani kalbini kırmaz, bozmaz yani eleştiri de bozmaz çünkü iyi bir şey söylediğini bilir onların. Yani böyle çekimser değildir genelde çözmek için uğraşır. Öyle çok da böyle gözlemediğim bir şey değil yalan yani yanlış bilgi de vermeyeyim ama yani bir şeyi yapamadığı zaman ya da bir sorun olduğu zaman oradan uzaklaşmaz.

Figure Skating, SBZ – Father

SB06 mentioned that even if parents do not support their children's decisions, they can provide the space for their children to make their own decisions. Being endurable to unpleasant situations is expressed as resilience in these excerpts.

He danced without a partner for 1.5 years. He constantly changed partners. There was no point in going to the dance anymore. He endured, he endured. So if he said he wouldn't go from the first day, I would say okay. But I don't know why he endured himself.

Çünkü 1,5 sene kadar partnersiz dans etti. Sürekli eş değiştirdi. Artık hiçbir anlamı kalmamıştı dansa gitmenin. Dayandı, kendisi dayandı. Yani ilk günden gitmeyeceğim dese ben olur derdim. Ama o kendisi dayandı niye dayandı bilmiyorum.

Couple Dance, SB6 -Father

4.2. Autonomy

One of the themes that emerged in the present study was "Autonomy." Autonomy includes the sub-themes of attitudinal, functional, and emotional autonomy.

4.2.1. Attitudinal Autonomy

One of the sub-themes within the autonomy theme emerged as attitudinal autonomy. It has been found that attitudinal autonomy, which the athletes understand to have sufficient autonomy in their sports branch, usually emerges when they choose and define their sport-related goals and make the decisions themselves. These excerpts are given below.

As it can be understood from what S03 said below, when he undergoes quarantine, he understood the significance of sports in his life and defined his goal for the future. This situation made him aware that volleyball has a critical value in his life.

I did something this year, I decided. Because if I quit sports, I understood this, especially in quarantine. I realized that I would not do without it if I quit the sport because I got depressed officially without doing sports in quarantine. I realized that I would not quit sports. So even if I quit playing, I'm sure I will continue either as a manager or coach.

Bu sene şey yaptım, karar verdim. Çünkü sporu bırakırsam özellikle karantinada anladım bunu. Sporlu bırakırsam, onsuz yapamayacağımı anladım. Çünkü bunalmıma girdim resmen karantinada spor yapmadan. Spor bırakmayacağımı fark ettim. Yani oyunculuğu bırakırsam da ya menajerlikte ya da antrenörlükte devam edeceğine eminim yani.

Volleyball, S03- Male

S01 stated that she pays attention to her levels of elements, and she informs her parents and coaches about her decision to move to a higher level. These excerpts are given below.

I'll talk to my family, but more after deciding. It doesn't even take 1-2 days for me to decide. It would be a rapid decision. That's when I talk to my coaches after that. Because I see, I just made a new jump; my skating is advanced, and my spins are good. Then that means I can pass a higher level. Then I will tell them about this decision so that they can prepare themselves.

Ailemle konuşurum ama daha çok karar verdikten sonra. Karar vermem 1-2 günü falan yani bulmaz bile. Çok ani bir karar olur. Ondan sonra antrenörlerimle işte o zaman konuşurum. Çünkü görürüm işte yeni bir jump çıkarmışım, kayışım ilerlemiş, spinlerim güzel. O zaman işte bir seviye geçebilirim demek oluyor. Sonra bu kararı da onlara da söylerim ki onlar da işte kendilerini hazırlasınlar.

Figure Skating, S01 – Female

Here, too, SAZ underlined that the athlete improves step by step based on her goals and the goals she sets for herself based on her ability to reach them. These excerpts are given below.

We are returning from the competition; we are in the car, and my husband is driving. They gave her a certificate of success in the competition. She said, Mother, I said yes, my baby. She said that I made my goal, I set a new goal, I want to get on the podium, I hope.

Yarıştan dönüyoruz arabadayız eşim araba kullanıyor, yarışta ona başarı belgesi veriyorlar. Ya anne dedi, efendim yavrum dedim, ben dedi hedefimi yaptım, yeni bir hedefte koydum dedi kürsüye çıkmak istiyorum inşallah dedi.

Figure Skating, SAZ - Mother

S02 mentioned that the athlete gets ideas from her social environment while making a decision, and in the end, she proceeds according to her own decision. These excerpts are given below.

When making a choice, she would ask all of us. She would also talk to her coach, who was also me. But most of all, she used to do what she knew was right, so what she thinks of now is more likely to work. If she's thinking about something, she doesn't care much about other people. She asks for advice, but in the end, she makes a choice.

Karar verirken hepimize sorardı. Benimle de konuşurdu, antrenörüyle de. Ama en çok kendi bildiği kararları uygulardı, kendi aklına yatan daha etkili oluyor yani. Aklına o yatıyorsa başkasına pek takmaz S02. Sorar akıl danışır ama kararı o verir yani sonunda.

Badminton, SA2 – Mother

In these excerpts given below by SBN, it is seen that although the athlete is very young, she can think she can reach her goal by staying away from her family and working in the camp environment.

Our child had recently turned five years old. She had participated in gymnastics for barely a few months. We went to another city for her. A foreign coach was instructing the athletes in the hall. When did I ask my daughter would stay? No, she said, I will return home. Well, I was grateful, and I'm glad because my daughter was so young that she could not go to the restroom alone. Thank God. We then proceeded to the hall. When we entered the hall, there were notable

names there. Athletes are three to five years older than our children. Sixty to seventy athletes are working in the crowded hall. After training, I asked my daughter whether she would remain. She said, "You can return with my mother; I will stay here. Like my aunt, I plan to become a teacher." The wife of my brother is a teacher. She told me, "I'll be a teacher." At that point, my knees were loose, as if they did not hold. We talked with my wife about what we should do. She also spoke with her mother and persuaded us.

Çocuğumuz beş yaşına daha yeni giriyordu. Birkaç ay cimnastik yapmıştı sadece. Başka bir ile onun için çıktık geldik. Burada yabancı uyruklu bir hocamız vardı sporcuları çalıştırıyordu. Kızım burada kalacak mısın? Dediğimde hayır baba dedi ben evimize gideceğim. İyi şükür dedim sevindim yani affedersiniz lavaboya gitse kendi yapamıyor çocuk o kadar küçük yaşta yani. Ben dedim ki şükür Allah'a. Sonra salona gittik. Tabi salona gittiğimizde önemli isimler var hep küçük daha. Bizim çocuğumuzdan üç beş yaş büyük sporcular. Çok da kalabalık 60-70 kişilik bir çalışma var. Orada kızım burada kalacak mısın dedim. Baba dedi siz buradan gidin dedi annemle. Ben burada kalıp dedi yengem gibi dedi öğretmen olacağım dedi. Benim biladerin hanımı öğretmendir. Onun için ben dedi öğretmen olacağım baba dedi. Kızım etme tutma, benim dizlerimin bağı çözüldü o an yani dizlerim sanki tutmadı. Ne yapalım ne yapalım annesi ile konuştuk annesiyle de konuştu bizi ikna etti.

Gymnastics, SBN – Father

These excerpts given below by SB0 demonstrated that when he offered his child options to specialize in his skill area, the S0 chose her sport with absolute certainty.

However, when she says, "Dad, I prefer swimming," I tell her, "Look, I can't help you much in swimming, maybe I can help you in terms of conditioning in other years, but if you are in volleyball, I can help you in every step of basic technique. But still, when I say, "You will decide," she insists on swimming. Of course, I was upset when she stated determinedly that she prefers swimming, but we began somehow, so she must have preferred the truth."

Kendisi ben yüzmeyi tercih ediyorum baba dediğinde, bak tekrar söylüyorum yüzmede ben sana çok yardımcı olamam belki kondisyonerlik manasında yardımcı olabilirim diğer yıllarda ama sen voleybolda olursan ben sana temel teknikten tut her adımında yardımcı olabilirim ama yine de tam kararı sen vereceksin dediğimde o çok kararlı bir şekilde ben yüzmeyi tercih ediyorum dedi. Tabii ki üzül müştüm ama bir şekilde başladık ve yani doğruyu da tercih etmiş herhalde.

Swimming, SB0 - Father

4.2.2. Functional Autonomy

One of the sub-themes within the autonomy theme emerged as functional autonomy. Functional autonomy, in which the athlete understands that they have sufficient autonomy in their sports branch, is generally experienced when the athletes plan for their sport-related goals and make the necessary plans to achieve them step-by-step.

In the excerpts given below, S03 stated that there was a moment when the athlete had a breaking point in his sport and then made some plans to achieve his own goals.

Yes, plans for the future do matter. What's going to happen? When we were very young, we were comfortable because we were at ease. After the game, my son, you played well, you were fine, it was over, it was ending. Well, I think I've learned everything I need to know about volleyball this year. My coaches now set up one-on-one meetings with each athlete. We are going to the meeting before the training and talking about what we should do, what we will do in training today, and what I should improve right now. That's why I attach great importance to additional training. After training, I take care to do my own additional training now.

Evet, gelecek planları için içine giriyor, evet. İleride ne olacak? Küçükken, çok küçükken çünkü rahattık yani. İşte maç sonrası güzel oynadın oğlum, iyiydin öyle bitiyordu, geçiyordu. Şey bu sene gerçekten her şeyin farkına vardığımı düşünüyorum voleybolcu nasıl olunur diye. Benim hocalarım artık sporcularla bireysel toplantılar düzenliyor. Antrenman öncesi gidiyoruz ve ne yapmamız gerektiğini, bugün antrenmanda ne yapacağımızı ve benim şu anda eksiklerimi konuşuyoruz. O yüzden ben ek antrenmanlara çok önem veriyorum. Antrenman sonrası artık ek antrenman yapmaya özen gösteriyorum.

Volleyball, S03 – Male

As S03 mentioned, S07 confirmed a breaking moment while doing sports and stated that those who can overcome that challenging moment with patience gradually achieve success. These excerpts are given below.

I had friends when I was young, and we were a team of about ten people when I first went to training. My cousin and I are the only ones left. From there, everyone left gymnastics. At that time, some families said things like, "I don't want my child to go to gymnastics; I want him to go to school," or "This sport damages my child." Because sometimes, people get injured or have psychological problems. The child might be unable to handle it because there is

too much training load. But if you are patient during that time and get through it, success comes slowly, and things start to get better.

Tabi ben küçükken arkadaşlarım vardı ilk antrenmana gittiğim zamanlar yaklaşık 10 kişilik bir takımdık. Sadece kuzenimle ben kaldık şu an. Oradan herkes bıraktı jimnastiği. O dönemlerde mesela ailesi şöyle diyen bile olmuştu; "Ben çocuğumun jimnastiğe gelmesini istemiyorum, okula gitmesini istiyorum" ya da "Bu spor çocuğuma zarar veriyor". Çünkü sakatlıklar ya da bazen psikolojik sıkıntılar oluyor çok yüklenmeden dolayı. Çocuk bunu kaldıramayabiliyor. Zaten o dönem sabredersen ve o dönemi atlattırsan yavaş yavaş başarılar gelmeye başlıyor, yavaş yavaş güzelleşmeye başlıyor her şey.

Gymnastics, S07 – Male

In the excerpts given below by SAZ, she stated that her daughter was trying to get all the necessary support to continue in this sport, and she made a necessary effort to reach the goals she had set in figure skating one by one.

My child was using methods to draw attention to herself, to say "I am here"; she was crying in training and was depressed when she was in training. But coaches did not notice; I believe that they should have. In contrast to last year, when we started physical therapy and strength training, we are now doing well. She is also aware that her goal for this year was to surpass herself and qualify for the national team. She was ecstatic to have achieved success.

Antrenmanlarda çocuğum kendini fark ettirmek için, ben buradayım diyebilmek için yöntemler kullanıyordu; antrenmanda ağlıyordu, morali bozuk çıkıyordu ama antrenörleri bunu görmedi. Görmeleri gerekiyordu bence. Ama geçen sene fizik tedavi sonra kondisyon derken şimdi iyi gidiyoruz. Kendi de farkında. Onun bu seneki hedefi kendini aşmak ve milli takım barajı almaktı. Onu başardı inanılmaz mutlu.

Figure Skating, SAZ – Mother

Here, SAN explained that his son has always had goals and has made the necessary preparations to achieve them. These excerpts are given below by SAN.

My son sets his own goals. For example, he says, if I'm going to the Olympics, I have to be the European Champion when I go to the Olympics. I should get a medal in the World Championship. When I go to the Olympics and salute, they should say, "The European Champion has arrived." He always sets goals like this so that they should say he is the champion of this tool. He is a planned person, has many goals, and his goals are high. He has achieved every goal.

Oğlum hedeflerini kendi belirler. Mesela der ki, ben Olimpiyata gideceksem Olimpiyata giderken ben Avrupa Şampiyonu olmalıyım. Dünyada madalya almalıyım. Olimpiyata gittiğimde, selam verdiğimde "Avrupa Şampiyonu geldi" demeliler. Bu aletin şampiyonu demeliler diye hep böyle hedef koyar önüne. Planlıdır, çok hedefleri vardır. Hedefleri yüksektir. Ve her hedefine de ulaşmıştır.

Gymnastics, SAN - Mother

This statement of SBN included that his son made plans to have better opportunities in the future, and they separated when the plans did not match his coach's wishes.

These excerpts are given below.

He told the coach, "Let's go to other clubs together, let's be in better places, let's improve our careers." But he said no, I'll stay here," When the coach said that they shook hands, agreed in their ways, and left.

Oğlum "gel hocam benimle başka kulüplere geçelim, daha güzel yerlerde olalım, daha kariyerimizi yükseltelim" dedi. Hocamız da yok ben burada gideceğim deyince el sıkıştılar, kendilerince anlaştılar, ayrıldılar.

Gymnastics, SBN - Father

Here, SBZ, the father, taught his daughter how to establish a goal-oriented plan in sports, and his daughter started to gain functional autonomy when she achieved success. These excerpts are given below.

At first, I always said, "Overtake yourself; you are your opponent. Now you have 20 points, she got 22 points, after she got 25 points, and now here it is, gets the national team point in category B this term." If you get points for the national team, you have done well. She tried it and saw what had happened so she would compete in the A level next year. Only getting points for the national team in the first competition and going abroad with the national team is our only goal there. In category A, there will be a scale for how well you did. The next level of success may come at the same time as the previous one. You will always be the best if you rank with the national team this way.

İlk başta sürekli dedim ki hep kendini geç rakibin de sensin. Şimdi 20 puan almıştı, sonra 22 puan aldı 25 puan al sonra işte geldi bu dönem B kategorisinde milli takım puanını al. Milli takım puanını alıyorsan sen başarılısın. O bunu tattı ne olduğunu gördü şimdi A kategorisinde iler...seneye yarışacak oradaki tek amacımız gene ilk yarışmadan milli takım puanını alıp milli takımla bir yere gidebilmek bundan sonraki başarı hedefimiz bence tabii ki kendi de karar verecek. Milli takım ile beraber yurt dışında bir yarışmaya gidebilmek işte. A kategorisinde başarı skalası olacak. Bir sonraki başarı skalası belki aynı anda

olacak. Milli takımla beraber dereceye girmek bu şekilde ister istemez zaten en iyi olmaya gidecek olay.

Figure Skating, SBZ, Father

4.2.3. Emotional autonomy relations

One of the sub-themes within the autonomy theme emerged as emotional autonomy. Emotional autonomy is typically underlined by taking responsibility for enlarging the heart, making decisions that make them feel good, and drawing the boundaries that they will be secure. These excerpts are given below.

S06 expressed that when he takes responsibility for a task, he feels freedom in that task. Freedom is an important issue for him. The excerpts of S06 are given below.

Responsibility is significant to me. I also see it as a part of something; for example, I attach great importance to being free, and I think that when I take responsibility for something, I can be freer about it.

Ya sorumluluk çok önemli benim için. Bir parça şey olarak da görüyorum, yani mesela özgür olmaya çok önem veriyorum ve bir şeyin sorumluluğunu kendim aldığımda o konuda daha özgür olabildiğimi düşünüyorum.

Couple Dances, S06 - Male

S02 expressed that she is emotionally detached from her parents when she makes a critical decision about her sports career. These excerpts are given below.

I mean, when I quit, for example, I never asked my family if I should leave. I said I'm leaving. They didn't say much either. You know my father, of course, they asked why you want to leave. You know, you're going to university, don't you want to continue, you know you're going to study a department about it, you know, etc. Of course, they said, but I explained well why I didn't want to continue. I just said I'm tired. And I think they got it too. They didn't force it. So I guess my decision-making mechanism is whether it's good for me or not.

Yani bırakırken de mesela hiç aileme bırakayım mı diye sormadım. Ben bırakıyorum dedim. Onlar da pek bir şey demedi zaten. Hani babam, e tabi sordular neden bırakmak istiyorsun. Hani üniversiteye geçiyorsun, devam etmek istemez misin, hani onunla alakalı zaten bir bölüm okuyacaksın, hani vesaire söylediler tabi ama ben de güzelce açıkladım neden devam etmek istemediğimi. Ya yoruldum dedim aslında sadece. Ve onlar da anladı sanırım. Pek

zorlamadılar. O yüzden karar verme mekanizmam sanırım bana iyi gelip gelmemesi.

Badminton, S02 – Female

In these excerpts given below by the mother of S03, it's pointed out that her son tells her what makes him feel secure and helps the mother and father share their roles in the family based on their son's needs.

S03 also conveyed that he did not like this. For example, he did not like the process of every mother coming to every training session. Oh, if he had wanted to see it there, I would have created it anyway, But when he got home, the part where he said that the house smelled like food when he opened the door and saw that the table was set important to him. That's why I managed this side; he managed sport with his father.

S03 şunu sevmediğini ilette bir de. Her annenin her antrenmana gelme sürecinden çok hoşlanmıyordu. Ha onu istemiş olsaydı orada görmek isteseydi ben zaten onu da yaratırdım. Fakat o eve geldiğinde hani bir sofrası kurulmuş evi o eve geldiğinde kapıdan girerken mis gibi yemek kokuyor dediği kısmı önemliydi onun için. O yüzden ben bu tarafı yönettim babası ile birlikte kendisi sporu yönetti.

Volleyball, SA03 -Mother

These excerpts given below by SA08 underlined that S08, who believes that too much family connection is detrimental to him, creates space for himself by drawing boundaries for his family to be secure in sport.

Every person's ambition is for the same thing in all sports or other things, success. Things change when you have a child. "Everything is my child," you begin to say. You don't believe your child is incapable of doing something. You should push him first because he also needs it. You'll push him from behind to see how far you can get him to go. I guess we didn't quite nail the setting. Instead of leaving the S08 alone, we got too close to him. My son eventually said, "You're not playing; I'm playing. If you're going to play, you're going to play; if I'm going to play, I'm going to play. After that, he did whatever he wanted, whenever he wanted. Maybe, he could have punished us.

Yani bütün sporlarda ya da başka şeylerde de her insanın hırsı aynı şey için; başarı. İnsanın çocuğu olunca daha farklı bir şey oluyor, benim çocuğum diyorsun her şey. Herhangi bir şeyi beceremeyeceğini ya da yapamayacağını düşünmüyorsun. Doğal olarak onun ilk önce sınırlarını zorlamak istiyorsun çünkü o da gerekiyor. Arkadan ittireceksiniz ki o da sınırlarını zorlayabilir konumuna gelsin. Ayar biraz orda kaçtı galiba bizde. S08'i kendi haline

bırakmadık, çok fazla içeri girdik. Öyle olunca da oğlum bir süre sonra siz oynamıyorsunuz ben oynuyorum dedi. Eğer siz oynayacaksınız siz oynayın, ben oynayacaksam ben oynayayım konumuna geldi. Canı istediği zaman istediğini yaptı ondan sonra. Belki de bir nevi bizi cezalandırdı.

Ice Hockey, SA08 - Mother

In these excerpts given below by SBN, the father explained that his son feels more secure when he does not discuss the competition's specifics; therefore, father respects it.

My son never looks at his opponents during the biggest competitions, like international ones. Those are his habits. He says I ignore my competitors because they affect me. Usually, it works in his head. He never talks to us. I was asking my son, what do you think? What are you going to do? He told the father; I'll do what needs to be done. As a father, I'm already used to this: you do what you know best, do what you know, I wish you luck, and I'll see him off at the door. He says okay, dad. This is what we decided.

En büyük yarışmalarda, uluslararası yarışlar gibi oğlum hiç rakiplerini seyretmez. Böyle huyları vardır. Ben rakiplerimi seyretmem, beni etkiler der. Çoğu zaman, mental çalışır. Bizimle hiç konuşmaz, oğlum ne düşünüyorsun ne yapacaksın? Baba gerekeni yapacağım. Ben zaten, baba olarak şuna alıştım, sen bildiğini yaparsın, sen en iyisini bilirsin, ne biliyorsan onu yap başarılar dilerim, kapıdan uğurlarım. O da tamam baba der. Biz öyle anlaştık.

Gymnastics, SBN - Father

In these excerpts from SBZ given below, when the results confirm the ideas given to the athlete from close environments like coaches and parents, her daughter feels closer to listening to the opinions of those she trusts.

Most of the time, my kid is a bit stubborn. Even if the idea we give him doesn't work, she doesn't say so. She just moves on, so sometimes she doesn't care. But it seems they started to listen to these things a little more. In other words, it's like this: we can agree as if we can convince her with what we say, or we can tune into her frequency. This is happening more and more as time goes on. Maybe things started to change after she took enough level to be on the national team because most of what we said came out at different times.

Genelde çocuğum birazcık da inat bir tip. Kafasına yatmasa bile yatmadığını söylemiyor oradan gidiyor yani sallamıyor bazen. Ama genellikle bu konularda biraz daha dinlemeye başladı gibi. Yani daha böyle şey sanki, anlaşabiliyoruz sanki söylediklerimizle onu ikna edebiliyoruz veyahut onun frekansına girebiliyoruz. Gün geçtikçe bu daha çok olmaya başlıyor işte mili takım puanı

aldıktan sonra belki de daha farklı olmaya başladı. Çünkü söylediklerimiz genellikle çıktı ortaya birçok noktada.

Figure Skating, SBZ – Father

4.3. Relatedness

One of the themes that emerged in the present study was relatedness. Relatedness includes the sub-themes of parent-athlete, clubs, coach-athlete, athlete-peer, parent-parent, and coach-parent relations.

4.3.1. Parent-athlete relations

One of the sub-themes within the relatedness theme emerged as parent-athlete relations. The relationship that the athlete establishes with their family is generally expressed as conversations about sports at home or on the road, different role expectations from mothers and fathers, needing personal space in sports, and a relationship of trust. These excerpts are given below.

In these extracts, S01 asserted that she discussed ice-related matters with her father and that most of the things discussed or viewed at home are related to figure skating.

Of course, we also talk about normal things, but mostly we comment on something about ice with my father. We watch the competitions of the adults, the world championships, and the European championships when they are broadcast live. Then, if I had a good workout or made a new move, we think of different things. If we make this move here, we can do that here, and so on. That's what we plan.

Tabi ki normal şeyler de konuşuyoruz ama genelde ağırlıklı olarak babamla falan hep buz üzerinde bir şeyleri yorumluyoruz. Büyüklerin yarışmalarını, Dünya şampiyonasını izliyoruz, Avrupa şampiyonalarını canlı yayın olduğunda falan onları izliyoruz. Sonra iyi bir antrenman geçirdiysem yeni bir hareket çıkarttıysam işte farklı şeyler düşünüyoruz. Burada şu hareketi yaparız artık burada bunu yaparız falan diye. Öyle planlıyoruz.

Figure Skating, S01 - Female

Here, S03 stated that he needs people standing next to him whether he plays poorly or well and that his performance is affected by emotional changes even when his family is in the stands. These excerpts are given below.

I don't especially enjoy it when my parents come to matches. My grandfather would accompany me to my matches when I was younger. He was my motivation because my grandfather was always by my side, whether I played well or poorly. When my father and mother observe my performance from the stands, I'm affected by their emotional shifts. I'm not even that impressed by my coaches.

Özellikle aslında annem ve babamın gelmesinden çok hoşlanmıyorum. Dedem eskiden küçükken beni maçlarımı götürürdü. O benim motivasyonumdu. Çünkü dedem ben kötü oynasam da iyi oynasam da her zaman yanımdaydı. Her zaman mutlu ayrılırdım salondan ama babam ve annem biraz daha şey işte tribünde izlerken duygu değişimleri beni etkiliyor. Antrenörlerimden bile bu kadar etkilenmiyorum yani ben.

Volleyball, S03 - Male

In these excerpts given below by SA08, the mother stated that role-sharing occurs naturally between the mother and father. While one of the parents dealt with sports-related issues, the other took on the task of maintaining the housework.

Most people were in the same place as us, anyway. There were always five or six families. They were always with their kids. But, and this is important, they all have the same thing. Someone in the family cares a lot about the kids' sports, and someone else cares about the other parties. For instance, one parent always takes care of the athletes and their coaches, while the other takes care of things like coming and going, driving, and keeping the house in order. But most people were about the same. Maybe that's how people in ice hockey were.

