The Financial Effect(s) and Analysis of Coach-Athlete Educational Relationship: A Case Study of Youth Soccer Players in San Diego and Orange County

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ABSTRACT

The coach-athlete relationship and its educational effectiveness are ambiguous, with several perceptions of creating an engaging learning environment. Thus, understanding this relationship and analyzing its impact is essential to increasing enrollment and retention rates within institutions that associate with youth athletes. The study reviews existing literature on coach effectiveness and youth-athlete relationship and analyses primary datasets from elite academy soccer clubs in the San Diego and Orange County area. The results provide valuable information on athletes' and parents' decision(s) on what club they want to join based on the coach-athlete educational relationship and behaviors using a qualitative analysis approach. The assertions made in the study are based on our primary data and qualitative analysis using the theories of past authors'. Our findings serve as an archetype of behavioral-performance-and-sport-management tool(s) in providing the sports industry with a data-driven analysis of coach-athletes' educational and recreational relationship while understanding what drives retention. The study's primary contribution is that it offers information for youth sports organizations, adds to the existing literature on coach effectiveness, and provides practical recommendations to improve organizational effectiveness in youth athlete enrollment and retention rates within organizations affiliated with youth athletes and emphasizes these questions: what is the approximate distance from the club to your residence, and what is your reservation distance between a club and your residence.

Keywords: athlete enrollment, athlete retention, coach-athlete educational relationship, performance management, coach effectiveness

INTRODUCTION

Despite the rigorous research and discussion to define coach effectiveness, there is an ambiguous definition and conceptual understanding of the coaching process. Nonetheless, we understand that coaches are role models for athletes who significantly impact their lives in and outside sports activities. Lippitt (2012) argues it is based on the importance of coaches paying attention to individual differences to create optimal practice and game environments to achieve success. Some studies argue it is defined by an athlete's level of achievement (win-loss percentage) or personal satisfaction (Cote & Gilbert, 2009). Cote & Gilbert (2009) imply that the research field will continue to be limited until a clear, articulate conceptual understanding of coach effectiveness is presented and accepted by the field of study.

The theoretical significance is to gain a more comprehensive understanding of the definition of coach effectiveness and a conceptual coaching process from the perspective of players and their parents. For example, how can youth soccer coaches, essentially leaders, make practices more efficient for the athletes while promoting individual development and improving sports retention rates? Addressing these questions will benefit organizations, athletes, and coaches because a greater understanding of the relationship between these factors can lead to more enhanced training strategies. Therefore, this study's theoretical and qualitative significance will contribute to the existing literature on coach effectiveness and provide practical recommendations to improve organizational effectiveness to increase athlete retention rates within youth soccer organizations.

This is related to teaching and physical education, where studies recognize this as an issue, and we must learn from experiences. It is also important to acknowledge other variables such as cultures, backgrounds, beliefs, and government policies that will play a significant role in how an individual will guide their teaching principles. Still, existing research supports the assertion that coaches significantly influence athletes' development on multiple levels: including but not limited to physical, technical, psychological, and loyalty to a specific organization. Jowett (2005) describes coach-athlete relationships using terms such as commitment, cooperation, communication, bonds, respect, friendship, power, dependence, dislike, and distrust. Poczwardowski et al. (2006) suggest that reducing a coach's role to solely focusing on increasing athletic performance proposes a risk of misjudging other areas of influence that coaches have on their athletes. In addition, the quality of experience concerning the quality and dynamics of the coach-athlete relationship plays an essential role in the athletes' performance (Poczwardowski et al., 2006). Another study highlights that if coaches do not attend to all dimensions, it will handicap efforts to understand the interpersonal coach-athlete dynamic processes (Gomes at el. 2006).

Kao et al. (2017) argue that it positively relates to perceived justice and performance and alleviates the relationship between appreciation and self-esteem. The success and failure of sports teams can directly be linked to the coach's ability to maximize their athletes' potential. Mottaghi et al. (2013) argue that each organization can achieve its expected or predetermined goals with expert and skilled coaches. Although, some different factors, including expectations from parents, directors, and supervisors, might have a different reaction for them to be successful, making the coach anxious. Mottaghi et al. (2013) suggest reaching a set goal within the context of a club. A coach should be able to make the appropriate decision(s) based on their experiences.

Furthermore, Lippitt's (2012) findings indicate that players want to be on teams that meet the needs of feeling a level of control within the practice environment, being technical within soccer, and having the support of teammates. This correlates with their perceptions of coaches meeting the needs of autonomy, competence, and relatedness, which encourages player participation; thus, they are more likely to feel engaged in an environment where they feel supported and valued (Mottaghi et al., 2013). This supports the authors' framework with coach leadership style. Positive feedback involves a coach that recognizes and awards athletes' performances, efforts, and attitudes, where the coach to the players gives positive reinforcement during either practice or games (Chelladurai & Saleh, 1980). Positive feedback is an

essential component of an athlete's development. It is evident that athletes' confidence directly results from positive reinforcement to build self-esteem. Therefore, the maximization of effort or performance can be exerted without necessarily getting the desired results where the coach can express appreciation and compliment the athletes' contributions. This is crucial in maintaining athletes' motivational levels, which might contribute to their continued participation in sports.

Study Limitation:

While distributing the questionnaires to participants, Google Forms was an effective tool and allowed participants to participate using their phones, computers, or laptops easily. However, email correspondence was not frequently read, and multiple reminders had to be sent. In addition, there was an assumption that parents would provide the questionnaires directly to the athletes; this can become problematic for the athlete if they choose not to participate. Thus, a parent might force them to do it, which could impact the results and speed of their responses. Knowing how many athletes did it voluntarily without their parents' influence would be valuable.

LITERATURE REVIEW

Chelladurai and Saleh (1980) established foundational work in sports leadership and proposed the MasterMyLife (MML). The MML is positioned on the premise that athlete performance and satisfaction are functions of the congruency between the required coach behavior as imposed by the situation and the actual behavior of the coach. This is one of the highly accepted models of sports leadership. This model integrates different approaches to leadership and reinforces the importance of coaches' ability to balance and incorporate three types of behaviors. These behaviors include those preferred by the athletes, those in context, and those effectively applied to everyday practice (Chelladurai & Saleh, 1980).

According to the MML, there are three antecedents to leader behavior: situational, leader, and member characteristics. These antecedents present three [primary] types of leader behavior: required, actual, and preferred. Group performance and player satisfaction are based on the congruent nature of three leadership behavior types: required, actual, and preferred (Chelladurai & Saleh, 1980; Fletcher & Roberts, 2013). Burdette (2018) suggests that satisfaction and performance increase as the congruence between the three types of leader behavior increases. The MML is based on the proposition that, to a large extent, group performance and player satisfaction depend on the congruence of these three leader behaviors. Group performance and player satisfaction are enhanced when there is a similarity in specific leader behaviors as required by the situation, as preferred by the followers, and perceived by the followers.

Conversely, group performance and player satisfaction are compromised when these behaviors are contradictory. Researchers have established a link between leadership behavior congruency, athlete satisfaction, and group performance (Chelladurai, 1978; 1984; Chelladurai et al., 1988; Home & Carton, 1985; Riemer & Chelladurai, 1995; Schliesman, 1987; Weiss & Friedrichs, 1986). Collectively, these studies provide initial support for the leadership behavior mentioned. Nonetheless, strong support has been shown to link member characteristics and coaching

behaviors (Chelladurai & Carron, 1983; Chelladurai et al., 1988; Chelladurai et al., 1987). The MML is one of the most significant sporting leadership models developed and has generated extensive empirical attention. Chelladurai (1980) originally proposed that the congruence between preferred, required, and perceived leadership behavior determines variable member satisfaction and group performance (Fletcher & Roberts, 2013). Successful outcomes include high performance and high athlete satisfaction, but these outcomes only happen when congruence exists between these three aspects of leader behavior. The quality of both team and individual performance and athlete satisfaction results from the coaching behavior appropriate for the sport (Chelladurai & Saleh, 1980).

According to Chelladurai and Saleh (1980), combining leadership elements emphasizes being a leader and a group member. They ascertained that group performance and team member satisfaction are the functions of the interaction between the three different forms of leadership behavior. Fletcher & Roberts (2013) list the three functions of leadership behavior: the leader's characteristics, members' characteristics, and situational factors. The authors state that when there is synergy between a coach's actual behavior and the players' preferred behavior, it is more likely that the athletes will have a positive experience and perform better. Potrac et al. (2002) noted that specific leader behaviors are more relevant to some situations. Continually, a particular measurement was needed to assess leadership behavior relative to athletics. When a coach changes their behaviors based on athletes' preferences, there are positive effects on players' performances (Potrac et al., 2002). The Leadership Scale for Sport (LSS) was developed by studying the behaviors of coaches relating to player preference, coach perceptions, and coach behavior. Player satisfaction in sports is often a direct result of coaching behavior and not always a result of the team's performance. Positive coaching behavior is a critical component that correlates to athletic performance and success (Iso-Ahola & Hatfield, 1986).

Chelladurai and Saleh (1980) recognized that previous leadership theories for sports did not contain adequate models to measure and test the MML theory, nor were their sufficient attempts to develop reliable and valid scales to assess and describe leadership concerning coaching behaviors. According to Chelladurai and Saleh (1980), each of these five LSS sub-scales represents a unique dimension of leadership behavior. Training and instruction involve a coach who exhibits behavior that clarifies the player's role and provides an intensive training environment focused on skill instructions to improve performance. The training and instruction sub-scale represents the explicit tasks of the coach, such as assisting athletes in the development of skills and learning tactics of the sport, and reflects one of the essential functions of a coach: to improve the athlete's performance level. Through training and instruction, the coach helps athletes reach their maximum physical potential by providing education on how to acquire the skills, techniques, and tactics of the sport. Coaches of team sports also coordinate team members' activities. This construct is similar to the Instrumental Leadership dimension outlined by House and Dessler (1974), consisting of role clarification, coaching, and coordination.

