FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

PARENT SATISFACTION WITH US YOUTH SOCCER PROGRAMS

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DOCTOR OF BUSINESS ADMINISTRATION

by

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This dissertation, written by Michelle Swilley Mullman, and entitled Parent Satisfaction of US Youth Soccer Programs, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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DEDICATION

This body of work is fully dedicated to my children (and their peers), for all the ups and downs of being a young athlete, navigating what seems like an impossible world full of grown-up expectations on young hearts, bodies and minds. As a mother, I sit on the sidelines watching them play and all the while I think about what action they will to take on the field, thinking, is their head in this, is their heart lined up and will they push through? I am in awe of my children for the many years of dedication to the sport of soccer and to their ability to work through disappointment and pain. It is human nature to give up and to quit, yet, here they both are, taking on the challenges that sometimes are beyond their control. This body of work represents my full commitment to their endeavors (and that of young athletes around the world that are just like them) in the best way I can, looking to make youth sports better for generations to come, one research paper at a time.

Furthermore, I must dedicate this research to all the parents on the sidelines of every game, practice, tournament, and youth sports adventure. Their time, financial resources, focus and commitment to their child's passions is the central theme for this research. Without engaged parents, youth sports programming would be limited and only accessible to a few. Parents play an integral role beyond volunteering their time. They are customers of the youth sports experience too and therefore they should be part of the conversation.

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ABSTRACT OF THE DISSERTATION

PARENT SATISFACTION OF US YOUTH SOCCER PROGRAMS

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Youth sports in the United States has leaned heavily towards a pay-for-play model as compared to more community-based programming which was once the American style of youth sports over 40 years ago. The role of privatized sports entities has become a social norm for US families and there is plenty of research focusing on both the physical and mental impact of these trends on young athletes. The problem is that youth sports organizations do not invest in resources to effectively manage marketing, operations, and customer experience which are core components of a more mature business. Thus, performance management of key success metrics (success outcomes) suffers when these resources are not available or in place. Youth sports leaders view parents as the gatekeepers in the purchase decision yet do not give parents a voice. Considering these dynamics, key stakeholders in the youth sports process are not given a sufficient voice, leading to the potential of poor customer experiences driving a reduction in lower levels of dedication to the sport.

This research supports the development of a Parent Stakeholder Assessment for youth sports indicating that as parent engagement and player happiness increase, parent satisfaction will increase, and this will lead to positive business outcomes (loyalty and reputation). The study involved conducting a quantitative assessment using a survey designed for this study (including multiple EFA analysis) for a youth soccer club in Naples, FL. The result of this study, using anova and linear regression analysis, supports the positive relationship between the factors with additional impacts of HH income and spend influencing Parent Engagement and Satisfaction. Future studies using this model will further test impacts of player attributes, geography, organizational types and organizational ethos on all the relationships and will also incorporate other types of sports. These findings support the need for youth sports organizations to understand parent satisfaction as a strategy to improve their reputation in the market and deepen the relationships with their customers (players and parents). These outcomes will support higher levels of player development as well as more formats of the sport to deepen the relationships players have with the sport.

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1.1 Problem Statement

US Youth Sports Industry

Youth sports in the United States have been characterized as a pay-for-play model as compared to more community-based programming often seen in other countries and what was once the American style of youth over 40 years ago. As the recession forced cuts in community spending, alternative programs were introduced to communities to meet the demands of families. In addition, a community-based approach to managing youth sports moved towards a family-based approach leading to a significant level of time commitment and a financial burden for families. The role of privatized sports entities has become a social norm for US families and there is plenty of research focusing on both the physical and mental impact of these trends on young athletes. The problem is that youth sports organizations do not perceive themselves as businesses that require resources to effectively manage marketing, operations, and customer experience which are core components of a traditional business model. When youth sports organizations do not properly invest in these core components, performance management can suffer. In addition, the organizations lack a visible linkage of traditional KPIs (key performance indicators) which supports the organization's philosophy leading to a clear strategic organization vision.

The debate within youth sports is the notion of winning over player (team) development while contending with high levels of quit rates by the time players reach age 13. Youth sports leaders view parents as the gatekeepers in the purchase decision but do not give parents a voice beyond this. This contributes to youth sports leaders creating a

market position as a leader and not defining their services around customer needs and desires. Players are often seen as motivated by the enjoyment of the sport and having different motivations than their parents. Considering these dynamics, key stakeholders in the youth sports process are not given a sufficient voice, leading to the potential of poor customer experiences driving a reduction in lower levels of dedication to the sport. Lower dedication to a sport will impact the reputation of sports organizations overall, their organizational retention and loyalty results, their field performance, and consequently the overall tenure in the sport itself.

In the United States, the youth sports industry has seen tremendous growth and is valued at $19 billion, with American families spending estimated to be from $30 - $40 billion annually, according to the Aspen Institute Project Play (*Youth Sports Facts*, n.d.). The growth in this market is driven by an increase in the privatization of youth sports programming, sports entrepreneurship, and a trend of sports specialization of young athletes. Youth sports used to be driven primarily by parks and recreation programs but as parents' desires for more competitive programming increased, more programs developed to address this need (*Youth Sports Facts*, n.d.). Meanwhile, parents have been increasingly motivated by the attainment of sports scholarships for their children, an increased focus on health and wellness activities, and organized activities that promote socialization for both the children and parents (Pracht et al., 2020). In addition to an increase in youth sports programming, there are by-products of the industry that has led to a sports travel marketplace, private coaching and training for youth athletes, sports program franchises, and health and wellness facilities targeting youth athletes.

The Youth Sports industry has become a more complex eco-system in the US which is leading to higher levels of burn-out for both players and their families as well as increasing concerns for both the psychological and physiological impacts of young athletes. According to the Aspen Institute Project Play website, the cost of sports programming and equity (access) are key challenges facing American families. Additional stressors include concern over injuries and lack of skilled coaching.

The current body of research on the youth sports industry has largely focused on these dynamics however the discussion about how organizations in this industry view their success and contribute to these dynamics has not been well studied. Specifically, it is not well understood what the goals of youth sports programming are and whom they view as their key stakeholders. From my perspective in the research, I define the key stakeholders to be organization leadership (and administration), coaching staff, parents, and players. The peripheral stakeholders would be the sports travel industry, private training and coaches, and the health and wellness businesses supporting these sports organizations. Currently, there does not exist a model that evaluates all these stakeholders at the organizational level in a youth sport setting and based on my research, I have not found studies that are conducted that evaluate these stakeholders using a balanced scorecard method or similar methodology. While the focus on youth sports in research has been on psychological and physiological behaviors, very little research focuses on the organization and its philosophy and performance management behaviors.

The youth sports Parent is the "Customer", and they are both Opinion Leaders and Seekers

Organizations that offer a sports program do not design their programs based on feedback from parents but rather they take their cues from the industry. As a result, the youth sports market is considered to be a market leader (Humphreys, et al., 2018), which relies heavily on opinion leadership. Opinion leadership occurs when individuals try to influence the purchasing behavior of other consumers while opinion-seeking happens when individuals search out advice from others when making a purchase decision (Flynn et al., 1996). In doing so, opinion leaders (sports organizations, coaches, private trainers, experienced parents) provide opinion seekers (parents) with information about how to succeed and what paths players should embark on. This creates a complex ecosystem that drives additional pressures for organizations to operate in. In addition, these complicated relationships, further the societal pressures that parents interpret as within-reach opportunities for their children (i.e. college scholarships and elite sports training institutions). This creates pressure for organizations to support these lofty goals to maintain a competitive place in the market. Therefore, the youth sports industry has evolved into a complicated and highly integrated system of clubs (teams), experts, health and wellness providers, sports tourism and specialty camps to name a few of the larger layers. The organizations (clubs – sports teams) that operate within this market must manage the evolution of the expectations set by these indirect stakeholders, which puts pressure on their ability to influence their direct stakeholders' behaviors and intentions.

The cornerstone of any successful business is the ability to attract and retain customers. In the youth sports industry, this refers to the relationship parents have with

prospective and existing organizations. Parents are considered the gatekeepers of their children's activity participation. (Beets et al., 2010). When considering travel sports (competitive sports) or recreational sports programming, parents must consider both the financial and time commitment that is necessary. Furthermore, parents are the key stakeholders in initiating the purchase process and evaluating the programs. (Green & Chalip, 1998). When evaluating these decisions, parents often rely on other parents for their perspective (opinion leaders).

Once the decision has been made to participate in the sport, parents shift from opinion-seeking towards customer engagement which is driven by their personal motivations and goals for their children (Pracht et al., 2020) as well as their own sports experience (Holt et al., 2008). In addition, parents must consider their child's satisfaction and overall happiness with the sport and team dynamics when considering an evaluation of the program. Therefore, both parent engagement and player engagement influence the parent satisfaction that parents have with a particular program. Parents assess the program through the lens of the team level and the lens of organizational level which combined create the Parent Satisfaction assessment of the program.

Parents, therefore, are important in driving positive word of mouth in the community while other parents monitor their levels of loyalty to the organization. This drives a level of interest that can be seen in program signups or tryouts for a sports season. Lastly, players and parents evaluate their sports pathways such that they develop goals for themselves both in the short term and long term. These goals are important not only for the organization's success but also for the success of the sport. Therefore, the youth sports

organization relies on the parent stakeholder to drive positive word of mouth which results in increased interest in the program driving acquisition rates. In addition, organizations need parents to remain loyal to the organization and loyal to the sport such that their child enjoys a long tenure in the organization and the sport. These outcomes are the success outcomes needed for a customer stakeholder assessment and therefore contribute to the focus of the research.

Research Goal # 1: Develop Customer Stakeholder Assessment

The underlying goal of this research is to create a robust yet simplified performance management framework for organizations operating in the youth sports industry which is modeled after the Balanced Scorecard performance framework. The results of the research will lend themselves to developing a *customer stakeholder assessment* model that can be used to enhance the customer experience of parents and players in the youth sports industry.

The performance management framework that leads to success is not a hole-in-one strategy but rather it is a constant push-and-pull evaluation of the organization's strengths and weaknesses when it comes to driving outcomes. Large organizations have resources to evaluate strategies and analyze and report outcomes at all levels of their operations whereas small organizations do not have adequate reporting and a system of reflection in place that can support a constant assessment of their core operational powers. The question is if smaller organizations that lack the more sophisticated resources, evaluated themselves by benchmarking with their peers and with aspirational peers, what would they be able to accomplish? Another goal of this research is to develop an assessment model that will

support the organization improvement process and a better way for decision-makers in the purchase decision to evaluate youth sports organizations.

1.2 Youth Sports has become High Stakes for Families

Youth sports is an integral part of our society where there are many small organizations in place and where there is a trend moving towards more privatization which leads to revenue-generating models and therefore more business management frameworks. The US Youth Sports industry has already surpassed the value of the NFL in terms of revenue power and the industry is moving towards a pay-to-play model where youth sports programs are now more competitive, lasting longer than the traditional 10-week season of recreational sports and impacting families where there is a significant investment of time and money. The mere fact that families are paying for fees for 9-10 months of a program, traveling most weekends during a school year, paying for tournaments and other incidentals shows us how the overall industry (and the impact to other industries) is changing as families willingly commit to this model.

Families are all in because of several social issues taking place; 1.) America is on the path to healthy living and teaching children how to have an active lifestyle is a core value for many US families, 2.) screen-time is at an all-time high and becoming more difficult to navigate so keeping children in organized activities lessons the impact of free time. The free time that many children need to think creatively, and play has increasingly become structured time spent in after-school activities as well as having more schoolwork to contend with (*Youth Sports Facts*, n.d.) 3) the need for social structures to lessen the extent of children being isolated at home and 4) sports are a significant part of US culture

and youth sports will only continue to grow in dominance as the promise of professional careers and college scholarships are dangled in front of parents.

When children play a sport, they develop a love for the sport later that carries with them for life. Sports organizations thrive when they have a significant fan base. The pathway to sports careers is challenging but, in the US, colleges, and universities provide another avenue for sports education and participation that other countries do not have. Privatized youth sports organizations recognize this as an opportunity to entice families to participate and develop their athletes. The idea that a college scholarship or professional athletic opportunity is waiting for their child is intoxicating to families and therefore the perfect talking point for the need for more competitive youth sports. This and the other core societal issues discussed previously are driving more children towards privatized youth sports programs and therefore the youth sports industry will continue to see this growth.

Another trend where families and youth athletes are quitting sports given the cost and time investment or burn-out has become a significant burden for the state of play in the US. Youth sports organizations are also competing with quit rates, especially at specific ages (transition ages from elementary to middle school and middle school to high school).

With such high stakes for families, the business of youth sports requires a serious look from both a business theory context and an operational framework. While much work has been done in the youth sports management field regarding sports psychology and physiology, the business of youth sports needs a more sophisticated framework and level of attention. Specifically, this framework must fit the needs of recreational, competitive,

and elite youth sports. The framework must measure player happiness (customer satisfaction), parent satisfaction (customer satisfaction), coaching engagement (employee engagement), marketing engagement (player attrition, team loyalty) and financial health. These are just a few of the factors that contribute to the success of a youth sports organization.

Purchase Decision: How to ensure the organizational philosophy aligns to the Family's goals

The club philosophy varies from the actual experiences of the players, parents and coaches and this variance analysis is not well measured for most youth teams. The club philosophy aims to focus on the overall positive athletic experiences, (Bell, 2014) but it does not necessarily guide clubs in the operational or strategic matters that many of the stakeholders tend to measure. Furthermore, these clubs use philosophies like elite or professional sports organizations which does not translate to recreational or competitive sports experiences. Therefore, the lack of measurement of these reflections of players, parents, and coaches on a consistent basis is one of the gaps that will help form a recommendation for a stronger performance management process.

The understanding of what a successful youth sports business structure looks like for the typical organization in this industry is unknown and not closely studied however many studies on the business of youth soccer have specifically focused on elite European youth soccer academies or the business structure that has been identified for professional soccer organizations. (Pitts & Zhang, 2019).

1.3 US Youth Soccer, A Business Case

The youth sports industry is approximately $19.2 billion dollars and encompasses recreational and privately run programs. In the US, about 7 in 10 children participate in at least one program on an annual basis which speaks to the popularity of programs in every community. The United Stated Youth Soccer Association is the largest youth sports organization in the US. The Game for All Kids!® exploded from 100,000 players in 1974 to over 1 million in the early nineties. Today, US Youth Soccer registers over 3.2 million players annually, ages 5 to 19 through 55 US Youth Soccer State Associations. (*Largest Youth Sports Organization Celebrates 35th Anniversary | US Youth Soccer*, n.d.)

In the book, "Star Spangled Soccer" (Hopkins, 2010), the case for US youth soccer is provided by highlighting that the US Youth Soccer Association is a well-organized network of soccer programs in American towns and is one of the largest youth sports organizations in the US generating approximately $2.2 Billion in business annually. The US College marketplace for soccer sees 40,000 players for both male and females and the potential of a college scholarship lures families into the sport. This is a main talking point for many clubs with a focus on competitive and elite players which supports their business case for keeping players dedicated to their teams. In the article, "Futbol Americano" (Keyes, 2015), the discussion of the college scholarship dilemma highlights that there is a notion that exists a high level of college scholarship money for soccer but in reality that is not true. Clubs and coaches exaggerate this fact which creates a conflict of interest with one of the key operating philosophies of club soccer.

Demographic data that exists for youth soccer players as noted in the study above (Keyes, 2015), show that in 2011 when the survey was completed, the average HH income in the US was $50,502 while the largest group of core players in soccer come from households that earn more than $100,000 annually. The affluency nature of the "customer" also suggests that the players can begin introduction to this sport at an earlier age and therefore will have access to greater development.

1.4 Framework for Youth Sports: Stakeholder Impacts

Research Goal # 2: Establish Need for Youth Sports business theory

The long-term objective of this research is to develop a full stakeholder model that incorporates all the key components of a youth sports program regardless of the type of program or sport. The framework model attributes factors for success and anticipates what the success outcomes will be if certain conditions are met from a stakeholder point of view. The purpose for developing such a framework is to contribute to the development of a clear performance management processes needed to manage a more sophisticated youth sports program, building on the early works of the sports management theories in youth sports.

This body of work is therefore interested in the effects of individual stakeholders on the organizational outcomes that contribute to business success, but it does not suggest that one stakeholder drives the outcome by themselves. The stakeholder-outcome relationship is but one of many stakeholder influences. These influences range from both internal and direct effects to external stakeholders and indirect effects. From a practical perspective, this framework provides an opportunity to manage a specific lever that can guide leaders in their strategic options. An example would be recognizing that more parent

education is needed and creating solutions which will support high levels of appropriate engagement rather than over-engagement. Another example of a lever is recognizing that their sports program is competing with other types of sports programming and therefore the internal stakeholders of the sport itself (league) have a direct effect on the reputation of the sport. The Youth Sports industry is complicated, and a full stakeholder framework is needed at a Program (Organizational) level which will help leaders in this industry to improve their programs and foster higher levels of buy-in from their customer base. Below, in Figure 1, is a proposed framework that indicates the multi-stakeholder view and the effect that the stakeholder has on the success of the organization.

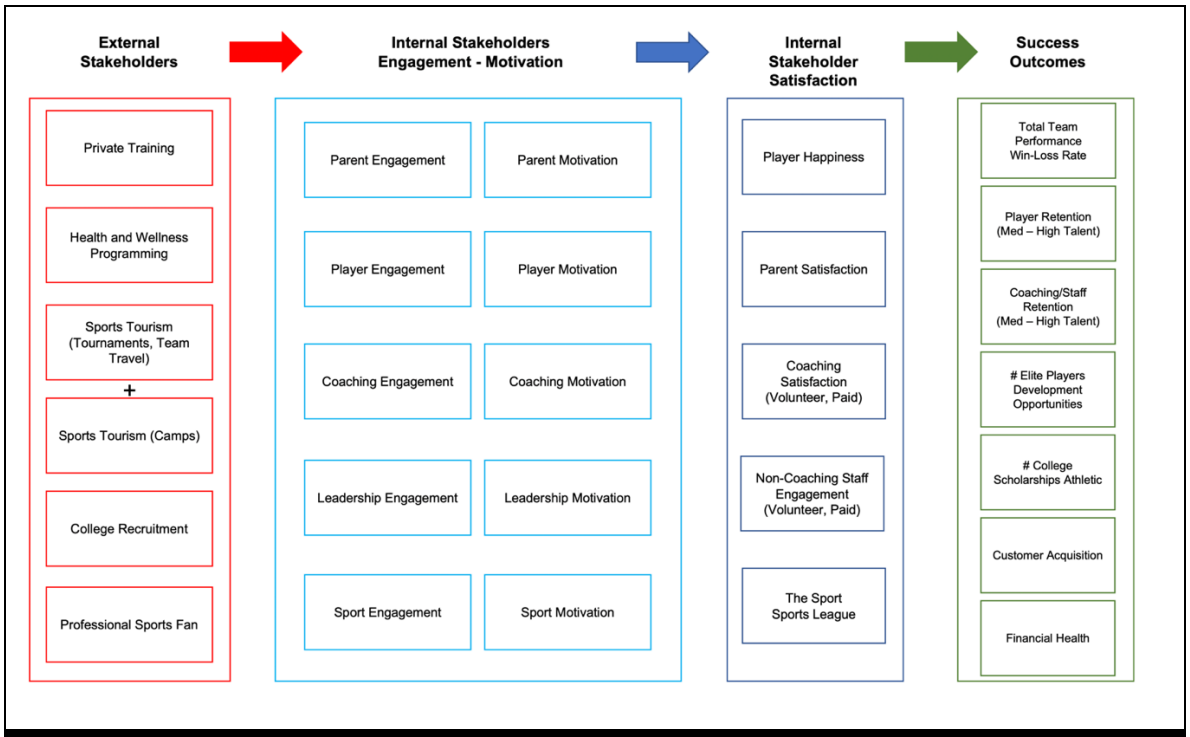


Figure 1 The Youth Sports Stakeholder Framework

This framework lays out the different relationships that exist in the context of youth sports, but it does not indicate the relationships between these stakeholders, nor does it

provide a full scope of what drives success in a given sports program. This proposed framework highlights what success looks like for a given sports program and the identification of both external and internal stakeholders. The internal stakeholders drive outcomes by engagement and motivation and assess satisfaction of the sports program through that lens. Engagement and motivation is defined and shaped differently by each internal stakeholder and the proposed framework suggests that this has an influence on how satisfaction is shaped. Furthermore, there is a proposed effect size impact within each level of engagement and motivation that drives satisfaction.

As an example, parent involvement does not drive parent satisfaction alone, but the degree of involvement may influence parent satisfaction strength that a highly involved parent will have a greater perception of the program performance. This perception can drive a parent's leadership status, Opinion Leadership, which could form a word-of-mouth outcome such that they would be more likely to recommend the program than a parent that has little to no involvement. The effect of the relationship between engagement and motivation and satisfaction is provided below as an illustrative example. Involvement and Motivation are part of a latent variable, Opinion Leadership and when mediated through Parent Satisfaction, it will have an impact on a success outcome.

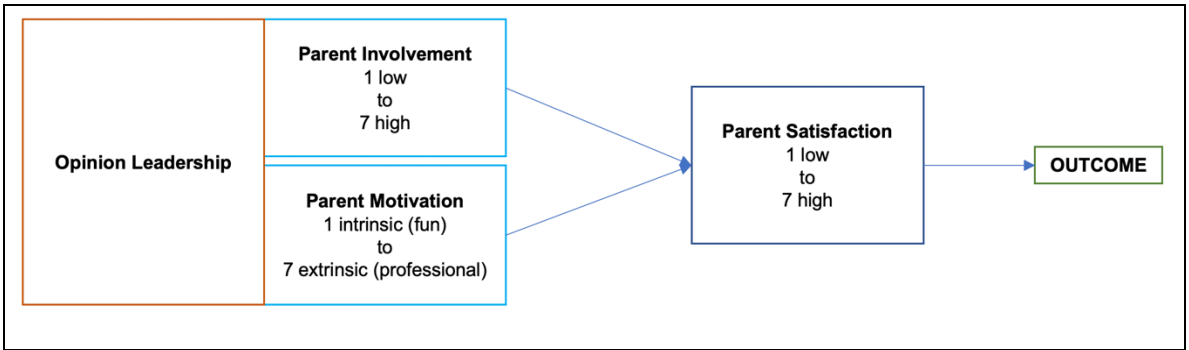


Figure 2 Illustrative Example of Effect

While a full stakeholder framework is needed and will contribute to the existing knowledge of the dynamics between Parents-Players-Coaches, the complexity of developing a research model that incorporates this proposed framework requires a deep dive of each stakeholder as well as their assessment of some of the other stakeholders highlighted. This suggests the development of a new line of theoretical work attributing to youth sports management with the first phase of research focusing on the parent stakeholder, *The Parent Satisfaction Model*. The focus of this research will be on the *Role of the Parent* as it pertains to their satisfaction in the context of their child's current youth soccer program. The study will explore previously held rationale for why parents make the original purchase decision and their complicated relationship between players and coaches. The model will define the role of the parent at an engagement level and at a customer level but will not define specific types or roles parents play. Prior research has well-defined the area of work and it does not necessarily suggest the role of the parent will lead to a certain outcome.

1.5 The Role of the Parent

The *Role of the Parent* for the US Youth Soccer industry has been the focus of research based on the relationship parents have with the children in a sports environment, whereby the perspective of this research is most often performed from the sports psychology or sports medicine practice.

In this research, I aim to highlight that the role of the parent is an asset to a youth soccer organization that goes beyond the parent as a volunteer or coordinator role. Parents can influence the outcome of the organization in three significant manners; (1) contribute to the win-rate success of team performance (2) make a purchase decision to return to the program the next season (3) influence others in their sport-program purchase decision. The latter two influences relate to a customer experience model (Conceptual Model of Customer Experience Creation) (Verhoef et al., 2009) and the research model considers how the program experience and environment shape the attitudes of the parent within various sets of dynamics. The model also reflects on the engagement level of the parent such that their behavior also shapes their customer experience perspective.

Customer experience has been widely discussed in management books and practitioner-oriented journals, but customer experience theory is limited. Some examples of the discussions on customer experience include how creating distinctive customer experience leads to great economic value for firms (Pine et al., 1999) and careful management of customer touchpoints ((Frow & Payne, 2007). As such, a need for a more theoretical viewpoint on customer experience is discussed in the literature review. For customer experience considerations within the *Parent Satisfaction* model, the notion that

the relationship experiences with parents are critical customer touchpoints and that parents' positive attitudes towards the program will generate great economic and brand value for the organization are the underlying principles in aligning customer experience theory to the model.

Research Goal #3: Drive Parent Engagement Strategies

Parent experience is important because it is a service experience that parents will talk about and will recommend in their communities. Organization leaders must be aware of what parents are saying and must listen to the feedback to attract talent and retain that talent. Parent Engagement is also important because once the talent has been acquired, it is an asset that must be well managed by both the parent, the coach and the leadership of the organization.

Another goal of this research is to create processes that organization leaders can develop to promote more quality engagement from parents and help parents navigate their child's youth sports experience better. The outcomes will lead to better quality within their programs (for example a higher win rate for games/tournaments), higher intention to return to the team (high player retention rate), cross-train or develop within the sport (higher retention in the sport) and a higher Recommend to a Friend score for the organization which can lead to a competitive advantage in the community.

The research focus is on the understanding of how engagement and satisfaction combine with a parent's influence on their child's team. Stepping outside of the program and looking inwards, parents will have a perspective on the program structure, the culture, the organization's communication, the coach and non-coaching staff and the resources that

were available to them during the program. This perspective shapes the customer satisfaction whereas the customer engagement perspective is shaped by the parent's experience in the program. The parent's experience is different than the child's experience (the player) in that the parent has a set of expectations or practices that are independent of their child.

In the engagement role, parents have a base level of expectations set out by the organization. These include taking their children to practices and games, making sure their children have their uniform and equipment, making sure their children do not have behavior issues and so forth. Above and beyond this expectation, parents can further engage by investing in additional forms of training, providing their children disciplined feedback for their game performance, watching other teams play, learning all there is to know about the sport and so forth. With these additional behaviors, parents can form a deeper level of engagement which can help an organization achieve success. While the parent is focused on success of their child, they are providing an asset to the organization. In doing so, strategically we must consider how and when organizations shift more parents towards a higher level of engagement. Does this strategy have risks associated with it and how far does engagement have to go to become over-engagement?

The culture and communication style of the organization shapes how players develop and forms their sports career experiences. In shaping these athletes, the coach cannot be alone. The coach must educate the parent in a consistent manner and the parent must share in the education experience. Leaders of organizations must ensure that their philosophies ensure parent involvement and an open and honest feedback system. When

creating such an environment, parents and coaches will have a better chance of working together and supporting the goals of the organization. One of the pathways to having optimal asset management in youth sports is the role of the parent as being highly engaged (high commitment to the organization and to the player). The ultimate success is when a parent has high satisfaction (derived from the positive sense of the overall program and the organization while also experience significant value) and high levels of engagement. The follow-up studies will determine qualitatively what are the characteristics of those parents and identify strategies that can be formed to create and develop better relationships with parents.

1.6 Objective and Goals of Research

I propose 4 objectives that this research will support as a greater body of work to develop a full stakeholder model incorporating results from the development of the *Parent Satisfaction* theory, with a focus on the youth soccer industry in the US. The *Parent Satisfaction* theory will be further developed over the course of multiple studies testing different populations. The research measures the attitudes of parents in the US Youth Soccer population as a starting point but will expand to include all youth sports (team). The four objectives of this body of work will lead to the development of a:

- #1: Stakeholder Assessment for US Youth Soccer programs (and other team sports)
- #2: New Theory: US Youth Sports Stakeholder Management Theory
- #3: Parent Engagement Strategy for all of youth sports
- #4: Balanced Scorecard for US Youth Sports

The proposed model in this study is an original youth sports business theory which encompasses the work of various researchers who have studied youth sports, youth soccer, elite youth soccer in Europe, professional soccer in Europe while leveraging well known business management practices of incorporating customer experience framework. From the data and study of US Youth Soccer, we will be able to (1) measure customer experiences of *Players* and *Parents* in US Youth Soccer across programs with recommendations on how the clubs and industry can do better (2) develop a framework for organizational success measurement that can be used for any youth sports organization operating within the three different models; Recreational, Competitive, Elite Athlete (3) identify recommendations to improve parent engagement which will drive improved organizational performance. (4) develop a balanced scorecard where each club in the study could be evaluated based on an index system and be given a health score which will be benchmarked against their peers (assume adequate sample size by organization).

The model will also be able to identify significant trends between various models of operation (Recreation, Club, Elite), demographic factors (socio-economic status), geographic factors and within age group of players. For example, the model will be able to determine which organizational model delivers the highest levels of parent engagement and which has the highest success factor rate based on parent satisfaction.

Another outcome of the research will be to identify levels of parent attitudes on a Parent Satisfaction (Customer Experience) and Parent Engagement (Customer Engagement) matrix whereby the matrix will measure Satisfaction – Engagement levels (High-Med-Low) for the potential moderators. From the data, I will identify (1) how the

matrix influences key outcomes such as Win Rates, Intention Behaviors, Net Promoter Scores (2) identify types of parents and their attitudes based on engagement levels (3) identify child happiness in the sport from the parent's behavior (4) identify areas of high risk for a successful youth sports organization (5) compare attitudes of parents in recreational vs. club and elite programs.

The model has been derived not just from previous research described in the literature review, but it is largely grounded by my own experiences as a parent of children involved in youth soccer and my understanding of the role that customer experience plays in shaping a brand. Bringing these two aspects together is a natural conclusion for the conflicting emotions of angst and enthusiasm, we as soccer parents often feel.

1.7 Research Question

The purpose of the study is to create a simple approach to understanding how the parent stakeholder influences the organizational outcomes of youth sports program (context of US youth soccer) and to use this approach to address concerns in the US Youth Sports industry. The Youth Sports industry has moved towards privatization models which have changed the way that children are involved in youth sports. As the cost and time investment has increased, parents and coaches have a greater stake in the way that these organizations operate. Youth players are more committed to these sports and therefore there are both physical and psychological impacts of these shifts in the type of sports models operating in the US. From this research we can identify the relationship between player happiness and parent satisfaction with outcomes such as % of wins in a season, intention to stay with the organization, intention to attend training opportunities and the net

promoter scores regarding parent's attitudes towards the soccer organization. Organization leaders can use this model to take a pulse of their organization throughout a season or on an annual basis with the goal of establishing strategies that will seek to improve their operations and drive towards a higher level of success.

Parents play a role across a Customer Satisfaction-Customer Engagement matrix which has implications on strategies that youth soccer (sports) organizations can leverage to manage the parent asset to influence desired outcomes, such as Win Rates, RTF and Player Retention. The research question is, "***What are the factors of Parent Satisfaction in US Youth Soccer programs that drive Club Success Outcomes from the Parent's Perception?".***

1.8 Theoretical and Practical Foundation

Customer Experience and Customer Engagement

The model, *Parent Satisfaction within US Youth Soccer,* is influenced by customer experience and customer engagement theories. Parental satisfaction is often identified in sports management research and is defined by the attitudes parents have towards the basic program structure, the coaching, and the development of their child. In the model, I define this consistently as Parent Satisfaction. In addition, I have created a Net Promoter Score approach to measure the overall Parent Satisfaction of the Organization (Program) which is a well-used scale for US service and consumer goods organizations. By applying this measure, organizations can assess their reputation and ability to attract new customers.

The parent engagement model evaluates how parents act with the service being provided (behavior) and to what level of involvement they become engaged in (consumption). The outcome is loyalty to the organization influenced by their customer experience levels. (Parent Satisfaction). The matrix of *Satisfaction with Engagement* (Behavior-Consumption level) provides a consumer-driven definition of the *role of the parent* compared to the psychological definitions defined by prior research.

The literature review on this topic connects the importance of parent satisfaction and the influence of parents in youth sports but the data analysis does not connect the outcomes of the organization with the Behavior-Consumption-Satisfaction model. For example, we understand that the more the parent pays for a program, the more involved they and this tend to be and this involvement leads to greater overall program satisfaction. Involvement, or the engagement level, provides parents visibility and understanding that they may otherwise not have and that can cause a level of dissatisfaction. What we do not understand is how the differences in parent satisfaction lead to different organizational desired outcomes. Therefore, engagement drives desired team (organizational) outcomes mediated through program satisfaction.