Ya hemen hemen herkes aynı konumdaydı bizde zaten. Beş altı aile hep ordaydı. Hep çocuklarıyla birlikte. Ama işte şey, bütün hepsinde aynı şey vardır. Aileden birisi çok ilgilenir çocukların spor taraflarıyla, birisi diğer taraflarla ilgilenir. Örneğin, anne ya da baba birisi hep sporcular ve antrenörleriyle ilgilenirken diğeri gelmek gitmek, götürmek, ev düzeni gibi işlerle ilgilenir. Ama herkes üç aşağı beş yukarı aynıydı. Belki de buz hokeyindekiler öyleydi.

Ice Hockey, SA08 - Mother

In these excerpts given below by SA02, her daughter expressed concern when her family participated in competitions or training.

No, S02 didn't ask us to come to the training. But we went to training sometimes, not always, because S02 was excited when she saw us. When she saw us, her face turned red. She told us, " I get excited when I see you, especially the father.

Yok antrenmanlara bizi çağırılmıyordu S02 pek. Ama yani arada bir gidiyorduk öyle her zaman değil. Çünkü S02 biz gidince heyecanlanıyordu. Kıpkırmızı oluyordu bizi görünce. Babasını filan da görünce, heyecanlanıyorum sizi görünce dedi.

Badminton, SA02 - Mother

In these excerpts, SB03 expressed that he worries about his son's future when S03 experiences any failure, and then SB03 regulates his feelings with his trust for his child.

When he fails, I immediately think of the future anxiety. I mean, things like how it will be, or if it doesn't. Because when they quit after age thirty, he wouldn't have earned his living in sports if he couldn't play volleyball at a very high level. I'm worried about such problems. On the positive side, I sometimes notice that when he is successful. I say okay, I trust, I always trust. I'm saying it probably will, so there's no problem. I am happy that everything is going well.

Başarısız olduğunda hemen gelecek kaygısı aklıma geliyor. Yani nasıl olacak, ya olmazsa gibi şeyler. Çünkü 30 yaşından sonra bıraktıklarında eğer çok üst düzey yapamadıysa sporu hani hayatını kazanmamış olacak. Bu tür sıkıntılar olabilir diye endişe duyuyorum. Olumlu yönden de böyle bazen fark ediyorum başarılı olduğu zaman. Tamam diyorum hani güveniyorum, hep güveniyorum. Diyorum ki herhalde olacak yani sıkıntı yok. Her şey yolunda gidiyor diye mutlu oluyorum.

Volleyball, SB3 - Father

SB09, the father, expressed that his daughter was much more negatively affected by his sharing about her performance than her friends. These excerpts are given below.

What if a friend says it now? She won't be affected much, but what happens when the father says it? She is affected psychologically. But I couldn't, did it? Didn't I succeed? Why would this friend beat me? She thinks. What is a beat? But you train there.

Ya şimdi bir arkadaşı söylese fazla etkilenmez ama baba söyleyince ne oluyor, psikolojik olarak etkileniyor. bir ben acaba bunu beceremedim mi? Başaramadım mı? Bu arkadaşım beni neden yensin? diye düşünüyorum. Dövmek nedir? oysaki orada antrenman yapıyorsun.

Taekwondo, SB09 - Father

4.3.2. Club relations

One of the sub-themes within the relatedness theme emerged as club relations. Club relations are typically characterized by a supportive environment, the motivation-boosting effect of crowded training in the club, and the regulating role of the coaches between the family and the club. In addition, families' expectations from the club and the demand for the necessary information regarding the athlete's competence are seen.

Here, S03 mentioned that for him, the club environment is similar to the family environment and that all club athletes support one another regardless of their age group. These excerpts are given below by S03.

I continued with my coach, with whom I played my first match, until last year. That's why they are so important to me. My club is a very different club anyway. We are a family here. Everyone from the A-team to the smallest team knows each other, loves each other, goes to the matches, supports each other, and never leaves them alone. They are with us in every sense. So, I am attached to them, and my relationships are always good.

İlk maça çıktığım antrenörümle de devam ettim geçen seneye kadar. O yüzden benim için çok önemliler. Benim kulübüm çok ayrı bir kulüp zaten. Bir aileyiz biz burada. A takımından en küçük takımına kadar herkes birbirini tanıyor, seviyor, maçlara gidiyor, destek veriyor, hiç bırakmıyorlar yalnız. Her anlamda yanımızdalar o yüzden bağılım onlara ve ilişkilerim her zaman iyi.

Volleyball, S03 - Male

Here, S09 mentioned that when there is no club environment, her motivation for sports and her desire to train decreases. The excerpts are given below.

There is no desire in people when there is no club environment. So, people are looking for something to pump me up. Everyone supported each other in the club, but only my brother and I stayed there. You're getting into the mood of quitting or something; it just doesn't make sense to you.

İnsanda istek olmuyor kulüp ortamı olmayınca. İnsan gaz verecek bir şey arıyor yani. Kulüpte herkes birbirine destek veriyor ama burada sadece abimle biz kaldık mesela. Yani bırakıyım falan havasına giriyorsun, çok yapası gelmiyor insanın.

Taekwondo, S09 - Female

SAN mentioned that his son talks to them about why he wants to change his clubs and what he expects from a club. These excerpts are given below.

My son said, "I want to change my club." Because I can't get anything from this club, it's a club that belongs to the city, but I'm an Olympic athlete now." He added, "I need to make something important for myself with this job." He told me I should get help from somewhere when I opened my place the next day. We said okay, we are always behind you.

Ben kulübümü değiştirmek istiyorum dedi oğlum. Çünkü bu kulüp bana bir şey veremeyecek. Tamam belediyeye ait bir kulüp ama ben artık bir Olimpik sporcuym dedi. Benim dedi artık bu işten biraz kendime anlamlı bir şeyler kazanmam lazım dedi. Yarın öbür gün kendime bir yer açtığımda ben bir yerden bir destek almalıyım dedi. Tamam biz her zaman arkadayız dedik.

Gymnastics, SAN - Mother

The excerpts given below by SAZ revealed that the coach mediates the family's connection to the club. Moreover, the fact that she believes her child is not receiving adequate attention at her club indicates the necessity for change.

I recently told her coach that I don't want to stay in this club any longer. The reason is that my child gets upset when she passes unnoticed. After that, I said, "If you make us work, we'll stay, but if you don't, we want to leave." He put me in front of him and told me to wait. Well, I said, let's give you some time. But I felt that trust from her coach, and the result was beautiful. I know this because my child told me, so thank you.

Ben son dönemde hocasına söyledim ben artık bu kulüpte kalmak istemiyorum dedim. Sebep ise çocuğumun arada kaynaması, üzülmesi, ondan sonra bizi çalıştırıyorsanız çalıştırın, çalıştırmıyorsanız biz gitmek istiyoruz dedim. O da beni karşısına aldı bize biraz zaman verin dedi. Peki dedim size de biraz zaman verelim. Ama ben o güveni hocasından hissettim ve sonuçta ortaya çıkan şeyde çok güzel bir şey oldu. Ben çocuğumdan biliyorum o yüzden sağ olsun diyorum.

Figure Skating, SAZ - Mother

As seen in excerpts given by SB03 below, SB03 addressed their close relations with the club, and they have a chance to share their concerns about their son's academics with the club as parents.

The last time I talked to the club, about a month ago, it was time that we had toing and froing on the academic career of our son. I shared the question marks

in our minds. His coach said he was one of the promising athletes in this club, and the club also had expectations about him. He said that the national team's coach had taken S03 into the national teams' database in the infrastructure. So, in general, I think my son is doing well with the club.

Kulüple bir ay önce falan konuşmuştum şöyle ilgili az önce söylediğim akademik kariyeri ile ilgili böyle git gellerimizin olduğu bir zamandı. Kafamızdaki soru işaretlerini paylaştım. Hocası da bu kulüpte gelecek vadeden sporculardan olduğunu söyledi. Kulübün de ondan beklentileri olduğunu söyledi. Milli takım hocasının işte S03'ü veri tabanına aldığını söyledi altyapıdaki milli takımın. Yani genel olarak iyi gittiğini sanıyorum kulüp nezdinde

Volleyball, SB03 - Father

The excerpts given below by SB08; the father founded a sports club that included the branch of his son. He underlined that they were a group who moved together if there was a decision about changing the club.

My son was a member of a club. He and his friends are all acting together. We established a new club with some parents. We opened swimming and volleyball branches under the club to help finance it. For me, our volleyball branch has evolved into a separate sport. So, we were about to get close to ice hockey with my volleyball girls. We moved up to bigger volleyball teams and earned money. In other words, it was different in volleyball. Still, there were few such opportunities in ice hockey because political decisions were made as communes. When we said we were going to that club with our teammates, we really were going there.

Oğlum bir kulüpte oynuyordu. Bütün arkadaşlar birlikte hareket ediyorlar. Biz birkaç veli bir kulüp kurduk. O kulübü finanse etmek için kulübün altına yüzme, voleybol branşını açtık. Voleybol branşımız ayrı bir spor mecrası oldu bana. Yani buz hokeyine yaklaşmak üzereydik voleyboldaki kızlarımla. Biz voleybolda transfer yaptık büyük takımlara, para kazandık. Yani voleybolda başkaydı ama buz hokeyinde çok öyle şanslar yoktu çünkü komün halinde siyasi olarak verilen kararlar vardı. Ekip arkadaşlarımız ile birlikte şu kulübe geçiyoruz dediğimizde o kulübe geçiyorduk.

Ice Hockey, SB08, Father

4.3.3 Coach-athlete relations

One of the sub-themes within the relatedness theme emerged as coach athletes' relations. It is stated that the coach-athlete relations where the coach can keep the

place of the family affect the athlete's bond with the sport and the athlete's motivation positively or negatively. These excerpts are given below.

Here, S07 explained that he does not have his family in his sports environment and that he shares his personal life with his coach and receives support from him. He said that the coach is like the parent. The excerpts are given below.

Your coach is your family. Because he feeds you, makes you drink, makes you sleep. For example, I don't have a mother or father here. We see our coach in the morning and evening; we tell him about our life, troubles, and distresses.

Antrenörün ailen oluyor. Çünkü sana o yediriyor, içiriyor, o yatırıyor. Annem babam yok mesela burada da. Sabah akşam antrenörümüzü görüyoruz, hayatımızı onu anlatıyoruz, derdimizi ona anlatıyoruz, sıkıntımızı ona anlatıyoruz.

Gymnastics, S07 - Male

S08 mentioned that when his coach made assumptions about him and shared them with the rest of the team, it affected the athlete and made him less committed to the team and the sport. These excerpts are given below.

We were at the camp; I was talking with my father on the phone. We had a coach, and he was the coach at the auditions. Our conversation with my father on the phone was as follows: "I don't like myself that much; I guess they will not select me for the team." My father said, "do what you can do; if you can't, do it, it's okay." After I joined the team, a coach told me something like this: "He talked to his father and got into the team. He got into the team even though he thought he couldn't get in and wasn't that good." The torpedo issue started to talk, and when everyone started to talk about it, I said if you believe in everything, I quit the sport. There was no need for me to deal with any of them.

Ya kamptaydık, babamla telefonda konuşuyorduk. Bizim bir antrenör vardı o da seçmelerde antrenördü. Babamla telefonla olan konuşmamız şuydu: "Ben kendimi o kadar beğenmiyorum, almayacaklar herhalde takıma". Babam da "yapabildiğini yap yapamadın kalsın sorun değil" demişti. Ben takıma girdikten sonra bir antrenör şöyle bir olay anlattı. Babasıyla konuştu ve takıma girdi. Giremeyeceğini düşündüğü halde takıma girdi ve o kadar da iyi değildi. Torpil mevzusu dönmeye başladı, bunu herkes söylemeye başlayınca madem her şeye inanıyorsunuz dedim ben de sporu bıraktım. Hiçbiriyle muhatap olmama da gerek yoktu.

Ice Hockey, S08 - Male

SA01 underlined that the relationship between the coach and the athlete is critical for the athlete's motivation and continuity in sport. Excerpts are given below.

After my daughter's injury healed, we started working with another ballet teacher after the doctor gave her permission to bend and twist. Now that she has learned her lesson, she is happier. We sometimes see her dancing for almost two hours. Dad says, girl, you're not a ballerina. What's the point of this? But ballet is helpful when paired with ice skating. Yes, but dad, People in the world do this, that, and the other thing. They are also dancing this ballet, so I have to do it too. This happens because she loves her coach, who makes you love her. She sets up good communication, and if the electricity is good, we already respect the other person and say because she is trying hard for our child.

Kızımın sakatlığı rahatladıktan sonra, doktor eğilme bükülme bazı hareketlere izin verdikten sonra başka bir bale hocamızla başladık. Şu anda daha mutlu, bir bazen bir buçuk saat ders oluyor. Bazen bir bakıyoruz 2 saat boyunca bale yapıyor. Baba diyor ki, kızım hani sen balerin değilsin. Sen bunu niye yapıyorsun? Ama hani buz pateninin yanında bale destekleyici. Evet ama baba Dünyada şu şu yapanlar var. Onlar da bu baleyi yapıyorlar, bunu yapmam gerekiyor, şunu yapmam gerekiyor. Bu antrenörün sevgisiyle oluyor, antrenör kendisini sevdirtiyor. İletişimi iyi kuruyor, aradaki elektrik iyi olursa o zaman zaten biz de karşıdaki insana saygı duyuyoruz, bizim çocuğumuza emek veriyor diyoruz.

Figure Skating, SA01 - Mother

SA02 mentioned that her daughter's motivation was negatively affected by attitudes expressed by the coach to make her feel discriminated against or compared. The excerpts are given below.

She had a partner who was the daughter of her coach. Her partner always laid it off on my daughter, no matter what. Her partner's father was because their coach. My daughter spent a lot of time with her and got very angry. In other words, he always granted his daughter right, even though he knew it was wrong. S02 got everything, and the main coaches knew what was happening, but he couldn't do anything either. S02 would tell them about what she did. At work, her coach was giving money to S02. So she can get along with his daughter. S02 was not interested. We've even had these things happen to us. After that, they went against what the coach said. She said he is trying to buy me with money so she won't want to play badminton. She would be good with his daughter, and they would be a nice double, but S02 turned cold when her coach tried to hire my daughter and bestow a privilege on his daughter.

Hocalarından birinin kızıyla çiftti S02. O da ne yapsa hep kızımın üzerine atıyordu. Partnerinin babası çünkü antrenörlerydi. Onunla çok takılıyordu, çok

sinirleniyordu. Yani hocası da bildiği halde hep kızına hak veriyordu tabi ki de. Her şey de S02'nin üzerine atılıyordu tabi ki de esas antrenörleri biliyordu durumu ama o da bir şey yapamıyordu. S02 onlarla olan şeylerini anlatırdı. S02'ye işte para veriyordu hocası. Kızı ile iyi geçinsin diye. Bunlar bile geldi başımıza yani. Evet. S02 istemedi Ondan sonra ters düştüler zaten hocayla. Dedi beni parayla satın almaya çalışıyor yani kızıyla tamam iyi olabilirdi çok da iyi güzel çifttiler ama babası tuttuktan sonra kayırdıktan sonra S02 soğumaya başladı.

Badminton, SA02, Mother

In these excerpts given below, SB08 stated that his son's motivation is increased when he practices with athletes older than himself and is held up as an example to the team by his coach.

We practiced until 1 a.m. Yes, it was a bit of a thoughtless move, but it was necessary at the time. S08 is trying to make moves, and adults are trying to take it easy or trying to escape difficulties. Of course, in this situation, the coaches showed my son as an example. He experiences the burble point in there.

Gece 1'de antrenmana gittik. Evet biraz bilinçsizce bir yaklaşım oldu ama orada şöyle bir durum oldu. S08 hareketleri yapmaya çalışıyor büyükler kaytarmaya çalışıyor ya da zorluklardan kaçmaya çalışıyorlar. Tabi bu durum da hoca tarafından oğlumu onlara örnek göstermesi, biraz onları ezmeye yönelik davranış göstermesi S08'e büyük motivasyon oldu. Kırılmayı orada yaşadı S08.

Ice Hockey, SB08 - Father

SBV addressed that the coaches' engagement and support of the athlete create confidence in SBV. These excerpts are given below.

Her coaches said that your daughter is now a state athlete. We are the mother and the father of your daughter with everything. He said everything belongs to us, and I left my child that way. Of course, since we did not have mobile phones, we would always call the camp with home phones, our daughter would come down in ten minutes, and we would talk. I also get my salary on the first of every month because I am a civil servant. I would come to the city where the camp is to see her; I would stay for two days and go back.

Antrenörleri artık kızımız devlet sporcusu dediler. Kızımızın her şeyi ile annesi de bizim babası da biziz. Giyim kuşamı her şeyi bize ait dedi ve o şekilde bıraktım çocuğumu. Tabi cep telefonlarımız olmadığı için ev telefonları ile devamlı kampı arar yukarıdan aşağı on dakika da gelir kızımız, görüşürdük. Ben de her ayın birinde maaşımı alırım devlet memuru olduğum için. Onun bulunduğu ile geldim iki gün kalır giderdim.

4.3.4. Athlete–peer relations

One of the sub-themes within the relatedness theme emerged as athlete-peer relations. It has been noted that athlete-peer relations tend to become more pragmatic with time and are influenced by the sports environment. Competition can have both positive and negative consequences.

S08 noticed that the way the athletes get to know each other is a process that starts with entertainment, moves on to friendship, and looks at the balance between giving and receiving. These excerpts are given below.

Well, let's start from childhood. We were having more fun; we were friends, that's it. We were totally happy to see each other and go and play. After a while, he can do these things, be my friend, or he can do those things, get along with him. Let's get along with him; they see us well so that they can give us the same line. The bond we formed started to turn into this. After a period, it was not very short, that is, within a season. In the first year of the junior league, given my age, I said that I do not need to establish such a relationship; I mean, those who love me and my friends will take care of me and stand by me here. In general, I cut off contact with all of them. Actually, it's a bit like the situation with my father. I started not talking; I started not sharing anything with them. After that, those who love me and those still in contact with me emerged. And I continued with them.

Ya en başta küçüklükten başlayım. daha çok eğleniyorduk, arkadaşlık buydu. Tamamıyla birbirimizi gördüğümüzde sevinip, gidip oynuyorduk. Bir süre sonra o bunları yapabiliyor arkadaşım olsun, bu şunları yapabilir arkadaşım olsun iyi geçin. İşte bu şurda iyi, iyi geçineyim bizi iyi görsünler ki aynı line'a versinler. Kurduğumuz bağ buna dönüşmeye başladı. Ondan sonra bir dönem sonra çok kısa değil, yani bir sezon içerisinde oldu. Gençler liginin ilk senesinde artık şey hani, yaşın da vermiş olduğu bir durumla dedim ki yani böyle bir ilişki kurma ihtiyacım yok, yani seven, arkadaş olan ilgilenir burada yanımda durur dedim. Genel olarak hepsiyle iletişimimi kestim. Aslında birazcık babamla olan durum gibi. Konuşmamaya başladım, onlarla bir şey paylaşmamaya başladım. Ondan sonra işte beni sevenler benimle hala iletişimde olanlar ortaya çıktı. Ve ben onlarla devam ettim.

Ice Hockey, S08 - Male

S02 said that the competition forces the athletes to compete in a hostile sports environment, not one where they can make friends. S02 talked about how important it is to be friends outside of sports, but she also said that she doesn't get to do this much.

Then, we had an endless rivalry when I was 16-17. we used to come face to face in all matches, and you say arch-rivals were like this. We were constantly competing because they were pushing us into this competitiveness. So, for example, they were saying that Turkey's winner would go to this game. The first two will not go; only the first will go. And we would be in a constant race with them. And yet they usually win. So, we couldn't always go because of them. Those two girls acted like we were rivals or couldn't be friends. You can be friends with anyone; I was on that mind. I was taking an approach as if we could be rivals on the field, but we don't have to be rivals outside, but I couldn't get the same thing from the other side. I think this is all because of the Badminton community, so I never want to find fault with girls. In other words, as you became successful, everyone started to be hostile toward you. So, an enemy rivalry. This is something I don't understand at all. Yes, this way. I think this is one of the reasons why I dislike sports, hostility.

Daha sonra 16-17 yaşlarımda hiç bitmek bilmeyen bir rakibimiz vardı bizim. Ya, biz böyle tüm maçlarda karşı karşıya gelirdik ve ezeli rakip dersiniz ya, onlar oydu o bizim için. Hani sürekli bir yarış içindeydik. Çünkü bizi bu yarışa itiyorlardı. Diyorlardı ki Türkiye birincisi şu maça gidecek. İlk iki gitmeyecek sadece birinci gidecek. Ve biz onlarla sürekli bir yarış içinde olurduk. Genelde onlar kazanırdı. Yani biz hep, hep onlar yüzünden gidemezdik. O iki kız, nasıl desem rakibiz ya biz arkadaş olamazmışız gibi davranıyorlardı. Herkesle arkadaş olabilirsiniz, ben de bu kafadaydım. Sahada rakip olabiliriz ama dışarıda rakip olmak zorunda değiliz gibi bir yaklaşım sergiliyordum ama karşı taraftan aynı şeyi alamıyordum. Bunun da tamamen Badminton camiası sebebiyle olduğunu düşünüyorum yani kızlara suç da bulmak istemiyorum asla. Yani siz başarılı oldukça herkes size düşman olmaya başlıyordu. Yani bir düşman rakipleşme. Hiçbir şekilde anlamadığım bir şey bu benim. Spordan soğumama sebep olanlardan biri de bu sanırım, düşmanlık.

Badminton, S02 - Female

In the following excerpts given below, SA08 mentioned that the teams have some customs within their own dynamics and that this is accepted as a joke that may allow some difficulties to occur in time.

Around eighteen, they become very mean to their peers. The things they say and do in the locker room are so bad that they joke about hiding their stuff. It looked like they had stuck the things they were sitting on with duct tape. Did

they use duct tape to do something? I remember the phrase very well "Do you know what's going on in our dressing room?"

Akranlarıyla onsekiz yaş civarında akranlar arası çok acımasız oluyorlar. O soyunma odası muhabbetleri falan çok kötü şey, birbirlerine değişik şakalar yapıyorlar, eşyalarını saklamaya kadar şaka yapabiliyorlar. Sanki koli bandı yapıştırmışlardı oturdukları yerlere eşyalara falan, koli bandıyla mı yapıştırdılar bir şey yaptılar koli bandı ile. Oğlumun o soyunma odasında neler oluyor sen biliyor musun cümlesini çok iyi hatırlıyorum.

Ice Hockey, SA08 - Mother

At the same time, SAN addressed that it is crucial for the athlete to feel belonging to a group and share many important moments. These excerpts are given below.

He had a few more friends who were always from the older, not younger, teams. Because my son was a part of the older team, he would bring his team to our house. We had a huge house, and it was close to the gymnastics hall. So everyone came to our house. If there's a match, they all come to our house to watch it. The party will be at our house if it's someone's birthday. There's always something going on at our house. So, what can I say? My son has never had so much trouble. Everything he knew came from his brothers, who had no life outside gymnastics.

Birkaç arkadaşı daha vardı hep büyük yaş takımı, küçük yaş takımı değil. Büyük takımındaydı çünkü oğlum. O büyük takımla beraber bizim eve gelirlerdi. Çok büyük bir evimiz vardı bir de jimnastik salonuna çok yakın ya hepsi bizde olurlardı. Hemen maç mı olurdu maç seyredilerdi ondan sonra doğum günü mü olacak bizim evde kutlanırdı, bir şey olurdu bizim evde. Yani oğlum ne diyeyim ki hiç öyle bir zorluğu olmadı. Ne öğrendiyse o abilerinden öğrendi ve dışarıda hiçbir hayatı olmadı.

Gymnastics, SAN - Mother

In the following excerpts given by SB0, the child's family cares about whether the child's peers are good competitors who can help their child improve or not.

Among her peers, we always looked for good competitors in Turkey. No matter how many good opponents there are, if there are people in Turkey who can lift themselves and work hard, they will eventually be the first to touch the finished board, swim better, be on the national team, and be in a good club. In this context, as well as there are people, you have to swim better than them. In this context, her peers, sometimes elders, became very good peers.

Onun yaşlıları içinde biz her zaman Türkiye'de iyi rakipler aradık. Ne kadar iyi rakip varsa Türkiye'de kendini yukarı taşıyabilen, ciddi emek veren birileri varsa

en nihayetinde bitiş tahtasına ilk önce deęen daha iyi yüzmüştür ve milli takımda yer alacaktır, iyi bir kulüpte yer alacaktır. Bu bağlamda ne kadar iyi birileri varsa sen de ona göre daha iyi yüzmek zorundasın. Bu bağlamda onun yaşitları, zaman zaman büyükleri, çok iyi akranları oldu.

Swimming, SB0 - Father

In the following excerpts given below, SB08 highlighted the importance of a peer with whom a talented athlete can play is mentioned mainly in team sports.