Additionally, positive feedback involves coaching behaviors that recognize and award players' performance, effort, and attitude through positive reinforcement by the coach during practice and games (Chelladurai & Saleh, 1980). Positive feedback is an essential component in all competitions and practices. When a team competes, the members are there for one reason: to win. Thus, maximum effort or

performance can be exerted without necessarily winning. In team sports, individual player contributions can go unnoticed and unrecognized. Therefore, a coach must express appreciation and compliment the athletes for their performance and contribution. Positive feedback from the coach is crucial in maintaining the motivational level of athletes. Renshaw et al. (2012) found that one of the motivational strategies is predicted leader effectiveness. Positive reinforcement is also one of the preferred leadership behaviors favored by athletes. Athletes' perceptions of leader behavior are similar to required leader behavior.

Likewise, coaches' perception of themselves relates to their leadership behavior. In conclusion, the LSS is used to analyze the effectiveness of coaching behavior. It includes a single direct task factor, two decision-style factors (Democratic Behavior (DB)) and Autocratic Behavior (AB)), and two motivational factors (Social Support (SS)) and Positive Feedback (PF)). Together, these five factors (including Training and Instruction) serve as a helpful tool consistent with the path-goal theory of leadership, which has distinct advantages over other proposed factor structures (House & Dessler, 1974). Moreover, these dimensions represent five conceptually distinct, relatively reliable categories of coaching behavior.

Nonetheless, traditional coaching methods emphasize drills to improve fundamental skills; most often, the focus is on reducing errors and negative aspects, such as what the player cannot do (Light & Harvey, 2017). Players must practice skill development before their peers, and negative feelings toward sports participation may arise or exacerbate. The coach-centered approach focuses on technical mastery, which can deprive students of the opportunity for self-discovery and increased self-confidence. In contrast, a game-based approach provides opportunities for players to learn from their mistakes without the feeling that they are being criticized or under a microscope. This approach is based on the construct of positive pedagogy.

Positive pedagogy is a type of teaching meant to foster the active acquisition of knowledge by creating a positive learning experience, turning the focus away from the learner's mistakes, and building self-confidence, autonomy, engagement, and motivation (George, 2006; Kirk, 2005). Skills are built by emphasizing what a learner can do, which helps develop inquisitive and active learners instead of passive learners. As George (2006) suggests, teaching based on positive pedagogy creates positive learning experiences that foster a love of learning, creativity, and problem-solving skills with an emphasis on error correction, which leads to reductions in focus, concentration, and motivation. Coaches can use positive pedagogy to create a more positive and effective environment (Light & Harvey, 2017). This paper asserts that this approach is also relevant to individual player satisfaction. When using positive pedagogy and a game-centered approach, coaching focuses on player development; the learning process can create positive and enjoyable experiences (Light, 2003). Significantly, positive pedagogy improves morale, social, and personal development (Light & Harvey, 2017).

This type of learner-centered holistic approach contrasts with behaviorist theory, where coaches focus on instruction and demonstrations, believing that more direct feedback and greater levels of intervention lead to more learning (Douge & Hastie, 1993; Williams & Hodges, 2005). According to (Høigaard et al., 2008; Potrac et al., 2007), athletes desire several factors from their coach's leadership behavior, resulting from the age and level of playing experience, and in times of success and failure, the authors found that younger athletes' preferred higher levels of coach

support with clear communication while the older and more experienced athletes' needed less. In addition, Potrac et al. (2007) state that coaches utilize behaviors they believe correlate with the coaching role, providing specific goals to accomplish, such as positive feedback to ensure their athletes learn the correct behaviors. While (Høigaard et al., 2008) state there is no 'one best way' to coach, coaches must adapt their styles to the environment as it relates to the athletes.

Potrac et al. (2002) findings show that one of the most effective approaches to fulfilling the needs of players. The emphasis on outcomes sees professional coaches strive to control as many variables of the complex coaching process as possible as they conduct high levels of instruction to the athletes to achieve specific objectives. In contrast, a guided discovery method of coaching has been illustrated as an approach that reflects poorly on the learning engagement process, as coaches want to avoid being regarded as indecisive and lacking in knowledge. The consequences of this approach are that the players are increasingly socialized into expecting instructional behaviors from coaches and are not as coachable as in other coaching methods. It is reported that those players, which take the path toward coaching, will be heavily influenced by their experiences when coaching themselves (Cushion et al., 2003).

In the context of coaching, previous experiences and education of coaches and their core values regarding effective coaching behaviors would influence such aspirations or goals accomplished. Furthermore, the behaviors utilized by coaches may reflect their core values regarding effective and appropriate coaching accumulated from previous playing, coaching, and educational experiences. According to Alvarez et al. (2009), the social and personal factors of the experience are positively related to athletes' intrinsic motivation and enjoyment, which have been studied from different perspectives. The self-determination theory is currently one of the most relevant tools to examine this theory. However, the authors also imply much more work is needed before defining an effective coaching practice.

Potrac et al.'s (2002) study reports that coaching science was primarily underpinned by bio-scientific injury, which addresses an athlete's psychological, physiological, tactical, and technical development. Coaches are technicians involved in the transfer of knowledge to their athletes. Moreover, Potrac et al. (2002) suggest that successful coaches are competent in adapting their instructional behaviors to meet the particular needs of their athletes. Additionally, stating the importance of reflecting on the leadership style and the appropriateness of coach behaviors for developing desired outcomes to identify and understand effective coaching behaviors (Potrac et al., 2007).

This leads to identifying the best practices used to motivate individual players' needs. Albert Bandura's self-determination theory (SDT) is a motivational theory that focuses on the factors that motivate choice. SDT proposes that social factors within an environment influence motivation and satisfaction levels (Deci & Ryan, 1985). SDT explores how a teacher's or coach's interpersonal behavior influences the student or player's motivation, well-being, and satisfaction (Gillet et al., 2010). This theory is sometimes called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation (Bandura, 1989). The theoretical framework, and the four sources of efficacy beliefs, are also relevant to this study. Helping to develop social skills and confidence is essential to the learning process, and self-efficacy plays a critical role in an individual's chance for

success. Bandura analyzed his social learning theory stating that people learn from each other through processes that include but are not limited to observation, imitation, and modeling. Bandura also proposed that individuals learn attitudes and behaviors by observational learning and social reinforcement, and his social learning theory has been used to develop models for sports participation. Self-efficacy plays an essential role in player development.

RESEARCH METHODOLOGY

Model

The percentage difference seeks to understand the percentage point(s) of difference when compared to the average between two or more numbers. Our paper exploits the percentage difference equation, which equals the absolute value of the change in weight, divided by the average sum of the values multiplied by 100.

$$\frac{|\Delta V|}{\left[\frac{\Sigma V}{2}\right]} \cdot 100$$

$$\frac{|V_1 - V_2|}{\left[\frac{V_1 + V_2}{2}\right]} \cdot 100$$

Various types of research have been conducted using the LSS and demographic factors such as nationality and gender. For example, one study found that Norwegian soccer players had the highest appreciation for training and instructing behavior, democratic style, and positive feedback from coaches (Høigaard et al., 2008). Regardless of whether the season was successful, more social support was desired in unsuccessful seasons. It is also interesting to note that perceived social support may be related to satisfaction. Players who win may feel more social support than others who do not. Other research has illustrated that male athletes prefer technical instruction and autocratic decision-making, while females desire coaches who exhibit democratic and participatory leadership to provide high levels of positive feedback (Beam et al., 2004; Lam et al., 2007; Weinberg & Gould, 2007). This suggests that coaches should adapt leadership behaviors based on gender. Despite considerable research on MML and gender, results have conflicted, and the factor of race has been largely ignored.

A performance coach plays a significant role in creating an engaging environment to maximize the athletes' full potential through motivating, performance feedback, and developing practices that align the team. It is in creating a positive environment and culture that athletes want to be a part of and create good habits on and off the field. A literature review on coach effectiveness in youth soccer indicates a correlation between educational practice, theories, methodologies, and performance outcomes. Thus, youth soccer coaches need to have the ability to go beyond any methods and create a learning environment that will cultivate an appreciation and deeper understanding of the sport. This will undoubtedly provide a valuable experience for the athletes and families involved in the youth game. Therefore, understanding these factors was the goal of this research on athletes in high-level competitive soccer organizations in San Diego and Orange County. This

supports previous research that identified that educating coaches about the importance of team relationships and understanding time demands and pressure may result in fewer athletes dropping out of the sport (Keathley et al., 2013).

It is clear from the research that coaches often rely on more traditional methods characterized by specific intrusion and exercises and the need for the coach to maintain control during the process. Organizations provide coaching curriculums that restrict their authenticity in the coaching process and suggest that the coach's role is merely to instruct and guide the athletes toward their ideal model. Although, it is within the strategic plan for organizations to predict the future player. Thus, how can organizations create curriculums to make athletes adaptable to what the future game will look like in 5, 10, or 20 years? The coaching process must be considered more than just the physical and technical skills instruction. Coaching is, in fact, a very complex process, socially significant and engaging (Bennett & Culpan, 2014). This study will demonstrate how coaches can create more valuable relationships with their athletes to maximize their performances as individuals, align them as a team, and provide insight into how coaches can use various tools and resources to develop holistic athletes; who will be prepared to compete for the highest level.