Alternatively, while prior research indicated that there is more satisfaction of a program when there is more financial investment, I argue that this is not true because of the traditional market influences when operating a capitalist-style youth sports program; pay-for-play. The complexity of having a set of competitors in the market, increased expectations on the organization as children age, changing perceptions of player happiness, and changing leaders (coaches) are some of the challenges that youth sports programs face

today. Parents have increased their expectations of the pay-for-play model and with that, are willing to invest both financially and temporally with the best service in their market. This leads to the constant market pressures that sports programs face. Given this, the role of the parent, therefore, has become complicated and this research seeks to show how parents have an influence on the outcomes of the organization like that of any consumer in a business model.

1.9 Contribution to Business

There are several contributions to business that the research can provide which includes (1) development of an application for a tool to be used by youth sports teams to evaluate their stakeholder assessments on an ongoing basis (2) publish literature in support of a balanced youth sports business approach with focus on managing for all stakeholders and not for the super-star approach and (3) develop literature that helps parents better navigate the world of youth sports based on their specific roles and how they can support a best in class youth organization.

The main contribution is to empower parents to have a more successful relationship with their children in a youth sports environment which can be developed by the youth sports organization's culture and communication. The role of the youth sports organization can shape and influence how parents participate in these programs. By encouraging a productive working relationship and encouraging parent education as an ongoing practice, youth sports organizations will see higher levels of engagement from their players and higher levels of program retention. As such, this research can help shape existing parent education programs and create communities of parents who are interested in advancing

their knowledge and skills. Furthermore, youth sports organizations should partner with parents at a team level such that coaches and trainers have the skills to identify how to transform the parent-coach-player dynamic.

CHAPTER 2: LITERATURE REVIEW

The study of the role of the parent in youth sports touches on the reason why parents select a sport for their child to the role they play in their sports relationship with their child to the role they play within a youth sports organization. The goal of the literature review is to map out the various influences that parents have on a youth sports organization and then identify potential sports management theories to help address what factors of parent satisfaction lead to organization success (in the context of youth sports organizations). The literature review suggests that sports management theorists are focused primarily on the role that parents have specific to their children, but they have not shown how this influence extends to the benefits of the organization, beyond implying a purchase decision or retention factor.

The literature review addresses the parental role in youth sports as a) making the purchase decision, b) being a social member of the program, c) being a volunteer or employee within the program, d) the dynamics in their interactions between the players and coaches, f) the evolving motivations they encounter of the lifespan of their child's participation and g) their influence beyond that of the organization. In addition, the literature extends to a review of business model considerations in youth sport, and customer experience and marketing theories.

2.1 The Role of the Parent in the Purchase Decision

Several studies have evaluated the parental purchase decision in youth sports, whereby the role of parents goes beyond that of a spectator. A study found to be most

relevant to the purpose of this research is, "Antecedents and consequences of parental purchase decision involvement in youth sport" (Green & Chalip, 1998), whereby the model predicts that when there was a high purchase decision involvement and higher satisfaction, there was a higher level of organizational commitment and further the subsequent analysis showed that higher purchase decision involvement led to great levels of satisfaction. They found that parental satisfaction with their child's sport program led to higher levels of parental commitment to the organization which, argued by Green and Chalip, is the core socializing agent for parents and not the child (player). This finding supports the rationale for parents as volunteers of youth sports organizations, parents will have a higher commitment to the sport and will influence others to try it. Therefore, parental commitment to the organization is an essential outcome. Furthermore, the commitment comes from satisfaction with the service that was purchased and the parental purchase decision involvement. This relationship can be both positive or negative for an organization and the research suggests that the outcome derives from the organization's performance, like any other service purchase decision. The purpose of the study was to understand the psychological involvement in the purchase decision for the sport experience for the child which leads to organization commitment if there is a positive level of satisfaction.

Extend Research Opportunity: Parent Satisfaction is Driven by Parent Engagement

Given this study and subsequent studies that build upon parental motivations and parental involvement, I provide a different perspective. The parent commitment and motivation leads to higher levels of engagement which supports a stronger parent satisfaction score, rather than the other way around. This implies that the stronger the

engagement the stronger the satisfaction or dis-satisfaction and that therefore leads to desirable organizational outcomes.

2.2 The Parental Role in Youth Sports

In the study, “Parental involvement in competitive youth sport settings”, (Holt et al., 2008) the authors define various types of parent roles in the youth sports setting suggesting that organizations should not treat parents as one type of sports parent but rather identify the various sports proficiency and commitment roles they play. The organization should then tailor the education and communication of their programs to various parent roles.

The relationship between the Coach-Athlete-Parent is known as C-A-P or the athletic triangle which can have a significant impact on the development of the athlete. In the article, “Quantifying the Coach-Athlete-Parent (C-A-P) Relationship in Youth Sport: Initial Development of the Positive and Negative Processes in the C-A-P Questionnaire (PNPCAP)”(Lisinskiene et al., 2019), the development of a 48 item questionnaire is discussed and suggests use for evaluating the complicated triad relationship. The attachment theory, early experiences with primary caregivers influence a child’s future development of close relationships, is the basis of this research design. The survey instrument suggests the importance of the triad role and the rationale for a balanced stakeholder model.

In the article, “The Essential Role of Sense of Community in a Youth Sport Program” (Lin et al., 2016) the sense of community played the most important role in the repeat purchase decision following a post-season survey that measured coaching quality,

friendships, communication, sport skills, life skills and parent satisfaction. The sense of community describes how the coaches engage with the children and how the parents socialize by volunteering which helped to strengthen the commitment to the organization. In effect, a supportive social environment is important for parents in their purchase decision.

An important perspective to have in the discussion of parent engagement is identifying what levels of engagement are typical in athletic family dynamics. In the article, "Parental Involvement, Pressure, and Support in Youth Sport', (Lindstrom Bremer, 2012), the author identified 4 types of engagement; under involved, moderately involved and overinvolved with themes of involvement, pressure, support and family issues as driving these levels of engagement. (Hellstedt, 1987) adapted family systems theory to include the sports context which resulted in this descriptive model of involvement of parents. In this narrative literature review, the author points to the stressors that families have and the motivations of parents which can drive their involvement levels. Given this, it is important to identify the different ways parents engage in their child's sports experiences and recognize the lens by which they view the sports program experience.

Extend Research Opportunity: Parent Engagement

Recognizing that parent involvement can evolve from parents being under-involved to extreme involvement, the lens by which parent satisfaction is evaluated can therefore vary. The parent's behavior toward the player's commitment levels can be driven by their formal role within the organization, their sports savviness, and their past experiences with sports as players and/or leaders. Combining these concepts under a larger context of parent

engagement helps to shape the lens of the parent satisfaction score. In addition, it builds on the practical argument that organizations should understand the parents at the early start of a season to provide a customized parent-coach management approach. This is an important strategy for coaches to foster high levels of support, development, and performance for their teams.

2.3 The Motivations of Parents

While we know that the primary reasons for children to participate in organized sports are driven by the enjoyment of participating in physical activity (Woods, 2011) and over time the socialization aspect that they develop given their participation (Barber et al., 1999). Parents can influence their child's participation levels and ultimately become the purchase decision-makers but the motivations that drive them towards seeking a sports program must be considered. In a recent study by Pracht et al., 2020, the expectancy-value model was proposed to show that as levels of support increase over time, children will assume similar beliefs and values of their parents. (Barber et al., 1999) The study found that parents' motivations for enrolling their child in a sport (recreational) were driven by the motivation to impart a value or belief system that would benefit their child in the future. Key to this was the life skills children gain from sports participation therefore they held little extrinsic value for their purchase decision (examples include sports scholarships).

Extend Research Opportunity: Parent Motivations (Goals)

Parent motivations will differ depending on the type of program (recreational, competitive, or elite competitive model) and based on the experience their child has. When parents address motivation survey questions in the context of a full satisfaction reflection,

they will have a more extrinsic view of their motivations. Therefore, I expect that parent motivations vary by programming and experience and must be evaluated in the context of parent engagement within a parent satisfaction assessment.

2.4 The Comparisons of Parent and Child in Youth Sports Satisfaction

A perspective that has been well studied is the differences in the perception of the youth sports experience between the parent and the player. (Schwab et al., 2010a). The purpose is to define programs that meet the needs of both stakeholders understanding that the player will have a more positive perspective than the parent, who is the purchase decision maker. Given this, organizations may tend to discount the parent satisfaction in lieu of a more positive assessment from the player. Therefore, it should be considered that a true customer experience assessment must be from both the player and the parent perspective.

The psychology of the parent-child role has been well developed but in the youth sports model, the research points to differentiation in expectations of both the parent and player leading to positive or negative influences on the enjoyment of the sport. The influence of the parent on the child (player)'s attitude to the sport is a key tenet in the discipline of Sports Management. In the study, "Experiences in Youth Sports: A Comparison Between Players' and Parents' Perspectives" (Schwab et al., 2010b), the focus was to understand what are the key differences between what matters to a child compared to the parent when it comes to the program that the child is involved in. The areas that were measured were skill development, teamwork development, character development,

sportsmanship and fun and results found that children have a higher positive perception of these areas achieved throughout their season than their parents.

Similarly, the article, “Enduring Involvement in Youth Soccer: The Socialization of Parent and Child” (Green & Chalip, 1997) touches on the satisfaction that both the parent and child had with their soccer program. More specifically, the measurements were based on satisfaction, involvement, children’s perceived skill, parental expectations for their child, parental encouragement for their child, and the parent’s commitment to their child’s soccer program.

The issue of course is that both parents and children have different experiences when it comes to the sports program therefore the alignment between these two stakeholders is important for the administrator (organizational leadership) when designing programs. Furthermore, increased levels of parental encouragement lead to higher performance by children (Rosenthal & Jacobson, 1968) and parents have an influence in the perceived skills of their child such that it leads to a greater level of learning new skills and enjoying the participation on a team. (Bloom, 1985) The dynamics of enduring involvement, level of perceived personal importance and or interest evoked by a “stimulus”, were used to measure the relative importance that soccer has attained in parents’ and children’s lives. (Green & Chalip, 1997).

The results of the study found that the children’s satisfaction of the program did not influence the parent’s satisfaction of the program. This finding was a surprise to the researchers but given the high-level context of the questions, the opportunity to create a study that more specifically addresses reasons for satisfaction will potentially close this

gap. The study focused on the psychological relationships and not the quality of the specific program that the parent and child were experiencing. Furthermore, the research suggests that future studies need to measure parent satisfaction and children's satisfaction separately as one does not necessarily fully influence the other. The satisfaction that children have with the program is what generates the high levels of enduring involvement. Lastly, the overall parent experience research focus has not been well developed in sports management and it is a key opportunity for future research. The suggestion is that organizations need to do a better job at training parents in the sport.

Extend Research Opportunity: Player Happiness

While purchase decisions initially are driven primarily by parents, over time, the player's happiness (satisfaction) becomes a critical input in the parental satisfaction of the program. Player Engagement must similarly follow Parent Engagement such that their assessment of their experience over the season, their sport and academic involvement, and their personal goals influence the level of satisfaction parents have of a given program. This conflicts with the current research such that parents do not consider their child's happiness with the program and it extends the child's happiness rationale by recognizing that children have developed their own sports experience, other outside influences and motivations which differs from their parents. Given this, the engagement players have with a program is more complicated than indicated by research suggests on player satisfaction.

2.5 Parents as Opinion Leaders (Influencers) vs. Opinion Seekers

Extend Research Opportunity: Parent Word of Mouth Influence

Beyond the study by Green and Chalip which links the parent satisfaction to recommendations of a sport, I did not find additional research of parent recommendations of youth sports or of the specific program that their child is involved in. While the study will build upon the balanced scorecard methodology and the net promoter score, as outcomes of parent satisfaction of youth sports, it should be noted that this is an area that currently is a research gap in the existing literature. Furthermore, we extend the discussion of parents as influencers in the context of opinion leaders and opinion seekers.

Opinion Leaders play an important role in the marketing strategy of an organization and they are key contributors in the purchase decision-making decision (Flynn et al., 1996). According to Rogers and Cartano (Rogers & Cartano, 1962), opinion leaders are "individuals who exert an unequal amount of influence on the decisions of others". Given this, parents involved in a given activity are seen as experts given their experience will have an influence in their community. Parents who seek information, therefore are considered Opinion Seekers and seek feedback from Opinion Leaders. Opinion leadership can be subtle or overt such that it can evolve from a neutral positive (negative) towards a strong positive (negative) recommendation. Opinion leaders therefore can drive recommendations or a word-of-mouth reaction.

2.6 Customer Experience, Customer Engagement and Marketing

Youth sports research is traditionally focused on the psychology (behaviors) and, of coaches, parents, and players as well as the physiology of players. Little attention has

been spent on the business of modern-day youth sports programming itself. While Green and Chalip (Green & Chalip, 1998) lay down a foundation for thinking of the parental satisfaction impact on the organization, there is a gap in the literature to consider marketing and strategy theories that link the psychology (behaviors) to the organizational motivations for any youth sports program. Therefore, the academic endeavor of this study is to build a theoretical basis for success for youth sports programming built upon the advancements of research of the direct-individual stakeholders (coaches, parents, and players). Furthermore, the model contributes to drawing clear distinctions and similarities between different types of programming; recreational, competitive, and elite competitive.

Below are core marketing theories that are considered in developing the baseline for the advancement of this theoretical position.

2.7 Customer Experience

Customer experience theory is limited while management publications have rich content on the subject. In reviewing the article "Customer Experience Creation: Determinants, Dynamics and Management Strategies" (Verhoef et al., 2009), the author points out interesting findings from the basis of prior literature written on the subject. I focus on a few of these as having relevance to the *Parent Satisfaction* model. Given these points, it is important that youth sports leaders consider the customer experience relationship with those making the purchase decision. (1) Experience is personal and customer's involvement is at different levels (rational, emotional, sensorial, physical, and spiritual)" (Gentile et al., 2007) (2) Customer Experience is the internal and subjective response customers have to any direct or indirect contact with a company. Direct contact

generally occurs in the course of purchase, use, and service and is usually initiated by the customer. Indirect contact most often involves unplanned encounters with representatives of a company's products, service or brands and takes the form of word-of-mouth recommendations or criticisms, advertising, news reports, reviews and so forth. (Meyer et al., n.d.)

Customer experience has been described as the "fourth wave in the economic progress has been described as "experiences" and the emergence of a new economy as the "experience economy" (Pine and Gilmore (1998, 1999). "Customer Value is not created by one element alone but by the total experiences of all elements" (Gronroos (2006)). Managing each customer's experience is perhaps the most important ingredient in building customer loyalty (Crosby and Johnson, 2007).

Customer Experience theories include SDL Theory (Service Dominant Logic) "value in use" where the customer is always a co-creator of value" (Vargo and Lusch, 2008). In addition, customer experience is expressed as "service is theatre"; (Grove and Frisk, 1992); customers always have an experience when they interact with an organization. Service experiences are explained as a combination of rational and functional and affective or emotional customer responses or assessments (Berry et al., 2006; Sandstrom et al,. 2008; Olsson et al., 2012; Jaakkola et al., 2015). Service Experience has a significant impact on customer satisfaction, loyalty, and word-of-mouth intentions (Klaus and Maklan, 2012).

In the studies focused on parent satisfaction of youth sports two theories were used to explain satisfaction. First, enduring involvement (level of perceived personal importance and or interest evoked by a stimulus) which represents the relative importance that youth

sports play in the lives of parents and their children. The authors looked at consumer behavior and leisure choice suggesting that the ongoing interest of the sport is better explained by enduring involvement than by hedonic outcomes. (Green & Chalip, 1998). Parents act as interpreters of experience and influence children's sport participation through their beliefs and values (Fredricks & Eccles, 2004). Parents play central roles in children's sport experiences with encouragement, opportunities, resources, and financial support they provide (Green & Chalip, 1997, 1998; Kalinowski, 1985).

Second, the Expectancy Theory was used in the follow-up study to measure parent satisfaction. (Green & Chalip, 1998). Expectancy Theory is linked to the outcomes that occur as a result of performing any activity or event, whereas value relates to the evaluation of these outcomes. The combination of expectancy and value leads to the motivation for performing the behavior.

2.8 Customer Engagement

Customer Engagement is a more difficult term to navigate as there are many different interpretations of what this means. In the article, "The Customer Engagement Ecosystem" (Maslowska et al., 2016), a new engagement model is proposed which includes four components of customer engagement: customer brand experience, brand dialogue behaviors, brand consumption, and shopping behaviors. This model assumes that all actors are involved in determining a customer engagement model; the brand, customers, and other actors (for example, social media). It is a complicated model with four components influencing each to generate an outcome of brand loyalty. I use this model as a starting

point to define what customer engagement means for the role of the parent and therefore create a set of factors, Parent Engagement and Parent Sports Personality (Holt et al., 2008).

2.9 Word of Mouth, Net Promoter and Acquisition

Word of Mouth is a marketing theory that explains how consumers share their experiences with a brand, service, or product in an omnichannel environment (for example online and offline) with others. The idea is that potential customers will trust consumers who had an experience over a traditional marketing message. In an online market, consumers read customer reviews, social media sites, and blogs to learn when they are evaluating a purchase decision. In an offline environment, consumers will get advice from friends and family as an example, either solicited or unsolicited, and companies view this as a powerful marketing strategy. One way to evaluate the power of a brand's reputation is to be able to measure the Recommend to a Friend score (as an example "would you recommend this club to another parent"). For youth sports organizations, this is a powerful question that indicates the reputational score in the community however they can also monitor online content and organize small focus groups to evaluate their reputation.

Positive reputations lead to new customers or acquisitions while a negative reputation will lead to lower levels of loyalty and lower new customer metrics. The positive reputation that youth sports organizations can exhibit is linked to an increase in interest from prospective parents and players. Typically, the successful outcome is recognized as signups for try-outs (for competitive teams) or sign-ups for recreational teams where no try-outs are needed.

Organizations who have a strong customer experience strategy manage their program using The Net Promoter Score; it measures customer loyalty typically along a 10-point scale where the Promoters will answer 9-10, The Passives will answer 7-8 and the Detractors will answer 0-6. The Scale, NPS was created by Fred Reichheld in 2003, a partner at Bain & Company to measure how well an organization treats the people whose lives it affects – how well it generates relationships worthy of loyalty. (*About the Net Promoter System*, n.d.) The use of this score is an indicator of what customers value as important in sharing their experiences with others and how certain processes or experiences impact their overall relationship with the brand. For the model, the RTF outcome (recommend to a friend) is a Net Promoter Score outcome given what Parents will be Promoters, Detractors or Passives.

2.10 Loyalty

As an outcome of a strong customer experience, success for an organization is achieving a high level of customer loyalty. In the youth sports model, a positive re-purchase decision is the expected outcome as well as the intention to further commit to additional opportunities offered by the sports program. There are three theories building on this connection (1) the commitment trust model (2) the expectation-confirmation theory (3) the value-based model.

The commitment trust model is driven by the level of commitment the customer is willing to invest in the relationship with the organization while forming an opinion in the trust for that organization (Morgan & Hunt, 1994). In the youth sports model, this is very important, and we can see a circular mode back to the commitment the parent has towards

the organization while doing this under the premise that they trust that the organization will meet their goals. If the goals are not met, this will lead to a poor parent satisfaction assessment and a reduction in loyalty (intention to return to the organization will be diminished).

In the expectation-confirmation model, customers have defined what level of experience they want from the purchase decision and will evaluate this before determining their loyalty (Bhattacherjee, 2001). In the youth sports model, the parent satisfaction score depicts how they interpret the experience their child had and based on this, their intention to stay or leave is an outcome. Similarly, the value-based model suggests that loyalty derives from the value defined by price and quality (De Ruyter et al., 1997). The parent satisfaction score supports the antecedent to loyalty as it depicts both expectation-confirmation and value-based theories.

2.11 Business Framework Success Factors for Youth Soccer

The theory of sports management is complex and requires a thoughtful literature review to connect the *Parent Satisfaction* model to the existing sports management set of theories. The maturation of youth sports organizations and the exploitation of youth sports for privatization purposes requires a deeper understanding by the academics in sport management. In addition, the opportunity exists for a more strategic vision amongst leaders in youth sports to address the best practices laid out in this section of the literature review. The goal of the study is to blend the parent stakeholder model into these best practices.

In the book, “The Routledge Handbook of Sports Management Theory”, (Cunningham et al., n.d.) there are 33 chapters representing a collection of theory and

theory development in this field. In the book, "Managing Sports Organizations: Responsibility for Performance (2nd Edition)", (Covell, 2007), the authors lays out a system for developing organizational goals and review business core competencies that all sports organizations need to consider. There have been linear new editions of this book.

In the thesis written by Nathan Bell, "Official youth soccer club philosophies: experiences of coaches, players, and parents" (Bell, 2014), the author explores how club soccer philosophy compares to the implementation of that philosophy by coaches and what the experiences are of the players and parents. The study was done with a very small sample size and was implemented by interviewing coaches, players and parents focusing on their perspective of the variance from their actual experience to that of the club's philosophy. While the article was written 8 years ago, what is relevant to the research is the notion of themes that are important in assessing the success of a youth soccer organization. Themes with more weight on perceived value include professional coaching, soccer-specific training, and professional organization whereas lower-level themes emerged but with less impact on the study; club's physical environment, atmosphere, administration, style of play, practice characteristics, coaching development, coaching climate, and coach characteristics. This body of work is very relevant to the research model in that it highlights factors that can impact the success of a youth soccer organization. These factors can vary in importance to various stakeholders, but the article does serve the purpose of laying out the major areas to measure in a more detailed assessment of youth soccer organizations.

In the book, "International Sport Business Management: Issues and New Ideas" (Zhang et al., 2021), Chapter 6, "Issues, Challenges, and Suggestions for youth sport in

America, Who is really Winning" by Zachary Beldon, the story of youth sports in America explains the path that American society has taken and where we are today with youth sports as an industry. It is a reflection on current trends such as recreational vs. competitive teams, financial success of the industry, parent involvement and parent desires, coaching behaviors and influence on motivation of players. The result or end game is defining what does development mean for a youth athlete and perhaps how does that differ in definition between the various stakeholders. The author lays out his thinking on the philosophy of what winning means for youth sports success. The history of youth sports is relevant to today's US view on soccer as one of the most popular sports and youth sports as an industry has a significant impact on our economic and social way of life. The industry financially has surpassed the NFL as a whole and therefore there is a business case in defining what factors can be easily identified and analyzed whereby the literature does not delve deeper into specific business aspects and customer experience concerns affecting youth sports.

The management theory focus, with the research, "Managing the business of soccer. A conceptual framework" (Pitts & Zhang, 2019) is to provide a framework for how professional clubs should be managed and compared soccer clubs using a matrix system. The PIMS model (Profit Impact of Marketing Strategy) is the underlying theory which states that "do the right thing" equals "operational excellence". The model provides managers with a balanced approach of "do-the-right thing" and "out-of-the-box thinking". While the article did not focus on youth soccer, the framework is adaptable to any club model which would support a baseline for various operational models found in soccer (youth to professional).

CHAPTER 3: THEORY

3.1 Measurement Model

The proposed framework to address the impact of the parental customer experience assessment on the outcomes of the organizational success metrics includes 6 independent variables mediated by Parent Satisfaction which influences the organization's success, the dependent variable. The purpose of this research model is to lay down a baseline for understanding how parents influence organizational outcomes. The model also reflects prior work on evaluating the role of parents in youth sports, but it reflects a more practical definition that meets today's youth sports environment.

Below is a conceptual discussion on how this framework is defined with the full model depicted in Figure 3a. A detailed description of the constructs is provided in Figure 3b. As discussed in section 3.2, Hypothesis, the relationships between parent and player engagement influence parent satisfaction which leads to desired success outcomes (team outcomes), therefore parent satisfaction acts as a mediation of team success. The constructs described in this model can measure both a recreational and pay-for-play model of youth sports. The instrumentation later discussed is specific to youth soccer but can be adjusted to reflect any sport.

Proposed Research Model Description

1. *Parent Engagement* – measures the pulse of the parents' satisfaction of the program from the perspective of their level of engagement with the organization and child. It

takes into account their personal goals (or motivation) for their child's participation in the sport and their personal level of sports engagement.

2. *Player Engagement* – measures the player's happiness along with the player's experience and the player's goals for the sport as an influence on Parent Satisfaction.

3. *Parent Satisfaction* – assesses the Parent's attitudes towards the Team and the entire Organization given the current season of the sport.

4. *The Success Constructs* –provide a correlation between Parent Satisfaction and desired organization outcomes with an emphasis on marketing concepts such as word of mouth behavior, retention and loyalty and brand perception.

5. *Causal Factors* - the model does not suggest that parent satisfaction is the only influence driving the success outcomes, but it suggests that it plays an important role. More specifically, parent satisfaction which is driven by parent engagement and player happiness will have an influence. The causal factor sentiment is addressed with player happiness, coach and staff engagement, financial stability, and market risks known to the parent.

6. *Moderators* – The role of moderators in this study suggests that factors such as the type of organization and geographic location have an impact on Parent Satisfaction and Success Outcomes while demographics and player background also contribute to dynamics between engagement and satisfaction.

In *Figures 3a, 3b and 3c*, is the model, the description of the constructs given the subconstruct explanation and the hypothesis.

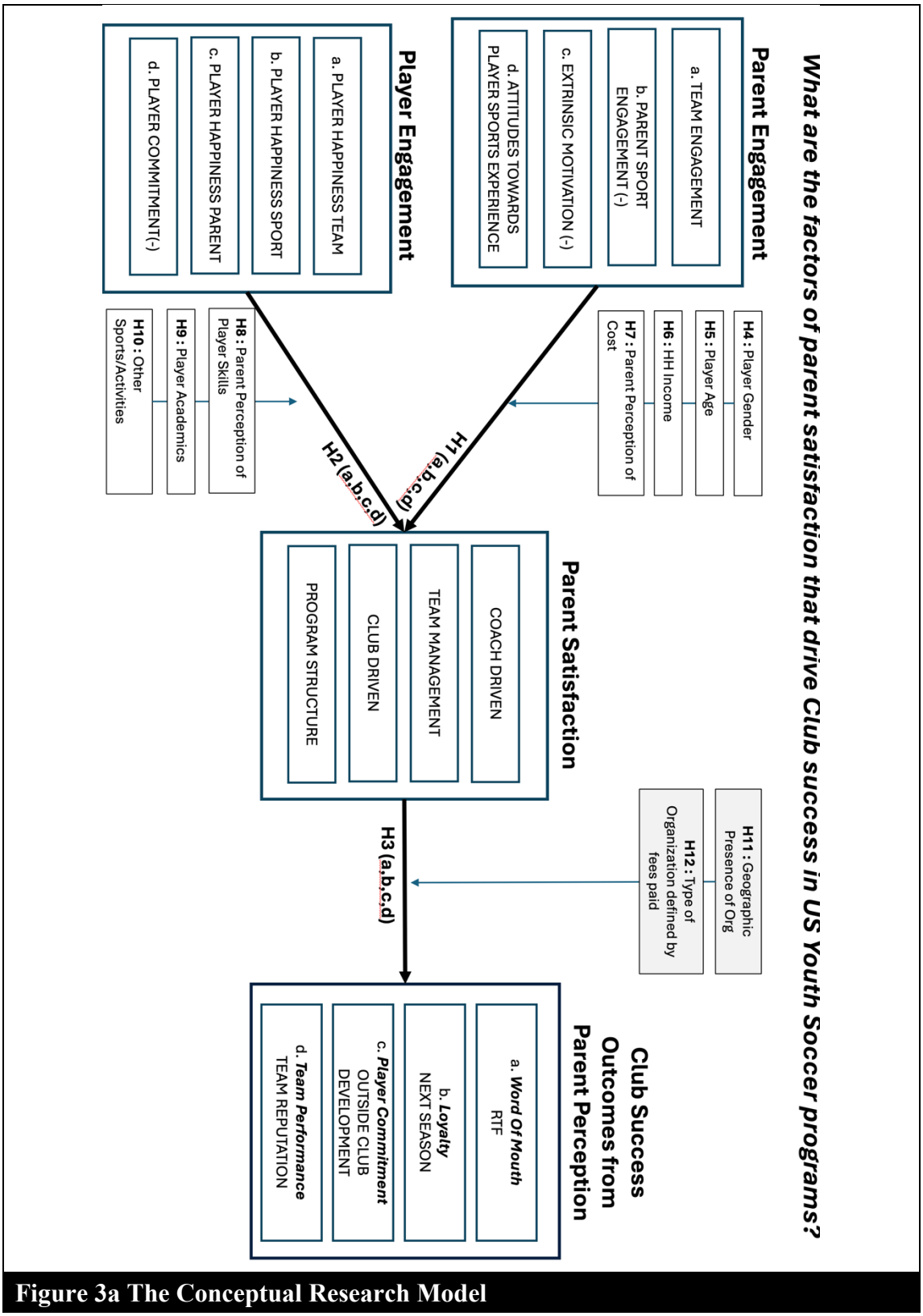


Figure 3a The Conceptual Research Model

Definitions
Parent Engagement
Parent Involvement (**Team Engagement**) includes supporting player development and willingness to volunteer
Parent **Sports Engagement** includes personal sports experience and knowledge about the game.
Parent Motivation (extrinsic goals) includes their own goals for their child for the sport and their skills.
Parental attitudes towards player's sport experience includes attending training and games, meets parental expectations of team, positive feedback and interactions with the their child's sport experience.
Player Engagement
Player Satisfaction with the team (**Player Happiness Team**) includes elements of the team and coach experience.
Players have more experience in the sport team (**Player Happiness Sport**) includes personal goals and positive habits towards the sport.
Player Satisfaction with the parental sport experience increases (**Player Happiness Parent**) includes perceptions players have of their parent's behaviors. (from the perspective of the parents).
Player Commitment includes player's attendance at games/practices.
Parent Satisfaction
Coach driven satisfaction levels are measured by the player's relationship with the coach and how the players and parents feel about the coach's skills, behaviors and overall management of the team.
Team management satisfaction levels are measured by the parental culture on team, sideline behavior, quality of referees, practice location and travel accommodations.
Club driven satisfaction levels are measured by perceptions of organizational leadership, communication and overall player development.
Program structure satisfaction levels are measured by perceptions of cost, league quality, schedules and time family is committed to the program.
Success Outcomes
Word of Mouth (RTF) measures the willingness to recommend the club, team, coach and perceptions of how others would recommend.
Loyalty measures the willingness to move to another organization and play soccer for school in addition to their club.
Player commitment measures the willingness to work on sport skills in different environments.
Team Performance measures the reputation of the team including perceptions of difficulty to make the team and win-rate.

Figure 3b Construct Description

	Hypothesis	Primary Support
H1	**As Parent Engagement increases, Parent Satisfaction will increase.**	
H1a	As Parent Involvement (Team Engagement) reaches appropriate involvement status, Parent Satisfaction will increase.	(Green & Chalip, 1998)
H1b	As Parent Sports Engagement increases, Parent Satisfaction will decrease.	(Holt et al., 1997)
H1c	As Parent Motivation (extrinsic goals) increases, Parent Satisfaction will decrease.	(Schwab et al., 2010) (Green & Chalip, 1998)
H1d	As Parental attitudes towards player's sport experience becomes more positive, Parent Satisfaction will increase.	
H2	**As Player Engagement increases, Parent Satisfaction will increase.**	
H2a	As Player Satisfaction with the team increases, Parent Satisfaction will increase.	(Bloom, 1985)
H2b	As Players have more experience in the sport, Parent Satisfaction will increase	
H2c	As Player Satisfaction with the parental sport experience increases, Parent Satisfaction will increase	
H2d	As Player Commitment to the sport increases, Parent Satisfaction will decrease.	
H3	**As Parent Satisfaction increases, Club Success Outcomes will increase.**	
H3a	As Parent Satisfaction increases, Positive Word of Mouth will increase (RTF Scores)	(Klaus and Maklan, 2012)
H3b	As Parent Satisfaction increases, Club retention will increase (Loyalty)(Plans for Next Season)	
H3c	As Parent Satisfaction increases, Player commitment to development increases.	
H3d	As Parent Satisfaction increases, Teams will have increased Team Performance leading to better reputation.	(Oliver & DeSarbo, 1998; Tse & Wilton, 1988)

	Hypothesis Moderators
H4	The **gender of the player** will modify the parent engagement and parent satisfaction relationship.
H5	The **age of the player** will modify the parent engagement and parent satisfaction relationship.
H6	The **HH income** will modify the parent engagement and parent satisfaction relationship.
H7	The **cost of the program** will modify the parent engagement and parent satisfaction relationship.
H8	The **parent perception of player skills** will modify the parent engagement and parent satisfaction relationship.
H9	The **player academics** will modify the player engagement and parent satisfaction relationship.
H10	The **other sports/activities** will modify the player engagement and parent satisfaction relationship.
H11	The **geographic presence of the club** (organization) will modify the parent satisfaction and team outcomes relationship.
H12	The **type of soccer organization (recreational vs. competitive)** will modify the parent satisfaction and team outcomes relationship.