Before us, we have an athlete called S20. S20 was a very different child in his time. We later became teammates with the S20. Since he was a very masterful child, S08 took him as an example as a personality and a game. Their traits were similar then, so there is a friend effect as well. They wanted to take advantage of the S08's capabilities because children couldn't keep up with the S20. My son was closest to him, so he wanted to play with him.

Bizden önce S20 diye bir sporcumuz var. S20 de kendi döneminde çok farklı bir çocuktur. S20 ile de daha sonra takım arkadaşı olduk. Çok efendi de bir çocuk olduğu için S08'in onu hem kişilik hem de oyun olarak örnek aldı. Yapıları da benziyordu o zaman yani arkadaş etkisi de var. Onlar S08'in yeteneklerinden faydalanmak istiyorlardı çünkü çocuklar S20'e ayak uyduramıyordu. Ona en yakın oğlum geliyordu dolayısı ile onunla birlikte oynamak istiyordu.

Ice Hockey, SB08 – Father

4.3.5. Parent-parent relations

One sub-themes within the relatedness theme emerged as parents' relationships. The relations between parents are generally expressed as a strong bond until the children's decision-making skills develop. Youth may be negatively affected if parents have negative connections, make comparisons between athletes or age groups, or are positively affected by socialization with each other. The level of family participation shapes this relationship.

S06 noted that some decisions were made by the athletes' families when athletes were young, which may have left them with unfavorable feelings. These excerpts are given below.

We are small; we can't decide on such things alone. My partner's family has made plans to let them break up and find another partner for our daughter. So, breaking up with my partner was something that made me a little angry. Also,

when a trophy is given in the dance, one trophy is given to couples. We made a deal for the trophy with my partner. It was on her for fifteen days; it was on me for fifteen days. At that age, such a trophy was significant to me. You know, I loved my trophy. Then when such a separation happened, my father went to her parents, and then it was her turn for the trophy. My father took the trophy from them. Then the trophy was always with us.

Biz sonuçta küçüğüz hani, çok fazla o tür şeylerde kendi kendimize karar veremiyoruz. Partnerimin ailesi, ayrılışınlar ona başka bir partner bulalım gibi birtakım planlar yapmış. Bu yüzden partnerimle ayrılmam birazcık beni öfkeliendiren bir şeydi. Bir de dansda kupa verildiği zaman bir tane kupa veriliyor. Bir çiftte bir kupa veriliyor. Biz bu kupada şöyle bir anlaşma yapmıştık. 15 gün onda duruyordu, 15 gün bende duruyordu. O yaşta hani böyle bir kupa çok önemliydi benim için. Hani çok seviyordum falan kupamı. Sonra bu şekilde böyle bir ayrılma olunca, babam gidip o zaman onların sırasıydı, kupayı onlardan almıştı. Sonra kupa bizde kaldı hep.

Couple Dances, S06 - Male

Here, S03 talked about how a fight between families in the stands negatively affects his match concentration and performance flow. These excerpts were given below by S03.

Şöyle bazen tartışmalar oluyor tribünde. Tartışmalar olduğu zaman bizim de gözümüz kalıyor. Geçen sene bir maçımız çok ateşli geçmişti çünkü çok sertti. O yüzden tribünde de tartışmalar çıktı. Hatta kendi velilerimiz arasında tartıştı. Farklı tartışmalar oldu. O gün o tartışma bittikten sonra maça geri döndüğümüzde ben bittim. Hiçbir daha top da alamadım, oynayamadım da. Orada ben anladım yani tribüne bağlı olmamam gerektiğini ve her şeyi sahada arkadaşlarımla ve antrenörüm ile yaşamam gerektiğinin farkına vardım.

Sometimes, there are arguments in the tribune. When there are arguments, we are also blindfolded in the field. We had a scorching game last year because it was very tough. That's why there were arguments in the tribunes. Even there was an argument among our parents. There were different discussions. I was done when we returned to the game that day after that argument was over. I couldn't get any more balls, nor could I play. So, I realized that I should not be tied to the tribunes and should experience everything on the field with my friends and coach.

Volleyball, S03 - Male

In these excerpts given by SA0 below, she explained that there was no atmosphere for them to interact with other parents outside of competitions because they did not

wait for their children during training. Thus, no friendships were formed between parents.

We didn't talk to the other parents very much because our house was so close to the pool that she could go by herself. If it were late in the evening, I would mostly go to the pool to pick her up when she was done. We never stayed there long enough to talk to any of their parents. She went to training by herself when she was going to university. I didn't have a relationship again. We only met at competitions when she was in middle school. We had a few conversations at the competitions, but that was it. We were never friends with each other.

Bizim velilerle çok ilişkimiz olmadı çünkü bizim evimiz çok yakın olduğu için antrenmana kendisi gidip gelebiliyordu. En fazla ben akşam geç olduysa çıkacağı saatlerde gidip onu alıp eve geliyordum. Yani orda hiç kalıp da bir muhabbet etme durumumuz olmadı hiçbiriyle. Üniversiteye de giderken kendisi gidip geldiği için zaten yine benim ilişkim olmadı. Çoğu veliyle, ortaokul zamanında sadece yarışlarda tanıştık, yarışlarda iki muhabbet ettik o kadar, başka bir arkadaşlığımız olmadı hiçbir zaman için.

Swimming, SA01 - Mother

In these excerpts given below, SA01 has mentioned other athletes' mothers as friends when explaining their experiences together. She also emphasized that they have social relations with some mothers where they can express divergent opinions about figure skating.

I will give an example from my friends whom I love very much. They say that for a group coming from below, they have advanced too far, and ours are still standing. Think about it; they think about how they have progressed, whether something extra was done to them. I don't know why there is such a thing. I said based on my own child. My child's problem should not be that she made that jump; I couldn't. I'm working, but mom should say I can't. It should not be that person A is making a move I can't make.

Çok sevdiğim arkadaşlarımdan örnek vereceğim. Bir alttan gelen grup için onlar çok ilerlemiş bizimkiler yerinde saymışlar, bir düşünün bakalım onlar nasıl ilerlemiş, ekstra bir şey mi yapılmış onlara mesela diye düşünüyorlar. Neden böyle bir şey var bilmiyorum. Ben kendi çocuğum bazında şunu demiştim, benim çocuğumun derdi şu olmalı o onu attı ben atamadım değil, ben çalışıyorum ama anne yapamıyorum demeli, A yapıyor ben yapamıyorum değil.

Figure Skating, SA01 - Mother

In these following excerpts, SBZ said that the line between the private and sporting lives of skating parents has disappeared with some parents, but this is not disturbing for him.

In general, our private lives started intertwining with those of the prominent parents on the ice. Now that you're getting really tight, it gives pleasure; no lies now. I have no complaints about that. Whether it's with A's father or B's father on the other side, when I looked there, coach C was not on the ice either, but he was on the ice; after all, we were always intertwined with them. It is fun; we spend time with them in our social time outside the ice.

Özel hayatımız genelde, epey bir iç içe girmeye başladı buzdaki belli başlı velilerle. Artık iyice sıkı fıkı oluyorsun yani keyif veriyor yalan yok şimdi. Ben o konuda hiç bir şikayetim yok işte A'nın babası ile olsun öbür tarafta B'nin babası tarafında olsun orda baktığım zaman C hoca da buzda değil ama artık, buzdaydı o da sonuçta işte hepsiyle iç içe girdik. Keyifli oluyor işte buz dışındaki sosyal zamanımızda onlarla zaman geçiyoruz.

Figure Skating, SBZ - Father

The following statements of SB06 mentioned that when their son and his partner are young, parents may take actions to defend their children's rights that the child may not even consider. Families discuss an issue that exclusively affects young partners among themselves.

When he was young, only one cup was given to two partners when they were the 2nd in Turkey. The cup stayed with his partner. When they broke up from partnership, I said, "you're going to give us the cup if you're leaving." I also took the cup from their hands. They were guilty; they felt guilty. They didn't say anything in there. Because she was the one who left, and she was leaving. She goes by finding a new partner. We are left without a partner, so our chance to compete is taken away. Could I explain? As such, they couldn't say no.

Küçükken Türkiye 2.si oldukları zaman bir kupa iki partnere verildi. O zamanki kupa partnerinde kalmıştı. Ayrılınca onlar, ben de dedim ki kupayı bize vereceksiniz madem siz ayrılıyorsunuz. Kupayı da aldım ellerinden. Suçlular, suçlu hissediyorlardı. Gık diyemediler. Yani orada çünkü giden oydu ve bırakıp gidiyordu. O bir partner bularak gidiyor. Biz partnersiz kalıyoruz yani bizim yarışma şansımız elimizden alınıyor. Anlatabildim mi? Böyle olunca gık diyemediler.

Couple Dances, SB06 - Father

4.3.6. Coach–parent relations

One of the sub-themes within the relatedness theme emerged as coach parental relations. The family and coach relations under the relatedness theme are usually decisive until children's decision-making skills develop. The family tends to interfere with the coach's work in negative relations; it can negatively affect the relationship between the athlete and the coach, it can be supportive when good communication is established, and it can put pressure on the coach. The family's sensitivity may grow in conditions perceived as inadequate. These excerpts are given below.

Here, S06 shared his thoughts that families should not interfere with the work of the coaches and should not interfere with anything other than transportation support. These excerpts were given below by S06.

For one thing, I don't like families that start to get involved in a coach's business. They don't like them as coaches anyway. Now that I think of it as a coach, I wouldn't want it to be interfered with by my family. As a coach, I probably wouldn't want the parents to be involved in anything except for the transportation of the child at that point.

Ya bir kere, bir antrenörün işine karışmaya başlayan aileleri ben çok sevmiyorum. Onları antrenör de çok sevmiyorlar zaten. Şimdi antrenör olarak düşündüğüm için çok fazla hani işime karışılmasını istemezdim aile tarafından. Aslında ben, o noktada ailenin getirmesi götürmesi dışında çocuğu hani hiçbir şeye karışmasını istemezdim herhalde bir antrenör olarak.

Couple Dance, S06 - Male

Here, S03 stated that the close relationship between the family and the coach harms the coach-athlete relationship. These excerpts are given below.

Whatever coach and athlete live; they will live together. Because this time, the coach reflects this to the family when the family gets closer. It's not pleasant.

Sporcu antrenörü ile yaşadığını birlikte yaşayacak ne yaşıyorlarsa. Çünkü aile yakınlığı zaman antrenör de aileye bunu yansıtıyor. Hoş olmuyor.

Volleyball, S03 - Male

In these excerpts given below by SA0, the family and coaches must communicate to provide the necessary information about young athletes.

First playing away. Our daughter was in the fifth grade. Our daughter is a sleepwalker. She used to get up at night while she was sleeping and would walk without realizing it. Then we panicked a lot. Her trainer was male; how he would do it, how it would be, won't be easy because she was in the fifth grade. As we said, she got up at night; it rained a lot that night, and her coach came to their room and stayed with them. Two friends were staying in the same room. The coach stayed with them. The coach said if you didn't tell me, I would be afraid; why this girl got up and walked around. I don't remember now if she had a cell phone. She has not because we would call and talk with her coach. Her coach told us what happened that night. We thought that after she got through the first night, she would also get through the other nights.

İlk deplasman. Beşinci sınıfa gidiyordu. Kızımız uyurgezerdi. Gece uyurken kalkıp gezerdi farkında olmazdı. O zaman biz çok panikledik. Antrenörü erkekti, nasıl yapacak, nasıl olacak, bu çok zor olacak daha beşinci sınıf diye. Gerçekten dediğimiz gibi kalkmış gece, yağmur çok yağmış o gece, antrenörü odalarına gelmiş ve onların yanında kalmış. İki arkadaş kalıyor aynı odada. Antrenörü söylemeseydiniz korkardım niye bu kız ayağa kalktı niye dolaşiyor diye dedi. O zaman onda cep telefonu var mıydı şimdi hatırlamıyorum. Yoktu herhâlde ki antrenörüyle arardık konuşurduk. Antrenörü böyle böyle diye anlattı. İlk geceyi atlattıktan sonra diğer geceleri de atlatır diye düşündük.

Swimming, SA0 - Mother

In these excerpts given below by SAZ, the mother expressed dissatisfaction because she believed that the coaches were not fulfilling their responsibilities, despite fulfilling her duties as a mother.

I look at it from this perspective, saying that as a mother, I wonder what I'm doing wrong to prevent my daughter from doing an axel. I consider feeding her, taking her to train, and providing her with technical equipment; am I missing something there? However, I believe that the coaches do not see it the same way. In other words, I believe the coaches did not recognize her flaws at the time. Because this happened based on my research. No one told me that your daughter was working, working but not doing. Or they did not see her dissatisfaction at the time; my disappointment persists to this day.

Ben şu açıdan bakarım derim ki anne olarak benim onu axel attırmaktaki eksiğim nedir diye düşünürüm; yemeğini mi yedirmiyorum, antrenmanına mı götürmüyorum, teknik ekipmanını mı sağlamıyorum, orda mı bir eksiğim var ben öyle bakarım niye atamıyor benim açımdan odur. Ama hocaların bu gözle bakmadığını düşünürüm. Yani sporcunun o dönemde eksiğini görmediğini düşünüyorum. Çünkü bu benim araştırmalarım üzerine oldu kimsede bana gelip demedi ki sporcumuz çalışıyor çalışıyor olmuyor ya da onun o dönemdeki mutsuzluğunu görmediler o dönem benim hala kırgınlığım devam ediyor.

Figure Skating, SAZ - Mother

In these excerpts given below, SB08 stated that they give feedback to the coach about how ambition is vital in athletes' life as parents. In addition, some feedbacks focus more on the coach's personality than athletes and the team.

So there was no problem in team time. Only our coach was very passive. Let's call him a "clean-cut man" or a "tenderfoot." We also told the coach exaggeratedly that children who should be at the top are held back by their lack of ambition, that there is a need to have some ambition in sports, and that he needs to get the kids out to win at least. The coach also cried because of us.

Yani takım zamanında hiçbir sıkıntı yoktu. Sadece antrenörümüz, çok pasif ve edilgen biriydi. Çok efendi diyelim biz ona ya da apartman, muhallebi çocuğuydu. Antrenöre, hırstan yoksun olmanın aslında zirvede olması gereken çocukları geri çektiğini, sporda biraz da hırsinin olması gerektiğini, kazanmak için çocukları en azından çıkarması gerektiğini birkaç kere abartılı bir şekilde söylemişliğimiz de antrenörü ağlatmışlığımız da var.

Ice Hockey, SB08 - Father

In these excerpts given below, SB06 argued with the coach because he does not trust the competence and knowledge of his child's coach. These excerpts are given below.

I went to the dance hall once, and by chance, it was open. He folds my son backward; he will break his back. After that, "Right away, I stepped in. I said, what are you doing?" He told me that I'm a coach. I told her, "You don't know this." I said, "You're a lawyer," We quickly got our son out. You don't know Anatomy. You cannot do these things because you danced there for three years. Of course, he sees Russian children doing the same to Russian children, but those who do it do this to the end. So that was my only intervention. Other than that, nothing happened.

Bir gün bir gittim, şeyde tesadüf o da kapalı açık. S6'yı tersten katlamış belini kıracak. Ondan sonra, hemen müdahale ettim dedim sen ne yapıyorsun? Ben antrenörüm dedi. Dedim sen bunları bilemezsin dedim. Sen avukatsın dedim ve anında çektik oradan çocuğu. Anatomi bilmezsin orada üç sene dans ettin diye böyle şeyler yapamazsın. Rus çocuklarını görüyor tabi, Rus çocuklarına öyle yapıyorlar ama Rus çocuklarına yapanlar bu işi sonuna kadar yapıyorlar. Yani tek müdahalem o oldu. Onun dışında hiçbir şey olmadı.

Couple Dance, SB06 - Father

4.4. Combined Factors

In the combined factors, sub-themes were formed based on the situations the athletes and their families described, with at least two superordinate themes of autonomy, relatedness, and competence assessed. Combined factors include the sub-themes of age-related changes, dual-career, and perceived optimal sports parenting.

4.4.1. Age-related changes

One sub-themes within the combined factor's theme emerged as age-related changes. In the age-related change, it is expressed that it is necessary to regulate resilience, self-discipline, and peer relations during adolescence are essential. Balancing the family-athlete relations and autonomy, sacrifice from peer relationships with increasing self-awareness, and regulating the family relationship with increased competence and autonomy are founded. These excerpts are given below.

Here, S01 expresses that she needs resilience, self-discipline, and regulated peer relations to overcome the difficulties she experienced during puberty. These excerpts are given below.

When you are such a small child, you do everything, you do not get tired, in any way, it was so enjoyable. We couldn't get out of the ice from morning to night. But after that, there is only one troubled period: puberty. So, you want to be lazy at training, or your friend's environment is also critical. You know, that's what they say, come on, let's go to another place, let's do something else. Maybe it only takes about a year, but if you endure that year, nothing is left; nothing is that important. It is effortless after that, but most people do not want to endure that one year or something.

Böyle küçük çocukken hani her şeyi yapıyorsun yapıyorsun yorulmuyorsun hiçbir şekilde. O çok zevkliydi. Sabahtan akşama kadar buzdan çıkmayabiliyorduk falan. Ama ondan sonra tek bir sıkıntılı dönem var o da ergenlik oluyor. Yani böyle işte bir tembellik yapmak istiyorsun ya da arkadaş ortamın da çok önemli. Hani o diyo işte aaa gel başka bir yere gidelim, başka bir şey yapalım. Sadece bir yıl kadar falan sürüyor belki ama o yıl dayanırsan geriye hiçbir şey kalmıyor

hiçbir şey o kadar önemli değil. Sonrası çok basit oluyor ama çoğu kişi o bir yıla dayanmak falan istemiyor.

Figure Skating, S01 - Female

Here, S0 mentioned how her self-perception through failure changes in time. She added that the increase in self-confidence and self-awareness makes her more able to control her emotions and change her perspective on situations. These excerpts are given below.

Until this competition, what I said was a perception of failure for me. For example, I swam more or less the same degrees in this competition, but I still could not improve myself compared to the previous one. But when I looked at it, I felt good in the pool, knowing that my training brought this feeling. That's why I know that I am on the right track by trusting my feelings, that is, by trusting what I feel in the water, rather than perceiving this failure or a little bad swimming as a failure.

Şöyle bu yarışa kadar bu dediğim şey bir başarısızlık algısıydı benim için. Ama mesela bu yarışta az çok aynı derecelerimi yüzdüm yine kendimi geliştiremedim bir önceki yarışa oranla baktığım zaman. Ama havuzda iyi hissediyordum ve yaptığım antrenmanların bu hissiyatı getirdiğini biliyorum. O yüzden bu gelişmemeyi ya da işte azıcık kötü yüzmeyi bir başarısızlık olarak algılamaktansa tam tersine hissiyatıma güvenerek yani suda o hissettiğim şeye güvenerek doğru yolda olduğumu biliyorum.

Swimming, S0 - Female

Here, SA08 described the various transitions her son underwent throughout the process. While the athlete's autonomy strengthens through time, he also forms different relationships with his family. These excerpts are given below.

Of course. My son does what you say when he is little. He takes action as it is when he sees it. But when they grow up a bit, their body, mind, mood, everything changes; they go to artistic states, and the child changes. You see them all one by one, different reactions at different ages.

E tabii ki. Küçükken sizin söylediğinizi yapıyor. Hareketi gördüğünde olduğu gibi alıyor. Ama biraz büyümeye başlayınca kendi bedeni, kafası, havası her şey farklılaşıyor. Artistik hallere gidiyorlar, değişiyorlar çocuklar. Hepsini teker teker görüyorsunuz ya farklı yaşlarda farklı tepkiler.

Ice Hockey, SA08 - Mother

Here, SA0, the mother, stated that the athlete's self-awareness is high and that she sacrifices her peer relationship to spare time for being competent in swimming. These excerpts are given below.

There's a lot of effort. Too much, I think. She never participated in another sport. She began when she was seven years old. She had other options, but she couldn't pursue them. She simply had to swim at that point. She either didn't want to because she enjoyed swimming. At the time, we were living in public housing. She preferred swimming to playing in the garden with her friends. She never asked them that I may come and play. She didn't say that she always spent her time swimming. She was happy with what she was doing. In his childhood, she spent more time swimming than playing. It is so right now. She grew up and never had a normal life, just swimming. Volleyball players are very comfortable, basketball, I'm sure it is. So, swimming is not like that, unfortunately.

Çok fazla emek var. Aşırı derecede bence. Başka bir spor dallarına hiç yönelemedi. 7 yaşında başladı, önünde başka seçenekler olsa da onlara gidemezdi, sadece yüzmeyi yapmak zorundaydı o anda. Arkadaşları bahçede oynarken, lojmandaydık o zamanlar, o yüzmeyi tercih etti. Hiçbir zaman ben de gelip oynayayım diyemedi. Bunu da şey yapmadı yani, zamanımı hep yüzerek geçirdim diye de söylemedi, mutluydu yaptığı işten. Hayatında çocukluk zamanında oyundan çok yüzmeyle geçirdi. Şu anda da öyle. Büyüdü hiçbir zaman normal bir hayatı olmadı, sadece yüzme oldu. Voleybolcular çok rahatlar, basketbol eminim ki öyledir. Yani yüzme öyle değil maalesef.

Swimming, SA0 - Mother

Here, SB03, the father, states that while his son's competence and autonomy increase, his visual and technical feedback to the athlete decreases over time. These excerpts are given below.

Of course, at first, I was attempting to correct the deficiencies that I saw from the side of the field, as far as I know, by assuming that the coaches could not see it along the way, on driving. You better do it this way, son, or you can do it that way. That was the case at first. So, as much as I could teach him at home, I attempted to show him some volleyball positions and postures at home. I've been of great assistance to him. I had more suggestions for things and techniques over the next few years. He will reach a much higher level than me in the coming years. I'm not sure what I can do to help him.

İlk zamanlar tabi böyle öğrenmesi ile ilgili hani ben de kendim bildiğim kadarıyla, daha kenarından gördüğüm eksiklerini hocaların göremediğini varsayarak düzeltmeye çalışıyordum yol boyunca, dönüşlerde filan. Oğlum böyle yapsan daha iyi olur ya da şöyle yapabilirsin gibi. İlk zamanlar böyle

gelişiyordu. Yani evde kendim de böyle öğretebileceğim kadarıyla bazı pozisyonları işte duruş şekillerini falan göstermeye çalışıyordum. Öyle bir faydam oldu. Sonraki yıllarda biraz daha şeylerine tekniğine yönelik önerilerim oldu artık bundan sonra benim oynadığım seviyeleri geçmiş olacak. İlerleyen yıllarda bilmiyorum nasıl bir katkı olur ama şimdiye kadar böyle geçti.

Volleyball, SB03 - Father

Here, SB06 asserts that as his son matures, his autonomous behavior develops, and thus, the family's relationship with the athlete evolves in time.

When he was little, we had to be more involved. I don't know; we must tie his shoes when he was little. His dance shoes seemed to have a lot of strings. Maybe we needed to collect his things up to a certain point. After training, he dived into the game. We were saying let's go, son, but as he got older, he did everything independently.

Küçükken tabi biz ister istemez daha müdahil olmak durumunda kalıyoruz. Ne bileyim ayakkabısını bağlamamız gerekiyor. Mesela küçükükken dans ayakkabısının bir sürü ipi var. Eşyalarını belki toplamamız gerekiyordu belli bir yere kadar veya oyuna dalıyordu. Hadi oğlum gidelim diyorduk ama yaşı büyüdükçe daha kendi kendine yaptı her şeyi.

Couple Dances, SB06 - Father

4.4.2. Dual Career

One sub-themes within the combined factor's theme emerged as a dual career. In dual career, it has been stated that not viewing sports as a profession in Turkey decreases autonomy but increases self-discipline. Friends are sacrificed to manage the process in self-disciplined work, and family resilience is demonstrated, but the athletes postpone the pleasures they will receive. These excerpts are given below.

In these excerpts below by S0, sports is not seen as a profession in Turkey. Her father is a role model who manages his dual career. Although a dual career improves the athlete's self-discipline, this situation negatively affects her autonomy.

They don't look at sports as a profession in Turkey. That's why you need to have a different alternative. This message has been given to me since I was little. When I think about it, my father is a volleyball player but also has another profession. I actually have such a role model in front of me. In other words, it can be done at the same time. But they said that if you have to choose one of

them from now on if one of them is going bad, swimming will not be your choice. It will be school.

Türkiye'de spora meslek olarak bakmıyorlar. O yüzden senin elinde farklı bir alternatifin olması gerekiyor. Bunun mesajını bana küçüklüğümde beri verdiler. Ki zaten düşününce babam evet voleybolcu ama aynı zamanda da başka mesleği de var. Önümde böyle bir rol model var aslında. Yani aynı anda yapılabilir. Bana hep o mesajı verdiler. Ama dediler ki bundan sonra da eğer birinden birini seçmen gerekecekse hani birinden biri kötü gidiyorsa seçeceğin şey yüzme olmayacak. Okul olacak.