Methods:

This study will utilize a quantitative approach to examine the relationships between parent and athlete perceptions of coach effectiveness and retention rates in youth soccer organizations. It has been highlighted that athletes may prefer specific coaching methods or styles, but its correlation with retention rates is a growing concern in youth sports. This research will help us understand better, and according to Burns (2000), a quantitative approach to research will allow for definitions and comparisons of various variables. Therefore, questionnaires are frequently used to obtain information about opinions, perceptions, and attitudes. This will help us better understand the coach-athlete experience's perceptions in creating an engaging learning environment. Therefore, the coach-athlete experience questionnaire for the study was shared with the youth soccer parents, guardians, and athletes from the San Diego and Orange County area in California. This included background questions to identify the demographic characteristics and questions specific to coach-athlete relationships, trust, communication, projected retention rates, enthusiastic practice, and games.

Method Justification:

As a research design method, the questionnaire enabled a more expansive outreach to collect responses, assured participants' confidentiality, and effectively provided insight into the field of study.

Participants:

The research focused on local youth soccer parents and athletes drawn mainly from San Diego and Orange County. The sampling method reasoned that participants were accessible and local and demonstrated a representation of Southern California, competitive soccer organizations from recreation to the elite level. Participants included athletes aged 10 - 16 years old. The process included sending formal letters explaining the study via email to local club directors and coaches to recruit parents and players to participate. The sample population consisted of various levels of

competition and time frames competing in organized soccer organizations. The primary youth sports groups participating in the questionnaire included City Soccer Club, Express Soccer Club, and Laguna United Football Club.

Research Design:

The questionnaire was created via Google Form with 28 questions, with the coach-athlete section having 21 questions. Clear and concise words were used, with only a couple of written answers to make it easy to complete. Participants had a choice in the first section to choose whether they were a parent/guardian or athlete responding to the questionnaire. This proceeded to the consent information page, where they were required to click next once they read through the form. The questionnaires collected data regarding the gender, age, ethnicity, number of years playing in soccer, current league/level the athlete is participating in, and whether the parents or guardians had previously participated in soccer. Thus, these methods helped obtain 222 respondents who participated in this study ((157 (70.7%) were parents or guardians, and 65 (29.3%) were athletes). In addition, the sample represented a wide range of levels of competition, with 35% of respondents categorizing themselves as playing on a team classified as MLS Next or Girls Academy, 29.2% categorizing themselves as Elite Academy members, and 26.2% competing within the SoCal Development Soccer League platform. The Leadership Scale for Sports was the foundation for the questionnaire because it was designed to examine coaches' behaviors, the coaching style preferred by athletes, and specific sports (Chelladurai & Saleh, 1978). It was shortened to help reduce potential participant fatigue and time constraints. The questionnaire had a mixture of response categories: excellent, very-good, good, fair, poor; strongly agree, agree, neutral, disagree, strongly disagree; always, often, sometimes, rarely, never; and extremely likely, likely, neutral, unlikely, extremely unlikely.

Procedure:

After securing approval for the research from the University of Saint Katherine's Institutional Review Board (IRB) to conduct the study, the directors of elite soccer clubs in San Diego and Orange County were emailed the study questionnaire, and they sent it to their directory list. Participants had a couple of weeks to complete the questionnaire; data were stored in a Google Drive and will be deleted upon the completion of the study. The responses were compiled in real-time, and using Google Forms was very functional. However, the return rate will be ambiguous as it is uncertain how many coaches or directors could reach out to all their club members. Diffley (2021) reported an average 8-12% return rate. With an estimated 2500 email invitations sent out by the clubs' directors, our study is within the (8%-12%) response range.

RESULTS

This study aimed to investigate the influence of coaches' behaviors on the parent and athlete experiences and the retention rates in youth soccer organizations. The assumption of a good experience comes from positive participation with a good coach. Thus, the study examines their expectations and the likelihood of continuing to play soccer after their affairs. In addition, whether parents have had any previous

experience coaching or players would determine their expectations within the specific environment. Finally, zero prior training sessions would leave room for a coach-athlete relationship to grow and have no other experience with other coaches. On the other hand, coaches who provide effective instruction and praise are more likely to react to the coach-athlete relationship positively.

Data Interpretation:

The QDA Miner software codified, analyzed, and visualized our findings. The study identified the athletes' perception and willingness to perform specific actions required by their coach. Their categories were based on their intrinsic motivation or type of commitment.

Table 1. Willingness to perform a specific task

	Parents' responses		Athletes' responses		
Code	N	%	N	%	Code(s) Meaning
Obligation	47	15.2	17	16.8	based on the moral and legal duty of athletes signed to a club to train, participate, and play with the team.
Personal Interest	206	66.5	76	75.2	based on the athlete's self-interest to grow as a player.
Competition	-	-	1	1	athletes join a club to compete in a particular conference or division; hence their willingness to perform a specific task is highly correlated to the club's competitive level or skill level of other clubs in their conference or division.
Effective	4	1.3	-	-	athletes join a club based on how effective their training section has been in improving the athlete's playing skills.
Challenge	52	16.8	6	5.9	athletes join a club because of challenges placed before them during the training sessions but not limited to the competition sessions during the gaming season(s).
Cooperation	1	0.3	1	1	athletes join clubs for camaraderie.
Total	**310**	**100**	**101**	**99.9**	n/a

Source: (Question 9 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
( ) = parents' responses
[ ] = athletes' responses

Table one analyzes the athlete's willingness to perform a specific task prescribed by their coach during games or practice sessions. According to the responses, (15.2%) of parents and [16.8%] of athletes participate in the specific task given by the coach based on a legal and contractual obligation to the club contract; (66.5%) and [75.2%] based on the athlete's self-interest; (0%) and [1%] was based on the club's conference or division; (1.3%) and [0%] was based on the training effectiveness on game results. While (16.8%) and [5.9%] were based on how challenging sessions are during the season. (0.3) and [1%] were based on the club's camaraderie level. One can infer from the table that parents had zero interest in the club's division level, while the athletes had zero interest in the training's effectiveness. The zero interest results could be attributed to their athletes being still at the beginner's level. The clubs mostly play with other clubs at par with their skill level and region, with zero exploration. It is recommended that these West coast clubs arrange more division-friendly games with clubs in the Mid-West and Eastern regions.
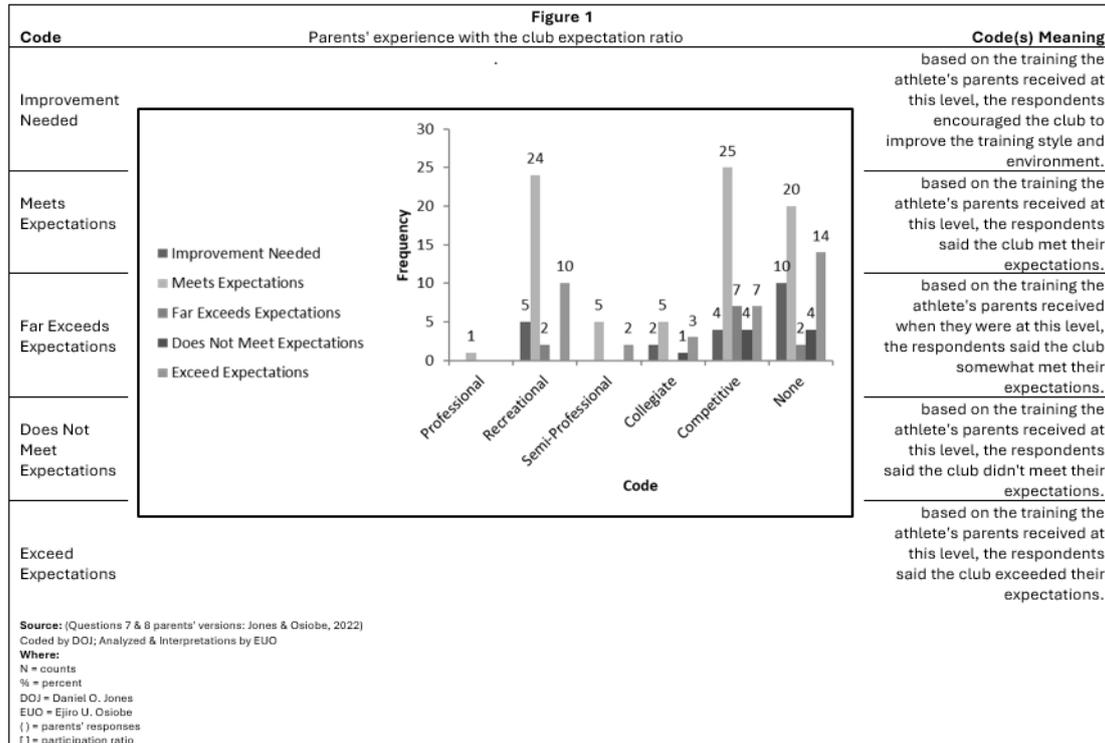
Figure 1. Parents' experience with the club expectation ratio
Source: personal data

Figure one analyzes the athlete's parents' experience with their expectation ratio. Based on their playing days' experiences and expectations from their athletes' current club. Based on the responses, reporting the counts out of the 157 answers, one played at the professional level, 41 at the recreational level, seven at the semi-professional level, 11 at the collegiate level, 47 at the competitive level, and 50 didn't play the sport. Based on the participation ratio, .64% of the parents played at the professional level, 26.11% at the recreational level, 4.46% at the semi-professional level, 7.01% at the collegiate level, 29.94% at a competitive level, 31.85% were not involved in sport (see Table 2a).

Table 2a. Parent's participation ratio.