Figure 3c Hypothesis Overview

3.2 Hypotheses Parent Engagement

Parent engagement as defined by this model incorporates three variables; (1) The level of commitment the parent makes towards their child's participation in the sport per the organization's requirements (2) The parent's sports experience, "sports personality" and (3) The motivations and goals the parent has pertaining to their child's sport participation.

Parent's commitment to a sports program involves their level of involvement from under-involved to extreme involvement. Involvement also implies that they meet the basic demands of the program which can be described as ensuring their child attends most practices, gets to the practices and games on time, their child is well-behaved or is not a distraction, they meet the financial requirements and other duties that come from parental involvement. More involvement may require taking on a team role like fundraising chair or team manager and extreme involvement may mean coaching or an organizational leadership role. Involvement also can be defined by the attendance of games and studying and discussing the games with their child. Under-involved parents who are not committed to the team's needs can still ensure all of the child's obligations are met however their lack of involvement may lead to a parent satisfaction score that does not have as an extreme opinion given their limited attention to the team. Another parent can take on a more involved role within the family unit and therefore their opinion of the program may lead to more strength.

The proposed relationship between involvement in the program and parent satisfaction assumes that parents who have made greater levels of investment in time and money, will seek meaning from this level of commitment which will lead them to have a more favorable view of the overall program. While dynamics such as poor coaching or poor communication can shape satisfaction, other components of the program will be assessed more positively. Alternatively, the parent's direct involvement in the player's development is an important component of involvement in the program such that the parent spends more time providing feedback, reviewing performance and identifying development opportunities, driving a more critical assessment of the sports program. Therefore;

H1: As parent engagement increases, Parent Satisfaction will increase.

H1a: As parent involvement (Team Engagement) reaches appropriate involvement status, Parent Satisfaction will increase.

Parental involvement in their child's sports activity can also be defined based on the parent's own sports experience and their interest in sports in general. While past studies have identified the different roles parents can play in a youth sports organization, (Holt et al., 2008), we also understand they bring their own sports knowledge and experience to the team. Parents who consume sports content either by watching sports news and sports event (in media or live) may engage in deeper discussions about their child's sport with them or with other like-minded parents. This relationship builds a level of knowledge that also supports an opinion-leader role. The relationship the parent has with the player in terms of the feedback they provide or the intensity by which they consume information from the coach can also influence their view of how the program meets their satisfaction levels. While prior research has not identified this relationship, I propose that as parents have a broader level of sports knowledge and experience, they may have a more critical view of the program and this critical view is shaped by their own athletic experiences. In comparison, when parents have less sports experience, they are more open to the sports program their child is participating in.

Alternatively, as parents' internal knowledge of the sport (program) increases, they will have a better understanding of the sport rules, coaching decisions, the challenges of the

program, and the challenges of the sport which will lead to a more empathetic understanding. Therefore;

H1b: As parent sports engagement increases, Parent Satisfaction will decrease.

Parents' motivations are well studied and defined for reasons that they seek a sports program however as the parent experiences more sports programming and their child has more sports experiences, their initial motivations may evolve. Given the perspective that the organizations must consider, they must understand what goals the parent has formed which develops a set of expectations that the parent is working from in their assessment of the program. Given this, parent motivation is a behavioral variable while parent goal is a specific goal that would be communicated realistically to a coach or other parents on a team. Prior research has evaluated both the intrinsic and extrinsic value that parents seek and player goals is more extrinsically defined. As such, the goals for the player go beyond enjoyment or developing life skills, the set of expectations a parent has on a program will increase. This creates a level of strength in the parent satisfaction score such that high expectations (the player will become an elite athlete, a collegiate player, or have a professional career) will lead to high levels of strength in the parent satisfaction score. This strength translates to a more critical assessment of the program. Therefore;

H1c: As parent motivation (extrinsic goals) increases, Parent Satisfaction will decrease.

H1d: As parental attitudes towards player's sport experience becomes more positive, Parent Satisfaction will increase.

3.3 Hypotheses Player Engagement

Player engagement as defined by this model incorporates three variables; (1) The attitude the player has towards their program experience (2) The other influences that they player has in their life as well as the overall sports-specific experience that has and (3) their sports goals.

Based on prior research, youth athletes prioritize fun with the sport and fun with their teammates more than other aspects of a program which is why Parents take on more of the purchase decision-making role than players. Parents are supportive of their children and will reflect the child's experience when evaluating their attitudes towards parent satisfaction. While the research has indicated that parents do not prioritize the child's experience in the decision-making process, I offer a different take on this relationship. The hypothesis considers that a player's experience will evolve as they endure more experience in a sport, making the player play a role as the opinion leader in the relationship between parent and child. The role of player opinion leader becomes stronger as players age which can be a reason why there are certain drop-rate increases during teen years. The influence of the player will change over time but, parents will consider to a certain level, the player's personal experience. Therefore;

H2: As player Engagement increases, Parent Satisfaction will increase.

H2a: As player Satisfaction with the team increases, Parent Satisfaction will increase.

H2c. As player Satisfaction with the parental sport experience increases, Parent Satisfaction will increase.

Today, the notion of sports specialization is a concern in sports medicine and in sports psychology, but it is an outcome of a complicated youth sports market that is driven in part by the sports organizations themselves, private coaching and the various training and development programs that have become popular by players and parents. As such, young athletes have consolidated their sports experience to 1-2 sports driving their level of engagement within an organization to larger levels than in the past. This vantage point also drives a set of expectations and shifts attitudinal perspectives on player satisfaction to more extreme levels. It is also contributing to the trend of burnout that is being seen in younger-aged athletes. Players are also students and must balance their academic requirements with their athletic and extra-curricular commitments. Studies have shown that students with extra-curricular activities perform better academically, and parents encourage this participation as a motivation (Darling et al., 2005).

Similarly, players who have more years of experience in a sport will shift their set of expectations as well which impacts a parent's perception of parent satisfaction. For example, players will focus more on their development and training quality as their experience grows rather than just having fun. This level of engagement in the sport coupled with the overall goals will influence their parent's perceptions of parent satisfaction. As they achieve more experience, they also become opinion leaders for their peers within and outside of the organization. While the model does not capture this relationship, the opinion leadership can be seen in their relationship with their parent. This will influence the parent satisfaction score and becomes more emphasized in the parent purchase decision process.

These relationships have an impact on how parents view a sports program, and they must consider their child's experiences off and on the field. Given this, it is important to acknowledge that parents become more familiar with how sports programs operate over time and recognize that a level of commitment is needed to yield the results that drive their child's happiness. This lens is shaped by various factors; (1) the commitment to the program (2) the length of the player's sport (soccer) experience (3) academic performance (4) other sports/activities the player is committed to (5) outside training, and (6) the player's goal for the sport.

As such, we know that players will benefit when they attend practice and games (high participation) (a). As players' overall experience in the sport increases, they will have identified a clearer role for themselves which yields a higher connection to the team(b-c). Studies have also shown that there is a positive correlation between academics and sports participation such that parents will have a more positive view if their child's academic performance does not suffer given their commitment to the team (d). Alternatively, as players broaden their sports experience and other areas of interest, their commitment to the sport will decrease, influencing their parent's attitudes towards the program. (e). In addition, as parents seek additional outside training and development programs, their lens may become more critical leading to a decrease in parent satisfaction. (f). Lastly, like parental motivations, as players' goals move from intrinsic desires (i.e., having fun) towards extrinsic desires (i.e., to be promoted to an A team), this will influence the parent's critical lens on a program. (H6).

H2b: As players have more experience in the sport, Parent Satisfaction will increase.

H2d: As player commitment to the sport increases, Parent Satisfaction will decrease.

3.4 Hypotheses Parent Satisfaction

This research model is driven by the notion that Parent Satisfaction drives marketing behavior and therefore a given youth sports organization must consider that parents have a significant impact and level of influence. Players also contribute to these outcomes from a marketing behavior viewpoint as they both evolve into opinion leaders. The opinion leader role of parents and players is critical for an organization to thrive within a community and can ultimately be the one marketing strategy that when neglected, will have a direct influence on the loyalty and acquisition results in the short term. Over time, organizations will see ebbs and flows of these numbers based on the changing population that they encounter but if it is neglected over a period, it can lead to the demise of the organization's reputation. As discussed in the literature review, the success outcomes derive from various marketing theories and therefore customer experience is understood based on the attitudes shared by customers towards aspects of the product or service experience. This experience can be temporal in nature and can be driven by variances in the customer's engagement, motivations, and prior experience lens.

Given the customer's own attitudes towards the service, they have an opinion to share when prompted or when they have the desire to do so. Word-of-mouth behavior and opinion leadership are important frameworks for considering how a customer experience will be interpreted and then impact an organization's reputation. Word-of-mouth behavior can be offline (in-person conversation) or online (social media, blogs). In the study, it is captured by questions such as "Would you or have you recommended the program?". Like

the net promoter score, the intent is to identify extremes (both positive and negative) while also recognizing passive results as a potential reflection on the parent's personality and/or their lack of involvement in the organization (About the Net Promoter System, n.d.). The result of a positive word-of-mouth reputation contributes to an increase in interest from purchase seekers such that in youth sports, there is an increase in tryouts or increase in registrations.

H3: As parent satisfaction increases, Success Outcomes will increase.

H3a: As Parent Satisfaction increases, Positive Word of Mouth will increase (RTF Scores)

Aside from the reputation that an organization has by members of their customer base, an organization must consider the intentions their customers have regarding loyalty (retention). As customer satisfaction increases, it is expected that retention will also increase. Retention in youth sports is defined by organization retention and sport retention. Therefore:

H3b: As Parent Satisfaction increases, Club retention will increase (Loyalty)

While shareholder value is one of the most important aspects of any business, in youth sports, the performance of the teams takes center stage. When teams under-perform, this signals a flaw in the organization which carries reputational risk. Parents and players are motivated by successful teams such that when there are low-performing teams, there is an increase in negative reputation which drives lower interest in tryouts both from outside and within the organization. Therefore, the win-rate of an organization is an important success outcome for an organization. Parents satisfaction of their child's win-rate contributes to

their willingness to promote an organization. Parents also contribute to the win-rate given their commitment level to the organization. Therefore, as parents support higher levels of commitment to the organization, they will have a better understanding of the organization's strengths (and weaknesses). This relationship supports team performance. Team performance is driven by the commitment levels of the players beyond the team practices. Players who commit to additional training opportunities both within the club or outside will be better able to contribute to the success of their team. It is advantageous for clubs to recruit players who are committed to the sport and are willing to help the team improve their overall performance. Thus, leading to stronger likelihood that team reputation will also improve. Parent satisfaction of the organization and the team can predict the likelihood that their child will look to further develop in the sport, therefore contributing to team success.

H3c: As Parent Satisfaction increases, player commitment to development increases.

H3d: As Parent Satisfaction increases, teams will have increased team performance leading to better reputation.

3.5 Hypotheses Moderators

The research model as designed considers a holistic view for evaluating engagement and satisfaction. In reality, there are more complex factors that can drive these relationships that depend on the demographics of the parents, players, and the community that the organization is supporting as well as the type of organization that is being evaluated. In youth sports, organizations can be recreational, competitive, travel competitive, elite and premier. Each of these organizations has a target customer base and different pricing

models associated with them. Therefore, the expectations of the customers may vary which can influence the engagement and satisfaction dynamics. In this study, a set of moderators is identified to consider whether these differences contribute to strength levels between the key constructs. In addition to understanding the market forces that can contribute to these variances, it is important to understand the role of gender and age of the players as well as how household income and the relationship between parental perspective of their child's skill levels, how parents engage in sport and how they view satisfaction. Therefore, a set of moderators that can influence the relationship between Parent Engagement and Satisfaction are:

H4: The gender of the player will modify the parent engagement and parent satisfaction relationship.

H5: The age of the player will modify the parent engagement and parent satisfaction relationship.

H6: The HH income will modify the parent engagement and parent satisfaction relationship.

H7: The cost of the program will modify the parent engagement and parent satisfaction relationship.

Furthermore, players who have varied academic and sport experiences may carry a different lens on satisfaction or better said, with more diverse experiences and a lower level of importance, does the satisfaction of the sport increase compared to players who are fully concentrated in the sport differ? Therefore,

H8: The parent perception of player skills will modify the parent engagement and parent satisfaction relationship.

H9: The player academics will modify the player engagement and parent satisfaction relationship.

H10: The other sports/activities will modify the player engagement and parent satisfaction relationship.

Lastly, as discussed above, the type of organization and the geographic location of the organization can drive differences due to varied customer makeup; Therefore,

H11: The geographic presence of the club (organization) will modify the parent satisfaction and team outcomes relationship.

H12: The type of soccer organization (recreational vs. competitive) will modify the parent satisfaction and team outcomes relationship.

CHAPTER 4: Research Methodology

4.1 Introduction to Research Methodology

The study encompassed a *Parent Stakeholder Assessment* that is open to parents of youth soccer players during the Fall 2023 Season, ages 7-19 in currently enrolled in a soccer program in Naples, FL. The goal of this study is to identify a sound research model and to establish further studies focusing on developing a national perspective of Parent Satisfaction across youth sports. The survey was completed for one player in mind, but multiple parents were able submit the survey for one player such that one player could have

multiple surveys representing multiple perspectives about the same player. The survey was expected to be completed in 30 minutes or less; 75% of respondents in this study took 45 minutes or less and 60% took 30 minutes or less to respond.

The online survey was shared via an email explaining the purpose of the study by the club administrator of the Azzurri Storm Soccer Club in Naples, FL during the late fall 2023 (October through November). In addition, the club included the survey in their online newsletter and social media channel. In total, 160 parents attempted the survey with at least a 30% completion rate (parents who did not consent or did not identify as a parent(guardian) of a player were excluded from the completion rate). Parents selected the appropriate team (from a pre-loaded list). The original intention of the study was to have a mix of different types of clubs (recreational, competitive, and elite) represented in the sample size however it was determined that the initial set of data from one club would provide sufficient support for the research model given that the survey instrument was original to this study. The data collected provides a valid representation of the organizational experience for parent satisfaction. Future studies will determine various moderating behaviors given geographic and organizational differences as well as different perspectives on what success looks like for these various programs.

Upon completion of the study, a full report was provided to the club administrator along with a summary of the commentary that was collected. The comments were further analyzed as Study 2 for this study and reflects a deeper understanding of the organization's opportunities for improvement from the perspective of the parents. Lastly, a scorecard for parent satisfaction was created based off of this study and the survey instrument design.

The scorecard reflects the grades that parents gave the club, coach and team while also explaining parental motivations, behaviors and other self-assessments. This scorecard is provided as an easy analytical representation of the survey assessment. As coaches and leaders of youth sports organizations, customer satisfaction is not a common assessment that is performed and therefore the scorecard designed as an output of this survey, provides an initial view for these business leaders. There was no compensation exchanged for participating in this study however organization leaders were promised a review of the data and assessment of their parent's customer satisfaction levels.

4.2 Population

The population of interest is identified based on *Parents of Players* who meet these criteria:

- Players are associated with the three major age groups and actively play for an organization in the Fall 2023 season.
- Players are children in age groups 7 through 19.
- All players in a US program are part of this population. US players in international programs do not qualify. The Azzurri Storm Soccer Club is located in Naples, Florida.
- US Programs include Recreational (Parks and Recreational programs), Private Club or Private Elite. School teams are not part of the model. The Azzurri Storm Soccer Club is a private club that competes in various competitive soccer leagues throughout Florida and the Southeast US region.

- Based on online research, this population is approximately 3 million US Youth Soccer Players. (*Largest Youth Sports Organization Celebrates 35th Anniversary | US Youth Soccer*, n.d.). The Azzurri Storm Soccer Club has 617 players.
- Parents must have a child in the current season. Parents with more than one child in the program will fill out a separate survey for each child.

The target sample size for a full study of parents not associated with an organization is approximately 360 based on a US population of 3 million US Youth Soccer players. However, it was determined that with a 25% participation rate for the Azzurri Storm Soccer Club, the data received would be sufficient for supporting the current research model. The goal for the next study which is to expand Study 1 across the US to other US soccer clubs would be to reach 5,000 surveys across 50 organizations at a minimum but there is potential for a larger survey response if organization buy-in is high.

There are several risks associated with the sampling of the population. The risk of *representativeness* is a concern in that the survey response should represent a balanced demographic population, including players of all age groups and gender of the players. There was an appropriate amount of dispersion by age and gender from the data collected however, the key age groups represented were comprised of players aged 11 – 14 , representing 62% of the players. In addition, 54% of players were girls while 45% were boys and 1% preferred not to say. One of the initial concerns were that many parents of 13+ players may be more inclined to respond to a survey based on their years of experience and based on the tumultuous nature of sports at this age. This was not a concern given the age dispersion that was seen as this age group was 47% of the total population. Players

may be part of multiple teams including their club and school teams which can create a level of complexity. For purposes of the research, we will not consider school teams as a model that will be evaluated because parents are not making a purchase decision. Players try out for the school team and the parent does not have a role unless they volunteer or coach for the school. In the study, 58% of players identified planning to play for the school team during the Fall 2023 survey period. Another concern is the representation of surveys from a particular part of the country such that 70% or more from one region would not be generalizable to all the US. Given that only one soccer organization was included, this is a concern which will be addressed in Study 3 as a follow-up study. Therefore, moderators addressing geography and type of organization were not tested in Study 1.

Bias of the responders is a concern based on attitudes towards youth sports in general. Parents who have had poor to average experiences over the course of their child's sports career, may impose harsher responses and perspectives on the latest season based on influences over time. An example would be a player who has been with a coach for linear seasons. The parent may address the survey from the viewpoint of the entire tenure with the coach or team rather than consider the last season as a stand-alone time period. Another consideration is how the parent's role in the Organization influences the *Parent Satisfaction* such that the parent's more active role in the organization (i.e., coach or team manager) may alter the true depiction of their child's experience in the sport. In this study, 11% of parents indicated that they are the team manager of their child's soccer team and another 9% indicated that they were the coach for their child's soccer team. When the parent answers the survey, the main point of view should be how the experiences and engagement levels shape their child's own experience. When a parent has an additional

commitment to the organization, this can influence how they address the questions such that they are considering the entire team of players and not just their own individual child.

The *Attrition* Risk of the survey completion will be reduced by limiting survey time to under 30 minutes and engaging in survey methods appropriate for the population. There will also be an opportunity for parents to provide feedback specific to their experience that will be used for later analysis, but this will be completed as a post analysis discussion with the club administrator. The important aspect of reducing Attrition Risk is to make questions simple to understand, creating clear scales, and encouraging individual commentary to create more color for the attitudes described in the survey instrument. In this study, 166 responses represented 30% completion or greater. (291 survey attempts in total whereby 104 attempts were abandoned after the consent question and 19 were abandoned before the 30% completion rate). Of the 166 responses, most questions received in the range of 140 – 150 responses. This suggests that when parents received the email to complete the survey, they clicked on the link as a preview but did not plan to complete at that time. As an area for improvement, it would be best to explain that this study will take 30 – 45 minutes and questions cannot be previewed until they are in the survey process. In terms of the questions and simplicity of understanding, parents provided feedback in the initial pilot and early pilot stages which helped to address concerns for the larger distribution.

4.3 Instrumentation

The survey instrument was developed without leveraging prior research models but did take into consideration the prior research reviewed in Chapter 2. This new instrument has a more detailed and robust set of items that is designed with (1) the ability to identify

organizational characteristics of the soccer program (2) to understand the parent's perspective of the organizational characteristics with a focus on satisfaction (3) to identify engagement of the parent (4) to identify child satisfaction and child's sport experience.

The key challenge of identifying the appropriate items for the survey constructs was consistent in that the prior research focused on a high-level approach to the attitudes of parents and players concerning their experience whereas the instrument created for this research is more in line with the clear organizational definitions and structures. This approach follows what is most often used in a traditional customer experience process and is in line with an applied research approach.

The survey instrument has approximately 150 questions and took on average 30 – 45 minutes to complete. The questions use a mix of scales with satisfaction questions and attitude questions using a 5-scale Likert structure. The other items require the user to select from a set of answers to help define the organizational structure, description items, or outcomes. There are two optional questions that allow the parent to address more specific feedback regarding the organization and Youth Soccer in general. *To view the full list of items in the Survey Instrument and changes to the Survey post the informal pilot review go to Appendix.*

4.4 Data Collection Procedures

The data collection process entails alignment with the organization's leadership to get buy-in and manage the distribution. The club administrator at Azzurri Storm Soccer club organized the distribution for the pilot and full study. Post the survey process, there will also be a discussion session to review the results and evaluate strategic opportunities.

An initial assessment was provided 2 weeks after final data was collected and a deep dive discussion with coaches will be conducted by the club administrator. During the final study which included an initial early pilot set of data yielded 166 responses whereby 140 – 150 were the average responses received per question.

As a comparison to Study 1, the pilot study conducted during June – July 2023, comprised of a targeted survey distribution to only a few teams within the club. This yielded 30 valid responses which supported the survey validation process. The pilot study did not include compensation and the data set was not included in the Study 1 results. Review of the sample size based on current Study 1 and Study 2 discussions which are currently underway, is listed in *Figure 4a* below.

Current discussions underway:

a) Azzurri Club, Naples, FL: 1) informed pilot with leaders 2) a pilot study with a select group of coaches, 3) launch pilot survey June 2023 4) launch full study in October 2023.
b) US Youth Soccer Organization: 1) informed pilot with leaders was completed in Spring 2023 2) launch survey January 2024 to select organizations.
c) Potential nationwide distribution not at the Organization level: 1) launch parent survey Spring 2024

Phase	Description	Response (Response Rate)
Pilot Study Summer 2023 ***Assess 2022-2023 Season***	July - August: 1 month *Bias: Limited Team (2014P, 2014W, 2008P)* *Unit of Analysis:* Parent, Player, Coach *Unit of Analysis: Parent*	31 Parents
Club: Azzurri Study 1 ***Assess 2023 Fall Season***	August: 3 weeks *Bias: Coaching Conflicts* *Unit of Analysis:* Parent *Unit of Analysis: Parent*	617 Players 25% Response Rate *155 Parent Surveys*
US Youth Soccer Study 2 ***Assess 2023-2024 Season***	Spring 2024: 3 Months *Bias: Organizational Language* *Unit of Analysis:* Parent, Player, Coach *Unit of Analysis: Team* *Unit of Analysis: Organization*	30 Parents *100 Teams 1.0 Survey per Player *3,000 Parent Surveys*

Figure 4a Target Response and Survey Distribution

4.5 Data Analysis Approach

The research model is an inferential analysis aimed at understanding the linkages of stakeholders to organizational success. In this study, the research goal is to determine what type of influence parents have in a youth soccer organization and outcomes are shaped by their attitudes towards the program structure, the organization's culture/communication channel, the parent's commitment to the organization and their commitment to their child's success in the sport. This influence can have a direct and indirect impact on the success of a youth sports organization and influence may differ depending on the type of business model the organization operates under. As previously discussed, one stakeholder does not have 100% direct influence on any outcome in in the youth sports model. Coaches, Parents, Players and Leaders all have varying levels of influence on outcomes. As discussed, I propose the parents will have the greatest impact on the positive intention and RTF rates.

Inferring from the Youth Soccer industry and parents within the community (online and in person), the research will propose a methodology for all youth sports organizations to measure the pulse of their parent stakeholders (*Parent Satisfaction*) to understand where improvements can be made. The results are supported by data analysis including Statistical Significance, Factor Analysis, ANOVA, and Demographic Analysis. Review of the Data Considerations can be found in *Figure 4b* below.

Description	Commentary
Response Rate	• For online data collection; n/a • For organization level; 65% per organization
Non-Response Rate	• Minimize risk by providing a detailed communication plan including written and verbal introductions, reminders, and read-out communication if response rate meets goals.
Common Method Bias	• Parents taking a survey with linear players will need to clearly understand how to fill the survey out. The questions should include what team group player is on (i.e. U8 Boys) and provide a drop down list with only one option to select.
Reliability and Construct Validity	• The informal pilot procedures include a process for testing the instrument with soccer and non-soccer respondents.
Internal Validity	• The informal pilot procedures include a process for testing the instrument with soccer and non-soccer respondents. • The pilot will address the various surveys for language, content, time to invest in survey process. • Definitions of key terms will be provided in the survey. • Engaging content will be provided to support the need for clear understanding of concepts where needed.
Units of Analysis Research Model	• Organization (Team and Total Organization such as Club)
Unit of Observation Research Model	• Parent

Figure 4b Data Considerations

4.7 Introduction to Procedures

The purpose of the study is to establish the feasibility of the research model by correctly defining the major factors and their correlation to organizational success. The study will support the data collection instruments and provide adequate levels of the data analysis procedures. During the summer study (2022) this was achieved with the inclusion of Industry Expert discussions (4 soccer parents, 1 coach and a customer experience professional.) As part of the informed pilot the Pilot Survey was distributed, and data analysis was reviewed along with the description of the constructs to ensure validity risk is low. For the full study, additional informed pilots were conducted with Azzurri Storm Soccer Club leaders and coaches during Spring 2023.

An initial study was defined as a summer research project in June 2022. This study required the development of an initial survey instrument and research model. The initial informed pilot validated the model and the instrument at that time. Post the summer research study, in Spring 2023, the survey instrument was updated to reflect an updated model.

a) The pilot study for Study 1 was be conducted in June – July 2023 by providing the survey to select teams within Azzurri organization. These teams included 2012 Girls and 2008 Boys teams. 30 valid responses were generated as part of a pre-season assessment. The pilot was deemed validated; however, there were some minor changes to the existing survey questions which included an update to the survey language, reflecting a Fall 2023 season assessment and the inclusion of a parent assessment of their child's development and skill levels during the season.

b) In October 2023, all other teams within the Azzurri Storm Soccer Club were asked to participate. The survey is still currently active however data collection for this study is represented through December 24, 2023.

c) It is feasible to continue to collect data for purposes of organizational effectiveness assessment. In this case, the club administrator may request to continue to collect and monitor the data. It is also feasible that the survey constructs that are assessed be limited to Player Happiness, Parent Assessment of Development, Parent Satisfaction, Parent RTF, Intention and Team Performance. In doing this, the survey length will be reduced and therefore the time to take the survey can be reduced which would yield a greater participation rate. In addition, the organization may want to assess team level performance and therefore seek to encourage more participation so they can monitor for planning purposes.

d) Study 2 addresses a commentary analysis, or rich text analysis for 2 optional open-ended questions provided at the end of the survey. The analysis includes analysis of themes which are supported through the instrumentation process. In addition, a team level analysis is conducted to provide further context of the commentary analysis.

The Azzurri Storm Survey is unique to their organization in that it is customized based on the use of a drop-down list of teams to ensure team level accuracy. The leadership also provided some key demographic data such as players by team and we will also work together to assess a team level win-rate to see if there are further trends to assess. This will be part of the alignment discussions that take place in the follow-up sessions. Moving forward, the survey collection timeline should be 2-3 weeks per organization and a full set of documents has been created to help in the communication and distribution of the study

at an organizational level. Figure 4c explains the process starting for Study 1 to the post Assessment process and the main study and post assessment process will be replicated for organizations wishing to participate in Study 3 (future research).

Step	Description	Explanation of Procedure
1	**Qualtrics Survey Generation**	• Create the surveys for the stakeholders • Include consent
2	**Email Solicitation**	• Identify 10 informed pilot participants • Include leaders, coaches
3	**SME Focus Group**	• Review model, constructs, survey instruments, forms
4	**Instrument Modifications**	• Feedback implemented to reduce risks and improve face validity and internal reliability of instrument
5	**Main Pilot Group Solicitation**	• Launch survey June 2023
6	**Main Pilot Data Collection**	• June 2023
7	**Consolidate Data**	• Survey data export to SPSS • Consolidate data and remove blanks
8	**Data Analysis I – Main Pilot**	• Perform statistical tests (EFA, Measures of Internal Reliability, Descriptive, Hypothesis testing)
10	**Reporting**	• Complete the report for Azzurri (and Optimist) June 2023
11	**Survey Re-design**	• Update the survey instrument post Data Analysis findings
12	**Data Analysis II – Main Pilot**	• Review data for additional analysis: Parent-Engagement and Parent Satisfaction Matrix, Descriptive Correlations to Scales, potential Moderators, Group/Team Comparisons

Figure 4c Study Procedures

4.8 Pilot (Informal and Formal)

The Azzurri Storm Soccer Club launched the formal pilot in June and July 2023 to two different age and gender groups; Girls 2012 and Boys 2008, netting 31 complete survey

responses. Post the informal Pilot EFA, changes were made to items to clarify and to simply the scale descriptions (7 Likert to 5 Likert Scale) as well as to add to the items reflecting the interests of the organizations represented. The Azzurri club leadership has provided support for this survey instrument several times since the spring of 2022. The USYS leadership meetings during the spring of 2023, involved the CEO, marketing team, E64 and ODP leadership teams. During these meetings, they provided perspective on challenges of a pay for play model, diversity of players from an economic standpoint and geographic differences given attitudes towards club and recreational soccer. As a result of these conversations, several survey items were edited and enhanced to provide more scope.

In the formal pilot, an EFA was performed suggesting that the constructs were reliable however there were several opportunities to define the subcontracts further, which would strengthen the hypothesis testing during the analysis phase. Constructs under concern were Parent Engagement; negative behavior and Player Happiness, whereby additional items were added after further discussion with the Azzurri leadership team. In addition, additional items under a new construct, Player Development, was introduced to further evaluate parental perceptions of player development. These items were not part of the initial model or formal pilot but were evaluated during the study 1 rollout phase. The items, Player Development is introduced to the research model post the formal pilot and is part of the hypothesis testing. Overall, the constructs were deemed to be reliable therefore the full roll out of the survey to the Azzurri club parents commenced in late October 2023. The Table 2, EFA Analysis, summarizes the initial outcomes of the Formal Pilot analysis. As such, the independent variables and the subconstructs were further assessed for reliability. Upon completion of Study 1, the EFA was evaluated once more with no changes

to the survey instrument but the definition of the sub constructs were more clearly defined, leading to changes in the EFA results. Section 4.10 provides a discussion of the EFA after Study 1 data collection was complete.

4.9 Exploratory Factor Analysis

The following table, Table 3, provides the results of the EFA (Principal Components Analysis extraction with Varimax orthogonal rotation). The constructs for both the Independent and Dependent Scales were assessed to determine the appropriateness of the scale. Bartlett's test of sphericity (BTS) and Kaiser-Meyer-Olkin's (KMO) measure the sampling adequacy. The targets for BTS must have $p<.05$ to confirm correlations between variables within each factor and KMO must be greater than .50 to be acceptable. Furthermore, the EFA will include Eigenvalues of 1 or greater which will explain 50% or more of the variance after rotation (post Varimax rotation) to ensure that each factor was sized appropriately to the associated explained variance. The analysis began by grouping items by theme and determining the sub-constructs (sub-factors) using the EFA approach. The data provided will show the reliability of the sub-factors within the scales (Cronbach Alpha target of .60 or greater) as well as the total reliability of the full scale.

The EFA analysis indicated that there are 4 Independent Variables (Parent Satisfaction, Player Happiness, Player Development, Parent Engagement). Each scale achieved the targets (or were within acceptable range) for KMO, BTS, Eigenvalue (post rotation) and Target Variance % (post rotation). One of the opportunities was the Target Variance % for Parent Engagement, Player Engagement and Player Development as they feel below the target of 50%. These results were accepted despite the target not being met

and one of the contributing factors is the potential for reverse coding of some of the questions. These questions will most likely be answered from a more positive perspective and therefore this may contribute to the variance target issues. Each of the scales achieved the Relibilty target of >.60 however several sub-constructs fell below this range. (Next Season's plans and Parent Perceptions of Field Action).

The detailed analysis of each scale can be found in the Appendix, section 2, along with the Factor Analysis and a Reliability Analysis per Scale. Per the discussion above, several types of questions are causing factor analysis inconsistencies therefore some of the items (sub-contracts) required thoughtful assessment as to how to be grouped and therefore it may not be reflected per the factor methods used by the software. Most of the items provide adequate support for ongoing use in this study and in study 3 (larger scale data collection).