Swimming, S0 - Female

Here, S02 explained that she has a self-disciplined work method to balance school and athletics and sacrifices her social life with her friends to succeed in both jobs. She mentioned that sport has a significant positive impact on academics. The excerpts are given below.

So, most of the time left after training; I was already studying. I mean, I've never been an athlete with poor grades. In general, there is a perception outside that if she does sports, her classes are definitely bad, but those inside the real sports know that doing sports is very supportive of lessons. It's always been like that for me; I was always a good kid: in elementary school, middle school, high school, and university. I mean, I was always studying, most of the time, and for example, as I said at the beginning, I couldn't be involved in these friend activities; I always had a priority. It would be best if you had handled them first. After that, maybe if you have time.

Yani antrenmandan arta kalan çoğu zamanda ders çalışıyordum zaten. Yani hiç dersleri çok düşük bir sporcu olmadım. Genelde dışarda bir algı vardır, spor yapıyorsa dersleri kesin kötüdür falan diye ama asıl sporun içindekiler de bilir ki spor dersi çok destekler. Bende de gerçekten hep öyle oldu, dersleri hep iyi bir çocuktum yani. İlkokul, ortaokul, lise, üniversite. Yani çoğu zaman hep ders çalışıyordum ve mesela başta demiştim bu arkadaş faaliyetlerine pek dahil olamıyordum, hep bir önceliğimiz vardı. Önce onu halletmeliydiniz. Ondan sonra belki vaktiniz varsa.

Badminton, S02 - Female

Here, SBN expressed that the whole process of her child is in a rush. Her son not only sacrificed the pleasure of sitting and eating at home but also expressed that his resilience must be high to maintain this dual career management every day.

Concurrently, it can be observed that the entire family adjusts their living conditions so that their son will have less fatigue.

100 meters this way, 100 meters another way. We were in the middle, between the school and the stadium. We have done such a thing that our son does not get tired of anything, does not suffer, and he never says "goodbye" like that. God bless him, he never said. He was rushing home straight to the stadium, throwing his bag off. He was taking the other bag and heading straight to school. Of course, we changed our lives in the way my child would be comfortable, of course. Her father, I, and her sister all made many sacrifices. But we are receiving the fruits of his labor. We are pleased.

100 metre bu tarafa doğru gidiyorduk, 100 metre diğer tarafa. Böyle okulla stadyumun arasındaydık. Öyle bir şey yaptık ki hiçbir şeyden çocuk yorulmasın, eziyet çekmesin, çocuk hiç böyle aman demesin. Allah da razı olsun ondan hiç de demedi. Hiç aman demedi. Doğru jimnastik salonuna oradan koşturuyordu eve, çantasını sırtından atıyordu. Diğer çantayı alıp doğru okula gidiyordu. Kesinlikle çocuğum nasıl rahat edecekse o yönde değiştirdik hayatımızı o süreçte tabii ki. Babası da ben de ablası da, hepimiz çok fedakarlıklar yaptık. Ama çok güzel meyvelerini alıyoruz. Çok mutluyuz.

Gymnastics, SBN - Mother

Here, SA0, the mother, stated that her daughter receives family support to balance sports and school and sacrifices personal time to accomplish her academic responsibilities. In addition, S0 showed resilience despite her teachers' demands that he stop the sport. These excerpts are given below.

I would prepare breakfast for her. I would prepare both breakfast and lunch. She shouldn't waste time because she didn't have time to have breakfast. It passed with a rush; those times were challenging. She had many difficulties with school. Her teachers said, "you will not swim, you will not do it, you will not be absent from school." She would like to swim, but she has to go to competitions for a certain period. There were many difficulties, but I hope we finished it for the best.

Kahvaltısını yanına hazırlardım. Hem sabah kahvaltısını hem öğle kahvaltısını. Zaman kaybetmemesi gerekiyor çünkü kahvaltı yapacak zamanı yoktu. Koşturmacayla geçti, o dönemler çok zordu. Çok zorluklar yaşadı okulla beraber, öğretmenleri yüzmeyeceksin, yapmayacaksın, okulda devamsızlığın olmayacak derdi. O yüzmek isterdi, belli bir dönem yarışlara gitmek zorunda. Yani çok zorluklar oldu ama hayırlısıyla bitirdik inşallah.

Swimming, SA0, Mother

In these excerpts given below, SB0 stated that professional athletes could not express themselves as swimmers with self-confidence in their fields because they do not have any financial gain from sports. They cannot show resilience during the exam year, and some dropout happens. He added that his daughter managed her dual career well despite these conditions.

Overall, there is no real financial gain, particularly in swimming, because sponsorship is not yet fully established in our country." In other words, how many athletes can say, "I am a swimmer, and yes, this is my profession." Currently, most good athletes stop swimming to take the university exam and secure their future, or they reduce the number of training sessions, and their success decreases. My daughter was able to run them together.

Hepsine bakıldığında kesinlikle ilk önce ülkemizde sponsorluk tam yerleşmediği için özellikle yüzmede, gerçek manada maddi kazanım söz konusu değil. Yani "ben bir yüzücüyüm, evet mesleğim bu" diyebilen kaç kişi vardır bilmiyorum. Şu anda iyi bir sporcu kitesinin büyük bir çoğunluğu üniversite sınavına kaygılar içinde girip geleceğini garanti altına almak için yüzmeyi bırakıyor veya antrenman sayısını azaltıp başarısını düşürüyor. Kızım ikisini birlikte götürdü.

Swimming, SB0 - Father

In these excerpts given below, SB03 discussed his experiences and explained why a second career is necessary to protect his son from any potential adverse outcomes in his sports career. Thus, it is noticeable that he attempts to develop his son's self-awareness but does not provide him the space to make autonomous decisions.

My concern is that will my son face the same issue that I did? There are a few question marks in my mind from time to time. That is why I strongly recommend my son. So he can see the difficulties. Look, son, I'm sharing my experiences as if I've gone through the same things you have. I went this way when I did not have a way in the sport. On the one hand, your academic career is being negatively affected. Some athletes combine the two, but they are few, which is rare. If you fail the academic career, I say as if it were not just volleyball. So we have these meetings and conversations.

Endişelerim acaba benim yaşadığım sıkıntıyı çocuğum yaşar mı? diye zaman zaman soru işaretleri oluyor. Bu yüzden çok tembih ediyorum oğluma. İşte zorlukları görebilmesi için. Hani oğlum bak ben de aynı şeyleri yaşadım gibi tecrübelerimi paylaşıyorum. Spor olmayınca böyle bir yol oldu. Şimdi senin akademik kariyerin olumsuz etkileniyor bir taraftan. Hani ikisini birlikte götüren sporcular var ama sayısı da çok fazla değil. Eğer hani akademik kısımda

başarısız olursan sadece voleybol ile olmaz gibi söylüyorum. Bu tür görüşmelerimiz, konuşmalarımız oluyor yani.

Volleyball, SB03 – Father

4.4.3. Perceived Optimal Sports Parenting

One sub-themes within the combined factors theme emerged as perceived optimal sports parenting. In the sub-theme of perceived optimal sports parenting, it is defined that families have less contact with the coaches and help to increase the athletes' self-awareness. They can help athletes develop self-awareness and self-esteem with a supportive and holistic approach, keep the family-athlete relationship at a supportive level by providing an autonomous space, and establish a balanced relationship. These excerpts are given below.

Here, S02 emphasized the significance of strengthening the athlete's self-awareness and giving them a safe space where they can feel more independent and confident in the sporting environment.

I don't think any parent should contact the coach unless it's urgent. Parents must trust their child's relationship with her coach and support this relationship from behind. So, I think parents should explain the scope of the coaching to the children. Of course, they should know firsthand what the coach can do. Because some families are against coaches and say, you can't do this to my child. But the coach says only A; he doesn't actually say anything. I think that the coach needs to show some rigidity under any circumstances. But there is a limit to that rigidity. I think the family should teach this to the child.

Hiçbir veli direkt antrenörle iletişime geçmemeli bence. Çok acil bir konu olmadığı sürece. Sporcunun antrenörüyle olan ilişkisine biraz güvenmeli ve arka taraftan bunu desteklemeli. Yani, aileler biraz antrenörün kapsamını anlatmalı bence çocuklara. Tabi daha önce kendileri bilmeli, antrenörün neler yapabileceğini. Çünkü bazı aileler antrenörlere karşı şey yani sen benim çocuğuma bunu yapamazsın diyen tipler var. Ama A diyor sadece antrenör, bir şey demiyor aslında. Biraz katılık göstermesi gerekiyor antrenörün her koşulda diye düşünüyorum. Ama o katılığın da bir sınırı var işte. Bunu da çocuğa aile öğretmeli diye düşünüyorum.

Badminton, S02 - Female

Here, S08 suggested that parents' relations with the athlete should balance developed and need-to-develop qualities. He says that if the families are constructive, the athletes' self-awareness can increase in these relations and show the confidence to handle the situation themselves. These excerpts are given below by S08.

Yes, because being told that you are making a mistake here has a completely negative impact on the other side." If you don't tell the good part of your performance or ask how you are, the child will see it as unimportant; it won't compensate for what he did well or how it was and won't correct the mistake. It's also difficult to correct. You say that just doing this is enough for parental involvement. They must be constructive. They only need to be constructive. The player has already rested; he can look after himself.

Evet, çünkü sana sen burada hata yapıyorsun denildiğinde karşı tarafta tamamen olumsuz bir etki bırakıyor. Performansının iyi olan kısmını söylemezsen veya onun nasıl olduğunu sormazsan, çocuk çok da önemli gibi görmüyor iyi yaptığını ya da nasıl olduğunu ve söylenen hatayı düzeltmiyor. Düzelmesi de zor. Sadece bunu yapmaları bile aile katılımında yeterli diyorsun. Yapıcı olmalılar. Sadece yapıcı olmalılar. Gerisini zaten oyuncuda, kendi halledebilir.

Ice Hockey, S08 - Male

Here, SA08 expresses that families must create a more autonomous space for the child and should make sports involvement decisions based on the child's preferences. At the same time, she emphasized that parents should not display their perfectionist tendencies to their children. These excerpts are given below.

Support, continuous unwavering support. My only issue with our S08 adventure was that we got over-involved in sports. I think that S08 would have been different today if we had stayed one more step outside. Perhaps we could keep the father one step outside. However, when it comes to perfectionism, parents should not be a perfectionist about their children. They may be yes in their work, but you shouldn't be a perfectionist about your children. It is necessary to leave the child in his environment. Yes, you are on your way. You will take precautions but won't keep your child too high. You won't pick your child up too much. The world, you know, is in balance, or balance is critical there. We couldn't arrange where or how much to be involved. Parents should stay a little behind. It's not the same as staying one step behind you and touching but not touching it for as long as it wants to.

Destek, hep destek tam destek. Bizim yani S08'yle olan macerada tek sıkıntı duyduğum şey çok fazla sporun içine girdik biz. Belki bir adım daha dışarda kalsaydık S08 bugün daha farklı olabilirdi diye düşünürüm. Babayı bir adım dışarda tutabilseydik belki de. Ama o da işte şey mükemmeliyetçi olunca aileler, ebeveynlerin o kadar mükemmeliyetçi olmaması gerekiyor çocuklarda. İşlerinde evet olabilirler belki ama çocukta mükemmeliyetçilik olmuyor. Orada çocuğu biraz mecrasına bırakmak gerekiyor. Evet sen geliyorsun önlem alacaksın tamam ama yani çocuğu çok böyle üstte tutmayacaksın. Çok yerden de kaldırmayacaksın. Hani dünya denge üstüne ya orda da denge çok önemli. Nerde ne kadar gireceğiz kısmını biz ayarlayamadık. Anne baba biraz arkada durmalı. Bir adım arkada durmalı hani hem dokunmalısın ama dokunmamalısın gibi değişik bir şey orası, istediği sürece.

Ice Hockey, SA08 - Mother

Here, SAN expressed that if an athlete is determined and wants to do it, parents should be self-sacrificing and support their children without barriers. These excerpts are given below.

First, make a sacrifice. First and foremost, you must be selfless. If that child truly desires it, he will manifest himself. Then it's on to him, so you should go after him without handicapping. So I informed friends. We planned our entire lives so our son would be most comfortable in the most trouble-free manner possible. Yes, parents should change their lives if their child succeeds.

En önce fedakârlık. Her şeyden önce fedakâr olmak lazım. Eğer ki o çocuk, istiyorsa hakikaten istiyorsa o kendini belli edecektir zaten. O zaman onun peşinde yani hiçbir engel koymadan onun arkasına gitmek. Yani arkadaşlara anlattım. Biz hiçbir engel koymadan onun en rahat edebileceği şekilde planladık bütün hayatımızı. Eğer ki o çocuk başarılıysa, evet anne baba hayatını değiştirmeli.

Gymnastics, SAN - Mother

In the following excerpts, SB08 mentioned that there is role confusion between the parent and the child when mothers and fathers are overly involved in sports and reflect their feelings. He emphasized the importance of giving athletes autonomous space on the field and regulating their relations based on their needs.

At some point, children will begin to console you. The child starts comforting his parents. So it's beginning to console. Don't worry, the kids are saying, we'll handle it, we'll handle it inside. Parents are fascinated more by sport. Parents' psychology should be strong, they should support it, and they should be

interested in the sport. At the very least, they must make significant sacrifices in this sport. They should not poke their noses in the field at all.

Hatta öyle bir zaman geliyor ki çocuklar seni avutmaya başlıyorlar. Anasını babasını çocuk avutmaya başlıyor. Teselli etmeye başlıyor falan yani. İşte takmayın, olur hallederiz, biz içeride hallederiz falan demeye başlıyor çocuklar. Veliler daha çok kendilerini kaptırıyor. Velilerin psikolojisinin sağlam olması lazım, destek vermeleri lazım, spora ilgili olmaları lazım. Bu sporda en azından çok fedakârlık etmeleri lazım. Sahanın içine hiç burunlarını sokmamaları lazım.

Ice Hockey, SB08 - Father

In the following excerpts, SB06 stated that the family should stay on the sidelines in sports to give a space for athletes to develop their self-confidence, ability to establish social relationships, and cause-and-effect relations. These excerpts are given below.

I believe parenting is optimal when they fully support the child's participation in that sport. Optimal parents carry their child but do not interfere with the sports environment after entering it. The same is true for the child. The child attends that group, and he needs to grow, learn, and socialize. He should try something new. He should have received his results. As the parents' intervention level rises, the child cannot establish the cause-effect relations. So, at the very least, the child cannot grow. That is why there should be a family on this side that fully supports the child and is glad to be together. Parents should take the child everywhere, but they should not look at the child after leaving him.

Çocuğu o sporu yapması için tamamıyla destekleyen aile ideal bence. Götürüp getiren, ama ortama girdikten sonra da hiçbir şekilde müdahale olmayan bir aile ideal ailedir. Çocuk için de böyle. Yani, o çocuk da orada gidip orada kendisi o grubun içinde yeşermesi, öğrenmesi, sosyalleşmesi lazım. Bir şeyler denemesi lazım. Sonuçlarını alması lazım. Müdahale arttıkça, çocuk sebep-sonuç ilişkisini kuramaz ki orada. Yani en azından büyüyemez yani. O yüzden bu tarafta sonuna kadar destekleyen, birlikte olmaktan mutlu olan bir aile olmalı. Her yere getirmeli ama oraya bıraktıktan sonra da hiç bakmamalı.

Couple Dances, SB06 - Father

CHAPTER 5

DISCUSSION

The study aimed to understand how sports parenting interacts with the formation and development of the athlete's basic psychological needs from both the parents' and early specialized athletes' perspectives. Varieties of participants allow us to examine the relation between sports parenting and the basic psychological needs of early-specialized athletes from the varied experiences of parents and early specialized athletes. In this chapter, the superordinate and sub-themes findings will be discussed. This process's finding components: competence, autonomy, relatedness, and combined factors will be discussed in sub-themes separately. After discussing each superordinate and sub-ordinate theme, a general discussion will be provided. Limitations of the current study and future directions are given at the end of the chapter.

5.1 Competence

Competence is more than simply possessing the talent, or natural ability, for your specific sport; it is also the mentality that grows in being an athlete. It is about that athletes are confident in their talents; if they are not, it is about exploring what an athlete needs to know to reach their potential (Deci & Ryan, 2000a). Babkes and Weiss (1999) reported that when parents acted as role models in sports, they gave more positive feedback after their children's performance. When they had more positive beliefs about their children's sports skills, their children had higher perceptions of their competence, enjoyment of sports, and motivation. Thus, it has been discovered that five components shape the competence needs in this study.

These are self-awareness, self-discipline, self-sacrifice, self-esteem, and resilience. First, self-awareness is the fundamental base for understanding the athlete's competence.

5.1.1. Self-awareness

Gucciardi and colleagues (2009) pointed out that self-awareness, defined as knowing yourself, seeing your strengths, weaknesses, and the effect of your actions on other people, makes it much easier to change. It can assist athletes in developing self-confidence and self-esteem, taking greater responsibility for their activities, and making the right decisions. For instance, S0, the father of S0, mentioned that although her daughter followed her intensive training schedule, simultaneously, she got a high score on the university exam. She was aware of what she wanted as a job for the future.

Poolton and colleagues (2007) highlighted that athletes who learn sports and sports-related abilities with a lack of awareness and understanding of the practice might be more affected by tiredness and stress. For instance, S02 mentioned how she felt tired of the sport and decided to quit the sport, which is accepted under the emotional autonomy theme. However, S02 mentioned in a different part of the transcript under the self-awareness theme that she discovered a critical situation with her parents. She underlined that she might feel too much responsibility on her shoulders, although her parents were not imposing any responsibility. Even though she had a chance to change her perception, timing is vital for this discovery. Thus, early-sports specialized athletes may have a negative experience because of timing.

Senecal and Whitehead (2018) mentioned that self-awareness of effort and perceived effort is a hallmark of intrinsic motivation, as is a focus on the process or the task orientation. S0 stated that she has a strong bond with her sports and defined the pool as a place where she can be herself, which means that S0 is aware of the act of engaging in swimming for its innate fulfillment rather than for a distinct effect.

Moreover, SA03 mentioned that her son became self-aware in time, which changed his actions.

However, the family environment is where self-awareness starts to be formed with the parental connections, especially with mothers, as Warren and Stifter (2008) discovered an association between maternal emotion and children's capacity to attain self-awareness. Because mothers may encourage their children to express their positive and negative emotions, validating children's negative feelings, teaching them how to deal with challenges, and boosting their capacity to report on their own emotional experiences. As SAZ, the mother said in the self-awareness theme, her daughter thought her skating performance in the competition was not good while her peers said she skated well. SAZ allowed her daughter to feel that sadness and share her emotions. The mother provided the daughter with a space where she could express her feelings and let her be more aware of the failure in the choreography. Because if people had experienced more stress and anxiety in some situations, they would find a way to release and resolve these situations, leading to maturity and self-awareness (Lappalainen, 2019). For instance, S01 mentioned that when she was much younger, she did everything on the ice and did not get tired because skating was so enjoyable. However, she underlined that puberty was a troubling duration where her laziness about training started. This excerpt is given under age-related change because it has more than one theme.

5.1.2. Self-discipline

Second, self-discipline is known as being able to start and finish tasks despite being bored or distracted. The goal of establishing self-discipline is to achieve what is referred to as "committed compliance," which is a respect for rules and the legitimate authority of those who impose them and a feeling of pride in one's choices and behavior (Kochanska, 2002).

According to research findings, the impression of a physical education classroom atmosphere oriented toward tasks was favorably associated with students' self-

determined drives to maintain a disciplined attitude. It was also connected to the student's perspective, specifically about the tactics based on responsibility and the intrinsic motives that the physical education teacher utilized to keep discipline in the classroom (Granero-Gallegos et al., 2020). Not only can this occur in physical education classes, but also training contexts. For instance, S07 highlighted that "Many coaches were not supported parental involvement. Because gymnastics makes a child self-disciplined and causes maturing at an early age." This quotation is supported, and it is mentioned that sport teaches self-discipline, a sense of competition, and the need for teamwork (Chawla, 1994).

As supported, Schubring and Thiel (2014) explained that some elite athletes learned how to take care of their growing bodies smartly after many negative experiences caused by their maturation. This developmental change has two sides: the strategies of self-discipline that come from changes mean that people are becoming more responsible for themselves and getting more athletic. On the other hand, they use practically the high-performance routine. So, the more youths get involved in elite sports, the more they have to control themselves, and their self-discipline suggests obedience to routine caused by pain. For instance, SAN, the mother, said that when his son makes a mistake in one tool, he aims to try to do it faultless in the other tool and reach that highest place again. In addition, the father of S0 explained that situation with the hardness of time management rather than physical pain management. He stated that S0 might need to regulate the distracting factors thanks to her self-discipline skills. Her daughter must use time efficiently every moment to follow her intense training programs. According to the findings, higher self-discipline in juniors and seniors and better impulse control in seniors were connected with fewer thoughts of quitting one's sport (Rafael et al., 2017).

5.1.3. Self-sacrifice

Self-sacrifice is defined as sacrificing one's own needs or wants for the sake of others (Dugas et al., 2016). However, it is found in this study that the self-sacrifice of athletes

was sacrificing their own needs and desires for sports responsibilities rather than for the sake of others. Kay (2000) underlined that the demands of intense training of children effectively controlled the arrangement of household activities such as dinners and family vacations, which were routinely planned around competitive schedules and needs. For instance, S0 said that she sacrificed spending quality time and sharing emotions with her family and social surroundings, both of which are essential to success in her athletic career. In addition to S0, S09, a weight category athlete, cannot keep the same eating habits as her peers and family to do Taekwondo because she should make sacrifices in food and health to be successful. In addition, S0, the father, stated that although his daughter has fundamental reasons that negatively affect their family life, she always maintains self-sacrifices for sports and can turn negativity into an essential internal resource for herself.

According to Fournier and colleagues (2022), the more female athletes adhered to the self-sacrifice pattern, the more their coaches abused them psychologically. It is also important to note that there is a correlation between boys' experiences of psychological abuse at the hands of their coaches and the degree to which they adapt to the self-sacrifice pattern in team sports. Last but not slightest, the degree to which athletes conformed to the norm of refusing to accept boundaries determined the extent to which they encountered violence. However, the research findings discovered no evidence to support this information.

From parents' perspective, many self-sacrifices are needed for their children to continue sports and reach the elite level. Dorsch and colleagues (2009) supported that most parents made personal and family sacrifices to support their children's participation in athletic activities. For instance, S08, the mother of an ice hockey player, underlined that "if an ice hockey player is raised, those parents who carry bags, drive them, and take care of them have a great effort." Because a child can't carry the ice hockey equipment bag or put on and tie the laces of their skates on their own. In addition, Dorsch and colleagues (2015) found that family routines and relationships change as youth get more involved in sports. Youth-organized sports

affect the whole family in terms of time, money, and emotions. For instance, SA01, the figure skating mother, underlined the necessary and additional payments they made for their children, like fees for the club, private lessons in varied supportive training (ballet, fitness, etc.), and private lessons for e one-on-one choreography work in ice.

5.1.4. Self-esteem

Self-esteem is defined as personal values and beliefs about one's self. It covers feelings regarding personal abilities, potential, and social connections (Coatsworth & Conroy 2006). In addition, Talbot (2001) argued that participation in athletics could help youngsters acquire respect for their bodies and others. It is noted that involvement in sports leads to the healthy development of the mind and body, resulting in increased self-confidence and self-esteem. For instance, the mother of S08 exemplified how his son showed rapid development of self-expression and self-esteem when he was eight years old in front of the camera.

When an individual is faced with an external stimulus, self-esteem emerges as a protective mechanism for a person through which they evaluate themselves and the world (Coatsworth & Conroy 2006). So, S01 exemplified that the first jump in ice skating in front of audiences and judges is decisive for her self-confidence and that she feels more confident after taking the first jump in her choreography. She mentioned that when her perceived sports ability is high, her positive emotions and self-esteem increase. It is supported by the findings that perceived sports ability contributed to enhanced self-esteem (Wagnsson et al., 2014).

According to O-Rourke and colleagues (2014), parents can cause raise adolescents' self-esteem when parents are considered to emphasize individual growth, progress, and effort during this developmental period. For instance, SB06 mentioned that his son just showing his performance in front of audiences and judges in his first competition at a young age is an excellent source of self-confidence. In this process,

the fact that he may admire his son as much as he can without demanding anything from him allows the father to foster an environment conducive to the growth of the athlete's self-confidence. In addition, sports participants who felt competent had better self-esteem (Taylor & Turek, 2010).

During adolescence, when bodies are quickly undergoing physical and hormonal changes because of puberty, physical self-esteem and self-concept are significantly influenced (Bowker, 2006). Notable is the finding that self-esteem is high in the youngest age group and early adolescents, decreases during middle adolescence, and improves marginally in late adolescence (Wagnsson et al., 2014). Thus, S07 states that coaches do not want parents in the training area in general so that the children can do something by themselves and heighten their self-esteem during their developmental process.

According to Taylor and Turek (2010), people who participated in sports had better self-esteem if they also had good connections from the underlying factors of social acceptability and social competence. For instance, SA1 mentioned that her children are raised as people who can express themselves well and have high self-confidence due to the sports environment. Because athletes are going to camps and competitions abroad, they communicate with coaches and peers there by themselves.