Categories	Improvement Needed	Meets Expectations	Far Exceeds Expectations	Does not meet Expectations	Exceed Expectations	Total	Participation Ratio
Professional	0	1	0	0	0	1	0.64%
Recreational	5	24	2	0	10	41	26.11%
Semi-Professional	0	5	0	0	2	7	4.46%
Collegiate	2	5	0	1	3	11	7.01%
Competitive	4	25	7	4	7	47	29.94%
None	10	20	2	4	14	50	31.85%
Total	**21**	**80**	**11**	**9**	**36**	**157**	**100%**

Source: (Questions 7 & 8 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe

Table two-a builds on Figure one, giving a more detailed analysis of the parent's participation ratio. Based on their playing days' experiences and expectations from their athletes' current club. According to our findings, 100% of parents that played at the professional level said the club met their expectations. For parents who played at the recreational level, 12.20% said the club needed improvement, 58.54% said it met their expectations, and 4.88% said it far exceeded their expectations. In comparison, 24.39% said it exceeded their expectations.

On the other hand, of parents who played at the semi-professional level, 71.43% of them said the club met their expectations, and 28.57% said the club exceeded their expectations. For parents that played at the collegiate level, 18.18% said the club needed improvement, 45.45% said the club met their expectations, 9.09% said the club didn't meet their expectations, and 27.27% said the club exceeded their expectations. With parents who played at the competitive level, 8.51% said the club needed an improvement, 53.19% said the club met their expectations, 14.89% said the club far exceeded their expectations, 8.51% said the club didn't meet their expectations, and 14.89% said the club exceeded their expectations. Finally, while parents who didn't play the sport, 20% said the club needs an improvement, 40% said the club met their expectations, 4% said it far exceeded their expectations, 8% said it didn't meet their expectations, and 28% the club exceeded their expectations (see Table 2a).

Table 2b. The athlete's parents' relationship

	IN	PP	PI	ME	PP	PI	FEE	PP	PI	DnE	PP	PI	EE	PP	PI	N	PI Total	PP Total
Professional	0	0.00%	0.00%	1	100.00%	27.13%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	1	27.13%	100%
Recreational	5	12.20%	20.71%	24	58.54%	15.88%	2	4.88%	20.52%	0	0.00%	0.00%	10	24.39%	19.81%	41	76.92%	100%
Semi-Professional	0	0.00%	0.00%	5	71.43%	19.38%	0	0.00%	0.00%	0	0.00%	0.00%	2	28.57%	23.20%	7	42.58%	100%
Collegiate	2	18.18%	30.88%	5	45.45%	12.33%	0	0.00%	0.00%	1	9.09%	35.51%	3	27.27%	22.15%	11	100.87%	100%
Competitive	4	8.51%	14.45%	25	53.19%	14.43%	7	14.89%	62.65%	4	8.51%	33.24%	7	14.89%	12.10%	47	136.87%	100%
None	10	20.00%	33.96%	20	40.00%	10.85%	2	4.00%	16.83%	4	8.00%	31.25%	14	28.00%	22.74%	50	115.63%	100%
Total	21	59%	100%	80	369%	100%	11	24%	100%	9	26%	100%	36	123%	100%	157	100.00%	100%

Source: (Questions 7 & 8 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
IN = Improvement Needed
PP = Participation Percentage
PI = Participation Index
ME = Meets Expectations
FEE = Far Exceeds Expectations
DnE = Does not meet Expectations
EE = Exceed Expectations
N = Counts
PI-Total = $\sum_{1/s}^{n} PI$
PP-Total = $\sum_{1/s}^{n} PP$

Table two-b builds on Figure one and Table two-a, giving a more detailed analysis of the athlete's parents' relationship as it relates to Improvement Needed (IN), Participation Percentage (PP), Participation Index (PI), Meets Expectations (ME), Far Exceeds Expectations (FEE), Does not meet Expectations (DnE), Exceed Expectations (EE). Based on their playing days' experiences and expectations from their athletes' current club. In comparison with the PP converted to an index PI, according to the data. With parents who said the club needed improvement, 20.71% played the game at a recreational level, 30.88% played at the collegiate level, 14.45% played at a competitive level, and 33.96% didn't play the game. Of parents who said the club met their expectations, 27.13% played at the professional level, 15.88% at the recreational level, 19.38% at the semi-professional level, 12.33% at

the collegiate level, 14.43% at the competitive level, and 10.85% didn't play the sport at all. Of parents who said that the club far exceeded their expectations, 20.52% played at the recreational level, 62.65% at the competitive level, and 16.83% didn't play the sport. Of parents who said the club didn't meet their expectations, 35.51% played at the collegiate level, 33.24% at the competitive level, and 31.25% didn't play the game. Of parents who said the club exceeded their expectations, 19.81% played at the recreational level, 23.20% at the semi-professional level, 22.15% at the collegiate level, and 12.10% at the competitive level. In comparison, 22.74% didn't play the sport at all.

Table 3. Motivating factors that will result in changing to a different club

Code	Parents' responses		Athletes' responses		Code(s) Meaning
	N	%	N	%	
Personal Interest	34	7.1	9	5.6	based on the athlete's self-interest to grow as a player.
Competition	8	1.7	3	1.9	athletes join a club to compete in a particular conference or division; hence if the club drops off a division (relegated), a top athlete in the club is more likely to move to a more competitive club to play at the highest level possible.
Challenge	33	6.9	26	16	athletes join a club because of challenges placed before them during the training sessions but not limited to the competition sessions during the gaming season(s); a club that fails to meet this requirement will result in a highly competitive athlete moving to a more challenging club.
Cooperation	1	0.2	-	-	athletes join clubs for camaraderie; a lack of connection within the team is a significant factor in why athletes change clubs.
Wins	11	2.3	16	9.9	the (win-to-draw, win-to-loss, and draw-to-loss) ratio plays a significant role in an athlete staying with a club; this is not to say winning is all that matters when choosing a club but the structure of growth trajectory is what counts when analyzing this ratio.
Effective	4	0.8	-	-	athletes join a club based on how effective their training sessions have improved their playing skills.
Lack of Commitment	1	0.2	-	-	athletes will leave a club due to a lack of commitment from the players and coaches.
Enhanced Training	61	12.8	-	-	athletes join a club to get enhanced training programs that, at the aggregate level, improve the player's skills during training and game sessions.
Poor Communication	42	8.8	10	6.2	an athlete will leave a club if they believe or perceive that a poor communication environment impedes their training and playing sessions; hence, it may negatively impact the players' growth and development.
Communication Channels	2	0.4	-	-	an athlete will leave a club if they believe or perceive a long and bureaucratic chain of command in getting anything done or making suggestions within the club.
Encourages	1	0.2	-	-	an athlete will leave a club if they believe they don't provide the encouragement needed to develop the necessary skills to compete at the highest levels.
Negative Feedback	18	3.8	8	4.9	an athlete will leave a club if they believe that the coach's feedback is primarily negative and give/makes little or no effort to help the athlete improve their skills during the training sessions and game season.
New—F&T	66	13.9	30	18.5	an athlete will leave a club if they believe another club has better and newer facilities and training systems to ensure the athletes develop their skills as the sport progresses.
Opportunities	96	20.2	38	23.5	athletes' will leave or join a club due to the opportunities on and off the soccer field.
Lack of opportunities	63	13.2	16	9.9	athletes' will leave or join a club due to zero opportunities on and off the field.
Resources	2	0.4	-	-	the resource(s) in the club provides enough support to the athlete that ensures growth and maintains their skills.
Reputation	3	0.6	-	-	athletes' will stay with a club if the club's reputation is very

	N	%			
					significant in boosting the athlete's career.
Finances	18	3.8	2	1.2	an athlete will join a club if they have some form of financial support to help with the cost of their training.
Geographic Area	4	0.8	-	-	parents are more likely to join a club that is geographically convenient for their commute to training and games.
Unknown	8	1.7	4	2.5	the parents or the athlete can't explain the factors associated with this decision.
Total	**476**	**100**	**162**	**100**	n/a

Source: (Question 10 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
F&T = facilities and training
( ) = parents' responses
[ ] = athletes' responses