	# of Items	# Factors	Bartlet's Test	KMO	Eigenvalue (Rotation)	CUM Initial Variance	Reliability
Targets			**0**	**>.60**	**>1**	**>.50**	**>.60**
Parent Engagement	***43***	***4***	***<.001***	***0.645***	***3.18***	***30.16***	***0.784***
Parent Sport Engagement	7						0.701
Healthy Attitudes Towards Player Sport Experience	17						0.617
Player Extrinsic Motivation	8						0.726
Parent - Team Engagement	6						0.738
Player Engagement	***39***	***4***	***<.001***	***0.774***	***4.32***	***38.89***	***0.859***
Player Happiness - Team	19						0.882
Player Happiness - Sport	10						0.774
Player Happiness - Parent Sport Relationship	7						0.701
Player Commitment Team	3						0.636
Player Development	***29***	***2***	***<.001***	***0.552***	***8.21***	***41.91***	***0.786***
Parent Scorecard of Player	17						0.852
Parent Perception of Field Actions	12						0.439
Parent Satisfaction	***37***	***4***	***<.001***	***0.915***	***2.81***	***55.92***	***0.957***
Coach Driven	17						0.958
Club Driven	7						0.768
Program Structure	7						0.824
Team Management	7						0.843
Success Outcomes	***23***	***4***	***<.001***	***0.83***	***6.78***	***48.94***	***0.847***
RTF	8						0.847
Next Season Plans	4						0.427
Team Performance	7						0.795
Player Commitment	4						0.635

Figure 4d EFA Analysis Study 1

CHAPTER 5: DATA ANALYSIS

5.1 Overview

The results of the analysis suggest that there is a positive relationship between Parent and Player Engagement and Parent Satisfaction as well as a strong positive relationship between Parent Satisfaction and Success Outcomes. Moderators were tested on the relationships of Engagement and Satisfaction whereby the role of HH Income and Perceptions of Financial value had the greatest impact on parental engagement to satisfaction and diversity of activity had an impact on the player engagement to satisfaction.

The research model was tested using a linear regression methodology and using the survey instrument designed by the researcher over the course of the period from Spring 2022 to Fall 2023. As discussed below, this body of work began as a summer research project for the Florida International University D.B.A. program and it involved designing a research question, research model and a survey instrument. The survey instrument has evolved over the research time period and is discussed in greater detail below. The results of this study will inform a more robust survey instrument that will be used for further analysis of the topic Parent Satisfaction of Youth Sports. Therefore, this study provides a baseline for expanding this research question to other youth sports programs across the country and potentially globally. The Study 1 and Study 2 were completed with only one club, Azzurri Storm Soccer Club in Naples, FL, and a full discussion of the implications of the study and the results will be further discussed in Chapter 6.

5.2 Study 1 Survey Instrument and Exploratory Factor Analysis

As discussed in the Research Methodologies, the survey instrument used for this study was developed over the period of Spring 2022 to Fall 2023 with various informal pilot sessions with subject matter experts, testing of data from an population (Summer Research 2022) and informal pilots with the Azzurri Storm Soccer Club (Summer 2023). The survey instrument was rewritten in the Spring of 2023 however the results of the prior study provided data to support the newer instrument. The survey instrument was reduced from incorporating 250 items to approximately 150 items over this period. Further analysis was conducted on the informal pilot to produce an initial EFA in the early fall of 2023; post implementation of the formal study, a new EFA was conducted. The EFA suggested a revised regrouping of items and potential elimination of a few items. In addition, new items were added to measure a new construct, Parent Perception of Player Skills. This construct was added to the theoretical model as a modifier.

Upon completion of Study 1, there are several opportunities to further reduce the survey instrument to remove items that did not have a significant impact on the relationships being measure. This is further explored in the discussion of results in Chapter 6. The full details of the survey instrument and the EFA can be found in the Appendix with an analysis provided in the Research Methodology section.

5.3 Study 1 Descriptive of Independent Variables

The independent variables: Parent Satisfaction, Parent Engagement, Player Engagement, and the Parent Scorecard for Player Development were assessed at a sub-construct level to determine tests for normality and means based on the data collected for Study 1. For each independent variable and sub-construct, the data was assessed along a 5 Likert Scale where items identified agreement levels, satisfaction levels, levels of good-bad or frequency measures. For the Player Development Scorecard, the scales measure parental perception of skills based on the frequency the parent witnessed skills during games and their overall perception of their child's skill level. The higher the score, the higher the frequency and skill level.

Below is a summary of the different scales used (1) – (5) which varied by variable.

- Strong Agree – Strong Disagree
- Extremely Good – Extremely Bad
- Extremely Satisfied – Extremely Dissatisfied
- Always – Never (or Multiple Times per Week – Never)

The tests of normality for the independent variables overall measured within acceptable levels. For each variable, a box plot analysis was assessed to understand the outliers while the Kolmogrov-Smirnov tests, which is appropriate for this sample size, indicated that the data is normally distributed across all the variables tested. There are some minor areas of concern within the sub-constructs for PSAT: Club-Program Assessment which does not have an impact on the total scale, PSAT.

An assessment of the mean data and standard deviation provides a general assessment of how parents view the Azzurri Storm Soccer Club in terms of satisfaction,

their child's happiness, their child's development, and their own parental influences on the soccer program. The Parent Satisfaction scale had a very strong Mean average across each of the subconstructs whereby the scores were along a "2", in the ranges of 2.2 – 2.7 with an overall standard deviation of .77, indicating the Parent Satisfaction was considered "Satisfactory" as compared to a "1" or Extreme Satisfaction. When parents reflected about their child's happiness regarding the team or coach, it was in line with their own Parent Satisfaction levels, whereby the score of 2.13 was consistent with the 2.37 overall PSAT score. However, when parents assessed their child's happiness with the sport (1.7), commitment to the sport (1.1) or the parent's sport relationship (1.9), they were more positive with the average of "1" scores. Parents assessed their child's development and skills along 3 types of questions: tactical skills, physical skills and personal/coachability; they scored their child's skill highly positive, almost a "4" where a "5" is considered exceptional skills. When asked about the frequency of these skills seen in a game, they scored these skills in the middle, "3", however some of the items asked have a negative connotation therefore further data analysis is needed. Lastly, parents' self-reflection items indicated that they feel that they are generally in line with the healthy attitudes of a sport parent and are adequately engaged in the team (scores of a "2"). Parents were in the middle ("3") with their own sports knowledge and their perceptions of their child's motivations for the sport. This indicates that parents were mostly modest and perhaps this is influenced by the parent that takes the survey. As indicated, mothers were more likely to take the survey and compared to the fathers, these answers could differ. There needs to be consideration for the halo effect when parents take the survey; answering the questions

based on socially accepted responses compared to what they feel. Below in *Figure 5a and 5b,* are tables and the box plot analysis related to the discussion above.

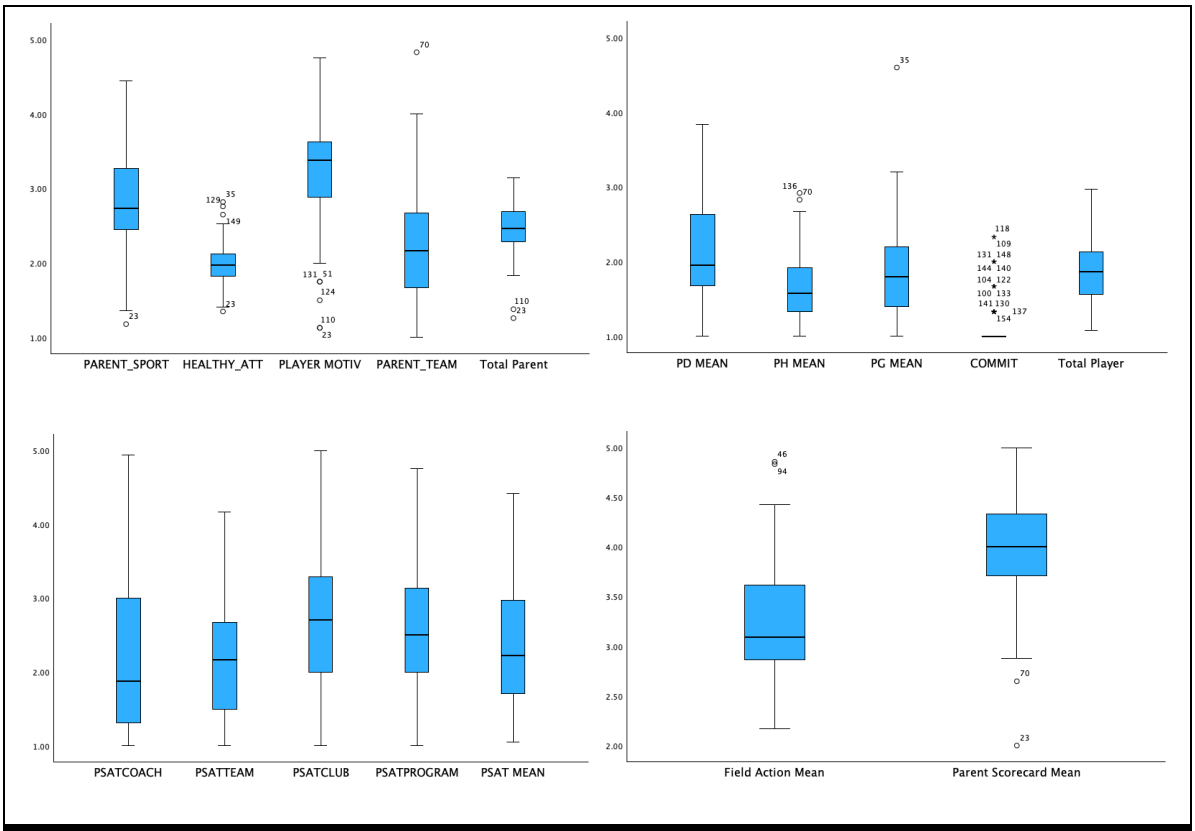


Figure 5a: Box Plot Analysis of Independent Variable Data

	Kolmogrov-Smirnov Stat	P-Value	Shapiro-Wilk	P-Value	Skewness	Kurtosis	Mean	Standard Deviation
	>.05	*<.05*	*>.05*	*<.05*	*(3) - 3*	*(3) - 3*		
PSAT	**0.11**	**<.001**	**0.90**	**<.001**	**0.45**	**-0.67**	**2.37**	**0.77**
Coach	0.14	<.001	0.90	<.001	0.76	-0.46	2.16	1.02
Team Management	0.09	0.00	0.96	<.001	0.45	-0.59	2.20	0.76
Club	0.06	0.20	0.98	0.07	0.02	-0.58	2.69	0.83
Program	0.06	0.20	0.98	0.03	0.25	-0.53	2.58	0.88
Parent Engagement	**0.06**	**0.20**	**0.97**	**0.00**	**-0.77**	**1.61**	**2.48**	**0.31**
Parent Sport Engagement	0.08	0.03	0.99	0.49	0.18	-0.69	2.85	0.64
Healthy Attitudes Towards Player Sport Experience	0.09	0.01	0.98	0.06	0.40	0.67	1.98	0.26
Extrinsic Motivation	0.08	0.03	0.98	0.04	-0.36	0.56	3.25	0.70
Parent - Team Engagement	0.09	0.01	0.96	<.001	0.67	0.74	2.17	0.71
Player Engagement	**0.10**	**0.00**	**0.97**	**0.00**	**0.43**	**-0.56**	**1.89**	**0.39**
Player Happiness - Team / Coach	0.16	<.001	0.93	<.001	0.78	-0.16	2.13	0.62
Player Happiness - Sport	0.14	<.001	0.95	<.001	0.69	-0.09	1.71	0.44
Player Happiness - Parent Sport Relationship	0.10	0.00	0.94	<.001	0.86	1.81	1.89	0.61
Player Commitment	0.44	<.001	0.52	<.001	2.57	6.41	1.13	0.28
Field Action	0.11	<.001	0.97	0.01	0.51	0.02	3.22	0.55
Parent Scorecard	0.07	0.20	0.97	0.00	-0.76	1.73	3.98	0.47

Figure 5b: Independent Variable Statistics

5.4 Study 1 Dependent Variable Analysis

The Dependent Variable, Success Outcomes, is comprised of 4 subconstructs (1) RTF: Recommend to a Friend (2) TP: Team Performance (3) NS: Next Season (4) PC: Player Commitment. The questions were based on a 5 Likert Scale where a 1 indicated Strong Agreement and 5 Strong Disagreement. The data normality tests and descriptive indicate that the data falls within acceptable ranges as indicated by the targets of >.05 for the Kolmogorov-Smirnov and the Shapiro-Wilk statistics, Skewness and Kurtosis numbers. The mean score of 2.56 as an average of the success outcome items suggests that the parent

group is slightly positive with more positive agreement on RTF and Player Commitment questions whereas the Team Performance and Next Season plans were closer to a 3 score. A box plot analysis was completed to assess outliers which was found to have arisen in the RTF score leading to a similar situation in the Success Outcome due to two responses that had average scores of 5.

An assessment of the mean data for the Success Outcomes indicates a neutrality level ("3") whereby the RTF scores were generally good "2" but the attitudes for team performance and next season shifted the positive to a neutral sentiment. Parents viewed the team performance as not good or bad while the variable for next season must be further assessed as 3 out of the 4 questions indicate that at lower levels, there is a higher chance that the player will leave next season to pursue better opportunities. Therefore, the higher the answer, the more positive it is for the club, indicating that the "3" is not understood to be "positive or negative" without further analysis. Below in *Figure 5c*, are tables and the box plot analysis related to the discussion above.

	Kolmogrov-Smirnov Stat	P-Value	Shapiro-Wilk	P-Value	Skewness	Kurtosis	Mean	Standard Deviation
	>.05	*<.05*	*>.05*	*<.05*	*(3) - 3*	*(3) - 3*		
Total Success	**0.08**	**0.05**	**0.93**	**<.001**	**0.41**	**0.11**	**2.56**	**0.59**
RTF	0.12	<.001	0.97	0.01	0.94	1.01	2.08	0.88
Team Performance	0.08	0.03	0.97	0.02	0.19	-0.93	2.88	0.94
Next Season	0.12	<.001	0.96	<.001	0.17	-0.57	3.15	0.67
Player Commitment	0.10	0.00	0.98	0.05	0.25	-0.74	2.10	0.73

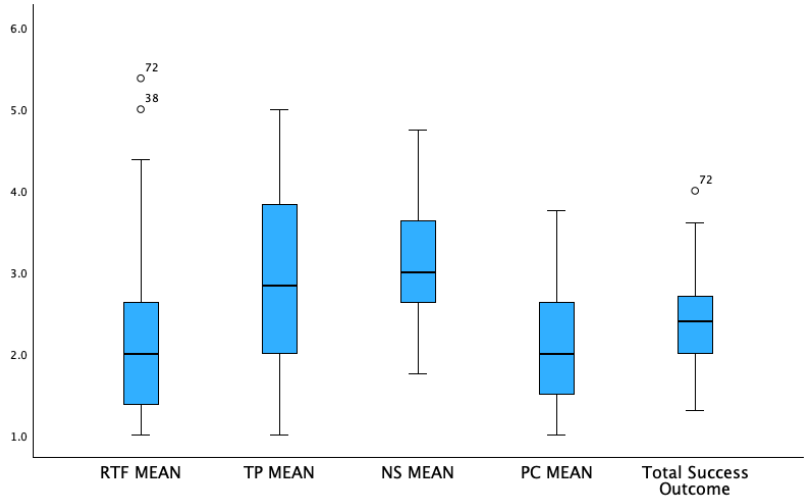


Figure 5c: Dependent Variable Statistics and Box Plot

5.5 Study 1 Population Profile

In section 4.2 the overall population for both Study 1 and Study 2 of this research was described. The below tables provide more data to suggest that the parents who answered the survey were diverse across many of the key descriptives (and modifiers), thus suggesting that the population was heterogenous within the population. This can be seen in the distribution by (1) Team (2) Gender of Player (3) Age of Player and (4) HH income and (5) Parent Role (Mother-Father-Guardian). The Azzurri Storm Soccer Club has 617 players in total and 155 responses were recorded for this study. Of the 617 players; 53% of players are male (45% of responses were for male players) and 47% of players are female

(55% of responses were for female players). In addition, players aged 10 – 14 had the greater level of participation in the survey however, it should be noted players 15 and over were not well represented as this survey was distributed during the high school soccer season where club players take a break from the club soccer program and focus exclusively on high school soccer. 66% of the parents who answered the survey identified their HH income as above $100K while 17% preferred not to say suggesting there is a diverse economic representation. Lastly, mothers were more likely to answer the survey (65% of the population) suggesting that mothers are more likely to be more engaged leading to greater word of mouth activity and sport-shopping, hence the Soccer Mom phenomena.

Amongst the population of Azzurri parents, 40% identified their child was not on the team from the prior season, suggesting a potentially significant new Azzurri parent population of 40% (new customers), whereby 25% of the parents identified that they child moved from a recreational soccer program to a competitive environment. This data suggests that there is significant feedback provided by new parents to competitive soccer and potentially to the Azzurri club. Understanding this population is important as this being their first season with the club provides an education about club soccer and the culture of the program. Comparing this group to those who are returning to the program will be important for coaches to determine where communication and education is needed.

Other important HH information indicating key communication strategies for the leaders is understanding the number of children in the HH who play the same sport, youth soccer and the perceptions of total weekly commuting time. In this study, 45% of parents indicated that they had more than one child in youth soccer and 74% or more spent 3 or

more hours each week commuting to practices and events. These indicate a level of dedication to the sport and potentially and higher level of engagement. In addition, there was an even distribution of how parents perceived their costs of the program. This can vary based on the team's level of travel due to the league that they participate in and the number of tournaments that they participate in. Players aged 13 and above will pay more for program fees and are more likely to travel for games and tournaments. As players age, costs and time dedicated to the sport will increase.

Additional demographics were collected to describe the player based on (1) academics (2) involvement in school soccer and (3) the position that they play in the team. Of the players represented, 80% were identified to A students while 19% were B students and 58% suggested that they would participate in a school soccer program. For players in elementary school, school soccer programs are not available to them which may contribute to a lower participation rate. Players were more likely to be defined as a Forward or Mid player (46%) while only 26% identified as a defender and 4% as goalkeeper. Given the positions on the field this ratio makes sense as there would be more forwards and mid field players in a game. 25% of this population did not identify a main position which is typical of players who are younger and beginning their soccer journey. Below, is the table of population demographics discussed above, *Figure 5d*; Population Demographics.

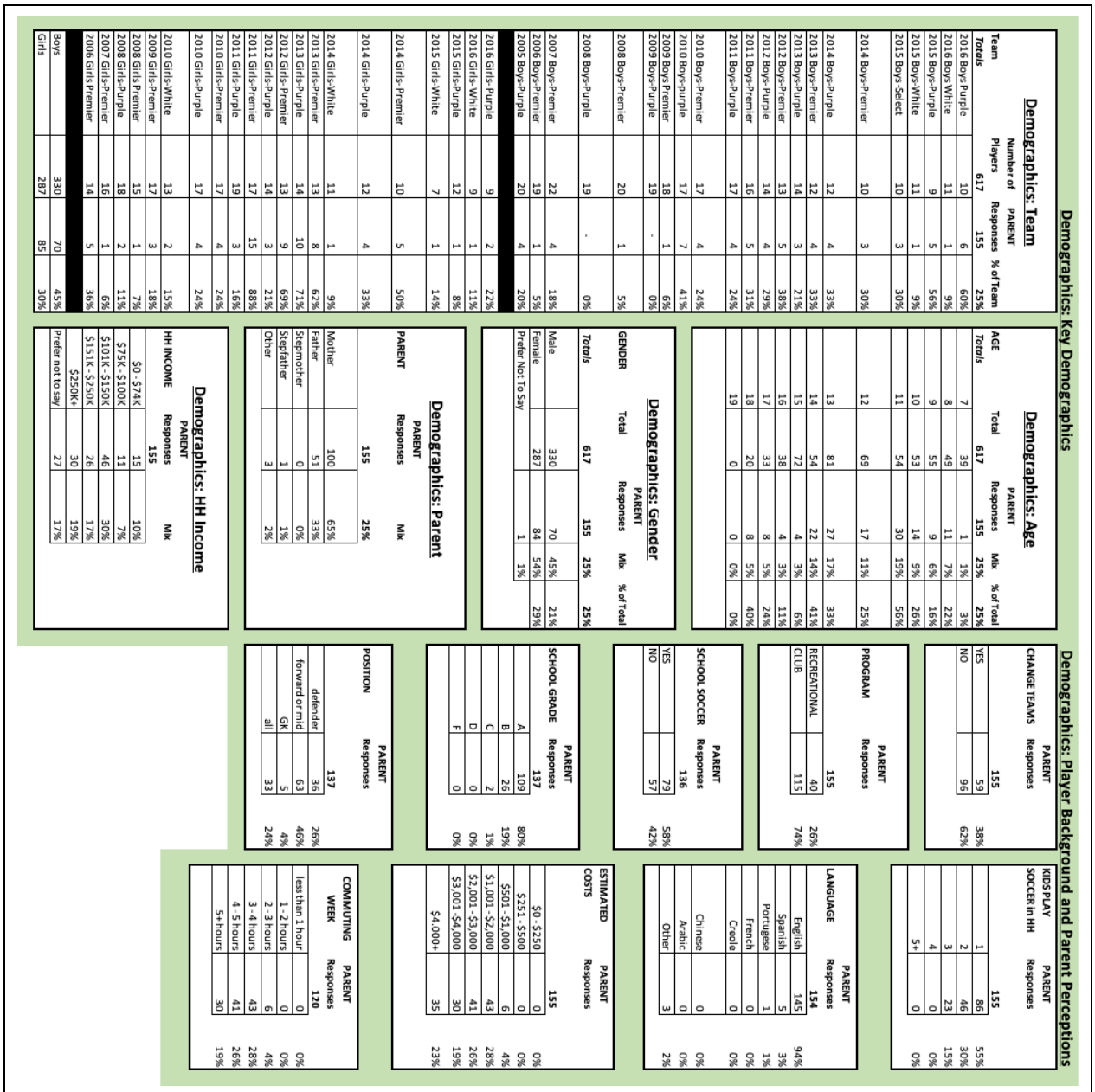


Figure 5d: Population Demographics

5.6 Study 2 Commentary Analysis

The survey instrument included two optional open-ended questions requesting optional feedback for the coach and for the club. Of the 155 respondents, 85 provided feedback and a total of 26 themes were analyzed. For each comment, the presence of at

least one of the themes was identified whereby comments could have more than 1 theme. In total 193 instances of the presence of one of the themes was documented and analyzed in this following commentary analysis. For each theme, as assessment of the RTF, PSAT and Player Happiness score was assessed to provide relative comparison. Lastly, an analysis of comments at a team level comparing RTF, PSAT and PH for the team score and for the team score of comments only. The team level analysis of PSAT sub factors and Team Performance provides is used to provide further context of the commentary analysis. Given this analysis, the following key outcomes were identified:

- The presence of comments by the parent represented a lower PSAT score for the team compared to the total scores. This indicates a more negative attitude toward the program or coach.
- The presence of comments by the parent represented a lower overall grade for the club, team and coach. (B+ average for all vs. B- for respondents who provide comments)
- Demographics of parents providing a comment where consistent with the total population; 46% male to 53% female players and 68% of respondents represented players from age 10 – 14.

The top 10 themes (68% of instances) identified in the commentary analysis: (1) presence of a positive comment about the coach (2) presence of a negative comment about the coach (3) lack of communication about development in a 1:1 session with the players (and parents) (4) competitive level (or league) concerns (5) practice times are a concern (6) fields are a concern (7) communication or organizational level visibility (8) lack of

leadership or visibility of leadership (9) coach has too many teams or reference to coach is a parent of a player on team and (10) team structure and discipline issues.

Further analysis suggests when looking at the PSAT and RTF scores, these are higher (leading to higher levels of un-satisfaction and more likely not to recommend) than the total respondent totals. For comments regarding a positive coach, the results indicated lower RTF scores (more likely to recommend) whereas the PSAT was slightly lower, and PH was in line. Alternatively, when coaching was identified as a negative comment, the RTF score becomes more unlikely to recommend (3 vs. 2.1), PSAT was reduced (3.2 vs. 2.37) and PH was also reduced (2.3 vs. 1.9). The data supports Study 1 analysis such that negative experiences with coaching can have a significant impact on PSAT and RTF. The commentary analysis provides a rich text analysis to understand the presence of issues such as politics, lack of play time in games, team dynamics, practices/fields and more of an understanding of team reputation issues. In *Figure 5c* below a side-by-side analysis of the comment themes and the data analysis is provided.

Themes	*Sub goup*	COUNT	% OF TOTAL	RTF Score	PSAT Score	Player Happiness
COACH +	COACH	26	13%	1.8	2.6	1.8
COACH -	COACH	11	6%	3.0	3.2	2.3
COACH = PARENT	COACH	5	3%	2.9	3.0	2.0
COACH # TEAMS	COACH	7	4%	2.5	3.3	1.9
COACH NOT CONNECTING WITH PLAYERS	COACH	4	2%	3.3	3.5	2.5
COACH COMMUNICATION	COACH	4	2%	2.9	3.8	2.5
POLITICS	TEAM	1	1%	2.6	4.0	2.1
TRAINNG - COMPLAINTS	TEAM	3	2%	2.2	4.0	2.1
TEAM STRUCTURE	TEAM	5	3%	2.0	1.8	1.9
TEAM CULTURE (DISCIPLINE)	TEAM	4	2%	1.8	2.3	1.8
DEVELOPMENT CONVERSATION	PLAYER	18	9%	2.8	3.2	2.3
PLAYER TIME ON FIELD ISSUES	PLAYER	5	3%	3.0	2.8	2.2
PLAYER POSITION COMPLAINT	PLAYER	3	2%	2.1	2.7	2.1
COACH QUALITY OVERALL -	CLUB	5	3%	3.3	4.0	2.4
COACH QUALITY OVERALL +	CLUB	1	1%	1.1	1.0	1.5
METHODS	CLUB	6	3%	2.1	2.7	2.1
COMPETITIVE LEVEL - LEAGUE	CLUB	20	10%	2.4	2.9	2.0
PRACTICE TIMES -	CLUB	10	5%	2.5	3.1	2.0
FIELDS -	CLUB	8	4%	2.1	2.5	1.9
ORGANIZATION / COMMUNICATION	CLUB	12	6%	2.4	3.1	2.0
FEES	CLUB	6	3%	2.3	3.7	1.9
LEADERSHIP NEEDS	CLUB	7	4%	2.1	2.7	2.0
LACK OF LEADERSHIP VISIBILITY	CLUB	7	4%	2.6	3.0	2.1
TRYOUTS	CLUB	6	3%	2.5	3.5	2.1
OVERALL +	CLUB	5	3%	1.1	2.2	1.6
OVERALL -	CLUB	4	2%	3.8	3.8	2.4
Study 1 Averages				2.1	2.4	1.9
TOTAL		**193**				

Figure 5e: Commentary Analysis Themes and Cross Analysis

Positive Coaching Comments

Parents provided specific names when providing feedback directly to the coach. In most cases of positive comments, there were other themes identified. Often these additional themes focused on club level concerns which were not within the control of the coach and parents were also thankful for the positive coaching experiences.

- *""X" is a great coach but please allow all kids to have equal playtime. It is not fair some are on the field the whole game while others only get 50% playtime." (Positive Coaching, Player Time on Field)*

- *""X" is an exceptional coach who is horribly underutilized." (Positive Coaching)*

- *"Our coach is awesome! I love how much he cares for our kids and wants them to be their best. I am hopeful that our team with stay together next year and we will continue to grow!" (Positive Coaching)*

- *""X" is doing great! Love the feedback he gives to my daughter to make her the best version of herself each day she laces up her cleats! I hope to have him again next year!" (Positive Coaching)*

- *"Coach "X" is doing a great job teaching and keeping practice interesting. My only frustration is the practice ending time. I need the stop time to be firm 7:30pm." (Positive Coaching, Practice Times)*

- *"Thank you for taking this team on. We know it was not the plan when teams formed and we really appreciate your work with the girls" (Positive Coaching)*

Negative Coaching Comments

Coaching comments that were identified as negative had more themes identified within the coaching context including concerns about the number of teams that the coach was managing or the fact that the coach is a parent. While the club level comments were

not as prevalent in their comments, the player specific comments were. The negative coaching comment from parents suggests that their experiences are localized and within the control of the coach. As such, PSAT will suffer because of issues identified such as politics, lack of development discussions and coach communication issues. Assessing these themes, PSAT was much lower than the total averages.

- *"The coach is new to coaching with Azzurri storm this season. He not fair, he gives his own daughter and one other girl who played with him in his previous soccer team full time on the field. They play all 4 quarters. But when it comes to my daughter if she starts playing well he takes her out. She hardly gets max 5 to 10 minutes every game in the tournaments played. This demotivates the player and the player starts losing interest in the game due to unfairness. Putting this down so that Azzurri chooses right coaches for teams." (Negative Coaching, Coach is Parent, Player Time Issues)*

- *"My Coach needs to learn to control the team and gain their respect. He allows most of the girls to talk back, not listen, they talk to each other while he's trying to instruct them. Practices tend to be a little unorganized. He's too soft, lenient and needs to be tougher on the girls and have more structured practices." (Negative Coaching, Team Discipline, Team Structure)*

- *"biased towards his son and not applying rules similar to other players even he is not performing" (Negative Coaching, Coach is Parent)*

- *"I feel that my child wasn't given the best opportunity to develop their skills this season with the coaching provided. Coaches focus was usually directed to other players." (Negative Coaching)*

- *"I fully expected our coach to only coach 1 team, my son's team, this season. He has also been coaching the Select Team (3rd Team). This is not what we expected, and at times it has resulted in a wasted training opportunity. Too many kids to really coach."(Negative Coaching, Coach # Teams)*

- *"Coach needs to form relationships with each individual player and learn their strengths and weaknesses and work on Individual performance improvement plans as well as team goals and expectations. This way the player and parents can measure growth in the program." (Negative Coaching, Development Conversation)*

Development Conversations, Competition Team Leagues

The top 2 themes focused on lack of player development discussions and the competition level not being the best fit for the team, from the parent's perspective. When there was a lack of development discussion, it did not indicate a negative coaching experience and concerns about having the right competition for the team did not have a negative impact on the coaching quality. In both, parents recognize that these are concerns that are managed at the leadership levels and coaches are not within their power to make these decisions.

- *"feedback provided to ind players/parents at the end of each season (or long break so player can focus on certain areas)" (Development Conversations)*

- *""x" really likes the fact that her coach was open to letting her play the position she really loves for some time during the games and she does feel valued as a player, but she does find the practices a bit slow/ boring and not as beneficial as previous years or some of her other trainings that she does throughout the week. There's still a number of players that don't understand the positions or passing so it's been difficult to grow as an individual player and team. Overall she really likes the girls on her team and her coach is nice. (Positive Coaching, Development Conversation, Training and Player Position*

- *"I do not know what amount of feedback/development plan we are supposed to receive from the coach/club (this survey mentioned it quite a bit which is the first I'm learning of it), but we have not received a development plan or any feedback. We don't hear from the coach on an individual or team level when it comes to feedback." (Development Conversation)*

- *"At this time I believe the organization has not aligned the teams with the same competitive level set skills of others. Practice times and location for my team is not consistent and changes week to week." (Competition Team Leagues)*

- *"E64 is not a competitive league for U14 girls. Our girls are dominating the other E64 teams. It is not fun to watch and my daughter does not have as much fun playing teams*

that have no idea what they are doing. I hope we change leagues in the future." (Positive Coach, Competition Team Leagues)

- *"Elite 64 seems to be the wrong fit. It is not good competition." (Positive Coach, Competition Team Leagues)*

- *"Great coach, great group of kids, we are loosing by a lot and it is becoming discouraging to the team players. Perhaps some more local tournaments and games where we can build confidence and have more ball touch opportunities. Some of the team we are playing are nearing us like 12-1 for example." (Positive Coach, Competition Team Leagues)*

Research Model Impact and Team Level Analysis

The commentary analysis provides context for the relationship between PSAT and RTF, suggesting that in the presence of a comment, the PSAT will be lower thereby lowering the likelihood that the parent would recommend the Club/Coach/Team to a friend. While respondent behavior toward a survey is needed to be understood, this would not be considered a modifier for Hypothesis 3a. The commentary analysis does provide the potential of a magnitude on the effect of the relationship between PSAT and RTF and suggests that the presence of certain themes such as lack of player development discussion, competitive team league concerns, unfairness due to coach having more than 1 team to manage or being a parent (of a player), training times and field quality and overall communication can have a more negative effect on the PSAT. These themes are

provided within the survey instrument however the comments provide an understanding at how important it is to that respondent and therefore magnifies the item(s) relevant to the theme. While an item comparison was not assessed, the overview of the PSAT and RTF scores provide context for comparison purposes. It should also be noted that the themes were identified after reviewing the comments several times and then coding for themes was done three times. The themes were specific to the comments from this population and therefore, another population may have a different set of core themes. In assessing the themes, there were no new themes to the survey further suggesting that the commentary analysis provides a magnitude effect and therefore is important for providing additional storytelling but it does not influence the design of the research model.