5.1.5. Resilience

According to Fletcher and Sarkar (2012), resilience is the role of mental processes and behavior in boosting personal assets and safeguarding athletes from the potential adverse effects of stressors. Individual differences in the capacity to adapt appropriately to different stresses have been described as a dynamic and relational process causing resilience. Capabilities of people when facing challenging situations serve as components of resilience, as Bonanno describes (2004). However, it is noteworthy that these inner resources have become the results of need support in

earlier stages of development to a considerable degree, which suggests that the grounds of resilience are firmly rooted in responsive and need-supportive parenting (Masten & Tellegen, 2012). As seen from SAN's expression under the resilience theme, they experienced very challenging situations to continue in sports as a family. Their perseverance and not giving up on difficulties as a family helped her son start competing in a short duration.

Moreover, individuals with higher levels of resilience may be better able to adjust to negative feedback because they can shift and concentrate their attention when confronting demanding and stressful conditions (Parsons et al., 2016). For instance, S03 mentioned that although he took negative feedback from his coaches about his competence in volleyball, he focused on self-improvement at that moment and managed the developmental process well. Additionally, S07 underlined that the difficulties experienced in sports are a challenging learning process and can be considered a successful process rather than a failure.

Moreover, Thoern and colleagues (2016) found a significant relationship between attention and resilience toward positive stimuli. Resilience is linked to enhanced attentiveness to positive emotional cues. For instance, SBZ, the father, mentioned that coaches' comments or criticism do not break her daughter's heart because she knows they are saying something for her goodness. However, it was found that those who were more self-critical perfectionists reported avoiding and less accepting of a competence-frustrating situation one week after the experimental exposure to negative feedback (Van der Kaap-Deeder et al., 2016).

According to Niemann and colleagues (2014), participants with more emotional instability reported higher levels of fear and aggression after negative feedback (competence-frustrating situation) than participants who were more emotionally stable. For instance, the mother of S08 shared her experience with her son and husband. His son learned not to fear his father's pressure in the sport over time. Her son began to put himself in the center without giving up against his father. His

reaction to the situation changed. In a way that supports the finding above, athletes mentioned their sports careers as long periods when they had to deal with all challenges. The concept of resilience is a dynamic process involving adaptive capacity in many adverse situations (Luthar et al., 2000). In addition, athletes' resilience can help to internalize and unite self-determined types of extrinsic motivation much more than others (Flecher & Sarkar, 2012).

5.2. Autonomy

This study covered varied experiences, including different types of autonomy. Feelings of autonomy show that a person thinks they have a choice and can make their own decisions (Ryan & Deci, 2000). Since autonomy is a variable that grows with the children, the family must also adjust to this process. Because the way parents help their children gain autonomy and what independence and dependency entail differ historically and between settings, even though it is universally recognized that lowering a child's dependency on parents is a fundamental goal of childhood socialization (Quinn, 2005). According to Noom and colleagues (2001), there are three types which are attitudinal, functional, and emotional autonomy. It was noticed that this study's findings came under these three different sub-themes.

5.2.1. Attitudinal Autonomy

Noom and colleagues (2001) explained attitudinal autonomy as the cognitive ability to choose and define a goal. Because most theories about autonomy include a cognitive dimension, which refers to the mental processes of weighing options and desires, figuring out what's important to oneself, and setting goals, all these ideas have in common that they are for how youths think about what they should do with their lives. The definition of attitudinal autonomy is close to Zimmer-Gembeck and Collins' (2003) definition of cognitive autonomy, which is the belief in one's competence to govern one's life and accomplish tasks. As it can be understood from what S03 says, when he undergoes quarantine, he understands the significance of

sports in his life and defines his goal for the future. This situation makes him aware that volleyball has a critical value in his life. Additionally, S01 pays attention to which level her elements are to decide to go to a higher level. She only informs her coach and parents about her goal to prepare themselves for the next step.

In addition, Transformative evolution and self-actualization emerge because of the caring experience that human beings have (Sheston, 1990). This transformation process develops the attitude component of autonomy. This component entails the recognition of one's personal interests, rights, principles, and belongingness to and responsibility (Boughn, 1995). For instance, SB0 shared that when he offers his child the option to specialize in his skill area as a sport, S0 chooses swimming, which is different from her father's specialization, with absolute certainty.

In addition, according to Smette (2015), there are two unique definitions of "autonomy" when discussing young people and being autonomous. Adolescents have the right to make choices that go against their parents' desires, but they can also choose actions based on their self-acquaintance. For instance, SA02, the mother of S02, mentioned that her daughter gets ideas from her social environment and parents while making a decision. In the end, she proceeds according to her own decision. In addition, SBN, the father, underlined that although her daughter is very young, she discovered she could reach her goal by living apart from her family and training in the camp.

5.2.2. Functional Autonomy

Functional autonomy is the ability to regulate how an individual comes up with a plan for achieving specific goals (Noom et al., 2001). This definition is close to behavioral autonomy, which Zimmer-Gembeck and Collins (2003) defined as "one's capability to engage in practical, autonomous decision-making and carry through with decisions, as well as establish a plan to achieve one's goals. This autonomy refers to an individual's capacity to make independent decisions and plan by following those

decisions. For instance, S03 stated that there was a moment when he had a breaking point in his sports career and then made some plans to achieve his own goals, like planning performance evaluation meetings with coaches and putting additional training in his plans.

Noom colleagues (2001) added that functional autonomy combines regulatory mechanisms such as perceptions of competence and control. The perception of competence indicates the capacity of several solutions to accomplish a given task. A sense of control is the capacity to select a plan that is successful enough to achieve success. Moreover, a significant factor that might motivate adolescents' actions is the idea of responsibility. For instance, SAZ, the mother, stated that her daughter was trying to get all the necessary support to continue in this sport, and she makes a necessary effort to reach the goals she has set in figure skating one by one. In addition, SBN, the father, stated that his son made plans including his coach to have better opportunities in the future, and his coach and son separated when the plans did not match his coach's wishes.

Although Helgeson and colleagues (2014) researched functional autonomy among with and without type 1 diabetes, their findings are fruitful for the sports context. It is stated that youth should be supported to make daily like choosing what to eat and future decisions like career choices in a warm, caring, and welcoming parental and health care environment. In this sense, neither the family nor the healthcare providers make decisions but share opinions and feedback with the youth. Before early adulthood, when parents are more available as partners, it may be suitable for youth to develop behavioral autonomy. For instance, SBZ, the father of a young figure skater, teaches his daughter how to establish a goal-oriented plan in sports, and his daughter starts to gain functional autonomy when she achieves success. However, various parental behaviors can be seen in the field. For instance, S07 underlined that there is a breaking moment for children while doing sports. Some parents believed sports injured their children, damaged their psychology and academic progress, and ended his peers' gymnastic careers without asking their children. However, S07

remarked that if people remain patient throughout this period and give time to their children, success will eventually come, and things will improve.

Moreover, Helgeson and colleagues (2014) mentioned that when it comes to risky behaviors, such as consuming alcohol, it might be better for healthcare providers and parents to concentrate on assisting young people in handling rather than frustrating them. The development of behavioral autonomy can thus be fostered rather than discouraged if parents and healthcare providers support youth to develop behavioral autonomy (Helgeson et al.,2014). However, there was no indication of risky behavior on the part of athletes or their parents in this study's findings. In the interview, only SBZ indicated that participation in sports prevents athletes from engaging in risky behavior and promotes a positive sports environment. However, this quote was not included in the findings because it was unrelated to the themes.

5.2.3. Emotional Autonomy

Noom and colleagues (2001) defined emotional autonomy as feeling secure in one's own decisions and ambitions. Zimmer-Gembeck and Collins (2003) noted issues related to the adolescents' sense of emotional freedom, both from their parents and peers. These issues can include emotional detachment from their parents and resistance to the influence of their peers. For instance, S06 expresses his responsibilities as an area of freedom. He defined his emotional autonomy as an emotionally separated from others.

Steinberg (1987) mentioned that pubescent maturation significantly affects adolescents' emotional detachment from parents, increasing autonomy development. The expression of S02 in the emotional autonomy theme shows that although her parents did not want her to quit sports when they heard her decision to quit, she was sure about her decision and quit badminton by explaining her reasons to her parents. In addition, SA08, the mother of S08, underlined that his son figures

out over-involvement of his parents is detrimental to him. He created space for himself by drawing boundaries for his family to feel secure in sport.

According to Kağıtcıbaşı (1996), autonomy is the outcome of individuation or emotional detachment from one's family. Thus, autonomy may only make sense in individualistic societies. However, deep emotional ties with one's mother and father are likely necessary for optimal growth in more collectivist societies like Turkish culture. However, the findings of this study showed that athletes prefer to be emotionally autonomous when they decide about their sports careers and want to take on their responsibilities. They want to share their emotions with their parents about what the decision brings to them and expect respect for their decision. For instance, SBN, the father, explains that his son feels more secure when he does not discuss the competition's specifics; therefore, the father respects it.

According to Parra and Oliva (2009), one of the main objectives to be achieved by boys and girls throughout puberty is to grow into independent persons capable of maintaining healthy relations with others, particularly their parents. For instance, SBZ mentioned that when her competition results parallel the ideas given to the athlete from close environments like coaches and parents, her daughter feels closer to listening to the opinions of those she trusts.

5.3 Relatedness

This theme points out that relatedness refers to bonding, feeling warmth, and caring (Deci & Ryan, 2000a). In detail, the need for relatedness and its interconnections requires a deeper comprehension of the characteristics and significance of close relationships. However, even if a person's need for relatedness pushes them to engage in close interpersonal relations, this does not guarantee the quality of these connections (Deci & Ryan, 2014). It was noticed that this study's findings under the relatedness bring a broader concept. Sub-themes included parent-athlete, club, coach-athlete, athlete-peer, parent-parent and coach- parent relations.

5.3.1. Parent-athlete relations

Chafetz and Kotarba (1995) reported that mothers maintain stereotypical gender ideology and task-oriented gender distinctions by providing the effort to enable adolescent sports. Little league mothers engaged in various gender-specific duties that made it easier for their boys and spouses to have a good time participating in sports. In addition to washing clothes, purchasing, and preparing meals, and driving and organizing, the mothers acted as cheerleaders. The fathers of these young athletes spoke with their coaches, analyzed their opponents, gave their sons tactical advice, and evaluated the quality of the fields and referees. The moral value of parents was ultimately attributed to both mothers and fathers since they each allowed their boys to achieve sporting achievement through their traditionally gendered roles. For instance, SA08, the mother of the ice hockey player, states that role-sharing occurs naturally between the mother and father based on their children's needs. While one of the parents deals with sports-related issues, the other takes on the task of maintaining the housework. Even though SA08 does not indicate a traditional gender-specific separation of roles in their family, it is evident that the content of the roles remains unchanged over time.

According to Dorsch and colleagues (2009), parents could speak with their children in several circumstances, like when driving to and from competitions and practices, because the car has been described as "an extension of the home" when it comes to parents maintaining regulations (Baslington, 2008). Moreover, parents had the most significant impact by emphasizing the advantages of sports at home. Because parents may help their children understand their sporting environments by capturing moments to learn from in the home environment (Neely & Holt, 2014), this involvement in sports parenting may enhance children's impression of their competence (Fredricks & Eccles, 2004). For instance, S01, the figure skater, mentioned that she discussed ice-related subjects with her father at home and that most of the things they discussed or watched at home were related to figure skating. It is essential to point out that being interested, knowledgeable, and involved in

youth sports as a parent during adolescence is essential to facilitating a sense of autonomy, improving the problem-solving and decision-making process, and creating clear boundaries (Holt et al., 2009).

Collins and Barber (2005) studied pre-competitive anxiety among female field hockey players, who used a sample of 416 players to look at the links between the athletes' pre-competitive anxiety and perception of parents' expectations, placed values, and involvement. Findings showed that when children perceived their parents had high expectations, they reported more confidence; when they perceived their parents placed more value on a good performance, they reported more confidence and higher levels of cognitive anxiety. However, there was no correlation between pre-competitive anxiety and parental involvement. For instance, S03 stated that he needs people standing next to him, whether he plays poorly or well. However, he does not receive this need fulfillment from his parents. He feels uncomfortable when his parents come to watch his matches because their emotional states affect his performance during competitions, even while his family watches him in tribune.

In addition, coaches frequently accept that the presence of fathers, mothers, or family members generally impacts youth performance (Bois et al., 2009). Social facilitation theory (Zajonc, 1965) explains this situation in that the presence of others can heighten the performer's arousal. This situation arouses the occurrence of the dominant response like anxiety. For instance, SA02, the mother of the badminton player, expressed that her daughter did not invite them to competitions and training. When her family participates in competitions or training, S02 is concerned and shows anxiety. Moreover, there is a correlation between authoritarian or more controlling parenting approaches and lower levels of self-esteem, greater levels of perfectionism, and an increased likelihood of norm-breaking conduct in children (Sapieja et al. 2011). For instance, SB09, the Taekwondo athlete's father, expressed that his reactions to her daughter's sport negatively affected her daughter's psychology.

5.3.2. Club relations

Children start playing sports as a hobby when they are very young and join sports clubs because they can practice their favorite sport in an organized manner. The sports club's most gifted members compete against other clubs' athletes at the world's best regional, national, and international levels. Thus, the club hires a coach to assist its athletes to succeed in high-competitive environments, which is the lowest level where can be discussed coach-athlete relations as being more organized than in recreational sports. The coach's responsibility is to utilize most of the resources he has in his control to help his players succeed. Coaches must communicate the ideals and conventions of their sports team/club to the athletes to perform at a higher level (Roşca, 2010). For instance, SAZ, the mother, revealed that the coach mediates the family's and child's connection to the club. She underlined that when her child was not receiving adequate attention at her club, SAZ decided to change as a mother. SB03 added that they addressed their concerns about their son's academics with his coach as parents. His coach explained that their son is one of the promising athletes in his club, and the club also had expectations about him.

The club environment was appropriate for research on an ecological path and supported prior studies on the family, economy, and youth sport (Kay, 2000). According to Domingues and Gonçalves (2013), whether parents play a specific position in a club's construct can impact their children's athletic careers and expectations. Given the club's competitive setting, parents see the club's climate as a setting where the social values of their children linked to sports engagement can be developed. For instance, SAN mentioned that his son talks to them about why he wants to switch his clubs and what he expects from a club. Because although his club is regional and he has belongingness, he thought he needed to earn something important from being an Olympic athlete.

Moreover, Strachan and colleagues (2009) mentioned that what young people believe their environment should be is reflected. Some of the essential social skills

that parents teach their children are resilience, a strong sense of belongingness, responsibility, and respect for others. These features vary from those of more regional, less competitive clubs. For instance, S03 stated that his club environment is like his family. Because all the players in his club support one another regardless of their team ties. In addition, S09 underlined that the club environment and that training with peers is critical for her motivation; when there is no club environment, her motivation for sports and her desire to train decreases.

5.3.3. Coach-athlete relations

Jowett (2007) demonstrated that the coach-athlete relation consists of emotional, cognitive, and behavioral aspects. Successful relations require both sides to establish closeness (i.e., emotional intimacy), commitment (i.e., attachment and the purpose to sustain the connection), and complementarity (i.e., cooperation and reciprocal behaviors). For instance, SA01, the mother of the S01, claimed that the relationship between the coach and the athlete is critical for the athlete's motivation and continuity in sport. Her daughter loves her ballet coach, and they communicate well, making parents respect the coach because of her effort for their child. In addition, S07 explained that he does not have his family in his sports environment because of living in the camp. He shares his personal life with his coach and receives support from him. He underlined that the coach is like the parent.

According to Skinner and Edge (2002), significant others like coaches are examined in terms of the extent to which they are autonomy-supporting and controlling, interpersonally engaged, and hostile. Additionally, when a coach disrespects athletes, prevents the formation of connections, and displays a lack of concern, a hostile coaching atmosphere is formed (Van den Berghe et al., 2013). For instance, S08 mentioned that when his coach makes assumptions about his competence based on his father's closeness to the federation and shares his assumptions with the rest of the team, it causes S08's drop out and makes him less committed to the team and the sport.

Weiss and Fretwell (2005) underlined that it is difficult for father coaches to distinguish between their role as a parent and coach when discussing their negative aspects and discriminatory behavior toward their son. It's a tricky balancing act, but father coaches were clear about what needs to be done. Sons' and teammates' responses to this challenge include unfairness, favoritism, the disadvantage of the son, and treating players differently. In their recommendations for parents coaching their children, all groups emphasized the importance of separating the roles of parent and coach. Although this study explained the role confusion by focusing on the male gender, this situation can be experienced in all sports branches regardless of gender. For instance, SA02, the mother of a badminton player, added her daughter's motivation was negatively affected by attitudes expressed by the coach, made her feel discriminated from her teammate, the coach's daughter, and caused her to drop out in time.

5.3.4. Athlete –peer relations

Keegan and colleagues (2010) researched how relations between athletes and peers affect their motivation. Results showed that athletes' collaborative behaviors, like giving confidence; competitive behaviors, like encouraging competitiveness; interpretative communication, like giving negative and positive feedback; altruistic behaviors, like giving emotional support; and social relationships, like friendship, affect their motivation. For instance, S08 noticed that the way the athletes get to know each other is a process that starts with entertainment, moves on to friendship, and continues as the balance between giving and receiving in their relations. Moreover, SAN, the mother, underlined the cruciality for the athlete to feel belonging to a group and share many important moments.

Moreover, Suls and Wheeler (2000) mentioned that two children in the same school might have similar levels of perceived competency. Still, one may report putting in more effort than the other because highly competent classmates surround one

student in the classroom. In contrast, the other is surrounded by inadequate peers in physical education. Research on social comparison effects has a long history in both social and educational psychology (e.g., Trautwein et al., 2009). For instance, both fathers, SBO and SB08, underlined that parental care about whether the child's peers in sport are highly competent or not because peers can help their children to improve.

However, It is mentioned that it is hard to maintain a healthy balance between friendship and competitiveness in competition. Although they were more than willing to admit commitment to sports as a source of social development and pushed themselves for friendship and cooperation, they were affected by corrupt practices at the competition (Okada & Young, 2012). For instance, S02 underlined that the competition forces the athletes to compete in a hostile sports environment, not a place where they can make friends. S02 added how important it is to be friends outside of sports, but she also said that she did not get to do this much because of the competitive environment. Additionally, negative attitudes and behaviors can be found among athletes not just in individual sports or against the opponent players but also within the team. For instance, the changing room was the most common location for bullying. Participants described this area as a location where they could spend time with their peers without the involvement of a coach, which confirms why bullying occurred in this area because of the lack of control (Nery et al., 2019).

Moreover, Kerr and colleagues (2016) underlined that a team player's lack of sports abilities could severely impact the team's overall results, increasing the likelihood of being bullied. For instance, SA08, the mother of S08, mentioned that the teams have some customs within their own dynamics and that this is accepted as a joke that may allow some difficulties to occur in the future. She highlighted that she remembered his son's phrase very well "Do you know what's going on in our changing room?" However, it is also known that in some circumstances, athletes' teammates and coaches give autonomy support to children at their sports events, ensuring the effect of autonomy support on children's motivation (Amorose, 2016).

5.3.5. Parent-Parent relations

Parents of athletes' interpersonal skills influence a child's sports experience. Sport is more enjoyable for children when parents show respect and support for the other children, regardless of whether they are on the same or opposing team (Dorsch et al., 2009). Because findings showed that children might experience embarrassment or anxiety if their parents get into heated arguments with other children's parents (Omli & LaVoi, 2011). For instance, S03 mentioned how a fight between families in the stands negatively affected his match concentration and performance flow.

According to González-García and colleagues (2022), protective parenting can have harmful effects on children, but it can also have favorable effects. SB06, the father of the couple dancer, stated that both families of dance partners discuss an issue that exclusively affects young partners' relations among themselves. It is understood that when children are young, parents may take action to defend their children's rights or do what they think is best for them, although the child may not even consider it. Thus, this situation showed that parents' actions negatively affected children's relations with partners and between parents. In addition, it is believed that more observant parents understand that sport offers their child opportunities to satisfy relatedness needs, hence fostering lifetime bonds and peer relations. Positive social skills with other parents in managing struggles between children and parents' relation in themselves may be crucial for maintaining the mental well-being of a youth sports friendship (Harwood & Knight, 2013).

Moreover, parents' relations with each other are defined as a specific category of parental change. Parents highlighted the value of participating in a sport to build relationships with other sports parents (Dorsh et al., 2009). For instance, SA01 mentioned that she and her child's clubmates' mothers are good friends. She also emphasized that they, as mothers have a social environment where they can express divergent opinions about the club and figure skating. In addition, many parents as

participants defined valued the chance to meet other parents and become part of a group. The parents highlighted that youth sports helped them make friends with people they would not have a chance to meet in their busy schedules and crowded environment (Wiersma & Fifer, 2008). For instance, SBZ stated that the line between the private and sporting lives of figure skating parents has disappeared with some parents, but this is not disturbing for him. He mentions that there is a situation where families spend time together outside of the ice, where they socialize with each other.

5.3.6. Coach-parent relations

Coaches frequently express their discomfort with parents' expectations and behaviors, and parents often think the same about coaches. As a whole, youth officials and the general public are concerned about the role of parents and coaches in youth sports (Nack & Munson, 2000). For instance, SAZ, the mother of the figure skater, SAZ, expressed dissatisfaction because she believes that the coaches are not fulfilling their responsibilities, despite fulfilling her duties as a mother.

However, although coaches disagree with what the parent asserts, coaches should stop taking a defensive stance. The coach is putting all effort into a situation where there is a chance that their young athletes will accomplish success. If there is a chance to use parents' relationships with children, the coach should listen to the information offered by the parents (Smoll et al., 2011). For instance, SA0, the mother of S0, mentioned that the family and coaches must communicate to provide the necessary information about young athletes. Consistent with this explanation, Wylleman and colleagues (2002) mentioned that parents and coaches were viewed as communicative by players, with both sides acting in an informative and supportive manner toward each other. However, parents cited miscommunication and lack of feedback, attention, strategic guidance, commitment, respect, receptiveness, and gratitude as some of the coach-related difficulties they faced (Harwood et al., 2010)

Ideal parent-coach relationships are defined by respect for each other's perspectives, a willingness to solve sport-related challenges, and confidence in each other's judgments (Wolfenden & Holt, 2005). However, SB08 stated that they give feedback to the coach about how ambition is vital in athletes' life as parents. But some given parental criticism to the coach focused more on the coach's personality than on athletes and the team's needs. Consistent with this explanation, Knight and Harwood (2009) underlined that coaches noted stressful encounters with parents, such as defensiveness, hostility, or questioning, as a source of stress for them. In this study, S06, the couple dancer, shared his thoughts that families should not interfere with the work of the coaches and should not interfere with anything other than transportation support. In addition, S03 stated that the close relationship between the family and the coach harms the coach-athlete relationship.

5.4. Combined Factors

The combined factors included the situations and expectations frequently highlighted by athletes and parents in the interview transcriptions of participants. However, these situations and expectations include the same degree of varied basic psychological needs, fulfillment, or frustration. Thus, they were regarded as different sub-themes; age-related changes, dual careers, and perceived optimal sports parenting.

5.4.1. Age-related changes

Cumming and colleagues (2018) mentioned that puberty is the transitional period where a child's body and mind change into the shape of an adult. The beginning of puberty significantly affects selection, performance, and injury risk. Children who develop earlier than their peers are the first to experience puberty's physical and functional changes. For instance, SA08, the mother of the ice hockey player, underlined that her son underwent various transitions throughout the process, like his body, mind, and mood. While his son's autonomy strengthens through time, he also needs to form his relationship with his family in time.

Moreover, Buchanan (1992) added that when the body is still working to adapt to the hormonal changes, there can be an increment in fatigue for adjustment to fluctuating hormone levels. For instance, S01 expresses that when she was such a young child, she did everything without getting tired. She underlined that there is only one period of difficulty: puberty, where she was unmotivated to train and felt lazy for that duration. In puberty, S01 highlighted resilience, self-discipline, and regulated peer relations to overcome this challenge she experienced. Thus, parents can observe athletes' changes and may inform them before about expected changes coming with puberty.

Adolescence is a crucial time for developing a sense of self. During this time, the body changes, the brain grows, and social expectations change (Harter, 2012). Self-perceptions are more than just what you know about yourself and how you feel. This concept also includes social comparisons and the opinions of significant others (Guyer et al., 2014). Self-perceptions in sport and exercise are studied using the broad concepts of self-awareness and self-esteem. Self-awareness is how people perceive themselves, and self-esteem is how they feel about themselves (Sabiston et al., 2019). For instance, S0 defined how her failure perception changed over time. She stated that the increase in self-confidence and self-awareness makes her more able to control her emotions and change her self-perception through failure. SB03, the father of the volleyball player, states that while his son's competence and autonomy increase, his visual and technical feedback to his son decreases over time. This finding is supported by Felber Charbonneau and Camire (2020). It is mentioned that although parents have a high level of authority in their children's lives during early adolescence, the situation changes over time. Youths typically want more autonomy over decision-making, and parents' role progressively turns to that of support. For instance, SB06, the father of the couple dancer, asserts that when his son matures, his autonomy behavior develops, and thus, the family's relationship with the athlete evolves in time.