Table three analyzes the motivating factors resulting in switching clubs. According to the (476) parents' and [162] athletes' responses: (7.1%) and [5.6%] would change clubs to grow personally; (1.7%) and [1.9%] to compete at a higher level; (6.6%) and [16%] for the challenge; (0.2%) for the camaraderie; (2.3%) and [9.9%] for the success associated with the club; (0.8%) for the effective routine; (0.2%) commitment level of the club; (12.8%) for the enhanced training routine; (8.8) and [6.2%] due to poor communication; (0.4%) due to poor communication channel; (0.2%) if there is few motivating engagements happening; (3.8%) and [4.9%] if there are more negative feedbacks than positive; (13.9%) and [18.5%] would change clubs for they don't have state of the art equipments; (20.2%) and [23.5%] for thr opportunities on and off the court by joining another club; (13.2%) and [9.9%] for the lack of opportunities in their club; (0.4%) lack of needed resources to grow the club and the athletes; (0.6%) not having the reputation to make the news or be invited to make new connections; (3.8%) and [1.2%] due to lack of financial support to pay staff and hire experts to train their atheletes; (0.8%) the convenient to access or drive to the club affects the decision of joioning a club; (1.7%) and [2.5%] are unexplained factors to joining a club.
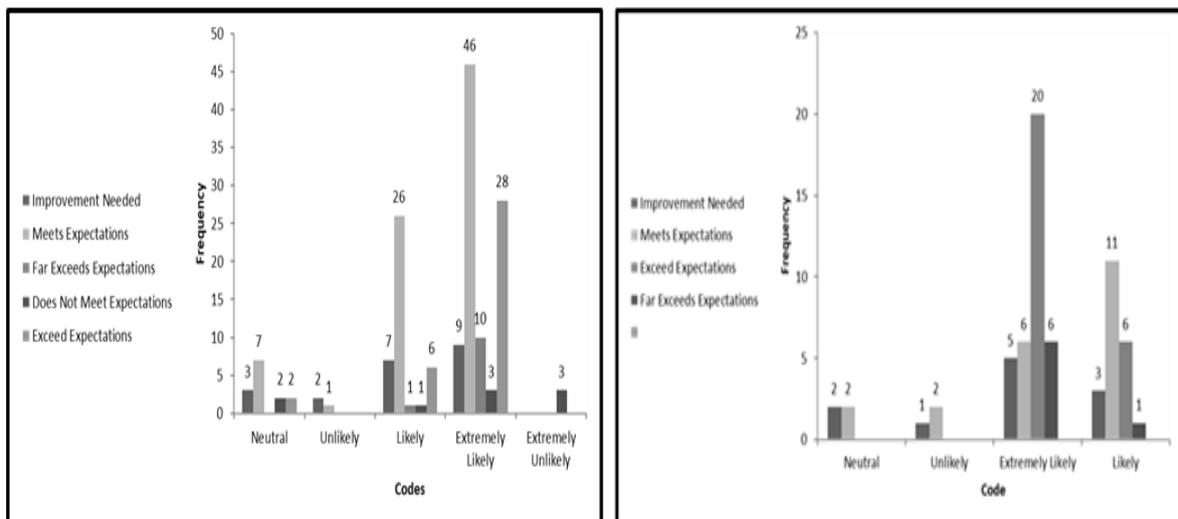

Figure 2a & 2b. Parents' expectations of the athlete's continuity ratio

Figure two-b analyzes the athlete's expectations of their athlete's continuity ratio based on the probability of the athlete's continuity in the sport. Based on the responses, reporting the counts out of the 64 answers; (6.25%) were neutral about the club, hence neutral about the athlete's continuity with the sport based on their expectation needs being met. With the following counts of respondents, {#2} stated that the club needs improvement and meets their expectations. (4.69%) were unlikely that the athlete would continue with the sport based on their expectation needs being met. With the following counts of respondents, {#1} stated that the club needs improvement, and {#2} said the club met their expectations. (57.81%) were likely that the athlete would continue with the sport based on their expectation needs being met. With the following counts of respondents, {#5} stated that the club needs improvement, {#6} said the club met their expectations, {#20} far exceeded their expectations, and {#6} didn't meet their expectations. (31.25%) were highly likely that the athlete would continue with the sport based on their expectation needs being met. With the following counts of respondents, {#3} stated that the club needs improvement, {#11} said the club met their expectations, and {#6} far exceeded their expectations (see Table 4c).

Table 4a. The parent's expectations of the athlete's continuity ratio

Table 4a Figure 2a Detailed Analysis							
Categories	Improvement Needed	Meets Expectations	Far Exceeds Expectations	Does not meet Expectations	Exceed Expectations	Total	Participation Ratio
Neutral	3	7	0	2	2	14	8.92%
Unlikely	2	1	0	0	0	3	1.91%
Likely	7	26	1	1	6	41	26.11%
Extremely Likely	9	46	10	3	28	96	61.15%
Extremely Unlikely	0	0	0	3	0	3	1.91%
Total	21	80	11	9	36	157	100.00%

Source: (Questions 8 & 20 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe

Table four builds on Figure two-a, giving a more detailed analysis of the parent's expectations of the athlete's continuity ratio. Based on their expectations before enrolling their athlete in the club. According to our findings, (8.92%) are neutral about their athlete's continuity ratio based on their club expectations, with {#3} stating that the club needs improvement, {#7} stating the club met their expectation, {#2} saying that the club didn't meet their expectations and exceeded their expectations. (1.91%) are unlikely that their athlete will continue in the club based on their expectations, with {#2} stating that the club needs improvement and {#1} saying the club met their expectations. (26.11%) are likely about their athlete's continuing with the club based on their expectations, with {#7} stating that the club needs improvement, {#26} stating the club met their expectation, {#1} saying that the club far exceeded their expectations and didn't meet their expectations, and {#6} say the club exceeded their expectations. (61.15%) are extremely likely about their athlete's continuing with the club based on their expectations, with {#9} stating that the club needs improvement, {#46} stating the club met their expectation,

{#10} saying that the club far exceeded their expectations, {#3} saying the club didn't meet their expectations, and {#28} say the club exceeded their expectations. (1.91%) are extremely unlikely about their athletes continuing with the club based on their expectations, with {#3} stating that the club didn't meet their expectations.

Table 4b. The athlete's parents' relationship

Categories	IN	PP	PI	ME	PP	PI	FEE	PP	PI	DnE	PP	PI	EE	PP	PI	N	PI Total	PP-Total
Neutral	3	21.43%	18.71%	7	50.00%	25.69%	0	0.00%	0.00%	2	14.29%	11.92%	2	14.29%	24.59%	14	80.91%	100.00%
Unlikely	2	66.67%	58.20%	1	33.33%	17.12%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	3	75.33%	100.00%
Likely	7	17.07%	14.91%	26	63.41%	32.58%	1	2.44%	18.97%	1	2.44%	2.04%	6	14.63%	25.19%	41	93.68%	100.00%
Extremely Likely	9	9.38%	8.18%	46	47.92%	24.61%	10	10.42%	81.03%	3	3.13%	2.61%	28	29.17%	50.21%	96	166.65%	100.00%
Extremely Unlikely	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	3	100.00%	83.44%	0	0.00%	0.00%	3	83.44%	100.00%
Total	21	114.54%	100.00%	80	194.66%	100.00%	11	12.86%	100.00%	9	119.85%	100.00%	36	58.09%	100.00%	157	100.00%	100.00%

Source: (Questions 8 & 20 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
IN = Improvement Needed
PP = Participation Percentage
PI = Participation Index
ME = Meets Expectations
FEE = Far Exceeds Expectations
DnE = Does not meet Expectations
EE = Exceed Expectations
N = Counts
PI-Total = $\sum_{i=1}^{n}$ PI
PP-Total = $\sum_{i=1}^{n}$ PP

Table four-b builds on Figure two-a and Table four-a, giving a more detailed analysis of the athlete's parents' relationship as it relates to Improvement Needed (IN), Participation Percentage (PP), Participation Index (PI), Meets Expectations (ME), Far Exceeds Expectations (FEE), Does not meet Expectations (DnE), Exceed Expectations (EE). Based on the parent's expectations of the club and the athlete's continuity ratio. In comparison with the PP converted to an index PI, according to the data. With neutral parents, 18.71% said the club IN, 25.69% said ME, 11.92% said DnE, and 24.59% EE. With the unlikely-to-continue parents, 58.20% said IN, and 17.12% said ME. With the likely-to-continue parents, 14.91% said the club IN, 32.58% said ME, 18.97% said FEE, 2.04% said DnE, and 25.19%. With the extremely likely to continue parents, 8.18% said IN, 24.61% said ME, 81.03% said FEE, 2.61% said DnE, and 50.21% said EE. With the extremely likely to continue parents, 83.44% said DnE.

Table 4c. The athlete's expectations of their continuity ratio

Categories	Improvement Needed	Meets Expectations	Far Exceeds Expectations	Does not meet Expectations	Exceed Expectations	Total	Participation Ratio
Neutral	2	2	0	0	0	4	6.25%
Unlikely	1	2	0	0	0	3	4.69%
Likely	5	6	20	6	0	37	57.81%
Extremely Likely	3	11	6	0	0	20	31.25%
Extremely Unlikely	0	0	0	0	0	0	0.00%
Total	11	21	26	6	0	64	100.00%

Source: (Questions 8 & 20 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe

Table four-c builds on Figure two-b, giving a more detailed analysis of the athlete's expectations of their continuity ratio. Based on their expectations before enrolling in the club. According to our findings, (6.25%) are neutral about their athlete's continuity ratio based on their club expectations, with {#2} stating that the club needs improvement and the club met their expectation. (4.69%) are unlikely that their athlete will continue in the club based on their expectations, with {#1} stating that the club needs improvement and {#2} saying the club met their expectations. (57.81%) are likely about their athlete's continuing with the club based on their expectations, with {#5} stating that the club needs improvement, {#6} stating the club met their expectation, {#20} saying that the club far exceeded their expectations, {#6} didn't meet their expectations. (31.25%) are extremely likely about their athlete's continuing with the club based on their expectations, with {#3} stating that the club needs improvement, {#11} stating the club met their expectation, and {#6} saying that the club far exceeded their expectations.