The comments were analyzed as a whole population by theme however, a team level analysis was performed whereby each team's PSAT, RTF, Player Happiness, PSAT sub-factors and Team Reputation scores were reviewed. This analysis is most relevant to a club leader so they can determine where the teams that are under-performing relative to the club averages and how the presence of comments drives their customer experience results. Further layers on this analysis would look for the presence of comments by themes however, the scorecard as seen in the *Figure 5f*, *Team Level Results Commentary*, provides adequate support to uncover these opportunities. Therefore, a scorecard and a separate commentary theme analysis would provide club leadership ample direction to develop a customer experience strategy for improvement.

Team	Total Score by Team			Total Score by Team			Difference			TEAM LEVEL PSAT					
	RTF Score	PSAT Score	Player Happiness	RTF Score	PSAT Score	Player Happiness	RTF Score	PSAT Score	Player Happiness	COACH	TEAM	CLUB	PROGRAM	PH TEAM	TEAM REPUTATION
Totals	**2.08**	**2.37**	**1.89**	**2.30**	**2.92**	**1.99**	**-0.22**	**-0.55**	**-0.10**	**2.16**	**2.20**	**2.69**	**2.58**	**2.13**	**2.90**
2016 Boys-Purple	2.73	2.96	1.75	3.03	3.50	2.36	(0.30)	(0.54)	(0.61)	3.0	2.9	3.0	2.8	2.1	3.4
2016 Boys-White	1.13	2.03	1.51	1.13	4.00	1.58	-	(1.97)	(0.06)	1.3	1.8	3.7	1.9	1.6	2.8
2015 Boys-Purple	1.73	1.74	1.15	1.75	3.33	1.47	(0.02)	(1.59)	(0.32)	1.2	1.6	2.5	2.3	1.3	2.6
2015 Boys-White	1.13	2.58	1.67	-	-	-				2.3	3.3	3.0	2.3	1.7	3.5
2015 Boys-Select	2.46	2.16	1.15	2.81	3.00	2.00	(0.35)	(0.84)	(0.85)	2.1	1.8	2.4	2.3	1.2	2.8
2014 Boys-Premier	1.79	1.68	1.16	2.19	2.50	1.80	(0.40)	(0.82)	(0.64)	1.7	1.4	2.0	1.6	1.2	1.7
2014 Boys-Purple	1.34	2.03	1.54	1.46	2.67	1.64	(0.11)	(0.63)	(0.10)	1.9	1.9	2.4	2.1	1.7	3.0
2013 Boys-Premier	1.81	1.34	1.18	1.50	1.50	1.64	0.31	(0.16)	(0.46)	1.3	1.1	2.1	1.1	1.2	1.5
2013 Boys-Purple	1.13	1.75	0.95	1.00	5.00	1.33	0.13	(3.25)	(0.38)	1.6	1.5	2.2	1.8	1.1	2.5
2012 Boys-Premier	2.28	2.43	1.56	2.34	2.75	2.02	(0.07)	(0.32)	(0.46)	2.1	2.7	2.7	2.7	1.9	3.7
2012 Boys-Purple	1.94	2.53	1.88	2.04	1.67	2.02	(0.10)	0.87	(0.14)	2.5	2.7	3.0	2.2	2.1	3.2
2011 Boys-Premier	1.75	1.99	1.25	2.19	1.50	1.82	(0.44)	0.49	(0.57)	1.8	2.1	2.1	2.2	1.2	2.4
2011 Boys-Purple	2.63	3.03	1.62	2.63	3.00	2.18	-	0.03	(0.56)	3.3	2.3	2.9	3.1	2.1	3.6
2010 Boys-Premier	2.91	2.56	1.63	3.44	4.50	2.00	(0.53)	(1.94)	(0.37)	2.1	2.7	3.2	2.7	1.7	3.3
2010 Boys-purple	1.80	1.87	1.40	2.21	3.00	2.14	(0.40)	(1.13)	(0.74)	1.4	2.2	2.1	2.2	1.6	3.0
2009 Boys-Premier	2.88	2.74	2.23	-	-	-				2.1	2.7	2.7	3.9	2.4	3.7
2009 Boys-Purple				-	-	-				-	-	-	-	-	-
2008 Boys-Premier	1.75	1.61	1.44	1.75	3.00	1.52	-	(1.39)	(0.08)	1.3	1.8	1.7	1.9	1.7	3.5
2008 Boys-Purple				-	-	-				-	-	-	-	-	-
2007 Boys-Premier	3.09	2.94	1.74	3.13	3.33	2.49	(0.03)	(0.39)	(0.75)	3.2	2.3	2.5	3.3	2.2	2.4
2006 Boys-Premier	2.38	2.74	1.90	-	-	-				3.8	1.8	2.0	2.0	2.4	2.0
2005 Boys-Purple	2.06	2.11	1.51	2.00	2.00	1.52	0.06	0.11	(0.00)	1.8	1.9	2.1	2.8	1.7	2.4
2016 Girls-Purple	2.56	3.08	2.05	3.63	5.00	2.21	(1.06)	(1.92)	(0.16)	3.3	3.1	2.5	3.2	2.2	3.7
2016 Girls-White	2.38	2.87	2.18	2.38	2.00	2.18	-	0.87	(0.00)	3.5	2.2	2.7	2.4	2.6	3.8
2015 Girls-Purple	1.00	1.50	1.95	1.00	1.00	1.91	-	0.50	0.04	1.9	1.3	1.3	1.0	1.8	2.4
2015 Girls-White	1.75	1.68	1.33	-	-	-				1.3	2.0	2.0	1.9	1.0	2.5
2014 Girls-Premier	1.95	2.01	0.59	2.00	2.00	1.33	(0.05)	0.01	(0.74)	1.8	1.8	2.4	2.2	0.6	1.6
2014 Girls-Purple	1.38	1.52	1.67	1.91	2.50	1.94	(0.53)	(0.98)	(0.27)	1.2	1.3	1.6	2.2	1.7	2.6
2014 Girls-White	1.25	1.61	-	-	-	-	0.02	(0.33)	(0.19)	1.9	1.2	1.4	1.4	-	2.2
2013 Girls-Premier	1.69	2.00	1.50	1.67	2.33	1.70	(0.02)	(0.75)	(0.36)	1.5	2.0	3.0	2.0	1.5	1.9
2013 Girls-Purple	2.38	3.05	2.07	2.78	3.80	2.44	(0.40)	(0.75)	(0.36)	3.4	2.6	2.7	3.1	2.5	4.4
2012 Girls-Premier	2.83	2.91	1.94	2.75	3.17	2.39	0.08	(0.26)	(0.45)	2.6	3.0	3.0	3.2	2.3	3.8
2012 Girls-Purple	1.42	1.68	0.50	-	-	-				1.2	1.3	3.2	1.6	0.5	2.2
2011 Girls-Premier	1.78	2.03	1.52	1.83	2.50	1.81	(0.04)	(0.47)	(0.29)	1.8	1.8	2.4	2.4	1.6	2.3
2011 Girls-Purple	1.79	2.25	1.93	2.19	3.00	2.08	(0.40)	(0.75)	(0.14)	1.8	2.3	2.5	2.8	2.1	3.8
2010 Girls-Premier	2.09	1.72	1.31	2.94	2.00	1.67	(0.84)	(0.28)	(0.36)	1.2	1.4	2.5	2.2	1.3	1.6
2010 Girls-Purple	2.16	2.77	2.28	2.75	3.00	2.12	(0.59)	(0.23)	0.16	2.6	2.9	3.2	2.7	2.3	2.7
2010 Girls-White	1.94	2.34	1.85	1.00	1.00	1.48	0.94	1.34	0.36	2.0	2.7	2.2	2.9	2.1	4.3
2009 Girls-Premier	1.54	1.96	1.67	1.38	5.00	1.48	0.17	(3.04)	0.18	1.3	1.2	3.0	2.8	1.9	3.3
2008 Girls-Premier	2.00	2.13	1.95	2.00	2.00	1.97	-	0.13	(0.02)	2.0	1.3	2.9	2.4	2.2	1.8
2008 Girls-Purple	2.44	2.38	1.92	2.44	2.00	2.05	-	0.38	(0.12)	1.8	2.3	3.3	2.8	2.2	4.4
2007 Girls-Premier	3.88	3.84	2.41	3.88	5.00	2.61	-	(1.16)	(0.20)	3.4	3.7	3.7	4.8	3.1	4.0
2006 Girls-Premier	2.85	3.02	2.11	2.85	4.00	2.22	-	(0.98)	(0.11)	2.6	2.5	3.5	3.6	2.7	3.7

Figure 5f: Team Level Results Commentary and Study 1

5.7 Hypothesis Analysis

The model was designed to be able to predict 3 key relationships (1) The role Parent Satisfaction has on the success outcomes of an organization (given a business perspective) (2) The role of Parent Engagement's impact on Parent Satisfaction (defined as how parents behave in the youth sports environment and how they feel regarding their child's youth sports experience) and lastly (3) The role of Player Happiness 's impact on Parent Satisfaction (defined as how parents perceive of their child's happiness with the sport and overall program). Given these 3 key relationships, it was hypothesized that when Parent Engagement and Player Engagement (Happiness) increases, Parent Satisfaction will increase. When Parent Satisfaction increases then Success Outcomes will increase.

The Success Outcomes measure the parent's willingness to recommend the organizations, the parent's perception of the team reputation (based on win-rate and overall reputation of team in the community), the child's sport development plans and next season's plans for their child. The areas are measures of loyalty and retention as well as the ability to attract new customers to the organization. In a competitive sports environment, a key predictor of team reputation and overall success of the organization is the number of players attending the tryouts at the end of the soccer season. Tryouts are held for the Azzurri organization in May and the season begins in August (ending at the end of April). This model helps club leaders predict how their tryout process may be based on the groups of players and how their parent's assessed the survey. The tryout season enables teams to be selected based on who presents at the tryouts and given this, the better the reputation of the team (based on RTF and Team Performance indicators), the better quality

of the players attending the tryouts. From a practical standpoint, leaders can use this data throughout the season to understand the factors leading to these scores and improve their chances of attracting better quality players.

The data was assessed during the first half of the season and should be noted that it would be beneficial to measure Parent Satisfaction in the second half of the season to address the above strategy. However, the components of Parent Engagement and early Parent Assessment of Player skills is best measured during the early part of the season. This information would help leaders understand their teams and better respond and parent engagement and culture within the organization. As the season progresses, the Parent Satisfaction, Player Happiness (Team) and Success Outcomes are the key scales that should be implemented for predicting the sentiment of the parent satisfaction scores.

To determine the effect of the three relationships described above, a linear regression analysis was used to test Hypothesis 1 – 10 (a limitation to test Hypothesis 11 – 12 will be discussed in the limitations section). The chart below in *Figure 5g*, provide a summary of the outcomes of the Linear Regression analysis and the discussion of these results can be found in section 5.8, Discussion of Hypothesis Testing.

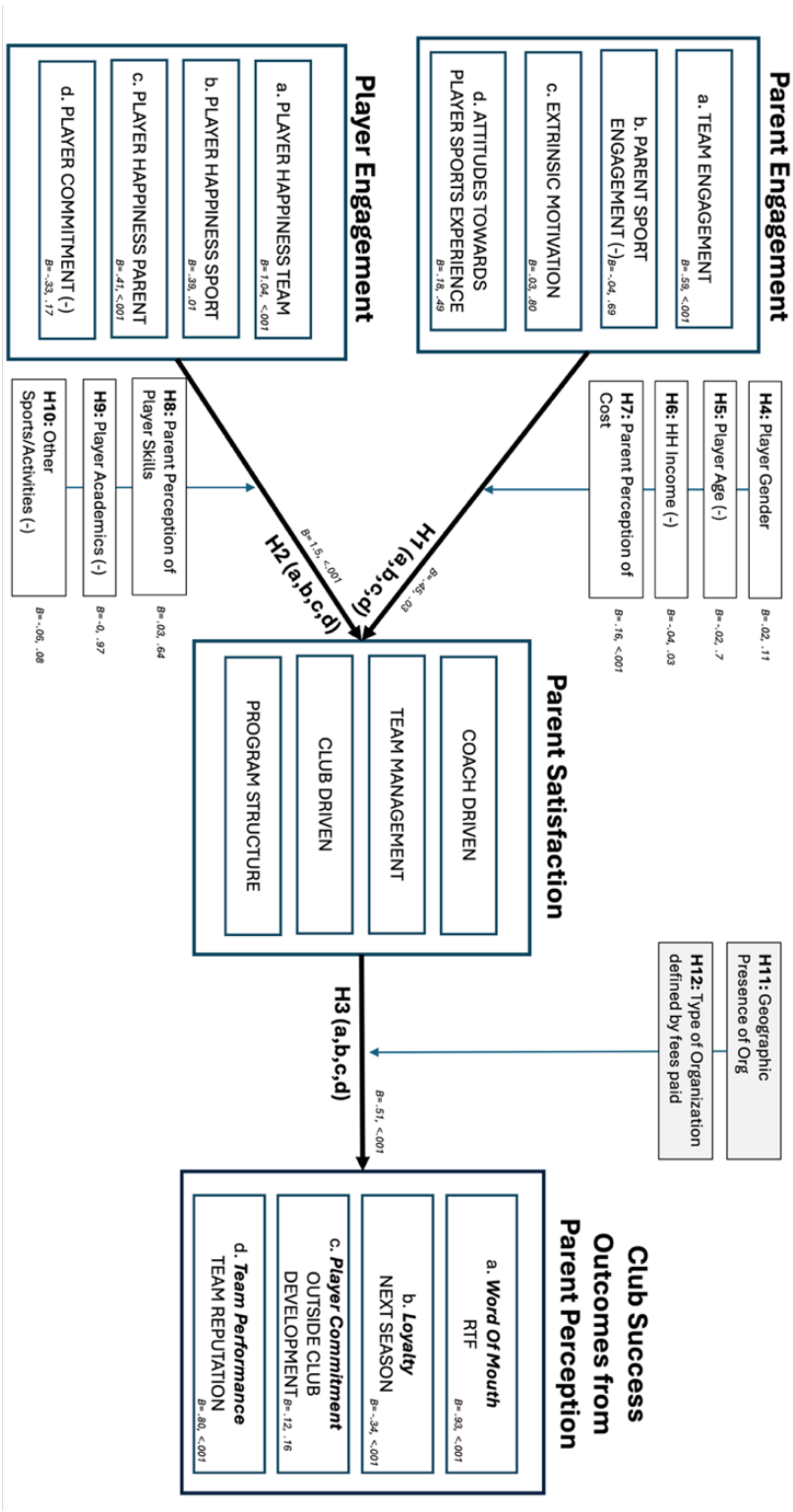


Figure 5g: Theoretical Model with Results

5.8 Discussion of Hypothesis Analysis

The key relationships between Parent Engagement (H1+) and Player Happiness (H2+) to Parent Satisfaction indicate a positive relationship whereby, when parent engagement and player happiness increase, Parent Satisfaction will increase. In addition, when Parent Satisfaction increases, the Success Outcomes (H3+) will increase. When assessing moderators, both the perception of costs of the program (+) and HH income (-) had a moderating effect on the role of Parent Engagement to Parent Satisfaction whereas other sports and activities may have a negative moderating effect on the relationship between Player Engagement and Parent Satisfaction. The role of academics and parent's perceptions of their child's skills have some impact but the results from the regression analysis did provide conclusive evidence of this relationship, perhaps given the sample that was used to test this relationship. A complete discussion of each of the relationships tested is provided below along with Charts and Tables.

Parent Engagement to Parent Satisfaction

H1: As Parent Engagement increases, Parent Satisfaction will increase.

A linear regression analysis was conducted to examine the relationship between Parent Engagement and Parent Satisfaction. *Figure 5h and 5i*, below, provide results from the analysis. Neither Tolerance nor VIF statistics indicated the present of marked multicollinearity. The full model was significant [$F(1,132) = 4.69$, $p = .03$] and explained 3% of the variance in Parent Satisfaction. Of interest to H1, the unstandardized coefficient for Parent Satisfaction was .45 indicating that, each unit increase in Parent Engagement leads to an increase of .45 units in Parent Satisfaction in the same direction as predicted in

the research model, and this relationship is significantly different from zero [t (132) = 2.17, p =.03. These results do support for the positive relationship between Parent Engagement and PSAT (Parent Satisfaction) as predicted in H1. The charts below indicate linearity between the variables along with the Durbin Watson test statistic of 1.67 indicate results of goodness of fit which support a determination of the models as valid. Reference Charts H1.

Discussion

While the effect (B) of the relationship is significant (B=.45), the key subconstruct driving this relationship is the Parent Team Engagement relationship which is significant with a B = .59, F = 54.15 and R^2 = .28. This scale suggests an overall positive relationship that the parent has with the team based on the measurement of these questions; meetings with coach, willingness to volunteer, development vs. winning, knowledge of names of players and coaches, reviewed player development plan and reinforcing coach's advice. The scale Healthy Attitudes measures positive behaviors of parents with regard to club policies and sports mission and values. In this analysis, the scale measured neutral for R^2 and was not significant, which is an indication that there is more analysis needed on the items and alignment on scale definition. Upon further analysis, removing 3 items ("I believe my child will quit soccer next season", "Personal development is more important than Team Development" and "I provide conflicting advice"), improved the B and R^2 (B=.49, R^2 =.036) and was shown to be significant. This suggests a stronger relationship overall (B) for H1 and would suggest revising the scale.

Alternatively, when parents measure high on sports engagement ("being sports savvy", "incentivizing player performance" and "providing feedback to player post game"), there is a negative relationship however the significance of the data did not prove conclusive. When parents assess high on extrinsic motivations for their players, there is hypothesized a negative relationship however while the R^2 was negative, it was shown not to be significant. In both relationships, there is the potential of respondent bias as parents taking the survey understand the socially acceptable behaviors and therefore will look to answer the survey based on this rather than based on how they behave or feel. Further analysis of these relationships is needed based on more survey assessments and qualitative approaches.

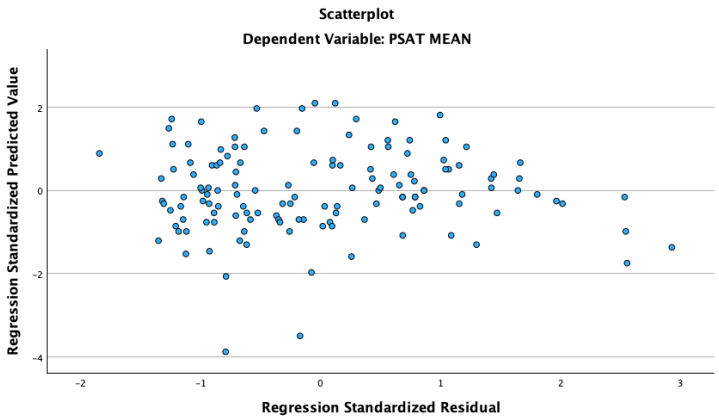
Therefore, H1a, d was established to have a positive impact on Parent Satisfaction and was significant, specifically:

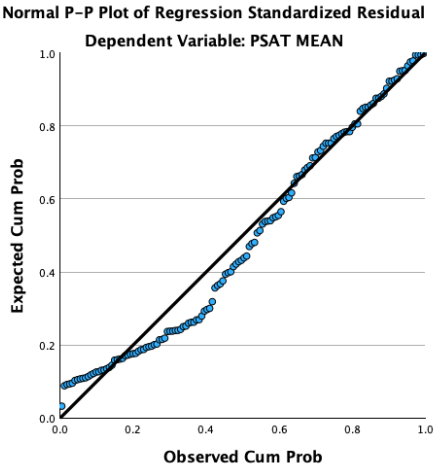
- *H1a: As Parent Involvement (Team Engagement) reaches appropriate involvement status, Parent Satisfaction will increase.*
- *H1d: As Parental attitudes towards player's sport experience becomes more positive, Parent Satisfaction will increase.*

Alternatively, H1b, c was established to have a negative (or neutral) impact on Parent Satisfaction however it was not significant, specifically:

- *H1b: As Parent Sports Engagement increases, Parent Satisfaction will decrease. (not significant)*

- *H1c: As Parent Motivation (extrinsic goals) increases, Parent Satisfaction will decrease. (not significant)*





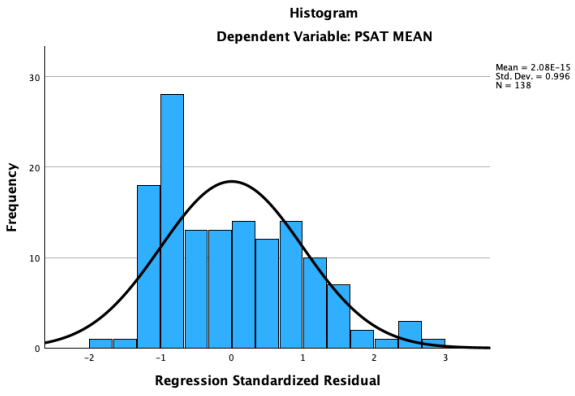


Figure 5h: Regression Analysis Parent Engagement - Parent Satisfaction

Regression Model	Dependent Variable	R Squared	R Square Change	Std. Error of Estimate	R Square Change	F	Sig.	Model Validity	Durbin-Watson Test
Parent Engagement	*Parent Satisfaction*	**0.03**	**0.03**	**0.77**	**0.03**	**4.69**	**0.03**	**Y**	**1.67**
Parent Sport Engagement	*Parent Satisfaction*	0.00	-0.01	0.78	0.00	0.16	0.69	N	1.61
Healthy Attitudes Towards Player Sport Experience	*Parent Satisfaction*	0.00	0.00	0.78	0.00	0.47	0.49	N	1.61
Extrinsic Motivation	*Parent Satisfaction*	0.00	-0.01	0.78	0.00	0.07	0.79	N	1.62
Parent - Team Engagement	*Parent Satisfaction*	0.29	0.28	0.66	0.29	54.15	<.001	Y	1.73

Regression Model	Dependent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-Value	Collinearity	VIF
		B	Std. Error	Beta				
Parent Engagement	*Parent Satisfaction*	**0.45**	**0.21**	**0.18**	**2.17**	**0.03**	**1.00**	**1.00**
Parent Sport Engagement	*Parent Satisfaction*	-0.04	0.10	-0.04	-0.40	0.69	1.00	1.00
Healthy Attitudes Towards Player Sport Experience	*Parent Satisfaction*	0.18	0.26	0.06	0.69	0.49	1.00	1.00
Extrinsic Motivation	*Parent Satisfaction*	0.03	0.10	0.02	0.26	0.80	1.00	1.00
Parent - Team Engagement	*Parent Satisfaction*	0.59	0.08	0.53	7.36	<.001	1.00	1.00

Figure 5i: Regression Analysis Parent Engagement - Parent Satisfaction

Player Engagement to Parent Satisfaction

H2: As Player Engagement increases, Parent Satisfaction will increase.

A linear regression analysis was conducted to examine the relationship between Parent Engagement and Parent Satisfaction. *Figure 5j and 5k*, below, provide results from the analysis. Neither Tolerance nor VIF statistics indicated the present of marked multicollinearity. The full model was significant [F (1,127) = 176.03, $p < .001$] and explained 58.1% of the variance in Parent Satisfaction. Of interest to H2, the unstandardized coefficient for Parent Satisfaction was 1.5 indicating that, each unit increase in Parent Engagement leads to an increase of 1.5 units in Parent Satisfaction in the same direction as predicted in the research model, and this relationship is significantly different from zero [t (127) = 13.27, $p < .001$. These results do support for the positive relationship between Player Engagement and PSAT (Parent Satisfaction) as predicted in H2. The charts below indicate linearity between the variables along with the Durbin Watson test statistic of 2.18 indicate results of goodness of fit which support a determination of the models as valid. Reference Charts H2.

Discussion

The greatest driver of the positive relationship between Player Engagement and Parent Satisfaction was the Player Happiness scores regarding the team and coach whereby B = 1.04, F = 268.51 and $R^2 = .88$. This scale suggests a significant relationship between player engagement and parent satisfaction, driven by how parents perceive their child's satisfaction is towards the team dynamics and the coach. This relationship is a significant predictor of parent engagement which would suggest that attitudes towards coach and team

is more strongly assessed from the lens of the player's feelings rather than the parent's engagement with the team. While player happiness was measured for the sport (B = .39) and for the parental relationship with the parent (B = .41), the positive impacts were far less while still being significant. Therefore, the Player Happiness scale for Team and Coach will have the most predictability power for Parent Satisfaction.

Alternatively, the scale for Player Commitment yielded less significance but the relationship was shown to be negative (B = -.33) which aligned with the hypothesis. This scale measures the players attendance levels therefore when players attend most games and practices and are on time, Parent Satisfaction will increase. This relationship makes sense for engagement as engagement increases, satisfaction will increase. Given the sample size, there is potential for more assessment of this scale in future studies as the significance levels were .17 which is well above the .05 levels of significance but suggest that there is some validity to this relationship.

Therefore, H2 a, b, c was established to have a positive impact on Parent Satisfaction was significant, specifically:

- *H2a: As Player Satisfaction with the team increases, Parent Satisfaction will increase.*
- *H2b: As Players have more experience in the sport, Parent Satisfaction will increase.*
- *H2c: As Player Satisfaction with the parental sport experience increases, Parent Satisfaction will increase.*

Alternatively, H2 d was established to have a negative (or neutral) impact on Parent Satisfaction however it was not significant, specifically:

- *H2d: As Player Commitment to the sport increases, Parent Satisfaction will decrease. (not significant)*

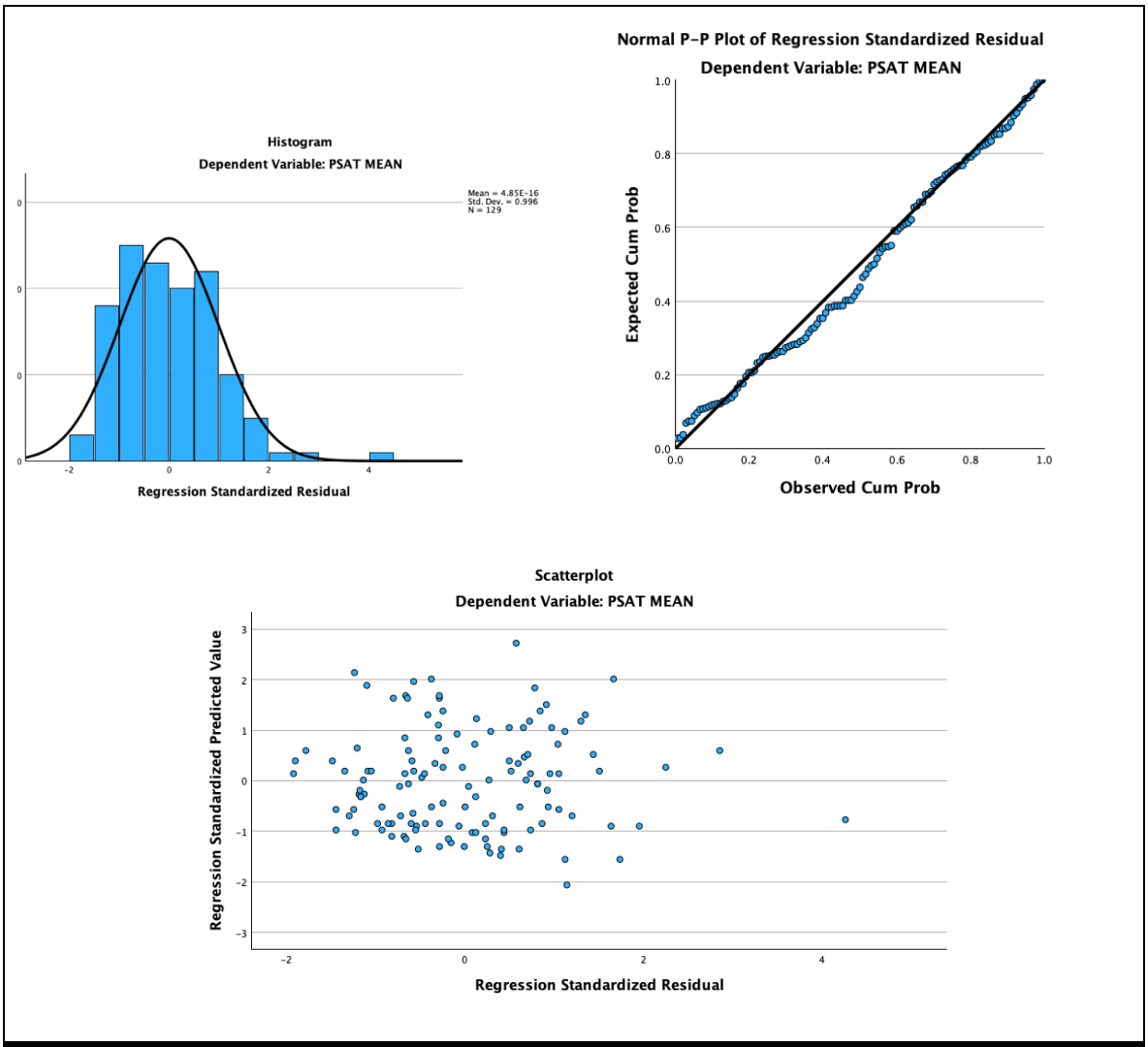


Figure 5j: Regression Analysis Charts Player Engagement - Parent Satisfaction

Regression Model	Dependent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-Value	Collinearity	VIF
		B	Std. Error	Beta				
Player Engagement	*Parent Satisfaction*	**1.50**	**0.11**	**0.76**	**13.27**	**<.001**	**1.00**	**1.00**
Player Happiness - Team / Coach	*Parent Satisfaction*	1.04	0.06	0.82	16.39	<.001	1.00	1.00
Player Happiness - Sport	*Parent Satisfaction*	0.39	0.15	0.22	2.55	0.01	1.00	1.00
Player Happiness - Parent Sport Relationship	*Parent Satisfaction*	0.41	0.11	0.32	3.85	<.001	1.00	1.00
Player Commitment	*Parent Satisfaction*	-0.33	0.24	-0.12	-1.37	0.17	1.00	1.00

Regression Model	Dependent Variable	R Squared	R Square Change	Std. Error of Estimate	R Square Change	F	Sig.	Model Validity	Durbin-Watson Test
Player Engagement	*Parent Satisfaction*	**0.58**	**0.58**	**0.51**	**0.58**	**176.04**	**<.001**	**Y**	**2.18**
Player Happiness - Team / Coach	*Parent Satisfaction*	0.68	0.68	0.44	0.68	268.51	<.001	Y	2.03
Player Happiness - Sport	*Parent Satisfaction*	0.05	0.04	0.76	0.05	6.48	0.01	Y	1.88
Player Happiness - Parent Sport Relationship	*Parent Satisfaction*	0.11	0.10	0.74	0.11	14.83	<.001	Y	1.68
Player Commitment	*Parent Satisfaction*	0.02	0.01	0.77	0.02	1.88	0.17	Y	1.64

Figure 5k: Regression Analysis Player Engagement - Parent Satisfaction

Parent Satisfaction to Success Outcomes

H3: As Parent Satisfaction increases, Success Outcomes will increase.

A linear regression analysis was conducted to examine the relationship between Parent Satisfaction and Success Outcomes. *Figure 5l and 5m*, below, provide results from the analysis. Neither Tolerance nor VIF statistics indicated the present of marked multicollinearity. The full model was significant [F (1,148) = 117.24, $p < .001$] and explained 43.8% of the variance in Success Outcomes. Of interest to H3, the unstandardized coefficient for Parent Satisfaction was .51 indicating that, each unit increase in Parent Engagement leads to an increase of .51 units in Parent Satisfaction in the same direction as predicted in the research model, and this relationship is significantly different from zero [t (148) = 10.82, $p < .001$. These results do support for the positive relationship between PSAT (Parent Satisfaction) and Success Outcomes as predicted in H3. The charts below indicate linearity between the variables along with the Durbin Watson test statistic of .80 indicate results of goodness of fit which support a determination of the models as valid. Reference Charts H3.