5.4.2. Dual Career

A dual career can be challenging for an athlete because of the high demands on time and the pushing the limits of physical and mental capacity (Tekavc et al., 2015). Thus, Knight and colleagues (2018) highlighted that the capacity to manage a dual career strongly relies on the encouragement of significant others. For instance, SBN underlined that the entire family adjusted their living conditions based on the distance between the gymnastic saloon and school so that their son felt less fatigue. Her son's whole life is in a rush. He sacrificed not only the pleasure and time but also his resilience must be high to maintain this dual career management daily. His strong relations with his family are critical for his sports career resilience. In addition, SA0, the mother of S0, stated that her daughter receives family support to balance sports and school and sacrifices personal time to accomplish her academic responsibilities. S0 showed resilience despite her teachers' demands that she should quit the sport, which affected her relatedness. Considering these challenges, athletes pursuing a dual career have reported feeling driven to quit one of their professions (Ryan, 2015). For instance, SB03, the father of S03, shares his experiences and explains why a second career is necessary to protect his son from any potential adverse outcomes in his sports career. Thus, it is noticeable that he attempts to develop his son's self-awareness but does not provide him the space to make autonomous decisions. This pressure can lead an athlete to quit sports in the future.

Moreover, Tritto (2006) highlighted that many children begin to specialize in a sport at a young age to get a college scholarship, sometimes at a considerable expense to the family. According to the findings of another research, the dual career is putting individuals' athletic ambitions on the backside in favor of academic or professional career goals because of the obstacles involved in competing at the high levels of their sport, such as the inability to earn enough money to live on their own hump (Brown et al., 2000). For instance, S0 underlined that being a professional athlete is not considered a job in Turkey. Since childhood, her parents have instructed her to

prioritize academics above swimming if she had to pick between the two. While this improves the athlete's self-discipline, it has a negative impact on her autonomy.

Moreover, Financial responsibilities on parents can lead to stress in young athletes, which may negatively affect athletes' performance. Thus, parents become motivated by the possibility of receiving scholarships or visibility for recruiting their children (Perkins et al., 2020). For instance, SBO stated that professional athletes could not express themselves as swimmers with self-confidence in their fields because they do not have any financial gain from sports. They cannot show resilience during the exam year, and some dropout happens. He underlined that his daughter managed her dual career well despite these challenges. This experience demonstrated that when athletes lack their own financial gain, their perceived competence is diminished, and their sense of autonomy is negatively influenced.

Aquilina (2013) analyzed adult elite athletes' sports and academic experiences from France, Finland, and the United Kingdom. Athletes highlighted various advantages of their dual careers, such as transferable learning skills, the balance of mental and physical activation, which enhanced dedication and motivation in both domains, and the sense of safety in their sport, which allowed them to perform better. For instance, S02 underlined that she has a self-disciplined work method to balance school and athletics and sacrifices her social life to succeed in both works. She highlighted that sport has a significant positive impact on academics. The athlete's enhanced sense of competence was at the cost of her friendships due to her ability to pursue a dual career.

5.4.3. Perceived Optimal Sports Parenting

According to Clarke and colleagues (2016), some parents put their children under much pressure regarding training and performance, while youth have frequently addressed the need to discuss and adjust goals. As S08 mentioned, parents may positively address their thoughts about their children's performance so that the

athletes can comprehend their mistakes and correct them. He emphasized that examining the process holistically, rather than focusing just on deficiencies, is adequate for optimal sports parenting.

Moreover, parental anxiety might lead to parental perfectionism or concerns about being unintentionally imperfect. Imperfection and the negative consequences of mistakes can cause these parents anxiety, as they worry about the impact of negative consequences of mistakes on themselves and their children. As a result of their desire to avoid mistakes and related stress, parents may engage in over-controlling behaviors. Failure and mistakes may be distressing to the youth, who will be judged poorly by others and cannot cope with making mistakes (Flett et al., 2002). SA08, the mother of S08, highlighted that families must create a more autonomous space for the child and make sports involvement decisions based on the child's preferences. At the same time, she emphasized that parents should not display their perfectionist tendencies to their children. SB08, the father of S08, added that there is role confusion between the parent and the child when mothers and fathers are overly involved in sports and reflect their feelings without thinking of their child's emotions. SB08 emphasized the importance of giving athletes autonomous space on the field and regulating their relations based on child's needs.

According to Knight and colleagues (2016), when parents understand a child's sport effectively or have an appropriate sports background and sport-specific knowledge, it is positively accepted by children. This involvement enhances the child's enjoyment, concentration, and self-esteem in sports. For instance, S02 highlighted that parents must trust coach-athlete relationships and have enough sports-specific knowledge to teach their child the borders in the sports environment. In this way, parents can strengthen their children's self-awareness and give them a safe space to feel more independent and confident in the sporting environment. Guay and colleagues (2001) supported that autonomy support allows athletes to participate in more exploratory behaviors. Because autonomy supported environment is more

suitable for improving learning, capabilities, and competence where athletes can be more willful and have self-directed actions in a sports environment.

5.5. General Discussion

Parents' ideas about appropriate activity domains and their value on particular sporting activities influence children's early sports specialization choices (Cote, 1999). Even when the athlete is a youth, many sports-related decisions are made with or by the athlete's family. Thus, competitive youth sports can be viewed as a journey shared by parents and athletes (Knight & Holt, 2014). Moreover, children's interest in sports grows, so their family routines and relationships change based on the sports. Organized sports involvement can harm families regarding time, emotion, and money (Dorsch et al., 2015). In addition, many families sacrifice their leisure time or other tasks they could do. Also, athletes sacrifice the quality time they could spend with their families, social connections, and the social support they could receive due to their desire to succeed in sports and their links to responsibilities.

The family environment and the relationship established with the family provide an optimal environment for the understanding and formation of basic psychological needs. However, it was shown that parental pressure was negatively linked with fulfilling basic psychological needs in 321 parent-child dyads. That being said, parents should avoid urging their children toward their goals by repeated requests with them. Because these attitudes may hinder athletes' sports careers, they may feel less competent, autonomous, and related (Amado et al., 2015).

Perceived well-being may be influenced by the degree to which people's goals and opinions about how far they have been achieved (Rask, Astedt-Kurki, and Laippala, 2002). According to Roberts (2009), those with high levels of resilience are more likely to show long-term goal persistence and enthusiasm. As a result of positive life outcomes (achieving their goals), these people tend to have consistent, resilient, and emotionally-controlled behaviors. Arıcı (2015) underlined that resilience separates

people of similar intelligence who achieve varying degrees of achievement. Self-control and self-discipline appear to be important in this situation. Because resilience is a voluntary act that encourages people to continue their goal-oriented actions despite obstacles, challenges, and a lack of hope in their path (Peterson & Seligman, 2004). Also, It is simpler to change when you are aware of your strengths, inadequacies, and the impact your actions have on others. It can help athletes build their self-esteem and self-confidence, as well as help them become more conscience and make better judgments in their athletic endeavors (Gucciardi et al., 2009).

Oishi and colleagues (1999) discovered that a country's level of individualism was a substantially more significant predictor of life satisfaction than the country's level of collectivism. Their study focused on the relationship between individualism and life satisfaction. Along with these findings, several researchers have proposed that autonomy would only be advantageous for people in individualistic societies, such as the middle-class context in Europe or the United States, because autonomy and independence are highly valued in these societies (Iyengar & Devoe 2003; Uchida & Kitayama 2009). However, individuals who are socialized into an environment including more interpersonal relations, such as those living in a collectivistic-oriented Asian context, would benefit from caring and having mutually supportive connections (Uchida et al. 2004). Moreover, some research was conducted on adolescents in Belgium (Van Petegem et al. 2012), China (Chen et al. 2013), and Greece (Fousiani et al. 2014). It has been discovered that the adolescents' independent versus dependent decision-making concerning their parents could be empirically differentiated from the level of free will versus compulsion influencing their decision-making process. Thus, the decision-making process is critical to understanding athletes' level of autonomy.

While attitudinal autonomy is the mental capability to select and specify a goal, functional autonomy is the ability to manage how a person implements a strategy to achieve specific goals. Additionally, emotional autonomy is described as feeling safe in one's own decisions and goals (Noom et al., 2001). Examining autonomy from

these three perspectives and separating it within the context of the athlete's decisions and behaviors helps clarify the impact of sports parenting on the athlete's autonomy. Because when youth start to care about their experience, their transformation starts. The attitude component of autonomy is developed due to this process of transformation (Sheston, 1990). This aspect involves individuals coming to terms with their interests, rights, beliefs, and sense of belonging and responsibility toward a task or group (Boughn, 1995).

Moreover, a person must have both a sense of competence and control to achieve functional autonomy. While confidence is an indicator of the range of possible solutions to a particular problem, the ability to choose a plan that is successful enough to attain success is a sense of control (Noom et al., 2001). Therefore, they need to learn and implement how they form attitudinal and functional autonomy in their life from their parents so that they can be athletes who make their own decisions and implement these decisions. In addition, Zimmer-Gembeck and Collins (2003) identified challenges associated with youths' perception of emotional autonomy from both their parents and peers. These concerns include emotional separation from their parents and resistance to peer pressure.

Moreover, emotional autonomy is a controversial subject comparing collectivist and individualist cultures. Kağıtçıbaşı (1996) mentioned that autonomy results from individuation or emotional dissociation from one's family. Thus, autonomy may only make sense in cultures that value individualism. However, solid emotional links with one's mother and father are indeed required for optimal development in collectivist cultures such as Turkish. Nevertheless, this study revealed that athletes like to be emotionally independent and assume their responsibilities and choices when deciding on their performance. They want to express their feelings to their parents and inform them about their decision and need their decision to be respected.

It should be noted that there has been a lack of attention to a broad understanding of autonomous cognition because autonomy has focused on either function or

emotion. Cognitive autonomy, like other forms of autonomy, such as self-efficacy and self-identity, may open up new avenues for intervention. Youth autonomous thought can be quantifiably measured, and this can have a positive impact on adolescent growth. (Beckert, 2007).

Early specialized athletes establish varied relationships in the sports environment from a very young age. At the same time, some relationships in the sports environment change and transform over time. Moreover, cultural differences may affect the fulfillment of basic psychological needs. For instance, the findings of Taylor and Lonsdale's (2010) research showed that the analysis of cultural differences in the links between the fulfillment of psychological needs and the two outcome variables revealed few differences between Chinese and British students. The association between perceptions of relatedness and effort was not significant in the Hong Kong student sample, while it was significant in the British students. This finding implies that Hong Kong students' effort in physical education does not necessitate a feeling of belonging with their physical education teacher. Aside from this one cultural variation, the link between psychological needs and results was comparable between the two cultures.

It is known that parents' roles can be helpful by highlighting the benefits of sports in the home environment. Parents may guide their children in understanding their sporting situations and learn from them (Neely & Holt, 2014). There are varied parental approaches to the sport. There is a link between authoritative behaviors like more controlling parenting styles and low self-esteem, higher levels of perfection, and a higher chance of norm-breaking behavior in children (Sapieja et al. 2011). Thus, parents should be aware of their approach to their children when they have a connection with them about their performance.

Moreover, coaches have critical effects on positive youth development. It has been discovered that the coach acts as a mediator between the family and the club because coaches are responsible for transmitting the principles and customs of their

sports team/club to the athletes (Roşca, 2010). Also, parents see the club's climate as a place where their children's social norms related to sports participation can be cultivated in the club's competitive environment (Domingues & Gonçalves, 2013). Moreover, it is revealed that the coach-athlete relationship has emotional, cognitive, and behavioral dimensions. Successful relationships demand that both partners build connection, dedication, and harmony (Jowett, 2007). However, a hostile coaching environment is created when a coach disrespects athletes, discourages the establishment of bonds, and demonstrates a lack of concern (Van den Berghe et al., 2013). Furthermore, Weiss and Fretwell (2005) emphasized that it is difficult for parent coaches to differentiate between their roles as parent and coach when describing their undesirable attributes and discriminatory conduct against their child. If coaches cannot balance their relations with their own children and other athletes, it can result in the amotivation or withdrawal of other athletes.

Moreover, Keegan and colleagues (2010) investigated how athlete-peer relationships affect their motivation. The athletes' collaboration, competing, interpretation, caring, and social relationships are significant for their motivation. However, it is noted that maintaining a good balance between friendship and competitiveness in competition is complex, and distorted reflections on the competition can be observed (Okada & Young, 2012). Furthermore, negative attitudes and behaviors can be observed among athletes in individual sports, against opponents, and inside the team. For instance, the most prevalent location for bullying was defined as the locker room. (Nery et al., 2019). In addition to the relationships the athletes develop among themselves, it is evident that the relationships between the athletes' parents impact their experiences and emotions. It is highlighted that parental interpersonal skills affect a child's sports experience. Children enjoy sports more when their parents respect and support their peers, regardless of whether they are in the same or opposite club (Dorsch et al., 2009). According to research, children may sense humiliation or stress if their parents engage in heated conflicts with the parents of other children (Omli & LaVoi, 2011). Parents emphasized the importance of sports participation for fostering ties with other sports parents (Dorshet al., 2009).

However, both coaches and parents frequently express displeasure about their relations. Youth officials and the community are worried about this relationship (Nack & Munson, 2000). However, coaches should not be defensive despite disagreeing with the parent's comments because coaches are making every attempt to create an environment where their young athletes have a possibility of achieving success. If there is an opportunity to utilize parents' relation with children, the coach should carefully consider the information provided by the parents (Smoll et al., 2011). Ideal parent-coach relationships are characterized by mutual regard for one another's opinions, a willingness to solve sport-related problems, and trust in one another's judgments (Wolfenden & Holt, 2005).

There are combined factors where athletes experience more than one basic psychological need in a specific situation. For instance, puberty is the process when a child's body and mind transform into those of an adult (Cumming et al., 2018) as an age-related change. Buchanan and colleagues (1992) mentioned that as the body is still adjusting to shifting hormone levels, it may experience an increase in tiredness.

The teenage years are critical for the formation of a sense of self. During this period, the body transforms, the brain develops, and social expectations evolve (Harter, 2012). Self-perceptions cover more than what you perceive and experience about yourself. Also, societal evaluations and the perceptions of critical individuals are included (Guyer et al., 2014). Even though parents significantly influence their children during early adolescence, the situation changes over time. Youths often desire greater autonomy in decision-making, and the parents' role gradually shifts to one of support (Felber Charbonneau & Camire, 2020).

Dual career is another challenge athletes may face in their sports career because individuals may have difficulties balancing a dual career due to the high demands on time (Tekavc et al., 2015). The need to support significant others during that situation can be challenging, too (Knight et al., 2018). The difficulties of participating at a high

level in sports, such as earning enough money, mean that athletes are involuntarily choosing to pursue academic or professional careers over athletic ones. (Brown et al., 2000). However, Aquilina (2013) mentioned that an athlete's dual career has many advantages, including transferable learning skills and mental and physical arousal that enhances passion and motivation in both domains and trust in their sport.

Knowing what forms optimal sports parenting on the field is critical in light of the given experiences, transformations, and changes. Knight and colleagues (2016) underlined that athletes' pleasure, attentiveness, and self-confidence in sports increases when their parents have an adequate sports background and sport-specific knowledge. Moreover, Guay and colleagues (2001) added that parents' autonomy support enables athletes to engage in more exploratory behaviors, which is more suitable for enhancing learning, capacities, and competence in a sports environment where athletes can be more independent and self-directed. However, Clarke, and colleagues (2016) underlined that although athletes have regularly expressed the need to discuss and modify their objectives in a motivational climate, some parents place significant pressure on their children regarding training and performance. For this reason, it is believed to be essential for optimal sports parenting to discuss subjects that can assist the athlete's growth in a speech where the athletes decide the boundaries.

5.6. Limitations of the current study and future directions

The primary objective of applying the phenomenological method in the interviews is to understand the characteristics or significance of daily experiences comprehensively. Thus, face-to-face interviews are critical for data collection in qualitative research (Munhall, 2007). However, in this study, online interviews with the participants were conducted as a data collection procedure because the research process coincided with the pandemic, which affected the entire world. Although

some information about the facilitative sides of online interviews is seen in the field, an internet connection can cause trouble in the interview flow.

Reflexivity is the critical thinking style that helps determine what might affect the research. Reflexivity means the researcher takes an objective perspective on the values and expectations that might affect the research (Primeau, 2003). It is seen that bracketing helps qualitative researchers find places where bias could happen and lessen its effect (Ahern, 1999). During the study, although the researcher takes precautions to decrease researcher bias, such as respondent checking and writing memos, memo contents include the ideas and understood knowledge as a reminder rather than challenges or expectations like potential bias.

Moreover, reliability is essential for the findings of phenomenological research to be valid. To be more precise, reliability refers to the ability of the independent expert to assign meaningful meaning units to the proper main themes. Classifications with a significant agreement level between two experts are considered reliable. In particular, a degree of agreement of 80% or above reflects a reliable level. Since this approach has been explored and debated (without conclusion) in recent decades, there's possibly not enough knowledge and instruction resources to assist the researcher's phenomenological study on work engagement presented (Graham, 2001). Although the co-advisor was included for expert validation in this study, only the main and sub-themes were discussed based on the participants' reflections. However, participants' transcripts were not read and coded independently and compared with the researcher's codes.

In qualitative studies, the participants' demographic information is provided in detail. Although participant profiles and some demographic information about the athletes and their parents are collected in this study, sensitive information such as the athlete's age and the parents' detailed occupations are omitted to protect the participants' privacy. Because the number of elite athletes in specific sports branches

in Turkey is low, their parents' professions can also be used to determine their identities.

Moreover, although parents and athletes whose parents were divorced or separated participated in the study, any athletes who had lost their mother or father during their growth and paralympic athletes did not apply to participate in the study. Thus, a curiosity has arisen about how the basic psychological needs of paralympic athletes or athletes who lost one of their parents or both in the developmental period formed based on sports parenting. In addition, since Turkey is a collectivist society, the athlete's definition of family can be a significant factor. For instance, one participant (S03) indicated that he was pleased when his grandfather participated but did not want his parents to be involved and showed anxiety. Therefore, it is believed that future studies examining the influence of extended family figures such as the grandfather and grandmother will significantly contribute to the sports parenting literature. Future researchers can therefore conduct a study addressing these issues.

"The Mastery Approach to Parenting" in Sports is a self-instructional DVD aimed to assist parents in creating a mastery-motivated environment and bring coaches and parents to a common ground (Smoll & Smith, 2009). Moreover, the necessary guidelines and knowledge are shared with parents on the Tennis for Britain's website under "a competition for parents' area." Varied examples can be seen in different sports branches and countries. However, federations or clubs do not have enough information on their websites where parents learn about optimal sports parenting in their children's branches in Turkey.

In addition, governing bodies have a significant power to regulate these parent-child relations by hiring sports psychologists in the sports clubs. As the Turkish sports environment's primary focus is the athlete's performance, the family's effects on athletic performance are considered minimal. Nevertheless, it is believed that parental effectiveness in early specialized sports branches or sports clubs with youth setup will be advantageous in youth developmental processes by effectively

implementing family programs. It will also give families information on how to approach their children about crucial decisions such as quitting sports.

It is observed that coaches are sometimes conflicted between not integrating families and including them in the sports environment. This attitude differs depending on the sports branches or the coach's perspective. For this reason, it is believed that this may be advantageous for the athlete's growth if the coaches assume a position that informs the families of early-specialization athletes systematically and communicates with families within boundaries.

Moreover, it is essential to underline that sports psychologists should be aware of the importance of the parents in the sports career of early-specialized athletes. Thus, informing parents about athletes' developmental process and preparing some guidelines or making informative presentations for parents to prepare them for reshaping roles in sport can make significant differences in athletes' life. In conclusion, this research may help improve online structured guiding principles or programs for parents to prepare them for their new role in a sports environment and help to create a motivational climate in athletes' sports careers.

CHAPTER 6

CONCLUSION

This study carried a holistic perspective and proved that athletes' basic psychological needs are shaped in the family environment and strongly relate to athletes' decisions and behaviors in the sport when they are young. This close relationship becomes increasingly independent as the athlete matures. Knight and Holt (2014) underlined that many sports-related decisions are made with or by the athlete's family when the athlete is a youth. Thus, competitive youth sports can be viewed as a journey shared by parents and athletes.

Athletes' perception of competence and the balance of the relationships they build are altered by actions and attitudes that move away from the family over time. However, parental support protects its meaning for the athletes in the developmental process, although athletes' level of basic psychological needs changes and reshapes. Sheston (1990) underlined that transformation begins when adolescents begin to feel strong about their experiences. Attitudinal autonomy is generated due to this transformational process because individuals start to cope with their interests, rights, beliefs, sense of belonging, and sense of responsibility towards a task or group (Boughn, 1995). Moreover, Zimmer-Gembeck and Collins (2003) identified challenges associated with youths' emotional separation from their parents, which is challenging.

The results illustrated that several concepts under the basic psychological needs are separately studied in the sports psychology research era. Moreover, combined factors that create breaking moments in athletes' lives were separated from basic

psychological needs because more than one need is activated in athletes' lives. Still, parents' and athletes' perceptions and experiences about a child's basic psychological needs formation process, underlined factors, and relation with sports parenting were not detailed in the sports psychology literature. Thus, Parents and athletes were included in this study to bridge the gap in this content area, and qualitative analysis was chosen. This research followed the tradition of hermeneutic phenomenology. This choice helped to clarify the meaning of parents' and early specialized athletes' lived experiences.

Moreover, the experiences of parents and early-specialized athletes were evaluated as superordinate and sub-themes from varied disciplines rather than doing in-depth research on a single sports branch. As a result, it is based on the process of an athlete who specializes early in any sport, as opposed to being limited to sports that need early sports specialization. All the findings indicated that informative and knowledgeable parents about their child's sports are essential for optimal sports parenting. The necessary informative thoughts can be shared with youth when it is necessary based on the child's borders.

Enough space for developing attitudinal, functional, and emotional autonomy in the home environment is critical for athletes' development. When athletes start to improve autonomy, perceived competence such as self-awareness, self-discipline, self-esteem, and resilience start to be matured. However, self-sacrifice is a little bit different concept and can be interpretive. This sub-theme included parents' and child's self-sacrifices because children cannot be evaluated separately from parents in the early sports specialization. Although all other sub-themes rather than self-sacrifice were generally explained with only a child's process, the self-sacrifice of parents is a critical value for the pursuing sports career of youth. Thus, it should be underlined that competitive youth sports are evaluated as a journey where athletes share this road with their parents (Knight & Holt, 2014)

Thus, this research may help improve structured guiding principles or programs for parents to prepare them for their new role in the sports environment and help to create a motivational climate in athletes' sports careers. Because positive youth development is possible if children and later adults can experience a healthy, fulfilling, and productive life (Hamilton, Hamilton & Pittman, 2004). Because Eime and colleagues (2013) mentioned that a suitable environment for positive youth development includes accepting or encouraging relationships with significant others, life skill-based activities, which include the development and transfer of life skills through activities, and positive mental, physical, and social aspects. It is essential to have good relationships between significant others and athletes in sports to optimize optimal youth development opportunities (Holt & Knight, 2014).

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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Sayı: 28620816 /

14 NİSAN 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Sadettin KİRAZCI

Danışmanlığınızı yaptığınız Ece İBANOĞLU'nun "Ne söylendi? Ne algılandı? Erken Özelleşen Sporcuların ve Ailelerinin Spora Aile Dahiliyeti Algılarını Anlamak" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 116-ODTU-2021 protokol numarası ile onaylanmıştır.


Saygılarımızla bilgilerinize sunarız.

Dr. Öğretim Üyesi Şerife SEVİNÇ
İAEK Başkan Vekili

APPENDICES

B. RESEARCH INVITATION POSTER

SPORA AİLE DAHİLİYETİ ARAŞTIRMASINA KATILIM ÇAĞRISI



10 Sporcu 10 Sporcu 10 Sporcu
Annesi Babası
katılımcıya ulaşmaya çalışmaktayım.

Bir ebeveyn olarak

- Çocuğunuz 12 yaşından önce tek bir branşta özelleştirse
- En az 1 kez 12 yaşından önce lisanslı olarak yarıştıysa

15-24 yaş aralığında olan,
12 yaşından önce tek bir branşta özelleşmiş
12 yaşından önce lisanslı yarışmış

bir sporcuysanız

online görüşme şeklinde gerçekleştirilecek araştırmaya katılarak katkı sağlayabilirsiniz.