Table 4d. The athlete's parents' relationship

Table 4d
Figure 2b Detailed Analysis

Categories	IN	PP	PI	ME	PP	PI	FEE	PP	PI	DnE	PP	PI	N	PI Total	PP-Total
Neutral	2	50.00%	44.70%	2	50.00%	26.61%	0	0.00%	0.00%	0	0.00%	0.00%	4	71.32%	100.00%
Unlikely	1	33.33%	29.80%	2	66.67%	35.48%	0	0.00%	0.00%	0	0.00%	0.00%	3	65.29%	100.00%
Likely	5	13.51%	12.08%	6	16.22%	8.63%	20	54.05%	64.31%	6	16.22%	100.00%	37	185.02%	100.00%
Extremely Likely	3	15.00%	13.41%	11	55.00%	29.27%	6	30.00%	35.69%	0	0.00%	0.00%	20	78.38%	100.00%
Total	11	111.85%	100.00%	21	187.88%	100.00%	26	84.05%	100.00%	6	16.22%	100.00%	64	100.00%	100.00%

Source: (Questions 8 & 20 parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
IN = Improvement Needed
PP = Participation Percentage
PI = Participation Index
ME = Meets Expectations
FEE = Far Exceeds Expectations
DnE = Does not meet Expectations
EE = Exceed Expectations
N = Counts
PI-Total = $\sum_{i/s}^{14} PI$
PP-Total = $\sum_{i/s}^{14} PP$

Table four-d builds on Figure two-b and Table four-c, giving a more detailed analysis of the athlete's parents' relationship as it relates to Improvement Needed (IN), Participation Percentage (PP), Participation Index (PI), Meets Expectations (ME), Far Exceeds Expectations (FEE), Does not meet Expectations (DnE), Exceed Expectations (EE). Based on the athlete's expectations of the club and their continuity ratio. In comparison with the PP converted to an index PI, according to the data. With neutral parents, 44.70% said the club IN, and 26.61% said ME. With the unlikely-to-continue parents, 29.80% said IN, and 35.48% said ME. With the likely-to-continue parents, 12.08% said the club IN, 8.63% said ME, 64.31% said FEE, and 100% said DnE. Finally, with the extremely likely to continue parents, 13.14% said IN, 29.27% said ME, and 35.69% said FEE.

Table 5. Describing the practices environment

Code	Parents' responses		Athletes' responses		Code(s) Meaning
	N	%	N	%	
Effectiveness	71	16.9	29	17.5	athletes join a club based on how effective their training section has been in improving the athlete's playing skills.

	N	%	N	%	
Personal Interest	1	0.2	34	20.5	based on the athlete's self-interest to grow as a player.
Competition	2	0.5	-	-	athletes join a club to compete in a particular conference or division; hence their willingness to perform a specific task is highly correlated to the club's competitive level or skill level of other clubs in their conference or division.
Challenge	1	0.2	-	-	athletes join a club because of challenges placed before them during the training sessions but not limited to the competition sessions during the gaming season(s).
Cooperation	94	22.4	2	1.2	athletes join clubs for camaraderie.
Enhanced Training	1	0.2	-	-	athletes join a club intending to get enhanced training programs that, at the aggregate level, improve the player's skills during training and game sessions.
Poor Communication	2	0.5	-	-	an athlete will leave a club if they believe or perceive a poor communication environment that impedes their training and playing sessions; hence may negatively impact the players' growth and development.
Encourages	76	18.1	-	-	an athlete will leave a club if they believe that they don't provide the encouragement needed for an athlete to develop their skills to compete at the highest levels.
Positive feedback	154	36.7	93	56.1	the practice environment and game timeout time have an encouraging and positive setting.
Negative feedback	13	3.1	8	4.8	an athlete will leave a club if they believe that the coach's feedback is primarily negative and give/makes little or no effort to help the athlete improve their skills during the training sessions and game season.
Lack of opportunities	1	0.2	-	-	an athlete will leave or join a club due to the opportunities for athletes.
Resources	1	0.2	-	-	the club's resource(s) provides enough support to the athlete that ensures growth and maintains their skills.
Player Attitudes	1	0.2	-	-	the players' attitude during practices, games, and off the field has a direct, indirect, and induced impact on the club.
Reputation	1	0.2	-	-	the club's reputation is very significant in boosting the athlete's career.
Total	**419**	**99.6**	**166**	**100**	n/a

Source: (Question 13 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
( ) = parents' responses
[ ] = athletes' responses

Table five analyzes the athlete's practice environment. According to the responses, (16.9%) of parents and [17.5%] of athletes describe the practice environment as effective; (0.2%) and [20.5%] describe it as catering to their interests; (0.5%) for its competitiveness; (0.2%) for the club challenge; (22.4) and [1.2%] camaraderie; (0.2%) enhanced training equipment and techniques; (0.5%) had a poor communication environment; (18.1%) it has an encouraging environment; (36.7%) and [56.1%] environment having positive feedback; (3.1%) and [4.8%] environment having negative feedback; (0.2%) environment is lacking opportunities, resources, player attitudes, and reputation. One can infer from the table that parents had zero interest in the club's division level. At the same time, the athletes cared more about developing their skill interests than getting opportunities outside the club, like modeling and endorsement deals. The zero interest results could be attributed to their age, likewise, the parents who may not know how to secure these endorsements.
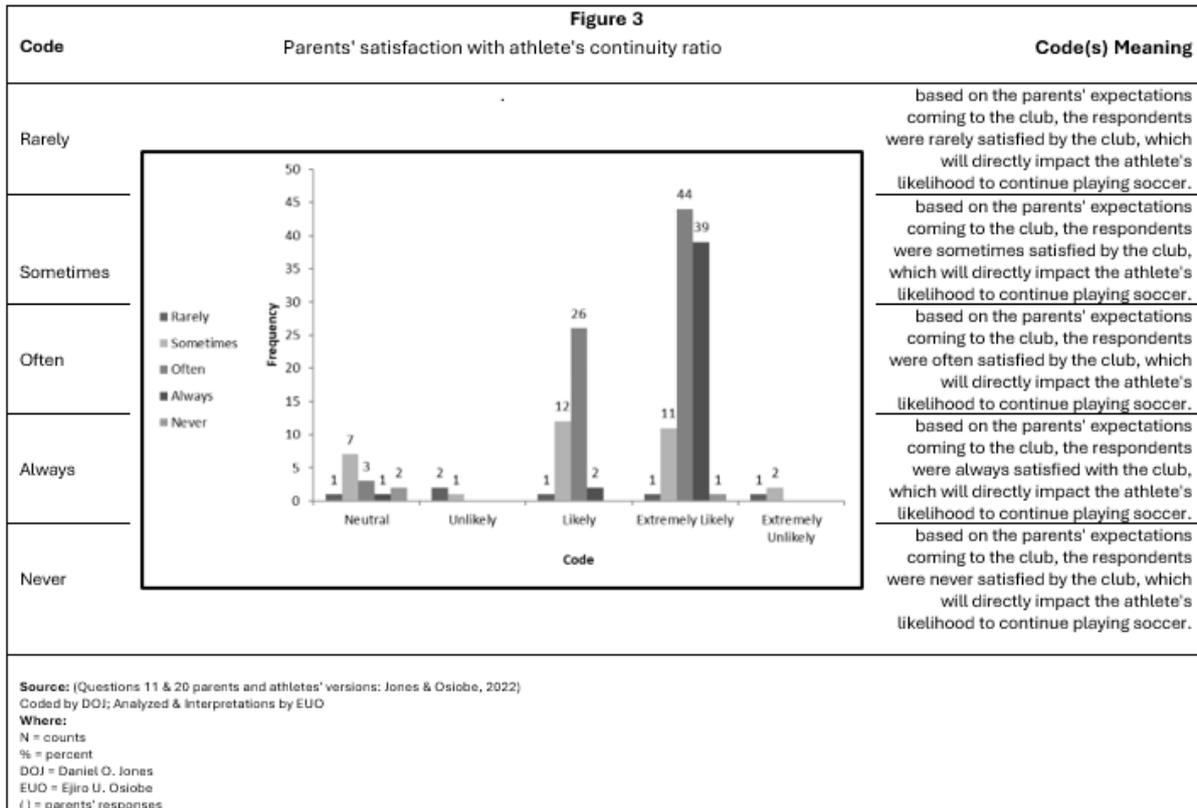
Figure 3. Parents' satisfaction as it affects the athlete's continuity ratio based on the probability of the athlete's continuity in the sport

Figure three analyzes the athlete's parents' satisfaction as it affects the athlete's continuity ratio based on the probability of the athlete's continuity in the sport. Based on the responses. (8.92%) were neutral about the club, hence neutral about the athlete continuity with the sport based on their satisfaction with {#1} were rarely satisfied, {#7} were sometimes satisfied, {#3} were often satisfied, {#1} were always satisfied, and {#2} were never satisfied. (1.91%) were unlikely that the athlete would continue with the sport based on their satisfaction level with {#2} were rarely satisfied and {#1} were sometimes satisfied. (26.11%) were likely that the athlete would continue with the sport based on their satisfaction level with {#1} were rarely satisfied, {#12} were sometimes satisfied, {#26} were often satisfied, and {#2} were always satisfied. (61.15%) were extremely likely that the athlete would continue with the sport based on their satisfaction level with {#1} were rarely satisfied, {#11} were sometimes satisfied, {#44} were often satisfied, {#39} were always satisfied, and {#1} were never satisfied. (1.91%) were extremely unlikely that the athlete would continue with the sport based on their satisfaction level with {#1} were rarely satisfied and {#2} were sometimes satisfied.

Table six-a builds on Figure three, giving a more detailed analysis of the parents club satisfaction as it relates to their athlete's continuity ratio. Based on their satisfaction after enrolling in the club. According to our findings, (8.92%) are neutral about their athlete's continuity ratio based on their club satisfaction, with {#1} stating that they are rarely satisfied, {#7} saying they are sometimes satisfied, {#3} saying they were often satisfied, {#1} were always satisfied, and {#2} were never satisfied. (1.91%) are unlikely that their athlete will continue with the sport based on their club satisfaction, with {#2} stating that they are rarely satisfied and {#1}

saying they are sometimes satisfied. (26.11%) are likely that their athlete will continue in the sport based on their club satisfaction, with {#1} stating that they are rarely satisfied, {#12} saying they are sometimes satisfied, {#26} saying they were often satisfied, and {#2} were always satisfied. (61.15%) are extremely likely that their athlete's will continue with the sport based on their club satisfaction, with {#1} stating that they are rarely satisfied, {#11} saying they are sometimes satisfied, {#44} saying they were often satisfied, {#39} were always satisfied, and {#1} were never satisfied. (1.91%) are extremely unlikely that their athlete will continue in the sport based on their club satisfaction, with {#1} stating that they are rarely satisfied and {#2} saying they are sometimes satisfied.