Discussion

Of the items measured, the scales that had the greatest impact were related to reputation and word of mouth. The RTF (Recommend to a Friend) (B = .93 and F = .291) and Team Performance scales (B = .80 and F = 89) had strong positive relationships and were significant. RTF has a predicative R^2 value of .66 signifying that when Parent Satisfaction increases, the likelihood that Recommend to a Friend scores will also increase. Within the RTF scale, the impact was driven by the items were RTF Organization (F= 191),

RTF Team (F= 297), RTF Coach (F= 243), RTF League (F= 41), Perception that other parents would recommend (F= 121) and my child would recommend (F=193). This suggests that Parent Satisfaction of Team and Coach are far more impactful than overall organization and league. Perceptions of how others would recommend was also impactful suggesting that RTF is not done in a vacuum and that parents consider other stakeholders in their assessments. Team Performance measures win-rates for games and tournaments and the parent's belief that their child's team is considered a high performing team. Therefore, as parent satisfaction increases, perception of team performance will also increase which can contribute to stronger RTF scores.

Items related to Next Season plans suggest a negative relationship however, this may be due to the need to reverse code the questions. Given this, the relationship would be positive and may field different impact levels. Given the current data, the data suggests that there is some relationship between Parent Satisfaction and Next Season plans. One item that may need to be removed from this scale is whether the players intend to play school soccer. This refers to current season and when removed would show an increase in F value (from 22.5 to 27.3) however this change does yield a significant relationship. Lastly, the Player Commitment results suggest that while there is not a relationship between Parent Satisfaction and Player Commitment suggesting that as Parent Satisfaction increases, it cannot predict the likelihood that players will seek development opportunities in addition to what is provided by the organization.

Therefore, H3 a, b, d was established to have a positive impact on Parent Satisfaction was significant, specifically:

- *H3a: As Parent Satisfaction increases, Positive Word of Mouth will increase (RTF)*
- *H3b: As Parent Satisfaction increases, club retention will increase (Loyalty)*
- *H3d: As Parent Satisfaction increases, teams will have increased Team Performance leading to better reputation.*

Alternatively, H3 d was established to have a neutral impact on Parent Satisfaction however it was not significant, specifically:

- *H2c: As Parent Satisfaction increases, Player Commitment to development will increase.*

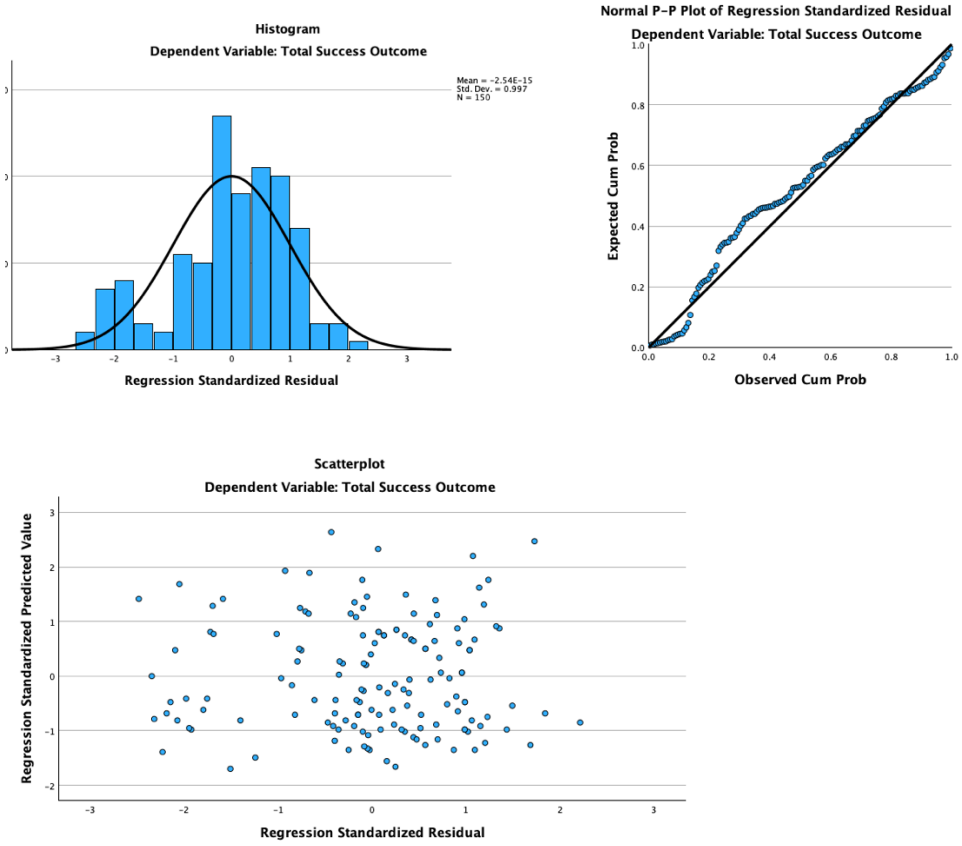


Figure 5l: Regression Analysis Charts Parent Satisfaction to Success Outcomes

Regression Model	Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-Value	Collinearity	VIF
		B	Std. Error	Beta				
Total Success	*Parent Satisfaction*	**0.51**	**0.05**	**0.67**	**10.83**	**<.001**	**1.00**	**1.00**
RTF	*Parent Satisfaction*	0.93	0.05	0.81	17.06	<.001	1.00	1.00
Team Performance	*Parent Satisfaction*	0.80	0.09	0.61	9.44	<.001	1.00	1.00
Next Season	*Parent Satisfaction*	-0.34	0.07	-0.39	-4.74	<.001	1.00	1.00
Player Commitment	*Parent Satisfaction*	0.12	0.08	0.13	1.42	0.16	1.00	1.00

Regression Model	Independent Variable	R Squared	Adjusted R Squared	Std. Error of Estimate	R Square Change	F	Sig.	Model Validity	Durbin-Watson Test
Total Success	*Parent Satisfaction*	**0.44**	**0.44**	**0.45**	**0.44**	**117.20**	**<.001**	**Y**	**0.80**
RTF	*Parent Satisfaction*	0.66	0.66	0.52	0.66	291.00	<.001	Y	2.22
Team Performance	*Parent Satisfaction*	0.38	0.37	0.81	0.38	89.11	<.001	Y	1.73
Next Season	*Parent Satisfaction*	0.15	0.14	0.62	0.15	22.50	<.001	Y	1.66
Player Commitment	*Parent Satisfaction*	0.02	0.01	0.73	0.02	2.01	0.16	N	1.77

Figure 5m: Regression Analysis Parent Satisfaction – Success Outcomes

Moderators

Parent Engagement Moderating Effect on Parent Satisfaction

Only 2 of the moderators tested for this model generated an impact on the relationship between Parent Engagement and Parent Satisfaction. HH Income and Perception of Value (financial) had an impact. As HH income increased, there was a slight decrease in the Parent Satisfaction score (B= -.04) suggesting that while this relationship is close to a neutral, there is a potential inverse relationship. This may reflect the expectation for the program to be stronger as HH income increases. An additional moderator that was not measured was the education level of the parent. Further analysis may suggest that when the HH income and Parental Education increases, the expectation for the program will increase and therefore Parent Satisfaction will decrease. The question, I am satisfied with "The money I spent on the soccer program", had a positive effect (F = 67.7) and was significant. This suggests that as parents invest more into a program financially, they will be more satisfied. One assumption to this relationship is that they have higher levels of engagement and therefore understand the program and what the money is used for. While the satisfaction level for this item suggests a 35% variance in PSAT, it should also be assessed with the actual costs of the program level. Therefore, a future opportunity is to look at the PSAT and the actual costs of the program as a relationship.

Therefore, H6, H7 were established to have an impact on the relationship between Parent Engagement and Parent Satisfaction, while the role of Gender and Age did not establish a significant predictability. *Figure 5n* below, provide results from the analysis.

Player Engagement Moderating Effect on Parent Satisfaction

While the moderators for the relationship Player Engagement and Parent Satisfaction did not yield significant values, the role that other sports and activities plays on this relationship suggests that as players are involved in more sports and non-sports activities, their satisfaction of the program may increase. Unfortunately, these results provide conflicting information as the F score was slightly positive, 3 while the Beta score was slightly negative, -.06. Further methodological analysis is needed to determine the best way to measure this relationship and if other sports should be separated from the total "other involvement" scale. The role that academics plays also did not yield a clear relationship and the perception of player skills also requires further analysis. The Player Skills perception may not be a moderator but could be an independent variable that directly influences Parent Satisfaction. This scale was introduced post the pilot phase and requires further study.

Therefore, H10 was established to have an impact on the relationship between Player Engagement and Parent Satisfaction, while the role of Academics and Perception of Skills did not establish a significant predictability.

Parent Satisfaction Moderating Effect on Success Outcomes

A limitation of the population led to the inability to test for these relationships. In the Figure below, is a full description of the linear regression data for the role of the moderators.

Regression Model	Model 2	B	Std. Error	Beta	t	p-Value	Collinearity	VIF
Parent Engagement --> Parent Satisfaction		**0.45**	**0.21**	**0.18**	**2.17**	**0.03**	**1.00**	**1.00**
Moderator: AGE	*Constant*	1.42	0.53		2.68	0.01		
	Total Total Parent	0.28	0.23	0.11	1.20	0.23	0.79	1.27
	Moderator	0.02	0.01	0.15	1.62	0.11	0.79	1.27
Moderator: GENDER	*Constant*	1.24	0.52		2.38	0.02		
	Total Total Parent	0.49	0.23	0.20	2.14	0.03	0.85	1.17
	Moderator	-0.02	0.05	-0.04	-0.38	0.70	0.85	1.17
Moderator: HH IMCOME	*Constant*	1.02	0.52		1.95	0.05		
	Total Total Parent	0.69	0.23	0.28	2.98	0.00	0.78	1.28
	Moderator	-0.04	0.02	-0.21	-2.22	0.03	0.78	1.28
Moderator: PERCEIVED COSTS	*Constant*	1.62	0.43		3.77	<.001		
	Total Total Parent	-0.15	0.19	-0.06	-0.79	0.43	0.85	1.18
	Moderator	0.16	0.02	0.62	8.23	<.001	0.85	1.18
Player Engagement --> Parent Satisfaction		**1.50**	**0.11**	**0.76**	**13.27**	**<.001**	**1.00**	**1.00**
Moderator: PERCEIVED PLAYER SKILLS	*Constant*	-0.49	0.23		-2.12	0.04		
	Total Total Parent	1.42	0.21	0.72	6.80	<.001	0.30	3.38
	Moderator	0.03	0.05	0.05	0.47	0.64	0.30	3.38
Moderator: PLAYER ACADEMICS	*Constant*	-0.46	0.22		-2.07	0.04		
	Total Total Parent	1.50	0.13	0.76	11.20	<.001	0.72	1.40
	Moderator	0.00	0.05	0.00	-0.04	0.97	0.72	1.40
Moderator: OTHER SPORTS AND ACTIVITIES	*Constant*	-0.36	0.26		-1.35	0.18		
	Total Total Parent	1.59	0.13	0.78	12.51	<.001	0.97	1.03
	Moderator	-0.06	0.04	-0.11	-1.76	0.08	0.97	1.03

Regression Model	Independent Variable	R Squared	Adjusted R Squared	Std. Error of Estimate	R Square Change	F	Sig.	Model Validity	Durbin-Watson Test
Parent Engagement	*Parent Satisfaction*	**0.03**	**0.03**	**0.77**	**0.03**	**4.69**	**0.03**	**Y**	**1.67**
Moderator: AGE	*Parent Satisfaction*	0.05	0.04	0.76	0.02	2.61	0.11	N	1.65
Moderator: GENDER	*Parent Satisfaction*	0.03	0.02	0.77	0.00	0.15	0.70	N	1.66
Moderator: HH INCOME	*Parent Satisfaction*	0.07	0.05	0.76	0.03	4.94	0.03	Y	1.74
Moderator: PERCEIVED COSTS	*Parent Satisfaction*	0.36	0.35	0.63	0.32	67.68	<.001	Y	1.76
Player Engagement	*Parent Satisfaction*	**0.58**	**0.58**	**0.51**	**0.58**	**176.04**	**<.001**	**Y**	**2.18**
Moderator: PERCEIVED PLAYER SKILLS	*Parent Satisfaction*	0.58	0.58	0.51	0.00	0.22	0.64	N	2.19
Moderator: PLAYER ACADEMICS	*Parent Satisfaction*	0.58	0.57	0.51	0.00	0.00	0.97	N	2.72
Moderator: OTHER SPORTS AND ACTIVITIES	*Parent Satisfaction*	0.60	0.59	0.51	0.01	3.10	0.08	N	2.13

Figure 5n: Regression Analysis Moderators

CHAPTER 6: DISCUSSION

6.1 Limitations

The body of work presented in this research represents a starting point for a practioner-driven theoretical model presenting a stakeholder's view of organizational success for youth sports. The theory was developed and tested in the US Youth Soccer domain and further tested in one travel (competitive) soccer organization located in Naples, FL. The research included a quantitative analysis and a rich text analysis of data derived from a survey given to parents of the players associated with this organization. Given this and the longer-term goal of testing this theory for all youth sports globally, there are 5 limitations that must be discussed: (1) Regional/Global Perspectives, (2) Organizational Perspectives (3) Type of Sport (4) Organizational Ethos and (5) Influence of other Stakeholders on the Success Outcome (Coach and Player Satisfaction).

Regional and Global Perspectives and Cultural Influences

As discussed in the hypothesis section, the influence of region whether US or Global has a modifier influence on the model; specifically, the relationship between Parent Satisfaction and Organizational Outcomes (H3). The research was limited to testing only one region, Southwest Florida, and therefore there is a need to assess the model across US geographies and Global perspectives. In doing this, the model must also consider the cultural perspectives of the sport and the influence of youth sports as a modifier. This would be determined with a new modifier, Cultural Influence, which would be measured by a new item: "In your opinion, is this sport a top 3 sport in your community, represented by school, collegiate and professional activity?".

Currently, a new study has been underway working with US Youth Soccer to share the survey instrument to teams within their E64 league. This has led to over 200 surveys from parents across the United States and it will be analyzed against the updated theoretical model presented in this paper. Further studies will require deeper assessments of US States and Regions for all sports and can be used to support a call to action for leaders in those areas. From a long-term perspective, a satisfaction survey for US Youth sports could be demanded by organizing bodies of regional sports programs and understanding the drivers of and influences at a regional level will better support strategies at a national or global level. From a global perspective, the results from the US studies could be further assessed starting with the UK as a collaboration with US Youth Soccer. Factors in different regions and in different countries may vary based on cultural norms while also being influenced by different organizational models.

Organizational Model Perspectives

The model was tested within a competitive club environment however the model suggests there is an influence of the type of organization on the relationship between parent satisfaction and success outcomes. This is discussed under the hypothesis section (H3). There are three different types of organizations identified for youth sports: Recreational, Competitive and Elite. After further evaluation there is also the influence of school sports, collegiate sports (D1, D2, D3), and collegiate club sports. Under each of these, the stakeholder assessments continue to remain key to the success of the organization however as athlete age increases, the influence of parent satisfaction on the success outcomes will

decrease. This can be assessed under the current model noting that age has an influence on the satisfaction model.

As a limitation, the current study assesses only the competitive club environment therefore further studies must assess specific populations within the other environments discussed above.

Type of Sport Perspective

The study was developed to assess youth soccer in the US however the survey instrument can be tweaked to assess all sports such that each survey version can incorporate specific language to suit the needs of a specific sport. In doing this, each iteration of the study should also include a multi-sports view to evaluate if there are key differences at a sports level. Upon completion of that body of work, a general youth sports satisfaction program can be developed whereby the type of sport can be a modifier on the stakeholder relationship to organizational success outcomes.

While Soccer is a top 5 sport in the US, other youth sports, specifically team level sports, need to be tested against this model. These team sports would include Football, Flag Football, Baseball/Softball, Hockey, Basketball, and Lacrosse. Individual sports can also be tested in this model focusing on Swimming, Golf, Gymnastics and Track as examples.

Organizational Ethos on Development as an influence of the Stakeholder Model

In the parent satisfaction model, the organizational ethos is not considered as a potential modifier for the relationship between the stakeholder satisfaction and success outcomes. Upon consideration of the organization structure as discussed above, it is

important to understand what the organization's ethos is on player development, winning and the promotion of players to collegiate or professional opportunities (or to a more elite organizational level). Evaluating the parent satisfaction influence on certain outcomes can change under various ethos structures. To understand this, the population of clubs must be defined in advance of data collection. The limitation for this research is not having multiple organizations to test this modifier and having a clear understanding of the organization's perspective. When assessing this modifier, the organization would provide the classification code.

Satisfaction of Youth Sports from the Coach and Player Stakeholder Perspective

The model and survey instrument were driven from the lens of a parent however a coach satisfaction and a player satisfaction model must be defined based off the approach of the parent stakeholder model. In creating these additional stakeholder models, a larger theory can be developed to understand the full impact of all three stakeholders on the relationship between satisfaction and organizational success outcomes. Ultimately each stakeholder will have a significant influence on this relationship, however the degree and under which conditions would require a new theoretical approach and study.

The player satisfaction survey instrument was created as a pilot in parallel to Study 1 and Study 2 as well as with the US Youth Soccer study. The survey results are not discussed in this paper however will be discussed in the follow-up study which tests the geographic influence of the model. This survey was designed to complement the parent satisfaction study to evaluate if there was a clear distinction between parent and player satisfaction. The parent survey instrument asks parents to provide their perspective on

player satisfaction while the player satisfaction survey provides a direct result of the player's perspective. The model for player satisfaction and coach satisfaction will be introduced in the upcoming research while testing for a regional-global perspective.

6.2 Discussion of Results

The model was proven to have validity given the current relationships defined in the theoretical structure presented. Relationships with the strongest results included H2 and H3 whereby the Player Satisfaction has the greatest impact on Parent Satisfaction and Parent Satisfaction has the greatest prediction for RTF (Recommend to a Friend). Parent Engagement (H1) had some influence on the Parent Satisfaction scale however it was driven primarily by Parent-Team engagement scale. In addition, the PSAT to Team Performance also had a significant relationship which signifies a reputational impact of the PSAT score. Lastly, PSAT subfactors all had good to strong predicative results however the PSAT Club scales had the weakest. These results suggest the following:

Parent Satisfaction can strongly predict "Recommend to a Friend" scores for Coaches, Teams, Club by parents, players, and their peers.

Youth sports does not traditionally measure this relationship and therefore this provides support for incorporating the Net Promoter Score into Satisfaction surveys in this context. Creating a Customer Experience strategy for Youth Sports would be supported by consistent measurement and a practice of data analysis aligned with specific strategies.

Parent Satisfaction can strongly predict Team Performance levels, win-rate and reputation of the team in the community.

Further analysis needs to test this relationship in reverse however this model indicates there is a clear relationship. This signifies the influence parents have on team performance whether it is creating a word-of-mouth reputation, investing in the full sports experience with their child by supporting the organization's needs, ensuring their child is prepared and dedicated to the program and fostering a culture of positive parenting.

The scales measuring Next Season and Player Commitment require further analysis to determine whether the scale should be modified or whether certain items should be modifiers rather than outcomes.

Parent Satisfaction of the Program, Team and Coach are more influential than that of the Club.

While it is important for the club to be considered in Parent Satisfaction measurement, the core focus of the PSAT score comes from the specific coaching and team influences. This is like the concept that people leave their leaders, not the company such that loyalty and retention of players are more directly driven by the direct leadership and organizational experiences experienced by the parent/player.

Player Satisfaction (Happiness) has the greatest influence on Parent Satisfaction.

Above all factors assessed, the player's happiness with the team and coach are the most influential on PSAT and therefore lead to higher levels of RTF and Team Performance. This relationship underscores the importance of positive sports parenting methods where players and their parents have constant discussions about their experiences and evaluate the road map for their sports journey. Coaches therefore are the key factor to

this relationship, and they will therefore have the strongest influence on RTF and Team Performance (Reputation). While this is common sense, when the data provides this relationship, it creates a clear business case for effective coaching. When coaching is positive and aligned with the organizational ethos and the parent's and player's motivations, the success outcomes will be highly positive. *This relationship needs to be tested in further analysis.* Therefore, it is imperative that regular testing of the assessment of player happiness (directly) with players or (indirectly) through parents is a key aspect of developing a Customer Experience strategy that will support the desired success outcomes of an organization.

Parent Engagement with the Team has influence on Parent Satisfaction.

When parents do the activities that are required and regularly attend practices and games, they show a level of commitment to the program however this does not indicate a higher predicative level of satisfaction. The scale, that had the greatest influence measures the willingness of parents to volunteer, engage in productive discussions with the coach, alignment on the development plans for their players and knowing who the players are. This scale measures a greater connection with the team and therefore has a more positive predictor quality. Due to potential survey bias, the parent sports engagement and healthy attitudes did not provide a clear indication predicative power on PSAT. Further analysis is needed to evaluate the scales and determine which items did have an influence.

Player Other Activities and Academics has an influence on Player Happiness impact on PSAT.

While further assessment is needed there does seem to be an impact of players with multiple activities having a positive influence on PSAT. This conflicts with the common practice of sports specialization at young ages indicating that when parents have multi-sport or busy children, they will have more relaxed perspectives on the sport under measurement. Thus, more diversity in sports experiences will lead to higher PSAT and further testing could indicate if this is a modifier or a factor that has a direct impact. In addition, the population for this study indicated players with A or B grades only, therefore more research is needed from more diverse populations to test the academic modifier.

Parent perception of costs and HH income has an influence on the relationship between Parent Engagement and PSAT

As costs increase, there is a deeper relationship that parents feel with the program leading to a more positive impact on PSAT. This relationship has been proven in past research and therefore was to be expected however, different populations may have varying levels of impact. While the effect was not large it was significant and should be considered with different organizational models; recreational models therefore will have lower PSAT when considering the effect of cost on Parent Engagement and PSAT. In addition, when HH income decreases, PSAT is also expected to be lower which contributes to a cost and value perception that may be underlying this relationship. Further assessment of costs of program and value derived based on player development and player happiness could deepen an understanding of this relationship.

The presence of an optional comment in the survey instrument will more likely indicate a negative magnitude effect on PSAT, RTF average scores.

The survey instrument has a practical implication for customer experience strategies in youth sports and parents will provide more critique when given an option to. This critique provides context as to what is yielding the overall outcomes on PSAT and RTF and can be used to further assess team level analysis and communication strategies to alleviate the concerns of parents.

6.3 Goals for Research

This research paper identified four overall research outcomes; (1) to develop a customer stakeholder assessment (2) establish a need for Youth Sports business theory (3) drive (define) parent engagement strategies and (4) develop a balanced scorecard for US Youth Sports. The research model and research question identify a customer experience strategy given the Parent stakeholder for youth sports which addresses several aspects of the goals identified for the body of research. As discussed in the limitations, there is much more work to do to establish the full business theory and to define a full stakeholder assessment, however, we can justify that within the parent stakeholder model, we have identified the presence of an engagement – satisfaction relationship leading to key business outcomes. The business outcomes identify four themes embodied in the customer experience discussion: word of mouth, loyalty, retention, and acquisition. The role of "reputation" is the most dominant of the outcome related variables in the research model and therefore becomes the key outcome for parental stakeholder discussions.

The *Parent Satisfaction* theory, established in this body work, addresses part of the stakeholder assessment goal, and supports a component of the business theory which should state, *"as parent engagement increases through healthy behaviors and attitudes through their child's sport participation and when parents believe their child is happy with the team, coach and sport, parent satisfaction will be higher. When parent satisfaction is higher, parents are more likely to provide positive word of mouth feedback (RTF) and will support the team's need to ensure the team operates at a high level. In addition, when parents have higher levels of satisfaction, they will more likely advocate for their child to*

return to the same team the following season and will seek more development for their child in that sport".

6.4 Parent Satisfaction - Parent Engagement Discussion

In the discussion regarding the *Parent Satisfaction and Parent Engagement matrix*, engagement items (includes parent likelihood to volunteer, have discussions with coach about player development, focus on development over winning, knowing the names of the players, reviewing development plans with coach and reinforcing feedback from coach to player) showed the most predicative behavior within the items assessed and therefore indicate that engagement drives satisfaction within the context of Parent Satisfaction. While the data uncovered the presence of this relationship, more data from other populations is needed to further evaluate the unique types of high-med-low engagement levels and how that can predict PSAT. Furthermore, qualitative research would provide more storytelling for these levels, and this can be provided in a commentary analysis with open ended questions regarding development of players. The commentary analysis would look for themes about development feedback that was provided and how parents supported and engaged in that feedback for the player's development rather than whether feedback was provided or not. The feedback would also focus on how parents deal with issues concerning their child's development (including time on the field, team cohesiveness and coach relationship). Lastly, commentary analysis can uncover parent-team relationships such as volunteering, socialization, and communication behavior.

The outcomes of the Parent Engagement – Satisfaction model discussion indicate the presence of engagement as a factor through PSAT that can predict the parent's

assessment of team reputation, player retention and word of mouth behavior. In other words, when engagement is higher, parent satisfaction will be higher and success outcomes will be more positive. When parents perceived their sport-parenting relationship to be positive in their child's view, PSAT was also higher. These items addressed the parent's understanding of the game, players liking the parent's advice, players liking the parent's sideline behavior, and parents-players having good conversation regarding the sport. Lastly, when parents provided commentary feedback, they were more likely to provide insight into key areas of risk for the organization and this was shown to decrease the PSAT and RTF levels of those respondents.

Within the research model for Parent Satisfaction, modifiers identifying types of parents were not assessed however the data was collected and analyzed to provide more context into the potential impact on PSAT and RTF when looking at different groups of parents. One of the relationships identified in the parent-engagement context was the role of parent sports personality and how it may lead to lower PSAT and RTF. In this study, an analysis was performed on items concerning sports roles and sports savviness and, in most cases, parents with more sports experience and savviness, had lower levels of PSAT and RTF. The data supports the hypothesis 1b relationship that *"as parents sports engagement increases, parent satisfaction will decrease."*

- Parent Savviness regarding the sports (general sports knowledge, soccer savviness, watch sports news and games, watch sports and soccer training content, work out) led to a 0.2 lower RTF score and a 0.3 lower PSAT score.

- Parent Sports experience (collegiate, professional, currently play organized sports) led to a 0.3 lower RTF score and a 0.3 lower PSAT score.
- When parents volunteer or currently work in a youth sports program, it also led to a .02 lower PSAT and RTF score.
- When parents coach for the program currently, it led to an increase .20 in RTF and no effect on PSAT.
- When the primary sports caretaker was identified, both the RTF and PSAT scores were higher by .10.

The engagement model includes a discussion on parent motivation with specific focus on identifying more extrinsic goals as a driver of reduced PSAT. Given the data provided, there was relatively no impact between respondents who identified goals for the players to be professional or collegiate soccer players and those that did not identify these as goals. Therefore, for hypothesis H1c, there was no further support given this study. However, it is possible that different populations may uncover more of a difference in this relationship.

The strategic implications for the Parent Engagement-Satisfaction relationships provide organizations the opportunity to differentiate their parent communication strategies and to engage in development discussions with parents and players as part of an ongoing process. Given the role engagement and development have on PSAT, coaches should ensure that part of their parent-relationship process includes formal and informal conversations. In these discussions, coaches should express how parents can support directly and indirectly the player's development plans and provide specific options that are within the skillset and means of the parents. As an example, suggesting training videos and

sports reading for parent's eager to learn more about the sport and at different levels depending on the parent's experiences. Another potential is cross-referencing the parental sport experience with each player's development journey such that parents feel a deeper level of engagement and ownership while still respecting the role of the coach. The risk of course is a sense of over-confidence and more judgement from the parent's view however, if the development discussions are taking place regularly and with clarity, this will offset any negative potential to PSAT and RTF.

6.5 Scorecard: Parent Satisfaction Stakeholder Assessment

Azzurri Storm Soccer Club
Naples, FL

Success Metrics		PSAT		Player Happpiness		Parent Engagement	
Total Success	**2.2**	**Total PSAT**	**2.4**	**Total Player Happiness**	**1.9**	**Total Player Engagement**	**2.7**
RTF	2.1	**Coach Driven**	2.2	**Team**	2.1	**Sports Engagement**	2.9
Team Performance	2.9	**Team Management**	2.2	**Sport**	1.7	**Healthy Attitudes**	1.5
Next Season	3.3	**Club**	2.7	**Parent**	1.9	**Motivation**	3.3
Player Commitment	2.1	**Program**	2.6	**Commitment**	1.1	**Team Related**	2.2

# Comments	**85**	*Club Grade*	**B+**	*# Respondents*	**155**
Top Themes		*Team Grade*	**B+**	*Ages 10 and Under*	**35**
COACH +	2.6	*Coach Grade*	**B+**	*Ages 11 - 14*	**96**
COACH -	3.2			*Ages 15+*	**24**
COACH = PARENT	3.0			*Male / Female*	**0.45/0.54**
COACH # TEAMS	3.3			*% Mothers Responded*	**65%**
TEAM CULTURE (DISCIPLINE) & Structure	2.0				
DEVELOPMENT CONVERSATION	3.2				
COMPETITIVE LEVEL - LEAGUE	2.9				
PRACTICE TIMES	3.1				
ORGANIZATION / COMMUNICATION	3.1				
LEADERSHIP NEEDS / VISIBILITY	2.9				

Key: Scale 1 - 5
Scores 1 - Strong Recommend, High Satisfaction, High Happiness, High Engagement
Scores 5 - Unlikely to Recommend, Strong Dis-Satisfaction, Not Happy, Not Engaged

Industry Averages
RTF - n/a
PSAT - n/a
Player Happiness - n/a
Parent Engagement - n/a

Figure 6a; Draft Parent Satisfaction (Stakeholder) Scorecard

The customer stakeholder assessment should encompass both the Parent and Player assessments while also referencing the Coach and Leadership assessments. Given this initial analysis, a starting point for a customer stakeholder scorecard, focusing only on the parental stakeholder assessment, has been identified for the Azzurri Storm Soccer Club for the Fall 2023 period. Below, in *Figure 6a*, is a draft of the Parent Satisfaction (Stakeholder) Scorecard given the four key variables that were measured: Success Outcomes, PSAT, Player Happiness (Engagement), Parent Engagement.

The scorecard reflects the survey instrument given this research model but in a practical approach, the survey instrument would be significantly reduced such that certain sub-factors may have limited to no presence in a practioner approach. In this case, Parent Engagement would be limited to items within Healthy Attitudes and Team related items and Player Happiness would focus primarily on Team related items. PSAT and Success Metrics would be consistent however items that had little influence on the model, would be eliminated to make the survey process easier.

In this analysis, a commentary section highlighting key themes would be identified to evaluate their corresponding PSAT scores while overall grades are highlighted with demographics to provide additional data points. Further analysis would be provided to include a *Team detail assessment* (as discussed in the Commentary Analysis) and a *Goal Setting* assessment. These would address ongoing operationalized customer experience strategies and would support ongoing business operational reviews. The Player and Coach assessments would be subsequent scorecards and a summary or *balanced scorecard* would

be developed to reflect all of the stakeholder assessments and the key variables driving those outcomes.

6.6 Conclusion

This paper provides a launching pad for a full body of work on the Customer Experience of Youth Sports. This study begins with the Parent as the first stakeholder to be evaluated and future studies will address the limitations discussed to finalize the *Parent Satisfaction Model Youth Sports* while future research will extend to developing a further stakeholder model assessing the youth sports industry. The goal is to be able to define success outcomes for youth sports programing from the context of a Customer Experience lens.

As discussed under the 6.1 Limitations section, future research must include analyzing different populations: (1) geographies (2) sports programs (3) organizational models (4) organizational ethos and (5) stakeholder perspectives. Additional hypothesis would be developed given these research initiatives while the core of the theory, engagement leading to satisfaction and satisfaction leading to success outcomes would remain consistent. Lastly, with each new research initiative, the survey instrument would be re-assessed specifically with the stakeholder models.