ODTÜ Beden Eğitimi ve Spor Bölümünde Doç. Dr. Sadettin Kirazcı danışmanlığında yürüttüğüm tez çalışması ile ilgili

Detaylı Bilgi İçin:
Psk. Ece İbanoğlu
ecee.ibanoglu@gmail.com

APPENDICES

C. INFORMED PARENTAL CONCENT FORM

Aile Onam Formu

Araştırmacı: Ece İbanoğlu

Beden Eğitimi ve Spor Bölümü , ODTÜ

Türkiye Olimpik Hazırlık Merkezi (TOHM) - Ankara , e-mail: e166417@metu.edu.tr

Danışman: Doç. Dr. Sadettin Kirazcı

Beden Eğitimi ve Spor Bölümü , ODTÜ, Tel: +90 312 210 4016/4018

Çalışmanın amacı, erken özelleşen sporcuların spor hayatları süresince, kendilerinin ve ebeveynlerinin tecrübelerine dayanarak spora aile dahililiyeti konusunda bakış açılarını incelemektir. Bu araştırma Orta Doğu Teknik Üniversitesi Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencisi Ece İbanoğlu tarafından yürütülmektedir.

Çocuğumun spor hayatı boyunca, **(a)** bir sporcu olarak aile dahililiyeti ile ilgili kişisel deneyimlerini ve **(b)** anne ve babasının özerklik, yetkinlik ve sosyal ilişkisi üzerine etkisini anlamaya yönelik yaklaşık **45-60 dakika** süren bu bireysel görüşmeye katılımı uygundur. Görüşme sesli olarak kaydedilecek ve beraber belirleyeceğimiz bir zamanda ve yerde veya çevrimiçi ortamda yapılacaktır. Sesli kaydın yazılı dökümü bir şifre ile korunacaktır.

Çocuğumun katılımıyla ilgili içeriğin araştırmacı Ece İbanoğlu ve Doç. Dr. Sadettin Kirazcı tarafından kullanılacağını anlıyorum. Çocuğum istediği zaman çalışmadan çekilebilir veya soruları cevaplamayı reddedebilir. Çalışmadan çekilmeyi seçerse, görüşmeden çekilme zamanına kadar toplanan veriler imha edilir ve kullanılmaz. Çocuğumun bu çalışmaya katıldığı için herhangi bir maddi ödeme almayacağını biliyorum. Araştırmacıdan çocuğumun paylaşacağı bilgilerin gizli kalacağına dair güvence aldım.

Anonimlik, orijinal sesli kaydın yazılı dökümleri de dahil olmak üzere tüm belgelerde kodların (örn. A1) kullanılmasıyla sağlanacaktır, yani katılımcıların isimlerinden bahsedilmeyecektir. Görüşmelerin ve toplanan diğer verilerin ses kayıtları Orta Doğu Teknik Üniversitesi'nde, Beden Eğitimi ve Spor Bölümünde Danışman Doç. Dr. Sadettin Kirazcı tarafından 1 yıl boyunca saklanacaktır. Bu araştırmadan çıkan bulgular hakemli dergilerde yayınlanabilir ve konferanslarda sunulabilir. Bu araştırmadan etik süreci ilgili sorularınız olursa, Orta Doğu Teknik Üniversitesi Uygulamalı Etik Araştırma Merkezi ile bağlantıya geçebilirsiniz. Onam formunun birini saklayabileceğim iki (2) kopyası var. Ben, Orta Doğu Teknik Üniversitesi Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencisi Ece İbanoğlu'nun (Araştırmacı) yaptığı araştırmaya çocuğumun katılımını **kabul ediyorum**. Ebeveyn veya yasal vasisi olarak _____'nun/ un bu formda açıklanan araştırma çalışmasına **katılmana izin veriyorum**.

Sporcunun doğum tarihi:

(Gün/ay/yıl)

Sporcunun sadece bu sporu yapmaya başladığı tarih:

(Ay, yıl)

Ebeveyn adı / soyadı :

İmza:

Araştırmacı:

İmza:

APPENDICES

D. GENERAL INFORMED CONCENT FORM

Katılımcı Onam Formu

Araştırmacı: Ece İbanoğlu

Beden Eğitimi ve Spor Bölümü , ODTÜ

Türkiye Olimpik Hazırlık Merkezi (TOHM) - Ankara , e-mail: e166417@metu.edu.tr

Danışman: Doç. Dr. Sadettin Kirazcı

Beden Eğitimi ve Spor Bölümü , ODTÜ, Tel: +90 312 210 4016/4018

Çalışmanın amacı, erken özelleşen sporcuların spor hayatları süresince, kendilerinin ve ebeveynlerinin tecrübelerine dayanarak spora aile dahiliyeti konusunda bakış açılarını incelemektir. Bu araştırma Orta Doğu Teknik Üniversitesi Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencisi Ece İbanoğlu tarafından yürütülmektedir.

Görüşme sesli olarak kaydedilecek ve beraber belirleyeceğimiz bir zamanda ve yerde veya çevirimici ortamda yapılacaktır. Sesli kaydın yazılı dökümü bir şifre ile korunacaktır.

Katılımımla ilgili içeriğin araştırmacı Ece İbanoğlu ve Doç. Dr. Sadettin Kirazcı tarafından kullanılacağını anlıyorum. İstedğim zaman çalışmadan çekilebilir veya soruları cevaplamayı reddedebilirim. Çalışmadan çekilmeyi seçersem, görüşmeden çekilme zamanına kadar toplanan veriler imha edilir ve kullanılmaz. Bu çalışmaya katıldığım için herhangi bir maddi ödeme almayacağımı biliyorum. Araştırmacıdan paylaşacağım bilgilerin gizli kalacağına dair güvence aldım.

Anonimlik, orijinal sesli kaydın yazılı dökümleri de dahil olmak üzere tüm belgelerde kodların (örn. A1) kullanılmasıyla sağlanacaktır, yani katılımcıların isimlerinden bahsedilmeyecektir. Görüşmelerin ve toplanan diğer verilerin ses kayıtları Orta Doğu Teknik Üniversitesi'nde, Beden Eğitimi ve Spor Bölümünde Danışman Doç. Dr. Sadettin Kirazcı tarafından 1 yıl boyunca saklanacaktır. Bu araştırmadan çıkan bulgular hakemli dergilerde yayınlanabilir ve konferanslarda sunulabilir. Bu araştırmanın etik süreci ilgili sorularınız olursa, Orta Doğu Teknik Üniversitesi Uygulamalı Etik Araştırma Merkezi ile bağlantıya geçebilirsiniz. Onam formunun birini saklayabileceğim iki (2) kopyası var. Ben, Orta Doğu Teknik Üniversitesi Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencisi Ece İbanoğlu'nun (Araştırmacı) yaptığı araştırmaya katılmayı **kabul ediyorum**.

Sporcunun / çocuğumun doğum tarihi:

(Gün/ay/yıl)

Sporcunun sadece bu sporu yapmaya başladığı tarih:

(Ay, yıl)

Katılımcının Adı/ soyadı :

İmza:

Araştırmacı:

İmza:

APPENDICES

E. CHILD ASSENT FORM

Sporcu Onam Formu

Çalışmanın Başlığı

Ne söylendi? Ne algılandı? Erken Özelleşen Sporcuların ve Ailelerinin Spora Aile Dahiliyeti Algılarını Anlamak

Açıklık

Bu form, belki de bilmediğin kelimeleri içerebilir. Araştırmacıdan bilmediğin kelimeleri açıklamasını rahatlıkla isteyebilirsin.

Bu çalışma ne hakkında?

Bu çalışmanın amacı, spor hayatları boyunca erken özelleşen sporcuların ve ebeveynlerinin spora aile dahiliyeti konusunda bakış açılarını ve tecrübelerini derinlemesine anlamaktır.

Bu çalışmaya katılmayı seçersem bana ne olur?

Beraber yaklaşık 45-60 dakika süren bireysel görüşme gerçekleştireceğiz. Görüşme sesli olarak kaydedilecek. Görüşmede, ailenin spor deneyimlerine dahiliyeti hakkında ne düşündüğün ile ilgili sana sorular yöneltilecek. Bu görüşme spora başladığın ilk yıllardan şuanki spor hayatına kadarki deneyimlerine odaklanacaktır. İstedikçe zaman, belirli soruları yanıtlamamayı veya kendini rahat hissetmiyorsan görüşmeyi durdurmayı seçebilirsin.

Anlattıklarımı birine söyler misiniz?

Bana verdiğin cevapların bu çalışma ile ilgisi olmayan kimse ile paylaşılmayacağına emin olabilirsin. Cevaplarını ailenle, antrenörlerinle, takım arkadaşlarınla veya araştırma ile ilgisi olmayan herhangi biri ile paylaşmayacağız. Ayrıca, araştırma sonuçlarını yazarken, adını kullanılmayacağız. Her katılımcının bir kod adı olacak. Tüm araştırma sürecinde anlattıkların belirlenen kod adı ile yazıya dökülecek.

Sorular?

Bu çalışmaya katılımınla ilgili soruların varsa, sen veya ailen benimle 0537-329-0212 numaralı cep telefonundan, e166417@metu.edu.tr mail adresinden veya danışmanım Doç. Dr. Sadettin Kirazcı ile skirazci@metu.edu.tr mail adresi üzerinden iletişime geçebilirsiniz.

Razı olmak:

Bu formu okudum ve bu çalışmaya katılmamın doğasını anlıyorum. Bu çalışma için görüşme yapmaya hazırım.

Sporcunun Adı - Soyadı

Sporcunun imzası

Bilgilendirilmiş olur veren ebeveynin İmzası

Tarih

F. CURRICULUM VITAE



Ece İbanoglu

S P O R T S P S Y C H O L O G I S T

Introduction

Graduated from the Middle East Technical University (METU) department of psychology in 2014. Currently continuing my master's degree at the Department of Physical Education and Sports at METU and writing my thesis on parental involvement in sports. Right now I'm a sports psychologist at the Turkish Olympics Preparation Center in Ankara since 2019. As a part of this duty, I was one of the sports psychologists of Team Türkiye in the Tokyo Olympics Game.

Professional Experiences

The Ministry of Youth and Sports of Turkish Republic

Turkish Olympics Preparation Center (TOHM) - Sports Psychologist

- Evaluation Commission Member of TDHM Sports Psychology
- Sports psychologist of Team Türkiye in Tokyo Olympics Game
- Sports psychologist of Turkish Team in ISU World Junior Figure Skating Championships
- Sports psychologist of Turkish Team in 24th ISU World Short Track Speed Skating Championship

2019- Ongoing

- Ankara, Turkey
- Ankara, Turkey
- Tokyo, Japan
- Tallinn, Estonia
- Debrecen, Hungary

METU Sports Club Water Polo Team

Sports Psychologist

2018- Ongoing

- Ankara, Turkey

"You, we and I are a Team" Project

Researcher / Sports and Exercise Psychologist

2017- 2020

- Ankara - Hakkari, Turkey

"Sports for improving intergroup relations among adolescents: An intervention study in Turkey." article was written by Elici, İbanoglu, Öztürk, Yıldırım, Melemez, Uçak and Öztürk and published in *Journal of Peace Psychology* on June, 2020.

Turkish Athletics Federation

Sports Psychologist

2016-2017

- Ankara, Turkey

Academic Background

Middle East Technical University (METU)

Graduate degree in Sport Psychology

2019- Ongoing

Dr. Abdülkadir Özbek Psychodrama Institute

Psychodrama Assistant - Advanced Stage

2017 - Ongoing

Middle East Technical University (METU)

Undergraduate degree in Psychology

2008-2014

Certificates

Association of Turkish Psychologists Member No (3426)

IOC Young Leaders 6 weeks Learning Sprint Programme Certification of Participation

Level 1 Training of Experiential Play Therapy (15 Hours)

Cognitive-Behavioral Therapist certificate (45 Hours)

European Athletics Youth Leaders Forum - Amsterdam

Feb, 2021

Sep, 2017

Feb, 2017

Jul, 2016

Languages

Turkish (Native)

English (Advanced)

Software Skills

MS Office

SPSS

Maxqda

G TURKISH SUMMARY / TÜRKE ÖZET

GİRİŞ

İnsanların benlik duygusu oluşturabilecekleri ve uzmanlaşabilecekleri zorluklar aradığı bilindiği gibi bunları edinebilecekleri yeni deneyimlere ihtiyaç duydukları görülmektedir. Çünkü, insanların doğal gelişim eğilimleri otomatik değildir ve bu süreçte bireyler sürekli olarak sosyal desteğe ihtiyaç duymaktadırlar (Standage & Ryan, 2020). Henüz gelişme aşamasında olan çocukların spor yapmaları söz konusu olduğunda, aileleri gibi sosyal çevrelerinden desteğe ihtiyaç duymaktadırlar. Çocuğun sporda özelleşme süreci boyunca çocuğun optimal gelişimi için elverişli bir atmosfer oluşturmak ve sürdürmelerinde ailenin yerinin çok önemli olduğu ifade edilmektedir. Çünkü, ebeveyn genellikle çocuğun spora başlaması ve devam etmesi için gerekli finansal, duygusal ve zamansal yatırım yapan etkili bir role sahip bireylerdir (Hellstendt, 1987). Bu durum, ebeveynlerin genç sporcuların sporda özelleşme ve ilgi alanlarını sürdürmesinde ne kadar kritik bir role sahip olduklarını göstermektedir (Malina, 2010).

Holt ve Neely (2011), gençliğin pozitif gelişimini (PYD) spor katılımı yolu ile optimum çocuk ve ergen gelişimi için gerekli olduğu düşünülen bir "şemsiye terim" olarak tanımlamaktadır. Fraser-Thomas ve arkadaşları (2005), çocukların, uygun eğitim planı ile eğitildiklerinde ve bu gelişimsel süreçleri olumlu antrenör ve ebeveyn tutumları ile desteklendiğinde optimal gelişimlerinin gerçekleşebileceğini belirtmiştir. Genç, ergen veya yetişkin sporcuların optimal gelişimleri için sağlıklı, tatmin edici ve üretken hissedebilecekleri bir yaşam alanı sağlamanın yolları bulunmaya çalışıldığı gibi (Hamilton vd., 2004), çocukluktan ergenliğe kadar olan spor gelişimlerini incelemek, genel ilerlemeyi, yolları ve sonuçları anlamaya yardımcı olunabilmesi açısından önemli bir yere sahiptir (Cote & Vierimaa, 2009).

Bu fenomenolojik çalışma, sporcuların temel psikolojik ihtiyaçlarının (yeterlilik, özerklik ve ilişkili olma) spor kariyerleri süresince spor ebeveynliği ile nasıl ilişkilendiğine dair sporcu ebeveynlerinin ve erken özelleşen sporcuların deneyimlerini anlamayı amaçlamaktadır. Ayrıntılı olarak, a) Ebeveynler ve erken özelleşen sporcular, erken özelleşen sporcuların spor performanslarına ilişkin öz değerlendirmeleri hakkında ne düşündükleri (Yetkinlik) b) Bir sporcunun karar verme süreçlerinde ebeveynlerin ve erken özelleşen sporcuların deneyimleri (Özerklik) c) Ebeveynler ve erken özelleşen sporcular, sporcuların spor ortamındaki ilişkileri hakkında ne düşündükleri (İlişkili olma) ve d) Ebeveynlerin ve erken özelleşen sporcuların optimal sporcu ebeveynliği ile ilgili beklentilerinin neler olduğuna dair (Algılanan optimal sporcu ebeveynliği) sorulan sorulara yönelik yapılan yaşantı paylaşımlarıyla deneyimlere ve algılara ulaşmayı amaçlamaktadır.

LİTERATÜR TARAMASI

Sporcunun gelişimsel sürecini inceleyen dört teorinin dikkat çekici olduğu düşünülmektedir. Uzun vadeli sporcu gelişimi olarak bilinen sporda gelişim teorisi sporcuların sürecini yaşa bağlı olarak aktif başlangıç, eğlenceli temel beceriler, antrenmanı öğrenme, antrenman için antrenman, yarışmak için antrenman, kazanmak için antrenman ve yaşam boyu aktiflik aşamaları ile detaylandırmaktadır (Balyi, 2002). Bunun yanı sıra, Wylleman ve Rosier'in 2016'da geliştirdiği holistik atletik kariyer modeli ise yaşa bağlı olarak atletik, psikolojik, psikososyal, akademik ve mesleki ve maddi düzeylerdeki gelişimine odaklanmaktadır (Wylleman & Rosier, 2016). Uzun süreli sporcu gelişim modeli ise yaşa bağlı olarak spora katılım, sporda özelleşme ve gelişim antrenman evreleri ile tanımlandığı gibi erken ve geç özelleşilen spor dallarına bakılarak sürecin etkileri incelenmiştir (Cote vd., 2009). Son olarak bu araştırmanın kavramsal çerçevesi olumlu gençlik gelişimi olarak belirlenmiş olup yapılandırılmış faaliyetlere katılarak optimum gelişimsel deneyimlerinin kazanılacağı yolun sporcular için oluşturulmasının nasıl sağlanabileceği konusu araştırma süresince önemsenmiştir.

Motivasyon, gençlerin çeşitli kritik gelişimsel süreçlerini önemli ölçüde etkileyen davranışları teşvik ettiği bilindiği gibi, davranışları yönlendirdiği de ifade edilmektedir (Eccles & Wigfield, 2002). Konu motivasyon olduğunda öz belirleme kuramı dikkat çeken teorilerden biri olarak ifade edilmektedir. Bu teorinin alt yapısında temel psikolojik ihtiyaçlar yattığı gibi bu ihtiyaçların farklı öncelikler ve oranlarda karşılandığında ortaya çıkan altı alt teori dikkat çekmektedir (Deci & Ryan, 2000b). Ryan ve Deci (2017), insanların temel psikolojik ihtiyaçları karşılandığında, daha bağlantılı ve istekli motivasyon şekillerine sahip oluşlarını, gelişmiş etkin olma hali ve refah bildirdiklerini belirtmişlerdir. Bu ihtiyaçlardan herhangi birinin karşılanmaması halinde bireylerin gelişimsel süreçlerinde, bütünlüğünün ve psikolojik iyi oluşunun zarar göreceğine inanılmaktadır. Bu durum, kendileri ve çevreleriyle, örneğin önemli diğerleri (ebeveyn, antrenör ve akran) gibi etkileşimlerine bağlı olarak devam eden bir döngüdür olarak ifade edilmektedir. Bu nedenle, önemli diğerlerinin genç sporcuların psikolojik sağlığını etkilediği düşünülmektedir. Ayrıca, ebeveynlerin spor durumlarına fiziksel katılımı veya tepkileri, sporcunun motivasyonunu, başarı algısını ve performans için belirlediği hedeflerini etkileyebilmektedir (Wiersma & Fifer, 2008).

Bailey ve Toms (2010) çocukların spora katılımını kolaylaştıran birçok unsurun altını çizmektedir. Bu faktörler arasında cesaret verici bir aileye sahip olmak, yerel spor kulüplerine kolay erişim sağlayabilmek ve uygun öğrenme ortamları oluşturmak yer almaktadır. Spora katılmak için gerekli koşulları sağlamanın yanı sıra, çocuğun katılım kararını etkileyen faktörlerin bilinmesi de önem arz etmektedir. Spor Hekimliği ve Fitness ve Okul Sağlığı Pediatri Komiteleri (2001), bazı çocukların erken yaşta yoğun antrenmanlara katıldıklarının ve erken yaşta yarışmaya başladıklarının altını çizmiş olup, bu durumun büyümelerini ve olgunlaşma süreçlerini olumsuz yönde etkilediğini belirtmiştir. Ek olarak, spora katılımın, duygusal olarak gelişmemiş ve duygularını yönetemeyen gençler için istenmeyen olumsuz duygusal durumlar yaşatabileceği vurgulanmıştır.

Rekabetçi spor ortamı, sporcuların spor yaşamına bazı zorluklar getirmektedir. Genç sporcular, uzun antrenman saatleri, spor yaralanmalarından sonra iyileşme,

yarıřmalarda kaygıyla başa çıkma ve benzeri gibi gelişimsel süreçlerde zorluklarla karşılaşabilmektedir (Gould, 1982). Bu nedenle, ebeveynlerin çocuklarının spor kariyerinde nasıl konumlandıklarının çok önemli olduğu düşünülmektedir. Mevcut araştırma ve kaynaklar, motivasyonu ve optimal gelişimi teşvik ederek bir spor ortamını beslemenin kritik etkisini vurgulamaktadır (Fraser-Thomas vd., 2005)

Harwood ve Knight (2015) bilinçli spor ebeveynleri olmak için gereken yeterliklerden bahsetmiştir. Altı varsayıma dayalı olarak, ebeveynler genç sporcuların bilgi düzeylerini artırarak, kişilerarası ilişkilerini, içsel motivasyonlarını ve koordinasyon yeteneklerini geliştirerek onları destekleyebilmektedir. Bu varsayımlar; ilk olarak, ebeveynler gençler için uygun spor branşlarını seçerek ve gelişim sürecinde onlara gerekli motivasyonel destek sağlayarak spora devamlılığa teşvik edebilmektedir. İkincisi, ebeveynlerin uygun ebeveynlik katılım düzeyini anlayıp ve uygulamaları beklenmektedir. Üçüncüsü, “duygusal olarak gelişmiş bir rol modeli” olan ebeveynler, yarışmaların duygusal ihtiyaçlarını yönetebildiği gibi dengeleyebilmektedir. Dördüncüsü, gençlerin spor koşullarında önemli kişilerle iyi bir ilişki içinde olmasının önemini vurgulayabilmektedir. Beşinci olarak, ebeveynler organizasyon ve gençlik gelişimi ile ilgili gereksinimleri yönetir. Son olarak, ebeveynler, gençliğin gelişim aşamalarına göre gerekli ebeveyn katılım düzeyini benimseyebilmektedir. Spor gelişimi ile ilgili ister sporcunun ailesi tarafından ister kendi sporu için yaş aralığına göre verilen bir karar olsun, sporcunun motivasyonu birincil nokta olarak vurgulanmaktadır.

YÖNTEM

3.1. Mevcut çalışmada nitel analiz kullanımının gerekçesi

Sporcuların temel psikolojik ihtiyaçlarını ve spor ebeveynliği ile etkileşimlerini anlamak için dört ana soru ortaya atılmıştır. Ebeveynlerin, erken özelleşen sporcunun kariyeri boyunca bu süreçlere ilişkin sporcuların temel psikolojik ihtiyaçları ile nasıl ilişki kurdukları, tüm bu araştırma merakının birincil ilgi kaynağı olarak ifade

edilmektedir. Bu araştırma, Howitt'in (2010) gösterdiği gibi, en az üç nedenden dolayı araştırmayı nicel analizle ele almamıştır. Birincisi, sporcu ebeveynliği belirli bir fenomen olduğu için, nitel veriler kişisel deneyimlere ilişkin zengin ve derinlemesine bir anlayış sağladığından tercih edilmiştir. Çünkü, nicel bir analiz yapmanın erken özelleşen sporcuların deneyimlerine bakış açısını sınırlandıracağı düşünülmektedir. İkincisi, nitel araştırmalar hipotezleri test etmekten ziyade ortaya çıkan fenomenleri ve kavramları ortaya çıkarmayı amaçlamaktadır. Bu çalışma, ilişkileri keşfetmeye odaklandığından incelenecek bir hipoteze sahip değildir. Yukarıda sunulan sorulara cevaplar vererek, erken özelleşen sporcuların spor kariyerlerindeki sporcu ebeveynliği deneyimlerini ayrıntılı olarak anlamak için tasarlanmıştır. Üçüncüsü, nitel araştırmalar, bir bireyin bakış açısını yakalamak ve karmaşıklıkları araştırmakla ilgilenmektedir.

Bu çalışma, ebeveynlerin ve erken özelleşen sporcuların bakış açılarına odaklandığı gibi ve üç farklı içerik kapsamında şekillenmiştir: temel psikolojik ihtiyaçlar, erken özelleşen sporcu ve sporcu ebeveynliği. Böylece, nitel bir analizin bu çalışma için en uygun metodoloji olduğu belirlenmiştir. Sonuç olarak, bu üç neden göz önüne alındığında nitel bir analiz daha uygun olmuştur. Çalışma, erken özelleşen sporcuların spor deneyimlerine her iki açıdan da daha derin ve daha zengin bir anlayış kazandırmayı amaçlamaktadır.

3.1.1. Çalışmanın Paradigması

Bu araştırma fenomenolojik paradigma ile oluşturulmuş olup yorumlayıcı felsefeden beslenmiştir. Aynı zamanda katılımcıların paylaştığı deneyimlerin kategorileştirmeden önce özüne ulaşabilmek için bireylerin deneyimlerini ortaya çıkartmayı amaçlamıştır (Savin-Baden & Major, 2013). Bu araştırma öznelarası olduğu gibi gerçekliği görüşü ise bireylerin deneyimlerini yorumlama yaklaşımını benimsemektedir (Schwandt, 2000).