Table 6a. Parents club satisfaction

Table 6a
Figure 3 Detailed Analysis

Categories	Rarely	Sometimes	Often	Always	Never	Total	Participation Ratio
Neutral	1	7	3	1	2	14	8.92%
Unlikely	2	1	0	0	0	3	1.91%
Likely	1	12	26	2	0	41	26.11%
Extremely Likely	1	11	44	39	1	96	61.15%
Extremely Unlikely	1	2	0	0	0	3	1.91%
Total	6	33	73	42	3	157	100.00%

Source: (Questions 11 & 20 parents and athletes' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe

Table 6b. Parents club satisfaction

Table 6b
Figure 3 Detailed Analysis

Categories	R	PP	PI	ST	PP	PI	O	PP	PI	A	PP	PI	NR	PP	PI	N	PI Total	PP-Total
Neutral	1	7.14%	6.46%	7	50.00%	26.22%	3	21.43%	16.40%	1	7.14%	13.57%	2	14.29%	93.20%	14	155.84%	155.84%
Unlikely	2	66.67%	60.26%	1	33.33%	17.48%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	3	77.74%	77.74%
Likely	1	2.44%	2.20%	12	29.27%	15.35%	26	63.41%	48.53%	2	4.88%	9.27%	0	0.00%	0.00%	41	75.34%	75.34%
Extremely Likely	1	1.04%	0.94%	11	11.46%	6.01%	44	45.83%	35.07%	39	40.63%	77.17%	1	1.04%	6.80%	96	125.99%	125.99%
Extremely Unlikely	1	33.33%	30.13%	2	66.67%	34.95%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	3	65.09%	65.09%
Total	6	110.62%	100%	33	190.73%	100.00%	73	130.68%	100%	42	52.65%	100%	3	15.33%	100%	157	100.00%	100.00%

Source: (Questions 11 & 20 parents and athletes' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
R = Rarely
PP = Participation Percentage
PI = Participation Index
ST = Sometimes
O = Often
A = Always
NR = Never
N = Counts
PI-Total = $\sum_{i=1}^{n} PI$
PP-Total = $\sum_{i=1}^{n} PP$

Table six-b builds on Figure three and Table six-a, giving a more detailed analysis of the parents club satisfaction as it relates to their athlete's continuity ratio.

Based on their satisfaction after enrolling in the club as it relates to Rarely (R), Participation Percentage (PP), Participation Index (PI), Sometimes (ST), Often (O), Always (A), Never (NR). In comparison with the PP converted to an index PI, according to the data. With neutral parents, 6.46% said the club R, 26.22% said ST, 16.40% said O, 13.57% said A, and 93.20% said NR. With the unlikely-to-continue parents, 60.26% said the club R, and 17.48% said ST. With the likely-to-continue parents, 2.20% said the club R, 15.35% said ST, 48.53% said O, 9.27% said A, and 93.20% said NR. with the extremely likely-to-continue parents, 0.94% said the club R, 6.01% said ST, 35.07% said O, 77.17% said A, and 6.80% said NR. with the extremely unlikely to continue parents, 30.13% said the club R and 34.95% said ST.

Table 7. Reason for choosing the club

Code	Parents responses'				Athletes' responses		Code(s) Meaning
	N	%	N	%	N	%	
Personal Interest	33	10.5	9	9.4	2	6.1	based on the athlete's self-interest to grow as a player.
Wins	4	1.3	-	-	-	-	the (win-to-draw, win-to-loss, and draw-to-loss) ratio plays a significant role in an athlete staying with a club; this is not to say winning is all that matters when choosing a club but the structure of growth trajectory is what counts when analyzing this ratio.
Enhanced Training	1	0.3	11	11.5	2	6.1	athletes join a club to get enhanced training programs that, at the aggregate level, improve the player's skills during training and game sessions.
Helps Support	2	0.6	-	-	-	-	athletes and parents will choose a club because of the support resources available to the parents and, most notably, the athletes.
Negative Feedback	1	0.3	-	-	-	-	an athlete will leave a club if they believe that the coach's feedback is primarily negative and give/makes little or no effort to help the athlete improve their skills during the training sessions and game season.
New—f&t	10	3.2	-	-	-	-	an athlete will leave a club if they believe another club has better and newer facilities and training systems to ensure the athletes develop their skills as the sport progresses.
Opportunities	107	34.1	21	21.9	10	30.3	an athlete will leave or join a club due to the opportunities on and off the soccer field.
Lack of opportunities	1	0.3	-	-	1	3	an athlete will leave a club due to the lack of opportunities on and off the soccer field.
Reputation	95	30.3	22	22.9	2	6.1	the club's reputation is very significant in boosting the athlete's career.
Finances	1	0.3	-	-	-	-	an athlete will join a club if they have some form of financial support to help with the cost of their training.
Geographic Area	59	18.8	28	29.2	5	15.2	parents are more likely to join a club that is geographically convenient for their commute to training and games.
Resources	-	-	2	2.1	2	6.1	the club's resource(s) provides enough support to the athlete to ensure growth and maintain their skills.
New Coach	-	-	1	1	-	-	athletes and parents are more likely to follow a coach if they believe that the coach positively influences the athlete, especially if the athletic skills have significantly improved.
Schedules	-	-	1	1	-	-	parents are likely (sometime) to select a club that is close to them for convenience
Unknown	-	-	1	1	1	3	the parents or the athlete can't explain the factors associated with this decision.
Obligation	-	-	-	-	1	3	based on an athlete's moral and legal duty, signs into a club to train, participate and play with the team.
Effective	-	-	-	-	5	15.2	athletes join a club based on how effective their training section has been in improving the athlete's playing skills.

Challenge	-	-	-	-	2	6.1	athletes join a club because of challenges placed before them during the training sessions but not limited to the competition sessions during the gaming season(s).
Total	**314**	**100**	**96**	**100**	**33**	**100**	n/a

Source: (Questions 18 and 12 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
F&T = facilities and training
( ) = parents' responses
[ ] = athletes' responses

Table seven analyzes the factors that attracted their clients to join the clubs. According to the ((476)) parents' who answered the same question twice in two <different> structures and [162] athletes' responses: ((19.9%), <9.4%>)and [6.1%] would choose their current clubs to grow personally; (1.3%) because of the club winning record; ((0.3%), <11.5%>) and [6.1%] for their enhanced training technic; (0.6%) for their structured support system; (0.3%) they grow better when people are direct with them; (3.2%) the new training facilities; ((56%), <21.9%>) and [30.3% for the opportunities the club brings the players]; (0.3%) and [3%] regardless of the lack of opportunities; ((53.2%), <22.9%>) and [6.1%] because of the club's public reputation; (0.3%) financial support or wealth of the club; ((48%), <29.2%>) and [15.2%] geographical location of the club; (<2.1%>) and [6.1%] club resiources; (<1%>) new coach and convenient scheduling; (<1%>) and [3%] unknown factors; [3%] contractual obligations; [15.2%] club and team effectiveness; and [6.1%] level of challenge.

Table 8. Areas for Improvement

	Parents' responses		Athletes' responses		
Code	**N**	**%**	**N**	**%**	**Code(s) Meaning**
Obligation	1	0.5	-	-	based on the moral and legal duty of an athlete who signs into a club to train, participate, and play.
Lack of commitment	1	0.5	-	-	the athletes and parents believe the club needs to be more committed both in training sessions and winning games
Personal interest	1	0.5	1	1.4	based on the athlete's self-interest to grow as a player.
Technique	1	0.5	2	2.8	based on the athlete and the parent's responses, the club they're currently in needs to improve their technique training sessions for the athletes in the club.
Enhanced training	16	8.4	3	4.2	athletes join a club to get enhanced training programs that, at the aggregate level, improve the player's skills during training and game sessions.
Fitness	1	0.5	1	1.4	based on the athlete and the parent's responses, the club they're currently in needs to improve their fitness training sessions for the

Poor communication	3	1.6	-	-	athletes in the club. an athlete will leave a club if they believe or perceive a poor communication environment that impedes their training and playing sessions; hence may negatively impact the players' growth and development.
Communication channels	28	14.7	2	2.8	the club's communication channel needs to be less bureaucratic, more transparent, and have easy access to managing the body.
Encourages	1	0.5	-	-	an athlete will leave a club if they believe that they don't provide the encouragement needed for an athlete to develop their skills to compete at the highest levels.
Helps supports	2	1	1	1.4	athletes and parents will choose a club because of the support resources available to the parents and, most importantly, the athletes.
Positive feedback	8	4.2	1	3.8	the practice environment and game timeout time have an encouraging and positive setting.
Negative feedback	1	0.5	-	-	an athlete will leave a club if they believe that the coach's feedback is primarily negative and give/makes little or no effort to help the athlete improve their skills during the training sessions and game season.
Accountability	1	0.5	3	4.2	The club and management team need to take more responsibility for the success and failure of the club during its seasons of competition.
New—f&t	1	0.5	1	1.4	an athlete will leave a club if they believe another club has better and newer facilities and training systems to ensure the athletes develop their skills as the sport progresses.
Opportunities	49	25.7	17	23.6	an athlete will leave or join a club due to the opportunities on and off the soccer field.
Resources	12	6.3	9	12.5	the club's resource(s) provides enough support to the athlete that ensures growth and maintains their skills.
Players attitudes	5	2.6	2	2.8	the players' attitude during practices, games, and off the field has a direct, indirect, and induced impact on the club.
New coach	5	2.6	-	-	athletes and parents are more likely to follow a coach if they believe that the coach positively influences the athlete, especially if the athletic skills have significantly improved.
Schedules	14	7.3	-	-	parents are likely (sometime) to select a club that is close to them for convenience
Reputation	11	5.8	1	1.4	the club's reputation is very significant in boosting the athlete's career.
Finances	11	7.9	1	1.4	an athlete will join a club if they have some form of financial support to help with the cost of their training.
Geographic area	3	1.6	1	1.4	parents' are more likely to join a club that is geographically convenient for their commute to training and games.
Unknown	15	7.9	7	9.7	the parents or the athlete can't explain the factors associated with this decision.
Effective	-	-	4	5.6	athletes join a club based on how effective their training section has been in improving the athlete's playing skills
					athletes join a club to compete in a particular