Given this series of research, there are key implications for the Youth Sports industry. ***Incorporating a Customer Experience*** organizational ethos will translate to further engagement of parents and players in current programming, new business opportunities for youth sports leaders who understand how to successfully implement this into their culture, improved education for coaching excellence, and higher levels of

retention in sports of young athletes. To accomplish this, this research will be presented to sport's governing bodies in the US and potentially internationally with the intention of gaining input and insight and developing customer experience frameworks for their industry. In addition, partnerships with academic and government institutions who are focused on quality youth sports programming will be paramount to further developing this work.

Considerations for future research upon completion of this body of work would include evaluating the ***traditional personality assessment*** which could be added for a deeper understanding, providing further assessment, and understanding of personality on the parental influence on player experiences beyond happiness and satisfaction of their program. This would potentially lead to a modifier relationship whereby the Engagement to Satisfaction is driven by a personality assessment that is not specific to sports. As such, literature on these relationships could further provide support for adding items to the scales or as a new modifier. In a similar fashion, player personality would have a similar influence on Player Engagement as would Coaching personality and leadership personalities. Furthermore, reviewing ***specific types of parents who have higher levels of frustration*** with the program or coach and parents who cause more "drama" with coaches can help identify specific healthy vs. unhealthy attitudes and over-zealousness in parents. This relationship and the impact on PSAT and RTF may not be as clear in a linear model and therefore a different data approach could be introduced. Another example of parents that require attention are ***parents who do not participate actively*** in the sports program and are not captured in the survey process. They may have the key purchase decision making role and not have high levels of engagement which is not captured in the data analysis. Lastly,

parents who are new to the program should be assessed compared to parents who have been part of the program for at least two years. This may be a modifier role between PSAT and Success Outcomes or on Player Happiness and PSAT.

The initial body of research incorporates a quantitative and rich text analysis approach whereas future research must include deeper ***qualitative approaches***, which would provide more context to the types of parent situations discussed above. Case studies of organizations involving interviews, surveys, commentary analysis and development of documentary storytelling would further advance the understanding of this theory in real life application and identify unique parent dynamics. Organizations and academics can use the results of these studies to teach leaders and coaches how to improve customer experience while using this to support parent and player education.

The ***development of a scorecard and ongoing measurement platform*** that can be institutionalized into youth sports programming would facilitate ongoing learning and advancement of a Customer Experience strategy. This would be part of the normal process of any youth sports program and would be part of coaching and leadership success. Larger organizations would publish their results in a national or state level index and this process would be established as a new manor for evaluating youth sports programming. Introducing a system of evaluations for youth programming would equalize sports programs nationally and ensure higher levels of customer experience are the new standards, potentially shifting the youth sports culture towards higher levels of commitment, safety and enjoyment by all stakeholders.

This research is aimed at introducing Customer Experience as a core function of any youth sports program. The theoretical model presented supports the advancement of this concept and the basis for immediate future research within this body of work.

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APPENDICES

APPENDIX A: SURVEY INSTRUMENT

The survey instrument is provided in the following pages:

1. Consent, Demographics, Moderators
2. Success Outcome factors and subfactors
3. Parent Satisfaction factors and subfactors
4. Player Development factors and subfactors
5. Parent Engagement factors and subfactors
6. Player Engagement factors and subfactors

Grouping / Variable	Sub Grouping	Item #	Question
Survey	n/a	PARENT / GUARDIAN	Are you the parent or legal guardian of a child who is playing soccer in the 2023-2024 season?
			PARTICIPANT AGREEMENT I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. By clicking on the "consent to participate" button below I am providing my informed consent.
		CONSENT	Please Enter the Survey ID Code above
Demographic Questions	Moderators	TEAM	Select your child's team this season (drop down)
		PLAYER AGE	How old will your child be at the end of 2024?
		PLAYER GENDER	Please describe your child's gender.
		CHANGED TEAM	Did your child change teams from the 2022-2023 season.
		PARENT ROLE	Select one that best describes you as a parent.
		# KIDS IN HH	How many children in your household currently play youth soccer.
		ZIP CODE	What is your US Zip Code?
		INCOME	Information about income is very important to understand. Please indicate the answer that includes your entire household income in (previous year) before taxes.
		PARENT EDU	What is the highest level of education you have completed?
		RACE	Choose one or more races that you consider yourself to be
		LANGUAGE	Which language is spoke predominantly at home?
		REC/CLUB	In what type of program has your child played soccer for the majority of their soccer experience?
		TOTAL COST	What was the estimated costs for the program fees, uniform fees, tournament fees and travel expenses you paid or expected to pay for this season?
Player Info	Moderators	COMMUTE	What is the average amount of time your child spends commuting to practice each week? (includes back and forth trips X # of practices)
		ROLE/POSITION	How would you describe your child's primary position?
		SCHOOL SOCCER	My child participates or will participate in school soccer during this season.
		OTHER SPORTS	Select the other organized sports your child participates in.
		OTHER ACTIVITIES	Select the other organized activities your child participates in.
		SCHOOL GRADE	My child's academic grade is generally.
Feedback	Moderators and Qualitative Analysis	CLUB GRADE	How would you grade the club?
		TEAM GRADE	How would you grade the team?
		COACH GRADE	How would you grade the coach?
		Feedback Question Club	Open Comments
		Feedback Question Coach	Open Comments

Figure Appendix 2a: General Survey Questions – Demographics, Consent

Grouping / Variable	Sub Grouping	Item #	Question
Success	RTF	RTF_1	I would recommend the Organization to a Friend (or other Parent in your Community).
		RTF_2	I would recommend the Team to a Friend (or other Parent in your Community).
		RTF_3	I would recommend the Coach(s) to a Friend (or other Parent in your Community).
		RTF_4	I would recommend the League that your child played in to a Friend (or other Parent in your Community).
		RTF_5	I would recommend Soccer to a Friend (or other Parent in your Community).
		RTF_6	In the past, I have recommended the organization to a parent, friend or other member of the community.
		RTF_7	Most of the parents on the team would recommend the organization to a parent, friend or other member of the community.
		RTF_8	My child would recommend their team to their friends.
	Tryouts	TR_1	At Tryouts for the 2023-2024 season, there were more players than I anticipated.
		TR_2	For my child's team it was difficult to make the cut for this season.
		TR_3	My child's team is winning most of their games so far during this season.
	Team Performance	TP_4	My child's team has won 1st or 2nd place at a tournament this season. (if no tournaments have been played, please skip)
		TP_5	My child's team is exceptional.
		TP_6	My child's team is one of the best in their area.
		TP_7	My child's team is well respected in their soccer community.
	Next Season	NS_1	My child intends to move to another organization (competitive or recreational program) to play soccer in 2024-2025 season.
		NS_2	My child intends to play soccer for a more elite competitive soccer organization in the 2024-2025 season.
		NS_3	My child is willing to stay within the organization (club) if they do not make an A team.
		NS_4	My child intends to play soccer for their school this year.
	Player Commitment	PC_1	My child plans to attend soccer camps/training opportunities.
		PC_2	I will hire a private trainer (private coach) or continue working our current private trainer (private coach).
		PC_3	My child intends to play soccer for as long as possible; anywhere they can.
		PC_4	My child intends to play different formats of soccer (examples incude futsal, 3x3) in addition to the club soccer this season.

Figure Appendix 2b: Dependent Variable: Success

Grouping / Variable	Sub Grouping	Item #	Question
Parent Satisfaction (PSAT)	Organization (Club)	PSAT_ORG_1	The overall Soccer program.
		PSAT_ORG_2	The official development plan or review process for players.
		PSAT_ORG_3	The player movement between teams.
		PSAT_ORG_4	How consistent the Coach is with the Organization's culture. (i.e., the Coach is aligned with the tone of the organization).
		PSAT_ORG_5	I believe the total costs for the season is appropriate for what is offered. (costs include program fees, tournament fees, uniform kit, travel expenses, other)
		PSAT_ORG_6	I believe the cost of the program was reasonable compared to other youth sports programs that are similar to this program in my community.
		PSAT_ORG_7	The amount of time our family has dedicated to this soccer program (includes travel related to the program).
		PSAT_ORG_8	The team's game schedule (includes league games and tournaments).
		PSAT_ORG_9	The Organization's Leadership seeks feedback from the parent community.
		PSAT_ORG_10	The Organization's Leadership seeks engagement (involvement) from the parent community.
		PSAT_ORG_11	The communication concerning topics that are of interest to me.
		PSAT_ORG_12	The communication of the Organization's philosophy (mission statement).
		PSAT_ORG_13	The use of technology (tools and apps) that are used by the team.
	Team	PSAT_TEAM_1	The team.
		PSAT_TEAM_2	The coach(s).
		PSAT_TEAM_3	My child's relationship with their coach(s).
		PSAT_TEAM_4	How the coach teaches soccer IQ.
		PSAT_TEAM_5	How the coach makes soccer fun (enjoyable).
		PSAT_TEAM_6	My child's enjoyment level.
		PSAT_TEAM_7	The level of engagement the coach has with the team.
		PSAT_TEAM_8	The coach's ability to inspire my child to keep playing soccer.
		PSAT_TEAM_9	The coach's communication about my child's development
		PSAT_TEAM_10	The level of engagement that the coach has with their peers (other coaches and leadership)
		PSAT_TEAM_11	The level of feedback that the Coaching staff seeks from the parents.
		PSAT_TEAM_12	The level of engagement (involvement) that the Coaching staff seeks from parents.
		PSAT_TEAM_13	The team's competition level (league play)
		PSAT_TEAM_14	The amount of playing minutes that all of the players on the team get (playing time is fair and balanced)
		PSAT_TEAM_15	The number of individual meetings that the Coach has conducted with me or my player regarding my child's progress.
		PSAT_TEAM_16	The child's team success. (Wins - Losses or Tournament Results)
		PSAT_TEAM_17	The accommodations and team bonding events when the team travels.
		PSAT_TEAM_18	The parental culture on the team (i.e. the parents are close and supportive of the team)
		PSAT_TEAM_19	The sideline behavior.
		PSAT_TEAM_20	The referees.
		PSAT_TEAM_21	The team communication.
		PSAT_TEAM_22	The practice schedule.
		PSAT_TEAM_23	The practice location.
		PSAT_TEAM_24	The fields.
		PSAT_TEAM_MOD6	The money I spent (am spending) on the soccer program.

Figure Appendix 2c: Independent Variable: Parent Satisfaction

Grouping / Variable	Sub Grouping	Item #	Question
Player Development	Player Development: Field Action		*When your child is in the field, how would you describe their actions? Rate their actions during a typical game (1 = never; 5 = most of the games) -*
		FIELD ACTION_117	- Engagement in Game
		FIELD ACTION_118	- Loses the ball
		FIELD ACTION_119	- Does not pass
		FIELD ACTION_120	- Dribbles too much
		FIELD ACTION_121	- Unable to Defend
		FIELD ACTION_122	- Lets goals in from the opponent
		FIELD ACTION_123	- Scores a goal or more
		FIELD ACTION_124	- Shows leadership
		FIELD ACTION_125	- Passes to teammates
		FIELD ACTION_126	- Dribbles
		FIELD ACTION_127	- Defensive
		FIELD ACTION_128	- Boots the Ball to Team
	Parent Scorecard		*Rate your child's soccer skills on a scale of 1 - 10 (1 = lacks skills ; 5 = exceptional skills)*
		PARENT SCORECARD_117	- Technical: Ball Control
		PARENT SCORECARD_118	- Technical: Passing
		PARENT SCORECARD_119	- Technical: Dribbling
		PARENT SCORECARD_120	- Technical: Heading
		PARENT SCORECARD_121	- Technical: Finishing
		PARENT SCORECARD_122	- Technical: Rules of the Game
		PARENT SCORECARD_123	- Physical: Endurance
		PARENT SCORECARD_124	- Physical: Speed
		PARENT SCORECARD_125	- Physical: Agility
		PARENT SCORECARD_126	- Personal: Self Motivation
		PARENT SCORECARD_127	- Personal: Decision Making
		PARENT SCORECARD_128	- Personal: Reading the Game
		PARENT SCORECARD_130	- Personal: Decision Making
		PARENT SCORECARD_131	- Personal: Leadership
		PARENT SCORECARD_132	- Personal: Coachability
		PARENT SCORECARD_133	- Personal: Team Player
		PARENT SCORECARD_134	- Personal: Respect for Leadership and Team

Figure Appendix 2d: Independent Variable: Player Development

Grouping / Variable	Sub Grouping	Item #	Question
Parent Engagement	Parent Behaviors (Negative and Positive)	PBN_1	I often provided conflicting advice to my child (different advice than what the coach(s) provides).
		PBN_2	I believe my child's skills are better than what the coaching staff believed.
		PBN_3	I believe that my child's personal development is more important than the team's development.
		PBN_4	I discuss the game immediately after on the car ride home.
		PBN_5	I always provide a negative critique of every game.
		PBN_6	I provide rewards to my child when they play well or score goals.
		PBN_7	I brag about my child's soccer ability.
		PBN_8	I always discuss the team's performance with the other parents on the team after the games or during practices.
		PBN_9	When the team loses, I am very upset.
		PBN_10	It was my decision for my child to try-out (sign up) for this program.
		PBP_1	I have had productive 1:1 meetings with my child's coach this season.
		PBP_2	I have reviewed the coach's development plan with my child this season.
		PBP_3	I have/had my own development plan for my child.
		PBN_4	I always reinforced the advice and development plan from the coach(s). (examples includes practicing skills independently, watching games and physical training exercises)
		PBN_5	I video-taped my child's full games or I review the videos or photos of the games that other parents or coaches share.
		PBN_6	I always provide praise or positive encouragement for every game.
		PBN_7	I always ask if my child had fun in the game.
		PBN_8	The program fees, dues or any other financial obligations for my child are always met.
		PBN_9	I understand what the program fees covers and how it is used to support the soccer program.
		PBN_10	I always meet the general team obligations for the soccer team. (examples are snack duty, fundraisers participation, team celebrations)
		PBN_11	I follow all the sideline behavior rules for my child's soccer team.
		PBN_12	I believe I am an engaged parent. (I do what I am supposed to do as a parent on this team)
		PBN_13	I do not try to influence the coach(s).
		PBN_14	I have a positive reputation as a parent in the club. (organization)
		PBN_15	I am willing to volunteer.
		PBN_16	I am fully committed: time and financially to make sure my child's soccer ambitions are met.
		PBN_17	I believe that development is more important than winning games.
		PBN_18	I know the names of most of the players on the team and the coaches names as well.
	Parent Goals	PG_1	I expect my child will move up to a better team or better organization next season (2024-2025) based on their performance and talent.
		PG_2	I expect my child will become a professional soccer player.
		PG_3	I expect my child will play soccer at the collegiate level.
		PG_4	I expect my child will receive a college scholarship to play soccer.
		PG_5	I believe that the overall soccer experience is important to me as a soccer parent. Soccer Experience: developing in a team environment, making friendships, being physically active, and playing the sport well.
		PG_6	I believe that having fun is an important reason to play soccer this season.
		PG_7	I believe that soccer (team sports in general) teaches valuable life lessons.
		PG_8	I believe that my child will quit soccer after this season.
		PG_9	I believe that soccer is the most important part of my child's life.
		PG_10	I believe that it does not matter if my child performs well during the season. If they are interested in tryouts (registration) for next season, I will not say no.
	Parent Sports Personality	PSP_1	I believe I am very sports savvy.
		PSP_2	I believe I am very soccer savvy.
		PSP_3	I watch sports news, games, events on TV (or listen to I on the radio or online channels).
		PSP_4	I watch Soccer or Sports Training videos on Social Media.
		PSP_5	I work out / train with my child.
		PSP_6	I played sports as a youth (elementary – middle – high school ages).
		PSP_7	I played sports at the collegiate level.
		PSP_8	I played sports at a professional level.
		PSP_9	I currently play organized sports.
		PSP_10	I have volunteered or worked (paid position) for a youth sports team as a team manager or other administrator in the past.
		PSP_11	I have volunteered or worked (paid position) for a youth sports team as a coach in the past.
		PSP_12	I am the team manager (or another administrator role) for my child's soccer team this season.
		PSP_13	I am the coach for my child's soccer team this season.
		PSP_14	I am the primary Sports Caretaker for my child (attend most practices, games, meetings).

Figure Appendix 2e: Independent Variable: Parent Engagement

Grouping / Variable	Sub Grouping	Item #	Question
Player Engagement	Player Behaviors	PD_1	My child participates in regular private soccer training sessions (individual or group level).
		PD_2	My child practiced on their own.
		PD_3	My child was disciplined and well behaved for practices and games.
		PD_4	My child attended practices.
		PD_5	My child attended games/tournaments.
		PD_6	My child was on-time for practices AND warm-ups for games.
	Player Happiness		*This section pertains to your child's satisfaction of the program. Complete this section based on what you feel your child would say or how they would answer this question. Complete the sentence: My Child*
		PH_1_1	Likes soccer
		PH_1_2	Likes their soccer team
		PH_1_3	Likes their coach(s)
		PH_1_4	Likes attending practices
		PH_1_5	Likes playing in games
		PH_1_6	Is excited on game day
		PH_1_7	Believes that they are learning a lot this season
		PH_1_8	Likes the way the coach leads the team
		PH_1_9	Likes the performance of the team (# of games your won)
		PH_1_10	Likes the structure of the practices
		PH_1_11	Like their uniform
		PH_1_12	Likes my sideline behavior
		PH_1_13	Likes when I give advice after or before games
		PH_1_14	Likes when we talk about their soccer experience in general
		PH_1_15	Likes my sports parenting skills
		PH_1_16	Believes I understand the game (rules, strategies)
		PH_1_17	Believes that I care too much about their games and soccer experience
		PH_1_18	Believes that the coach is fair
		PH_1_19	Believes that they get adequate playing time in games (team management)
		PH_1_20	Understands their coach's feedback; they value it and think about how to use it to improve
		PH_1_21	Believes that their coach(es) cares about them
		PH_1_22	Believes the coach only cares about winning
		PH_1_23	Feels that the coach yells too much
	Player Goals		*This section pertains to your child's goals and motivations regarding soccer. Complete this section based on what you feel your child would say or how they would answer this question.*
		PG_1_1	Is willing to play/learn any position on the team
		PG_1_2	Wants to stay with their team next season
		PG_1_3	Goal is to enjoy the game
		PG_1_4	Is motivated by the social aspects of the team
		PG_1_5	Has set personal goals related to the sport (Soccer)
		PG_1_6	Wants to play soccer in college
		PG_1_7	Says they want to be a Professional Soccer Player when they grow up
		PG_1_8	Wants to maximize game playing time (minimum of 75% of game)
		PG_1_9	Seeks to improve physically and technically in the sport
		PG_1_10	Seeks to improve Soccer IQ and strategy of the sport

Figure Appendix 2f: Independent Variable: Player Engagement

APPENDIX B: EFA

Discussion of EFA results (reference Figure Appendix 3: EFA Analysis Study 1) is below following a full discussion of each of the factor EFA results.

	# of Items	# Factors	Bartlet's Test	KMO	Eigenvalue (Rotation)	CUM Initial Variance	Reliability
Targets			**0**	**>.60**	**>1**	**>.50**	**>.60**
Parent Engagement	***43***	***4***	***<.001***	***0.645***	***3.18***	***30.16***	***0.784***
Parent Sport Engagement	7						0.701
Healthy Attitudes Towards Player Sport Experience	17						0.617
Player Extrinsic Motivation	8						0.726
Parent - Team Engagement	6						0.738
Player Engagement	***39***	***4***	***<.001***	***0.774***	***4.32***	***38.89***	***0.859***
Player Happiness - Team	19						0.882
Player Happiness - Sport	10						0.774
Player Happiness - Parent Sport Relationship	7						0.701
Player Commitment Team	3						0.636
Player Development	***29***	***2***	***<.001***	***0.552***	***8.21***	***41.91***	***0.786***
Parent Scorecard of Player	17						0.852
Parent Perception of Field Actions	12						0.439
Parent Satisfaction	***37***	***4***	***<.001***	***0.915***	***2.81***	***55.92***	***0.957***
Coach Driven	17						0.958
Club Driven	7						0.768
Program Structure	7						0.824
Team Management	7						0.843
Success Outcomes	***23***	***4***	***<.001***	***0.83***	***6.78***	***48.94***	***0.847***
RTF	8						0.847
Next Season Plans	4						0.427
Team Performance	7						0.795
Player Commitment	4						0.635

Figure Appendix 3a: EFA Analysis Study 1

Appendix B-1: Parent Satisfaction

A principal axis factor analysis (FA) was conducted on the 37 items with oblique rotation (direct oblimin). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .915 ('marvelous' according to Kaiser and Rice, 1974), and all KMO values for individual items were greater than .68, which is well above the acceptable limit of .50. An initial analysis was run to obtain eigenvalues for each factor in the data. Seven factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 70.7% of the variance. The scree plot was ambiguous and showed inflexions that would justify retaining between four and seven factors. Four factors were retained because of the convergence of the scree plot and Kaiser's criterion on values greater than .70. The table below shows the factor loadings after rotation. The items that cluster on the same factor suggest the factors representing (1) Coach Driven (2) Club Driven (3) Program Structure and (4) Team Management. The total scale has a Cronbach's alphas of .957 while the factors have Cronbach values .77 to .85.

The analysis provided support for these items and no items will be removed from the Parent Satisfaction Scale for the next study.

			Coach Driven 1	Club Driven 2	Program Structure 3	Team Management 4
Coach Driven	PSAT_TEAM_2	The coach(s).	0.95			
	PSAT_TEAM_7	The level of engagement the coach has with the team.	0.91			
	PSAT_TEAM_8	The coach's ability to inspire my child to keep playing soccer.	0.90			
	PSAT_TEAM_10	The level of engagement that the coach has with their peers (other coaches and leadership)	0.89			
	PSAT_TEAM_9	The coach's communication about my child's development	0.87			
	PSAT_TEAM_4	How the coach teaches soccer IQ.	0.84			
	PSAT_TEAM_5	How the coach makes soccer fun (enjoyable).	0.82			
	PSAT_TEAM_11	The level of feedback that the Coaching staff seeks from the parents.	0.78			
	PSAT_TEAM_15	The number of individual meetings that the Coach has conducted with me or my player regarding my child's progress.	0.75			
	PSAT_TEAM_12	The level of engagement (involvement) that the Coaching staff seeks from parents.	0.69	0.36		
	PSAT_TEAM_3	My child's relationship with their coach(s).	0.67			
	PSAT_TEAM_6	My child's enjoyment level.	0.61			
	PSAT_TEAM_14	The amount of playing minutes that all of the players on the team get (playing time is fair and balanced)	0.51			
	PSAT_ORG_2	The official development plan or review process for players.	0.51	0.37		
	PSAT_ORG_4	How consistent the Coach is with the Organization's culture. (i.e., the Coach is aligned with the tone of the organization).	0.79			
	PSAT_TEAM_21	The team communication.	0.31	0.31		
Team Management	PSAT_TEAM_18	The parental culture on the team (i.e. the parents are close and supportive of the team)				(0.48)
	PSAT_TEAM_19	The sideline behavior.		0.37		(0.35)
	PSAT_TEAM_20	The referees.		0.31		(0.30)
	PSAT_TEAM_23	The practice location.				0.32
	PSAT_TEAM_17	The accommodations and team bonding events when the team travels.	0.41			(0.30)
	PSAT_TEAM_16	The child's team success. (Wins - Losses or Tournament Results)	0.39		0.38	(0.38)
	PSAT_TEAM_1	The team.	0.39		0.35	(0.45)
Club Driven	PSAT_ORG_9	The Organization's Leadership seeks feedback from the parent community.		0.52		
	PSAT_ORG_10	The Organization's Leadership seeks engagement (involvement) from the parent community.		0.67		
	PSAT_ORG_11	The communication concerning topics that are of interest to me.		0.70		
	PSAT_ORG_12	The communication of the Organization's philosophy (mission statement).		0.66		
	PSAT_ORG_13	The use of technology (tools and apps) that are used by the team.		0.54		
	PSAT_ORG_3	The player movement between teams.		0.31		
	PSAT_TEAM_24	The fields.		0.52		
Program Structure	PSAT_ORG_1	The overall Soccer program.	0.31		0.46	
	PSAT_ORG_5	I believe the total costs for the season is appropriate for what is offered. (costs include program fees, tournament fees, uniform kit, travel expenses, other)			0.68	
	PSAT_ORG_6	I believe the cost of the program was reasonable compared to other youth sports programs that are similar to this program in my community.			0.58	0.36
	PSAT_TEAM_13	The team's competition level (league play)			0.69	
	PSAT_ORG_8	The team's game schedule (includes league games and tournaments).			0.64	
	PSAT_ORG_7	The amount of time our family has dedicated to this soccer program (includes travel related to the program).			0.48	
	PSAT_TEAM_22	The practice schedule.			0.36	

Figure Appendix 3a-1: Parent Satisfaction Pattern Matrix Analysis

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	15.437	41.720	41.720	15.079	40.753	40.753	13.563
2	3.184	8.607	50.327	2.740	7.406	48.159	7.089
3	2.130	5.757	56.084	1.660	4.487	52.646	6.577
4	1.716	4.638	60.722	1.213	3.279	55.925	2.806
5	1.576	4.259	64.982				
6	1.118	3.022	68.004				
7	1.006	2.719	70.723				
8	.911	2.461	73.184				
9	.888	2.399	75.583				
10	.800	2.162	77.745				
11	.710	1.920	79.665				
12	.691	1.868	81.532				
13	.681	1.841	83.373				
14	.623	1.684	85.057				
15	.517	1.397	86.455				
16	.492	1.330	87.785				
17	.439	1.185	88.970				
18	.422	1.141	90.112				
19	.387	1.045	91.157				
20	.353	.954	92.111				
21	.309	.836	92.947				
22	.298	.804	93.751				
23	.278	.752	94.503				
24	.223	.602	95.106				
25	.209	.565	95.671				
26	.200	.540	96.211				
27	.188	.507	96.718				
28	.181	.489	97.207				
29	.177	.479	97.686				
30	.171	.463	98.149				
31	.143	.386	98.535				
32	.125	.337	98.872				
33	.118	.319	99.191				
34	.097	.262	99.453				
35	.083	.226	99.679				
36	.074	.200	99.878				
37	.045	.122	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

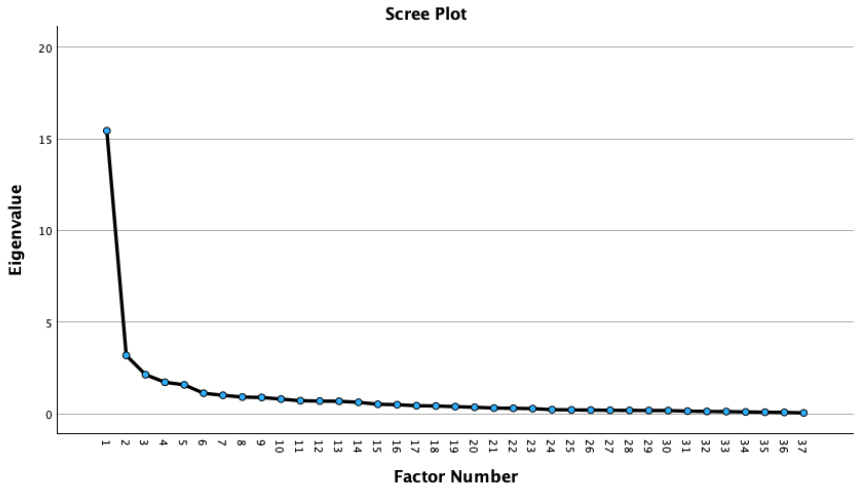

Figure Appendix 3a-2: Factor Analysis Parent Satisfaction Scale

Figure Appendix 3a-3: Reliability

Coach Driven

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PSAT_ORG_2	35.1866667	284.985	.702	.602	.944
PSAT_ORG_4	35.9000000	281.446	.825	.748	.942
PSAT_TEAM_11	35.3866667	279.474	.804	.818	.942
PSAT_TEAM_12	35.5200000	281.607	.765	.769	.943
PSAT_TEAM_13	34.9533333	299.280	.315	.289	.951
PSAT_TEAM_14	36.1400000	295.128	.545	.409	.947
PSAT_TEAM_15	35.1066667	281.532	.742	.716	.943
PSAT_TEAM_21	36.0066667	296.933	.456	.407	.948
PSAT_TEAM_2	35.7866667	273.028	.894	.894	.940
PSAT_TEAM_3	35.6733333	251.054	.616	.556	.957
PSAT_TEAM_4	35.7933333	275.346	.858	.824	.941
PSAT_TEAM_5	35.9800000	281.617	.839	.806	.942
PSAT_TEAM_6	35.9533333	281.588	.795	.744	.943
PSAT_TEAM_7	36.0600000	280.567	.851	.857	.942
PSAT_TEAM_8	35.8266667	274.923	.896	.900	.940
PSAT_TEAM_9	35.5466667	279.390	.794	.793	.942
PSAT_TEAM_10	35.7933333	282.434	.829	.769	.942

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.958	17

Club Driven

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PSAT_TEAM_1	13.2200000	21.018	.759	.627	.665
PSAT_TEAM_16	12.9066667	22.354	.546	.469	.717
PSAT_TEAM_17	13.2400000	23.096	.572	.380	.711
PSAT_TEAM_18	13.5800000	23.319	.620	.537	.702
PSAT_TEAM_19	13.7933333	25.870	.541	.408	.726
PSAT_TEAM_20	13.2600000	26.314	.345	.160	.758
PSAT_TEAM_23	13.3600000	28.903	.086	.066	.814

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.768	7

Program Structure

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PSAT_ORG_1	15.9466667	28.990	.662	.462	.808
PSAT_ORG_5	15.2000000	26.752	.723	.673	.796
PSAT_ORG_6	15.4400000	29.000	.584	.578	.819
PSAT_ORG_7	15.9400000	29.587	.618	.399	.815
PSAT_ORG_8	15.5800000	27.950	.617	.405	.813
PSAT_TEAM_13	15.3333333	28.922	.481	.299	.837
PSAT_TEAM_22	16.3200000	29.924	.494	.332	.832

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.843	7

Team Management

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PSAT_ORG_10	15.8333333	23.724	.691	.612	.770
PSAT_ORG_11	16.1866667	23.938	.733	.570	.764
PSAT_ORG_12	16.3066667	25.731	.662	.517	.779
PSAT_ORG_13	16.7200000	27.384	.557	.396	.797
PSAT_ORG_3	15.7666667	27.818	.419	.236	.816
PSAT_ORG_9	15.6266667	23.887	.645	.596	.779
PSAT_TEAM_24	16.5200000	28.144	.284	.128	.845

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.819	.824	7

Appendix B-2: Parent Engagement

A principal axis factor analysis (FA) was conducted on the 43 items with oblique rotation (direct oblimin). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .645 ('terrible' according to Kaiser and Rice, 1974), and most KMO values for individual items were greater than the acceptable limit of .50. (An initial analysis was run to obtain eigenvalues for each factor in the data. Fourteen factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 68.8% of the variance. The scree plot was ambiguous and showed inflexions that would justify retaining between five and nine factors. Four factors were retained because of the convergence of the scree plot and Kaiser's criterion on values greater than .70. The table below shows the factor loadings after rotation. The items that cluster on the same factor suggest the factors representing (1) Sports Engagement (2) Healthy Attitudes Towards Youth Sports (3) Player Extrinsic Motivation and (4) Team Engagement. The total scale has a Cronbach's alphas of .784 while the factors have Cronbach values .62 to .74.

The analysis provided support for these items however further analysis may be required to reduce several items for Study 2.