3.1. Prosedür

Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulundan alınan Etik Kurul onayından (Protokol numarası: 116-ODTU-2021) sonra araştırmacı tarafından çevirim içi poster hazırlanarak katılımcılar araştırmaya davet edilmiştir. 18 yaş altı sporcular için Ebeveyn bilgilendirilmiş onam formu, 18 yaş üstü sporcular ve ebeveynler içinse bilgilendirilmiş onam formu doldurtularak görüşme sürecine geçilmiştir. Biri pilot görüşme olmak üzere toplam 25 görüşme gerçekleştirilmiştir. Görüşmelerden birinin pilot çalışma olması, görüşme hazırlığının önemli bir detayı olarak ifade edilmektedir. Pilot test, görüşme tasarımındaki boşlukları, kısıtlamaları veya diğer sorunları belirlemede araştırmacıya yardımcı olmakta ve araştırmacının çalışma uygulanmadan önce gerekli değişiklikleri yapmasına olanak tanımaktadır (Kvale, 2007). Pilot görüşmeden sonra soru akışı değiştirilmiş ve bazı sorular yeniden düzenlenmiştir. İmzalı bilgilendirilmiş onam formları e-posta ile alındıktan sonra görüşme gün ve saatleri planlanmış ve çevrimiçi Zoom programında görüşmeler gerçekleştirilmiştir. Tüm görüşme soruları açık uçludur ve temel psikolojik ihtiyaçlar teorisi (yeterlik, özerklik ve ilişkili olma) ve algılanan optimal spor ebeveynliği ile ilgili literatürden yararlanarak sorular hazırlanmıştır.

Katılımcılar

Katılımcılar, bireysel ve takım sporları yapan sekiz erken özelleşen sporcu ve çocuğu sporda erken özelleşen 16 ebeveyn (sekiz anne, sekiz baba) oluşmaktadır.

Table 1. Sporcular ve ebeveynler için araştırmaya katılım kriterleri

Kriterler	Sporcular için kriterler	Ebeveynler için kriterler
Yaş	15-24	Sporda erken özelleşmiş bir çocuğa sahip olmak
Sporda özelleşme	12 yaşından önce tek branşta özelleşmiş olmak	12 yaşından önce tek branşta özelleşmiş bir çocuğa sahip olmak
Sporda erken özelleşme	12 yaşından önce lisanslı olarak yarışmış olmak	12 yaşından önce lisanslı olarak yarışmış bir çocuğa sahip olmak

Tablo 3. Sporcuların tanımlayıcı özellikleri

Sporcuların kodları	Cinsiyet	Spor branşları	Yarışma seviyeleri	Annelerin kodları	Babaların kodları
S0	Kadın	Yüzme	Olimpik sporcu	SA0	SB0
S01	Kadın	Artistik buz pateni	Milli sporcu	SA1	-
S02	Kadın	Bedminton	Milli sporcu	SA2	-
S03	Erkek	Eşli danslar	Kulüp sporcusu	-	SB03
S06	Erkek	Voleybol	Kulüp sporcusu	SA06	SB06
S07	Erkek	Cimnastik	Olimpik sporcu	-	-
S08	Erkek	Buz hokeyi	Milli sporcu	SA08	SB08
S09	Kadın	Tekvando	Milli sporcu	SA09	SB09

Tablo 3 içerisinde katılımcı sporcuları tanımlayıcı özelliklerine yer verilmiştir. Bu tabloda anne ve babalarının kodlarına da yer verilerek hangi sporcuların kendi ebeveynlerinin araştırmaya katılım gösterdiğini vurgulamak istenmektedir.

Tablo 4 üzerinde ebeveynlerin tanımlayıcı özelliklerine yer verilmiştir. Bu tabloda anne baba ve sporcuların araştırma süresince geçen kodları belirtilerek birbirleriyle olan ilişkilerinin düzeyi de aktarılmaya çalışılmıştır.

3.2.3. Veri Analizi

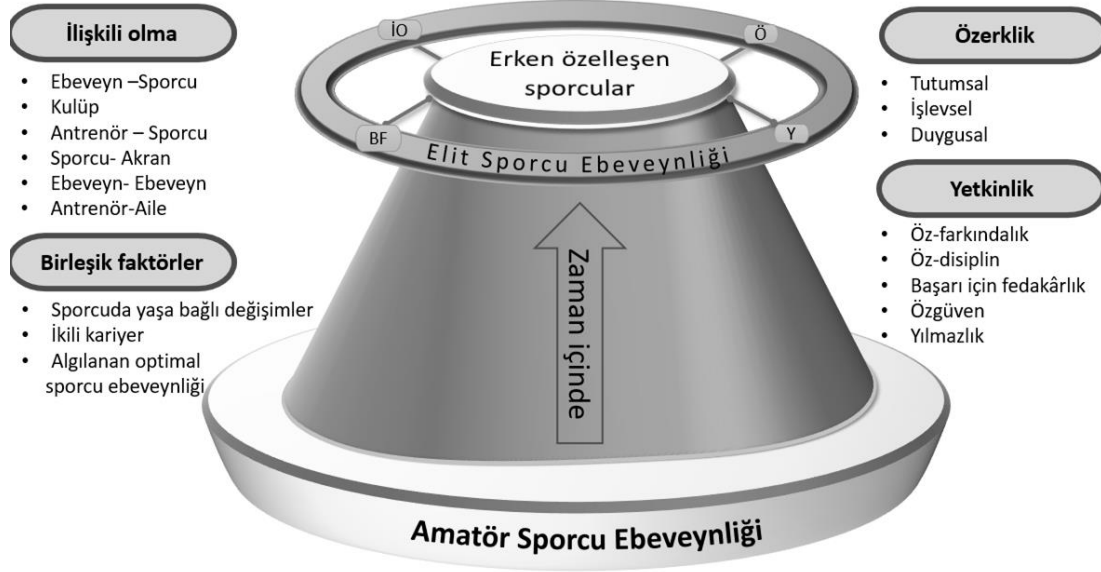
Analiz yöntemi olarak tematik analiz kullanılmıştır. Braun ve Clark (2016) tümevarımcı ve tümdengelimci olmak üzere iki tematik analiz yönteminden bahsetmektedir. Tümdengelimci tematik analizde veriler spesifik bir teorik çerçeve içerisinde analiz edilirken tümevarımcı tematik analizde araştırmacının analitik olarak yerleşmiş fikirlerine ya da herhangi bir önceden oluşmuş teorik bir çerçeveye dayanmadan araştırmanın verilerinin analiz edildiği yöntem olarak ifade edilmiştir (Hsieh & Shannon, 2005). Bu araştırmanın analiz evresinde hem tümdengelim hem de tümevarım analiz yöntemi kullanılmıştır.

Tablo 4 Ebeveynlerin tanımlayıcı özellikleri

Annelerin Kodları	Babaların kodları	Çalışma Durumu	Sporcunun Branşı	Yarışma seviyesi	Sporcu Kodları
SAZ		Devlet memuru	Artistik buz pateni	Milli sporcu	-
SA01		Emekli	Artistik buz pateni	Milli sporcu	S01
SA03		Özel sektör	Voleybol	Kulüp sporcusu	S03
SAN		Ev hanımı	Cimnastik	Olimpik Sporcu	-
SA0		Ev hanımı	Yüzme	Olimpik sporcu	S0
SA02		Ev hanımı	Bedminton	Milli sporcu	S02
SA08		Devlet memuru	Buz hokeyi	Milli sporcu	S08
SA09		Ev hanımı	Tekvando	Milli sporcu	S09
	SB03	Özel sektör	Voleyboll	Kulüp sporcusu	S03
	SBZ	Özel sektör	Artistik buz pateni	Milli sporcu	-
	SB06	Özel sektör	Eşli Danslar	Kulüp sporcusu	S06
	SBV	Devlet memuru	Cimnastik	Olimpik sporcu	-
	SB0	Devlet memuru	Yüzme	Olimpik sporcu	S0
	SBN	Özel sektör	Cimnastik	Olimpik sporcu	-
	SB08	Özel sektör	Buz hokeyi	Milli sporcu	S08
	SB09	Devlet memuru	Tekvando	Milli sporcu	S09

SONUÇLAR

Bu bölümde üst ve alt temalar sunulmuştur. Tematik analiz sonuçlarına göre dört üst tema ortaya çıkmıştır; birincisi "Yetkinlik", ikincisi "Özerklik", üçüncüsü "İlişkili olma" ve sonuncusu " birleşik faktörler" oluşmaktadır. Her ana temanın altında çıkan alt temalara yönelik bulgular belirtilirken katılımcı anneler babalar ve erken özelleşen sporcuların her bir alt tema içerisinde ikişer alıntısına yer verilmiştir. Her alt temanın altında toplamda altı tane alıntı bulunmaktadır.



Şekil 4: Erken özelleşen sporcuların temel psikolojik ihtiyaçları ile sporcu ebeveynliğinin ilişkilendirme süreci önerisi.

Bulgular Şekil 4’de gösterildiği gibi erken özelleşen sporcuların spor kariyerlerinin ilk yıllarında sorumluluklarını yerine getirmek için aile yardımına ihtiyaç duydukları ama bu ihtiyacın zaman içerisinde değişimi görüldüğü gibi temel psikolojik ihtiyaçlar ile sporcu ebeveynliğinin arasındaki ilişkinin zamanla değiştiği bir süreci temsil etmektedir. Sporcu ebeveynliği hem elit hem de uygulayıcı seviyesi olarak isimlendirilmiştir. Sporcuların aile ile kurdukları ilişkide ihtiyaçlarının yıllar içinde değiştiği, sporcu ebeveynliğinin yeniden şekillendiğini ifade edilmiş olup sporcunun gelişimi ilerledikçe aileye duyduğu ihtiyacın azaldığını gözlemlenmektedir. Spora başlanılan ilk yıllar, sporcuların ebeveynlerle olan ilişkilerine dayalı olarak yeterlilik, özerklik ve ilişkili olma ihtiyaçları algılarına göre şekillendirilmiştir. Bu nedenle sporcu ebeveynliğinin performans düzeyinin sporcuların merkezinden uzak olduğu ancak yine de erken özelleşen sporcuları etkileyecek bir noktada olduğu fark edilmiştir.

YETKİNLİK

Bu çalışmada ortaya çıkan temalardan biri "Yetkinlik" olmuştur. Yetkinlik, öz farkındalık, öz disiplin, başarı için fedakârlık, özgüven ve yılmazlık alt temalarını içermektedir.

Öz-farkındalık

Yetkinlik teması içerisinde yer alan alt temalardan biri öz farkındalık olarak ortaya çıkmıştır. Sporcunun kendi alanında yetkin olduğunu kabul ettiğinin göstergelerinden biri olan öz-farkındalık, genellikle sporcunun beklentilerini, spor motivasyonunu, duygularını ve zaman yönetimini kapsayan noktalarda öz farkındalık göstermiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Öz-disiplin

Yetkinlik teması içinde yer alan alt temalardan biri öz-disiplin olarak ortaya çıkmıştır. Öz-disiplin tipik olarak bir günü planlama yeteneği, branşın yaşam becerileri üzerindeki disiplin etme etkisi, sorumluluklarını yerine getirerek hareket etme yeteneği ve çevreyi sportif gereksinimlerine göre düzenleme kapasitesi olarak ortaya çıkmıştır. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Başarı için fedakarlık

Yetkinlik teması içerisinde yer alan alt temalardan biri de başarı için fedakarlık olarak ortaya çıkmıştır. Bir sporcunun kendi branşında yeterli yetkinliğe ulaşmak için yaptığı fedakarlık, aile, arkadaşlarla ile geçirebilecekleri kaliteli zamandan, yediği yemekten veya o yemekten alabileceği zevkten, sağlığından kendileriyle geçirebilecekleri kaliteli zamandan ve ailelerine verebilecekleri sosyal destekten fedakarlık etmek olarak ifade edilmiştir. Aynı zamanda bu temanın altında erken özelleşen sporcunun hayatında ailenin fedakarlık yapmasının aileler tarafından bir gereklilik olarak sunulduğu fark edilmiştir. Aileler de sporcunun spor kariyerini sürdürebilmesi için kişisel zamanlarından, aile ortamlarından, zamanlarından ve maddi kaynaklarından

fedakarlık ettiklerini ifade etmektedir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Özgüven

Yeterlik teması içerisinde yer alan alt temalardan biri de özgüven olarak ortaya çıkmıştır. Sporunun branşında yeterli yetkinliğe sahip olduğunu anladığı özgüven, genellikle yapabileceğini gördüğü, kendi kendine bir şeyi başardığı, kendini iyi ifade ettiği ve performanslarını seyirci önünde sergilemeye cesaret ettiği deneyimlerle ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Yılmazlık

Yeterlik teması içerisinde yer alan alt temalardan biri de yılmazlık olarak ortaya çıkmıştır. Sporcuların spor dallarında yeterli yetkinliğe sahip olduklarını anlamaları, hataları bir öğrenme fırsatı olarak algıladıkları, olumsuz geri bildirimleri ele aldıkları ve engellerle karşılaşmalarına rağmen sabredebildikleri deneyimler olarak ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

ÖZERKLİK

Bu çalışmada ortaya çıkan ana temalardan bir diğeri "Özerklik" olarak ifade edilmiştir. Özerklik, tutumsal, işlevsel ve duygusal özerklik alt temalarını içermektedir.

Tutumsal özerklik

Özerklik teması içinde yer alan alt temalardan biri de tutumsal özerklik olarak ortaya çıkmıştır. Sporcuların kendi spor dallarında yeterli özerkliğe sahip olduklarını anladıkları tutumsal özerkliğin, genellikle sporla ilgili hedefleri kendileri belirledikleri ve kararları kendilerinin verdikleri zaman ortaya çıktığı tespit edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

İşlevsel özerklik

Özerklik teması içinde yer alan alt temalardan biri de işlevsel özerklik olarak ortaya çıkmıştır. Sporcunun kendi spor branşında yeterli özerkliğe sahip olduğunu anladığı işlevsel özerklik, genellikle sporcuların sporla ilgili hedeflerine yönelik planlar yaptıkları, bu planları adım adım gerçekleştirmek için gerekli stratejileri ve bu hedeflere ulaşmak için gerekli ihtiyaçları planladıkları davranışlar olarak ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Duygusal özerklik

Özerklik teması içinde yer alan alt temalardan biri de duygusal özerklik olarak ortaya çıkmıştır. Sporcunun kendi spor branşında yeterli özerkliğe sahip olduğunu kabul ettiği duygusal özerklik, tipik olarak şu şekilde kendini gösterir: Kendi sorumluluğunu almak, kendilerini özgür hissetmelerini sağlamak, kendilerini iyi hissettirecek kararlar almak ve kendilerini güvende hissedecekleri sınırları çizmek. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

İLİŞKİLİ OLMA

Bu çalışmada ortaya çıkan temalardan biri "ilişkili olma" olarak ortaya çıkmıştır. idi. Bu kapsamda ebeveyn-sporcular, kulüpler, antrenör-sporcular, sporcular-akranlar, ebeveynler-diğer ebeveynler ve antrenör-ebeveyn ilişkileri alt temalarını içermektedir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Ebeveyn-sporcu ilişkisi

İlişkili olma temasının alt temalarından biri ebeveyn-sporcu ilişkileri olarak ortaya çıkmıştır. Sporcunun ailesi ile kurduğu ilişki genellikle evde veya yolda sporla ilgili sohbetler, anne ve babadan farklı rol beklentileri, sporda kişisel alana ihtiyaç duyma ve güven ilişkisi olarak ifade edilmektedir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Kulüp ilişkisi

İlişkili olma temasının alt temalarından biri kulüp ilişkileri olarak ortaya çıkmıştır. Kulüp ilişkileri tipik olarak destekleyici bir ortam, kulüpteki kalabalık antrenmanların motivasyon artırıcı etkisi, antrenörlerin aile ve kulüp arasındaki düzenleyici rolü, sporcunun gelecek planları için yeterliliği ile ilgili bilgiler, ailelerin kulüpten beklentileri ve gerekli ihtiyaçların karşılanması ile ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Antrenör- sporcu ilişkisi

İlişkili temasının alt temalarından biri antrenör sporcu ilişkileri olarak ortaya çıkmıştır. Antrenörün ailenin yerini tutabileceği sporcu-antrenör ilişkilerinin, sporcunun sporla olan bağı ve sporcunun motivasyonunu olumlu veya olumsuz yönde etkilediği durumlar belirtilmektedir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Sporcu-akran ilişkisi

İlişkili olma temasının alt temalarından biri de sporcu-akran ilişkileri olarak ortaya çıkmıştır. Sporcu-akran ilişkilerinin zamanla daha pragmatik hale gelme eğiliminde olduğu, spor ortamından etkilendiği ve rekabetin hem olumlu hem de olumsuz etkilerinin yansıdığı ilişkiler belirtilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Ebeveyn-ebeveyn ilişkisi

İlişkili olma teması içinde yer alan bir alt tema da ebeveynlerin birbirleriyle etkileşimi olarak ortaya çıkmıştır. Ebeveynler arasındaki ilişkiler genellikle çocukların karar verme becerileri gelişene kadar güçlü bir bağ olarak ifade edilir. Ebeveynler olumsuz bağlantılara sahip olduğu, sporcular veya yaş grupları arasında karşılaştırmalar yaptıkları veya birbirleriyle sosyalleşmekten olumlu yönde etkiledikleri ifade edilmektedir. Aile katılımının düzeyi bu etkileşimi şekillendirdiği belirtilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Antrenör- ebeveyn ilişkisi

Lişkili olma teması içinde yer alan alt temalardan biri de antrenö-ebeveyn ilişkileri olarak ortaya çıkmıştır. Aile ve antrenör ilişkileri, genellikle çocukların karar verme becerileri gelişene kadar belirleyici olduğu belirtilmiştir. Aile, olumsuz ilişkilerde antrenörün çalışmasına müdahale etme eğilimindedir; sporcu ile antrenör arasındaki ilişkiyi olumsuz etkileyebilir, iyi bir iletişim kurulduğunda destekleyici olabilir, antrenör üzerinde baskı oluşturabilir. Antrenörün yetkinliği ile ilgili bir şüphe oluşan koşullarda ailenin duyarlılığı ve müdahalesi artabilmektedir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

BİRLEŞİK FAKTÖRLER

Birleşik faktörlerde, sporcuların ve ailelerinin tanımladıkları durumlara dayalı olarak alt temalar oluşturulmuş, en az iki ana tema, özerklik, ilişki ve yeterlilik içeren durumlar olduğu fark edilerek ayrı bir başlık olarak değerlendirilmiştir. Birleşik faktörler, yaşa bağlı değişimler, çift kariyer ve optimal spor ebeveynliği alt temalarını içermektedir.

Yaşa bağlı değişimler

Birleşik faktörler teması içinde bir alt tema olarak yaşa bağlı değişimler ortaya çıkmıştır. Yaşa bağlı değişimde, ergenlik döneminde yılmazlık, öz-disiplin ve akran ilişkilerinin düzenlenmesinin gerekli olduğu ifade edilmektedir. Aile-sporcu ilişkileri ve özerkliğin dengelenmesi, artan öz farkındalık ile akran ilişkilerinden fedakarlık, aile ilişkisinin artan yeterlilik ve özerklik ile düzenlenmesi gibi bulgular fark edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

İkili kariyer

Birleşik faktörler teması içinde bir alt tema ikili kariyer olarak ortaya çıkmıştır. İkili kariyerde, Türkiye'de spora meslek olarak bakılmamasının özerkliği ve özgüveni azalttığı ancak öz disiplini artırdığı belirtilmiştir. Öz disiplinli çalışmalarla süreci

yönetmek için arkadaşlarla geçirilen zamandan fedakarlık edildiği ifade edilmiştir. Ancak sporcuların aile ve arkadaşlarla geçirecekleri sosyal zamandan alacakları zevkleri ertelediği ve ailenin de bu süreçte yılmazlık gösterdiği ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

Algılanan optimal sporcu ebeveynliği

Birleşik faktörler teması içinde bir alt tema, optimal spor ebeveynliği olarak ortaya çıkmıştır. Optimal spor ebeveynliği alt temasında ise ailelerin antrenörlerle daha az temas halinde oldukları ve sporcuların öz farkındalıklarının artmasına yardımcı olabilecekleri bilgi düzeyine sahip olmaları belirlenmiştir. Destekleyici ve bütüncül bir yaklaşımla sporcuların öz farkındalık ve benlik saygısı geliştirmelerine, özerk bir alan sağlayarak aile-sporcu ilişkisini destekleyici düzeyde tutmalarına ve dengeli bir ilişki kurmalarına duyulan ihtiyaç ifade edilmiştir. Bu başlık altında Türkçe ve İngilizce olarak altı alıntıya yer verilmiştir.

TARTIŞMA

Yetkinlik, belirli sporda sadece doğal yeteneğe sahip olmaktan daha fazlasıdır; aynı zamanda sporcu olarak yetişen bir zihin yapısından bahsedilmektedir. Bu durum, sporcuların yeteneklerine güvenmeleri ve bir sporcunun potansiyellerine ulaşmak için neleri bilmesi gerektiğini keşfetmekle ilgili olduğu kabul edilmektedir (Deci & Ryan, 2000a). Babkes ve Weiss (1999), ebeveynlerin sporda rol model olduklarında ve çocuklarının performanslarıyla ilgili daha olumlu geribildirim verdiklerinde, çocuklarının kendi spor becerileri hakkında daha olumlu inançlara sahip olmalarının, yeterli algılarının, spordan zevk alınan zevkin ve motivasyonları ile ilgili olumlu algılarının daha yüksek olduğu ifade edilmiştir. Bu çalışmada beş bileşenin yetkinlik ihtiyaçlarını şekillendirdiği keşfedilmiştir. Bunlar, öz-farkındalık, öz-disiplin, başarı için fedakârlık, özgüven ve yılmazlık olarak ortaya çıkmıştır.

Aynı zamanda, farklı özerklik türleri de dahil olmak üzere çeşitli deneyimleri kapsamaları sebebiyle araştırma dikkat çekmektedir. Özerklik duygusu, kişinin bir seçeneği olduğunu ve kendi kararlarını verebileceğini düşündüğünü göstermektedir (Ryan & Deci, 2000). Özerklik çocuklarla birlikte büyüyen bir değişken olduğu için ailenin de bu sürece uyum sağlaması gerekmektedir. Çünkü, bir çocuğun ebeveynine bağımlılığını azaltmanın çocukluk döneminden itibaren sosyalleşmesinin temel bir hedefi olduğu evrensel olarak kabul edilse de ebeveynlerin çocuklarına özerklik kazanmalarına yardımcı olma biçimleri ve bağımsızlık ve bağımlılığın neleri gerektirdiği tarihsel olarak ve ortamlar arasında farklılık göstermektedir (Quinn, 2005). Noom ve arkadaşlarına (2001) göre tutumsal, işlevsel ve duygusal özerklik olmak üzere üç tür özerklik vardır. Bu çalışmanın bulgularının bu üç farklı alt tema altında toplandığı fark edilmiştir.

Bu tema, ilişkili olmanın bağlanma, sıcaklık hissetme ve önemseme anlamına geldiğine işaret etmektedir (Deci & Ryan, 2000). Ayrıntılı olarak, ilişkili olma ihtiyacı ve onun ara bağlantıları, yakın ilişkilerin özelliklerinin ve öneminin daha derinden anlaşılmasını gerektirmektedir. Bununla birlikte, bir kişinin ilişki kurma ihtiyacı onu kişilerarası yakın etkileşimlere girmeye itse bile bu, bu bağlantıların kalitesini garanti etmemektedir (Deci & Ryan, 2014). Bu sebeple sporcular erken yaşta girdikleri spor ortamında farklı ilişkiler kurma hali ya da kurulmuş ilişkilerden etkilenme durumu ile karşı karşıya kalabilmektedir. Tüm bu süreçler düşünüldüğünde bu tema kapsamında; ebeveyn-sporcu, kulüp, antrenör-sporcu, sporcu-akran, ebeveyn-ebeveyn ve antrenör-ebeveyn gibi sporcu çevresinde onu çevreleyen ilişkilerin yarattığı etkileşimlerin sporcunun performansında ve gelişiminde etki yarattığı fark edilmiştir.

SONUÇ

Bu nedenle, bu araştırma, ebeveynleri spor ortamındaki yeni rollerine hazırlamak için yapılandırılmış yol gösterici ilkelerin veya programların geliştirilmesine yardımcı olabileceği gibi sporcuların spor kariyerleri boyunca motivasyonel bir iklim oluşturmaya da destek olabilecek niteliktedir. Çünkü gençliğin pozitif gelişimi,

çocuklar yani ilerinin yetişkinlerinin sağlıklı, doyurucu ve üretken bir yaşam sürmeleri halinde mümkün olduğu düşünülmektedir (Hamilton vd., 2004). Eime ve meslektaşları (2013) gençliğin pozitif gelişimi için uygun bir ortamın, önem verdikleri kişilerle ilişkileri, kabul etmeyi veya teşvik etmeyi içerdiğini; etkinlikler yoluyla yaşam becerilerinin geliştirilmesini ve aktarılmasını içeren ve olumlu zihinsel, fiziksel ve sosyal yönler.geliştirme fırsatı veren yerler olduğunu ifade etmektedir. Sporcunun pozitif gelişim gösterme fırsatlarını optimize etmek için önemli kişiler (aile akran ve antrenör gibi) ve spor ortamında iyi ilişkilere sahip olmak esas olarak ifade edilmiştir (Holt & Knight, 2014).

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