Competition	-	-	3	4.2	conference or division; hence their willingness to perform a specific task is highly correlated to the club's competitive level or skill level of other clubs in their conference or division.
Challenge	-	-	3	4.2	athletes join a club because of challenges placed before them during the training sessions but not limited to the competition sessions during the gaming season(s).
Cooperation	-	-	1	1.4	athletes join clubs for camaraderie.
Wins	-	-	4	5.6	the (win-to-draw, win-to-loss, and draw-to-loss) ratio plays a significant role in an athlete staying with a club; this is not to say winning is all that matters when choosing a club but the structure of growth trajectory is what counts when analyzing this ratio.
Lack of opportunities	-	-	1	1.4	an athlete will leave a club due to the lack of opportunities on and off the soccer field.
Reference	-	-	2	2.8	the club needs to provide the athletes with better references that will help with the placements of the athletes after their time with the club, especially with the athletes that intend to go pro.
Total	**191**	**100**	**72**	**100**	n/a

Source: (Question 21 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
F&T = facilities and training
( ) = parents' responses
[ ] = athletes' responses

Table eight analyzes the club's areas that need improvement to get to the next level. According to the (476) parents' and [162] athletes' responses: (0.5%) state that the club needs to improve on giving more obligations and commitments to its athletes; (0.5%) and [1.4%] show how their athletes can personally benefit; (0.5%) and [2.8%] needs to improve the training technique; (8.4%) and [4.2%] needs to improve its enhanced training process; (0.5%) and [1.4%] helping athletes work on their fitness; (1.6%) need to improve their communication skills; (14.7%) and [2.8%] need to improve and reduce the communication channels with the club between parents and coaches and athletes; (0.5%) improve the motivational support department; (1%) and [1.4%] need to improve the help support from reactive to proactive; (4.2%) and [3.8%] work on delivering positive feedback; (0.5%) work on providing negative feedback or areas of improvement to the athletes and parents; (0.5%) and [4.2%] improve on hold responsible parties accountable for their actions and results; (0.5%) and [1.4%] improve the club's facilities and equibments; (25.7%) and [23.6%] need to improve the opportunities available to their athletes; (6.3%) and [12.5%] needs to improve on it available resources; (2.6%) and [2.8%] need to hold players accounables per their behaviors during games and pactices

sessions; (2.6%) ineffective coaches need to be changed; (7.3%) schedule should be updated to work with athletes academic calendar; (5.8%) and [1.4%] the club needs to work on it online reputation; (7.9) and [1.4%] needs to add more benfits to its financial supports for its athletes; (1.6%) and [1.4%] needs to move to a geographical safe areas; (7.9%) and [9.7%] needs to generally improve the statue queo of the club; [5.6%] needs to improve its effectiveness; [4.2%] needs to improve its competiveness and challenge intensity both during games and pacticiteies; [1.4%] needs to improve cooperative level of the club and the level of opportunities available to the athletes ; [5.6%] needs to improve its wins to losses ratio every season; [2.8%] improve it statff quality to help with references and recommendation letters for their athletes.

Table 9. The service of the club

	Parents' responses		Athletes' responses		
Code	N	%	N	%	Code(s) Meaning
Good	49	72.1	5	26.3	both parents and athletes rate the services of their current club as having good standing.
Lack of opportunities	14	20.6	1	5.3	an athlete will leave a club due to the lack of opportunities on and off the soccer field.
Negative feedback	1	1.5	-	-	an athlete will leave a club if they believe that the coach's feedback is primarily negative and give/makes little or no effort to help the athlete improve their skills during the training sessions and game season.
Unknown	4	5.9	5	26.3	both parents and athletes rate the services as neutral.
Opportunities	-	-	1	5.3	an athlete will leave or join a club due to the opportunities on and off the soccer field.
Excellent	-	-	5	26.4	both parents and athletes rate the services of their current club as having an excellent and superior standing.
Fair	-	-	2	10.5	both parents and athletes rate the services of their current club as somewhat okay.
Total	68	100	19	100	n/a

Source: (Question 7 athlete's and parents' versions: Jones & Osiobe, 2022)
Coded by DOJ; Analyzed & Interpretations by EUO
Where:
N = counts
% = percent
DOJ = Daniel O. Jones
EUO = Ejiro U. Osiobe
( ) = parents' responses
[ ] = athletes' responses

Table nine analyzes the service of the club. According to the responses, (72.1%) of parents and [26.3%] of athletes describe the club services as good; (20.6%) and [5.3%] said the club is lacking opportunities; (1.5%) said the club was mostly negative with their feedback; (5.9%) and [26.3%] they weren't sure of any opportunities that that club provided; [5.3%] said the club provided some form of opportunity to their athlete; [26.4%] said the club had excellent service; and [10.5%] said the services were fair.

CONCLUSION

The dropout rates in youth sports continue to increase, specifically in youth soccer, which has been declining recently (Difflley, 2021). It is a competitive sport with high family demands, such as financial and time commitments. In addition, the introduction of new leagues competing for the best of the best clubs to participate in and attract the organizations is becoming more stretched. Teams must travel further distances and play in out-of-state showcases or tournaments to compete against each other. However, less than 5% of athletes get to the next level, whether professional, semi-professional, or collegiate. This alone should be vital information to ensure we provide a positive learning experience using soccer to teach life lessons and prepare them for adulthood.

The results show that a coach's influence is significant in creating an engaging learning environment and impacting enjoyment, retention, and skill development. These findings provide additional support for specific organizations to focus on coach development and methodologies to provide effective instructional methods within youth soccer. Coaches can learn from this research, apply the results to their practices, and create a more holistic approach to give a great learning environment.

Coaching should be conducted through various methods as an art. They should acknowledge the benefits of providing a positive, engaging environment through positive reinforcement and feedback and providing realistic expectations of each of their performance outcomes. Nonetheless, it is critical to understand each individual and their personality. This will determine how you approach each individual to maximize their potential as an athlete. Thus, creating an overall positive environment reduces the adverse outcomes through fear or loss of confidence or commitment. Our results provide insight into how to improve retention rates in youth soccer. This is based on the positive experience of both parents and athletes with their coaches' behaviors. Also, athletes' responses highlight the significance of personal interest through their intrinsic motivation as a critical determining factor.

This supports previous research (Difflley, 2021), where collectively, training and instruction, social support, democratic, autocratic behavior, and positive feedback explained 21% of the positive impact on retention rates within their organizations. In addition, his results also indicate that strong relationship between athletes who find their practice challenging and are more likely to continue playing soccer. However, coach behaviors can directly impact an individual's likelihood to continue within a sport. It should be noted that several variables, such as playing with friends, geographic area, and finances play a significant role in a parent's decision to participate within a specific organization. The results indicated that they probably would not participate in the club if it were not for their athletes' association with friends who play for the club. In addition, it was highlighted that some athletes had been with the club for several years, so it would be hard to change to a new organization where they feel settled.

This study revealed that coaches play a significant role in the retention rates of athletes within sports. It is important to note that their coach's behaviors can impact the athletes' motivation and the likelihood of participating in performing skills because the athletes have the desire compared than feeling obliged to complete the task. Furthermore, a coach's positive feedback and reinforcement during technical practices significantly increase the enjoyment and satisfaction of the athletes.

Therefore, it may also increase the retention of athletes. Nonetheless, it adds to the growing body of research surrounding youth sports and how coaches should behave to engage their athletes in creating a positive learning environment. Coaching is a complex, multifaceted, and socially significant process (Diffley, 2021). Although depending on the organization, it can be restricted if they follow specific guidelines to meet the needs of their parents and athletes. This can limit the creativity and the coach's personality in creating a more comprehensive coach-athlete relationship.

One implication for coaches is ensuring they understand the holistic approach to coaching and acknowledge it is more than just a sport. A coach plays a more significant role in influencing individuals to believe in themselves and create confidence outside of sports. Coaches will benefit from understanding how to utilize specific methodologies, such as the player-centered theory, to enhance training and overall athlete experience. Thus, they must provide a constructive and challenging environment to succeed. A coach who appreciates this role will truly leave a lasting impression on the athletes they teach. A coach should use this research to guide a growth mindset and how the related alliteration can improve their knowledge and strategies to maximize individual performance.

Overall, as a coach who loves the game of soccer and has experience coaching in various settings, from recreational to professional-level teams, I have learned a fantastic amount from this research. I have learned the value of athlete loyalty and providing more opportunities to help individuals grow. I believe that it's essential to understand the value of your communication and how it impacts an athlete. The message you create and the importance of knowing your athletes' backgrounds will give you a deeper understanding and relationship with the coach-athlete. The success will be noticed in the performances of those individuals regardless of the results on whether they have the confidence to play under the specific coach who provides more positive feedback and technical instruction.

CONFLICT OF INTEREST

All authors declare no conflict of interest in this manuscript.

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