			Parent Sport Engagement	Healthy Attitudes Towards Player Sport Experience	Player Extrinsic Motivation	Parent - Team Engagement
			1	2	3	4
Parent Sport Engagement	PBN_4	I discuss the game immediately after on the car ride home.	0.31			
	PBN_5	I always provide a negative critique of every game.	0.41			
	PBN_6	I provide rewards to my child when they play well or score goals.	0.40			
	PBN_8	I always discuss the team's performance with the other parents on the team after the games or during practices.	0.32			
	PBP_3	I have/had my own development plan for my child.	0.49			
	PSP_1	I believe I am very sports savvy.	0.62			
	PSP_2	I believe I am very soccer savvy.	0.61			
	PSP_3	I watch sports news, games, events on TV (or listen to it on the radio or online channels).	0.59			
	PSP_4	I watch Soccer or Sports Training videos on Social Media.	0.57			
	PSP_5	I work out / train with my child.	0.70			
	PBN_9	When the team loses, I am very upset.				
Healthy Attitudes Towards Player Sport Experience	PBP_10	I always meet the general team obligations for the soccer team.		0.42		
	PBP_11	I follow all the sideline behavior rules for my child's soccer team.		0.50		
	PBP_12	I believe I am an engaged parent. (I do what I am supposed to do as a parent on this team)		0.55		
	PBP_13	I do not try to influence the coach(s).		0.46		
	PBP_14	I have a positive reputation as a parent in the club. (organization)		0.40		
	PBP_16	I am fully committed: time and financially to make sure my child's soccer ambitions are met.		0.43		
	PBP_6	I always provide praise or positive encouragement for every game.		0.38		
	PBP_7	I always ask if my child had fun in the game.		0.50		
	PBP_8	The program fees, dues or any other financial obligations for my child are always met.		0.35		
	PG_5	I believe that the overall soccer experience is important to me as a soccer parent. Soccer Experience: developing in a team environment, making friendships, being physically active, and playing the sport well.		0.47		
	PG_6	I believe that having fun is an important reason to play soccer this season.		0.51		
	PG_7	I believe that soccer (team sports in general) teaches valuable life lessons.		0.53	0.367	
	PG_8	I believe that my child will quit soccer after this season.		(0.34)		
	PBN_3	I believe that my child's personal development is more important than the team's development.		(0.42)		
	PG_10	I believe that it does not matter if my child performs well during the season. If they are interested in tryouts (registration) for next season, I will not say no.				
	PBP_9	I understand what the program fees covers and how it is used to support the soccer program.		0.30		
	PBN_1	I often provided conflicting advice to my child (different advice than what the coach(s) provides).		0.30		
	PBN_1	I often provided conflicting advice to my child (different advice than what the coach(s) provides).		0.30		0.44
Player Extrinsic Motivation	PBN_10	It was my decision for my child to try-out (sign up) for this program.			0.38	
	PBN_2	I believe my child's skills are better than what the coaching staff believed.			0.32	0.40
	PBN_7	I brag about my child's soccer ability			0.32	
	PG_1	I expect my child will move up to a better team or better organization next season (2024-2025) based on their performance and talent.			0.36	
	PG_2	I expect my child will become a professional soccer player.			0.69	
	PG_3	I expect my child will play soccer at the collegiate level.			0.68	
	PG_4	I expect my child will receive a college scholarship to play soccer.			0.82	
	PG_9	I believe that soccer is the most important part of my child's life.			0.42	
Parent - Team Engagement	PBP_1	I have had productive 1:1 meetings with my child's coach this season.				(0.66)
	PBP_15	I am willing to volunteer.				(0.58)
	PBP_17	I believe that development is more important than winning games.				(0.37)
	PBP_18	I know the names of most of the players on the team and the coaches names as well.				(0.56)
	PBP_2	I have reviewed the coach's development plan with my child this season.				(0.61)
	PBP_4	I always reinforced the advice and development plan from the coach(s).				(0.51)

Figure Appendix 3b-1: Parent Engagement Pattern Matrix Analysis

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.420	12.605	12.605	4.754	11.055	11.055	3.795
2	4.584	10.660	23.266	3.898	9.064	20.120	3.747
3	3.152	7.331	30.596	2.582	6.004	26.123	3.225
4	2.398	5.576	36.172	1.736	4.036	30.160	3.178
5	2.063	4.798	40.970				
6	1.691	3.931	44.902				
7	1.558	3.623	48.525				
8	1.478	3.438	51.963				
9	1.351	3.141	55.104				
10	1.294	3.008	58.113				
11	1.254	2.917	61.030				
12	1.151	2.677	63.707				
13	1.099	2.556	66.263				
14	1.070	2.489	68.751				
15	.957	2.226	70.977				
16	.887	2.063	73.040				
17	.872	2.028	75.069				
18	.833	1.936	77.005				
19	.813	1.892	78.897				
20	.721	1.676	80.573				
21	.700	1.629	82.202				
22	.639	1.487	83.689				
23	.622	1.446	85.135				
24	.539	1.253	86.388				
25	.523	1.217	87.605				
26	.479	1.115	88.720				
27	.473	1.101	89.821				
28	.418	.972	90.793				
29	.406	.945	91.737				
30	.401	.933	92.670				
31	.373	.867	93.537				
32	.345	.801	94.338				
33	.328	.762	95.100				
34	.315	.733	95.832				
35	.307	.714	96.546				
36	.264	.614	97.160				
37	.247	.574	97.734				
38	.226	.526	98.260				
39	.199	.463	98.723				
40	.178	.414	99.137				
41	.166	.386	99.523				
42	.122	.283	99.806				
43	.084	.194	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

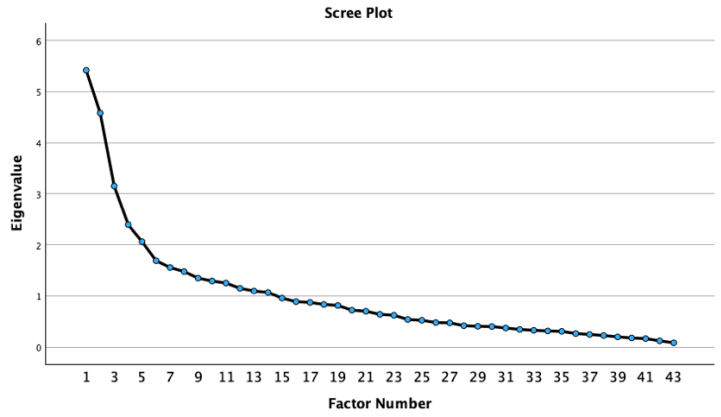

Figure Appendix 3b-2: Factor Analysis Parent Engagement Scale

Figure Appendix 3b-3: Reliability

Sport Engagement

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PBN_4	28.6884058	42.800	.325	.350	.770
PBN_5	27.1014493	42.822	.473	.353	.753
PBN_6	27.7826087	40.288	.438	.291	.756
PBN_8	28.0579710	43.237	.304	.172	.772
PBN_9	27.4855072	44.149	.310	.259	.770
PBP_3	28.0217391	40.386	.491	.381	.749
PSP_1	29.3913043	42.838	.465	.690	.753
PSP_2	29.1449275	42.023	.509	.665	.748
PSP_3	29.6811594	44.263	.402	.503	.760
PSP_4	29.1884058	41.264	.482	.460	.750
PSP_5	29.0072464	40.036	.538	.437	.743

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.774	.780	11

Team Engagement

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PBP_1	9.92907801	10.166	.588	.475	.646
PBP_15	11.1914894	13.356	.461	.345	.685
PBP_17	11.5815603	15.274	.323	.215	.720
PBP_18	11.8297872	15.114	.475	.323	.696
PBP_2	9.73049645	11.827	.496	.415	.676
PBP_4	11.0212766	13.078	.492	.251	.676

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.724	.738	6

Extrinsic Motivation

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PBN_10	22.0647482	23.757	.371	.171	.705
PBN_2	22.4676259	26.787	.263	.118	.720
PBN_7	22.6187050	26.151	.269	.091	.721
PG_1	23.5251799	25.787	.345	.143	.705
PG_2	22.2949640	23.456	.545	.397	.665
PG_3	23.3309353	23.977	.523	.656	.671
PG_4	22.9568345	22.549	.665	.731	.641
PG_9	22.6906475	24.491	.368	.220	.703

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.720	.726	8

Healthy Attitudes

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PBN_1	29.7985612	19.756	-.148	.239	.476
PBN_3	30.1223022	19.470	-.127	.214	.475
PBP_10	32.3669065	17.364	.311	.366	.348
PBP_11	32.3021583	18.038	.204	.275	.372
PBP_12	32.4964029	18.078	.287	.413	.365
PBP_13	32.3884892	18.761	.027	.259	.409
PBP_14	32.0647482	16.945	.262	.259	.349
PBP_16	32.4460432	17.727	.328	.312	.354
PBP_6	32.3453237	18.170	.195	.209	.375
PBP_7	32.3165468	16.566	.431	.410	.317
PBP_8	32.5179856	17.991	.254	.370	.366
PBP_9	31.4964029	16.774	.139	.092	.384
PG_10	30.4604317	17.047	.002	.164	.460
PG_5	32.3525180	17.476	.261	.315	.356
PG_6	32.3812950	17.252	.362	.392	.340
PG_7	32.6474820	18.476	.359	.447	.371
PG_8	29.2374101	18.979	-.047	.199	.437

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.402	.617	17

Appendix B-3: Player Engagement

A principal axis factor analysis (FA) was conducted on the 39 items with oblique rotation (direct oblimin). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .774 ('mediocre' according to Kaiser and Rice, 1974), and all KMO values for individual items were greater than the acceptable limit of .50. (An initial analysis was run to obtain eigenvalues for each factor in the data. Twelve factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 72.82% of the variance. The scree plot was ambiguous and showed inflexions that would justify retaining between four and six factors. Four factors were retained because of the convergence of the scree plot and Kaiser's criterion on values greater than .70. The table below shows the factor loadings after rotation. The items that cluster on the same factor suggest the factors representing (1) Player Happiness - Team (2) Player Happiness - Sport (3) Player Happiness – Parent Sport Relationship and (4) Player Commitment Team. The total scale has a Cronbach's alphas of .859 while the factors have Cronbach values .63 to .82.

The analysis provided support for these items however further analysis may be required to reduce several items for Study 2.

			Player Happiness - Team	Player Happiness - Sport	Player Happiness - Parent Sport Relationship	Player Commitment Team
Player Happiness - Team & Coach	PH_1_8	Likes the way the coach leads the team	0.9			
	PH_1_3	Likes their coach(s)	0.861			
	PH_1_7	Believes that they are learning a lot this season	0.847			
	PH_1_21	Believes that their coach(es) cares about them	0.814			
	PH_1_20	Understands their coach's feedback; they value it and think about how to use it to improve	0.804			
	PH_1_10	Likes the structure of the practices	0.785			
	PH_1_18	Believes that the coach is fair	0.772			
	PH_1_2	Likes their soccer team	0.735			
	PG_1_2	Wants to stay with their team next season	0.719			
	PH_1_4	Likes attending practices	0.706			
	PH_1_9	Likes the performance of the team (# of games your won)	0.582		0.312	
	PH_1_6	Is excited on game day	0.567			
	PH_1_19	Believes that they get adequate playing time in games (team management)	0.434			
	PG_1_4	Is motivated by the social aspects of the team	0.338			
	PH_1_5	Likes playing in games	0.32			
	PH_1_23	Feels that the coach yells too much	-0.306			-0.362
	PH_1_11	Like their uniform				
	PH_1_22	Believes the coach only cares about winning				-0.402
	PH_1_17	Believes that I care too much about their games and soccer experience				-0.391
Player Happiness - Sport	PG_1_6	Wants to play soccer in college		0.751		
	PG_1_5	Has set personal goals related to the sport (Soccer)		0.662		
	PG_1_10	Seeks to improve Soccer IQ and strategy of the sport		0.558		
	PD_2	My child practiced on their own.		0.557		
	PG_1_7	Says they want to be a Professional Soccer Player when they grow up		0.537		
	PG_1_9	Seeks to improve physically and technically in the sport		0.529		
	PG_1_8	Wants to maximize game playing time (minimum of 75% of game)		0.465		
	PH_1_1	Likes soccer		0.392		
	PD_1	My child participates in regular private soccer training sessions (individual or group level).		0.328		
	PD_3	My child was disciplined and well behaved for practices and games.				
Player Happiness - Parent Sport Relationship	PH_1_15	Likes my sports parenting skills			0.64	
	PH_1_14	Likes when we talk about their soccer experience in general		0.348	0.6	
	PH_1_13	Likes when I give advice after or before games			0.588	
	PG_1_3	Goal is to enjoy the game			0.366	
	PH_1_16	Believes I understand the game (rules, strategies)			0.308	
	PH_1_12	Likes my sideline behavior		0.386	0.338	
	PG_1_1	Is willing to play/learn any position on the team				
Player Commitment	PD_5	My child attended games/tournaments.				0.593
	PD_4	My child attended practices.				0.574
	PD_6	My child was on-time for practices AND warm-ups for games.				0.453

Figure Appendix 3c-1: Player Engagement Pattern Matrix Analysis

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.320	23.899	23.899	8.899	22.819	22.819	8.092	20.750	20.750
2	3.596	9.220	33.119	3.009	7.715	30.534	3.182	8.158	28.908
3	2.423	6.213	39.332	1.757	4.506	35.040	2.208	5.662	34.570
4	2.135	5.475	44.808	1.503	3.855	38.895	1.687	4.325	38.895
5	1.985	5.090	49.898						
6	1.702	4.364	54.262						
7	1.444	3.702	57.964						
8	1.341	3.439	61.403						
9	1.184	3.037	64.439						
10	1.159	2.973	67.412						
11	1.066	2.732	70.144						
12	1.044	2.677	72.821						
13	.927	2.378	75.199						
14	.812	2.081	77.280						
15	.757	1.940	79.220						
16	.738	1.893	81.113						
17	.704	1.805	82.918						
18	.638	1.635	84.553						
19	.606	1.554	86.107						
20	.577	1.481	87.587						
21	.523	1.342	88.929						
22	.475	1.217	90.147						
23	.452	1.160	91.307						
24	.384	.984	92.291						
25	.368	.943	93.234						
26	.310	.796	94.030						
27	.301	.772	94.802						
28	.282	.723	95.525						
29	.260	.667	96.191						
30	.242	.621	96.812						
31	.211	.542	97.354						
32	.207	.530	97.884						
33	.188	.483	98.367						
34	.138	.353	98.720						
35	.133	.342	99.062						
36	.116	.298	99.359						
37	.090	.231	99.590						
38	.085	.217	99.808						
39	.075	.192	100.000						

Extraction Method: Principal Axis Factoring.

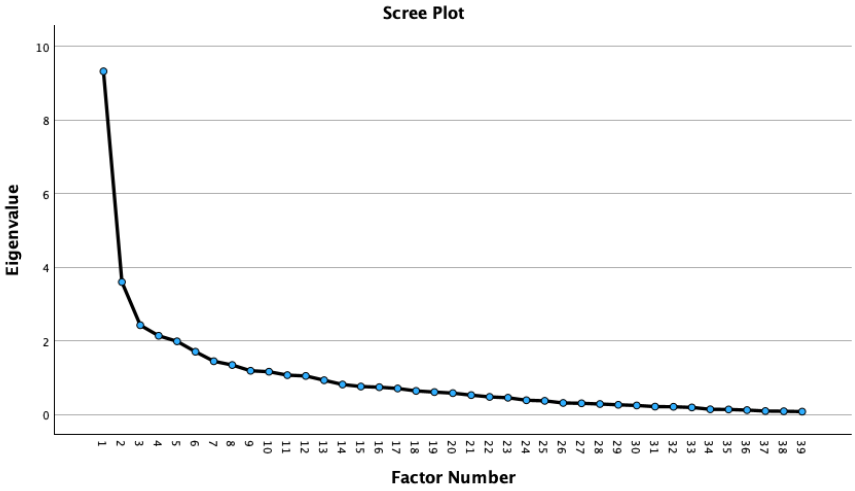

Figure Appendix 3c-2: Factor Analysis Player Engagement Scale

Figure Appendix 3c-3: Reliability

Player Happiness Sport

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PD_1	14.1317829	20.037	.322	.190	.746
PD_2	15.5968992	19.289	.540	.329	.691
PD_3	16.1860465	25.340	.126	.094	.745
PG_1_10	16.2558140	23.661	.478	.570	.717
PG_1_5	15.8992248	20.857	.572	.442	.691
PG_1_6	15.7364341	19.492	.603	.526	.680
PG_1_7	15.1085271	18.332	.498	.452	.704
PG_1_8	16.2558140	23.848	.353	.202	.725
PG_1_9	16.3178295	23.687	.427	.548	.719
PH_1_1	16.4651163	25.188	.388	.221	.733

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.738	.774	10

Player Happiness Parent

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PH_1_12	10.8217054	9.476	.434	.241	.666
PH_1_13	9.84496124	8.491	.495	.319	.649
PH_1_14	10.6434109	9.028	.546	.465	.637
PH_1_15	10.6201550	8.769	.625	.502	.616
PH_1_16	10.7674419	10.211	.290	.107	.703
PG_1_1	10.8682171	10.522	.249	.155	.712
PG_1_3	11.0387597	11.022	.280	.112	.701

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.701	7

Player Happiness Team

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PG_1_2	38.4263566	116.746	.688	.650	.866
PG_1_4	38.4883721	127.705	.330	.348	.880
PH_1_10	38.3875969	115.583	.784	.764	.862
PH_1_11	38.6589147	129.461	.307	.186	.880
PH_1_18	38.6356589	119.218	.694	.723	.866
PH_1_19	38.9689922	130.124	.323	.500	.879
PH_1_2	38.8372093	120.606	.678	.711	.867
PH_1_20	38.6744186	118.643	.735	.756	.865
PH_1_21	38.8294574	119.611	.735	.803	.865
PH_1_22	36.5658915	139.013	-.093	.392	.894
PH_1_23	36.2635659	142.086	-.203	.444	.897
PH_1_3	38.8062016	117.861	.790	.824	.863
PH_1_4	39.0310078	125.796	.625	.679	.871
PH_1_5	39.4341085	135.357	.301	.421	.880
PH_1_6	39.3255814	131.862	.545	.491	.876
PH_1_7	38.4651163	113.860	.847	.807	.859
PH_1_8	38.5038760	112.252	.877	.851	.857
PH_1_9	37.8372093	114.012	.664	.539	.867
PH_1_17	36.9302326	136.050	.019	.269	.890

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.882	19

Player Commitment

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PD_4	2.27941176	.425	.475	.341	.336
PD_5	2.31617647	.484	.448	.322	.417
PD_6	2.19852941	.279	.309	.097	.713

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.558	.636	3

Appendix B-4: Player Development

A principal axis factor analysis (FA) was conducted on the 23 items with oblique rotation (direct oblimin). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .552 ('terrible' according to Kaiser and Rice, 1974), and half of the KMO values for individual items were greater than the acceptable limit of .50. An initial analysis was run to obtain eigenvalues for each factor in the data. Ten factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 77.3% of the variance. The scree plot was ambiguous and showed inflexions that would justify retaining between four and five factors. Four factors were retained because of the convergence of the scree plot and Kaiser's criterion on values greater than .50. The table below shows the factor loadings after rotation. The items that cluster on the same factor suggest the factors representing (1-3) Parent Scorecard For Technical, Physical, and Personal (4) Parent Scorecard for Known Field Actions. The total scale has a Cronbach's alphas of .79 while the factors have Cronbach values .43 to .85.

The analysis provided support for these items however further analysis may be required to review items regarding known field actions for Study 2.

		Technical	Physical	Personal	Field Action
PARENT SCORECARD_130	Personal: Decision Making	0.825		0.363	
PARENT SCORECARD_127	Personal: Decision Making	0.737			
PARENT SCORECARD_128	Personal: Reading the Game	0.731		0.406	
PARENT SCORECARD_118	Technical: Passing	0.644			
PARENT SCORECARD_117	Technical: Ball Control	0.564	0.405		
PARENT SCORECARD_119	Technical: Dribbling	0.489	0.389		
PARENT SCORECARD_121	Technical: Finishing	0.441	0.398		
PARENT SCORECARD_122	Technical: Rules of the Game	0.417	0.374		
PARENT SCORECARD_120	Technical: Heading				
PARENT SCORECARD_125	Physical: Agility		0.8		
PARENT SCORECARD_124	Physical: Speed		0.704		
PARENT SCORECARD_123	Physical: Endurance		0.649		
PARENT SCORECARD_133	Personal: Team Player			0.705	
PARENT SCORECARD_132	Personal: Coachability			0.704	
PARENT SCORECARD_134	Personal: Respect for Leadership and Team			0.514	
PARENT SCORECARD_131	Personal: Leadership	0.339		0.496	
PARENT SCORECARD_126	Personal: Self Motivation	0.339	0.33	0.301	
FIELD ACTION_123	Scores a goal or more				0.65
FIELD ACTION_121	Unable to Defend				0.56
FIELD ACTION_120	Dribbles too much				0.53
FIELD ACTION_122	Lets goals in from the opponent				
FIELD ACTION_128	Boots the Ball to Team				
FIELD ACTION_118	Loses the ball				
FIELD ACTION_119	Does not pass				0.41
FIELD ACTION_126	Dribbles				
FIELD ACTION_127	Defensive				(0.38)
FIELD ACTION_125	Passes to teammates				
FIELD ACTION_117	Engagement in Game				(0.33)
FIELD ACTION_124	Shows leadership				0.36

Figure Appendix 3d-1: Parent Engagement Pattern Matrix Analysis

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.855	20.188	20.188	5.354	18.463	18.463	3.804	13.116	13.116
2	3.311	11.419	31.607	2.770	9.553	28.015	3.097	10.680	23.797
3	2.609	8.997	40.604	2.159	7.445	35.460	2.873	9.907	33.704
4	2.429	8.375	48.979	1.872	6.456	41.917	2.382	8.213	41.917
5	1.675	5.775	54.754						
6	1.540	5.311	60.065						
7	1.448	4.994	65.059						
8	1.295	4.464	69.522						
9	1.145	3.949	73.472						
10	1.097	3.782	77.254						
11	.951	3.281	80.535						
12	.762	2.627	83.161						
13	.737	2.540	85.701						
14	.588	2.027	87.729						
15	.542	1.869	89.598						
16	.481	1.657	91.255						
17	.398	1.371	92.626						
18	.383	1.321	93.947						
19	.303	1.045	94.992						
20	.261	.899	95.891						
21	.243	.838	96.729						
22	.195	.674	97.403						
23	.171	.590	97.993						
24	.145	.499	98.492						
25	.144	.496	98.988						
26	.114	.395	99.383						
27	.081	.281	99.664						
28	.064	.220	99.884						
29	.034	.116	100.000						

Extraction Method: Principal Axis Factoring.

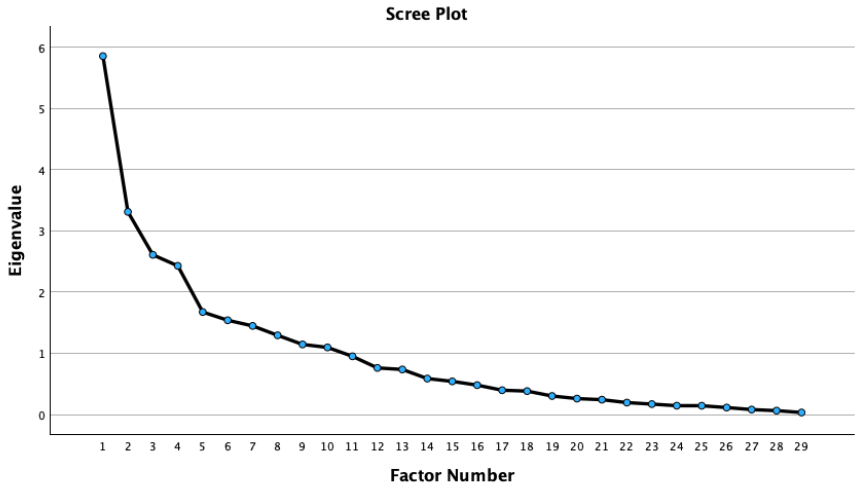

Figure Appendix 3d-2: Factor Analysis Player Development

Figure Appendix 3d-3: Reliability

Parent Scorecard

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PARENT SCORECARD_117	64.6732673	48.642	.547	.580	.835
PARENT SCORECARD_118	64.4059406	47.384	.577	.623	.833
PARENT SCORECARD_119	64.7722772	49.158	.469	.609	.839
PARENT SCORECARD_120	65.6039604	50.802	.173	.109	.860
PARENT SCORECARD_121	65.0198020	48.540	.430	.407	.841
PARENT SCORECARD_122	63.9108911	48.562	.572	.448	.834
PARENT SCORECARD_123	63.9108911	49.142	.461	.458	.839
PARENT SCORECARD_124	64.2376238	49.803	.361	.557	.844
PARENT SCORECARD_125	64.2178218	47.892	.548	.623	.834
PARENT SCORECARD_126	63.9207921	49.054	.523	.459	.836
PARENT SCORECARD_127	64.2574257	47.413	.591	.782	.832
PARENT SCORECARD_128	64.2871287	46.527	.637	.761	.829
PARENT SCORECARD_130	64.2970297	46.631	.643	.850	.829
PARENT SCORECARD_131	64.0792079	48.874	.457	.453	.839
PARENT SCORECARD_132	63.7227723	51.922	.249	.576	.848
PARENT SCORECARD_133	63.5643564	52.808	.259	.549	.847
PARENT SCORECARD_134	63.5544554	51.810	.370	.338	.843

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.847	.852	17

Parent Scorecard – Field Actions

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
FIELD ACTION_117	30.6029412	19.347	-.034	.157	.485
FIELD ACTION_118	32.7794118	19.100	-.037	.340	.497
FIELD ACTION_119	33.5735294	15.502	.354	.528	.392
FIELD ACTION_120	33.4117647	16.037	.351	.394	.400
FIELD ACTION_121	33.6470588	17.844	.121	.291	.464
FIELD ACTION_122	33.5000000	17.030	.246	.283	.432
FIELD ACTION_123	32.4852941	14.522	.321	.398	.393
FIELD ACTION_124	31.5000000	16.731	.182	.310	.448
FIELD ACTION_125	30.7352941	18.496	.098	.435	.467
FIELD ACTION_126	31.5294118	16.790	.233	.232	.433
FIELD ACTION_127	31.2352941	17.705	.067	.426	.484
FIELD ACTION_128	32.5882353	16.306	.141	.228	.467

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.471	.439	12

Appendix B-5: Success Outcomes

A principal axis factor analysis (FA) was conducted on the 23 items with oblique rotation (direct oblimin). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .83 ('meritorious' according to Kaiser and Rice, 1974), and most KMO values for individual items were greater than the acceptable limit of .50. (An initial analysis was run to obtain eigenvalues for each factor in the data. Seven factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 71.8% of the variance. The scree plot was ambiguous and showed inflexions that would justify retaining between four and five factors. Four factors were retained because of the convergence of the scree plot and Kaiser's criterion on values greater than .70. The table below shows the factor loadings after rotation. The items that cluster on the same factor suggest the factors representing (1) RTF (2) Next Season Plans (3) Team Performance and (4) Player Commitment. The total scale has a Cronbach's alphas of .847 while the factors have Cronbach values .43 to .85.

The analysis provided support for these items however further analysis may be required to review items regarding future behavior for Study 2.

			RTF	NS	Team Performance	Player Commitment
			1	2	3	4
RTF	RTF_1	I would recommend the Organization to a Friend (or other Parent in your Community).	0.5	0.8		
	RTF_2	I would recommend the Team to a Friend (or other Parent in your Community).	0.6	0.6	0.43	
	RTF_3	I would recommend the Coach(s) to a Friend (or other Parent in your Community).	0.4	0.5	0.38	
	RTF_4	I would recommend the League that your child played in to a Friend (or other Parent in your Community).	0.6	0.3		
	RTF_5	I would recommend Soccer to a Friend (or other Parent in your Community).				
	RTF_6	In the past, I have recommended the organization to a parent, friend or other member of the community.	0.5			
	RTF_7	Most of the parents on the team would recommend the organization to a parent, friend or other member of the community.	0.4	0.6		
	RTF_8	My child would recommend their team to their friends.	0.5	0.5		
NS	NS_1	My child intends to move to another organization (competitive or recreational program) to play soccer in 2024-2025 season.		(0.7)	(0.3)	
	NS_2	My child intends to play soccer for a more elite competitive soccer organization in the 2024-2025 season.		(0.6)		
	NS_3	My child is willing to stay within the organization (club) if they do not make an A team.		0.6		
	NS_4	My child intends to play soccer for their school this year.				
Team Performance	TP_3	My child's team is winning most of their games so far during this season.	0.8			
	TP_4	My child's team has won 1st or 2nd place at a tournament this season. (if no tournaments have been played, please skip)	0.3			
	TP_5	My child's team is exceptional.	0.8			
	TP_6	My child's team is one of the best in their area.	0.9			
	TP_7	My child's team is well respected in their soccer community.	0.8			
	TP_2	For my child's team it was difficult to make the cut for this season.				
Player Commitment	PC_1	My child plans to attend soccer camps/training opportunities.				0.9
	PC_2	I will hire a private trainer (private coach) or continue working our current private trainer (private coach).				0.5
	PC_3	My child intends to play soccer for as long as possible; anywhere they can.	0.33			0.4
	PC_4	My child intends to play different formats of soccer (examples incude futsal, 3x3) in addition to the club soccer this season.				0.5

Figure Appendix 3e-1: Parent Engagement Pattern Matrix Analysis

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.095	30.848	30.848	6.768	29.426	29.426	3.781	16.440	16.440
2	2.575	11.196	42.045	2.124	9.233	38.659	3.706	16.112	32.551
3	2.113	9.188	51.233	1.617	7.032	45.691	2.210	9.609	42.160
4	1.348	5.860	57.092	.747	3.249	48.940	1.560	6.781	48.940
5	1.273	5.536	62.628						
6	1.113	4.840	67.468						
7	1.005	4.370	71.838						
8	.941	4.092	75.930						
9	.776	3.375	79.305						
10	.667	2.902	82.207						
11	.608	2.643	84.850						
12	.554	2.411	87.261						
13	.489	2.127	89.388						
14	.456	1.983	91.371						
15	.370	1.607	92.978						
16	.338	1.470	94.448						
17	.307	1.336	95.785						
18	.254	1.105	96.890						
19	.214	.931	97.821						
20	.178	.773	98.594						
21	.147	.640	99.233						
22	.097	.422	99.656						
23	.079	.344	100.000						

Extraction Method: Principal Axis Factoring.

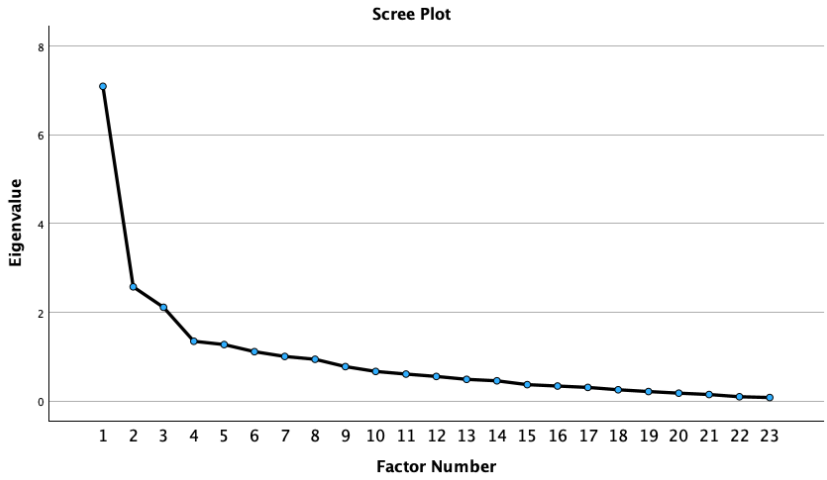

Figure Appendix 3e-2 Factor Analysis Success Outcomes – Dependent Variable

Figure Appendix 3e-3 Reliability

RTF

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
RTF_1	14.4129032	38.231	.783	.779	.695
RTF_2	14.5290323	36.355	.775	.842	.685
RTF_3	14.6451613	38.828	.604	.557	.714
RTF_4	14.0709677	39.573	.528	.426	.725
RTF_5	15.4580645	47.834	.214	.088	.768
RTF_6	14.4645161	35.030	.194	.074	.884
RTF_7	14.3032258	40.641	.641	.689	.718
RTF_8	14.6774194	38.051	.699	.759	.701

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.847	8

Team Performance

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TP_1	17.3129771	38.955	.259	.212	.809
TP_2	16.7099237	39.146	.242	.201	.812
TP_3	17.1145038	30.041	.682	.575	.732
TP_4	17.3282443	34.745	.349	.194	.807
TP_5	17.1068702	31.512	.740	.709	.726
TP_6	17.0534351	29.989	.809	.823	.709
TP_7	17.3740458	33.544	.665	.629	.744

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.795	7

Next Season

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
NS_1	7.93798450	5.762	.395	.418	.013
NS_2	7.86821705	6.100	.287	.346	.121
NS_3	7.52713178	5.579	.276	.167	.104
NS_4	7.68992248	7.153	-.124	.023	.667

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.308	.427	4

Player Commitment

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PC_1	6.773437500	5.814	.506	.260	.464
PC_2	5.578125000	4.120	.405	.210	.538
PC_3	6.937500000	7.004	.343	.126	.576
PC_4	5.929687500	4.932	.385	.180	.528

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.599	.635	4

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