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Abstract

Sport is an important developmental context for children, and experiences involving parents, coaches, and peers affect a variety of important psychosocial outcomes, including motivational processes. Linking concepts from achievement goal theory with motivational constructs in self-determination theory, this study examined relations between the motivational climate created by parents and both the nature and changes in sport-related motivation in young athletes, using Grolnick and Ryan's autonomous regulation index, which summarizes the relative strength of intrinsic and extrinsic forms of motivation. We followed a sample (N=308) of 9-14 year old swim club athletes during a 32-week season, measuring their reports of the parent-initiated motivational climate as well as autonomous regulation at the beginning of the season, at midseason, and at the end of the season. Cross-sectional analyses at each point

^{*}Corresponding author: Ronald E Smith, Department of Psychology© 2013 O'Ro origissatiaetheurse).dotistributionesticed. Developmentosticative intervention of the second second second second

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Cross-sectional analyses of parent motivational climate and autonomous regulation

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Parent motivational climate and longitudinal changes in autonomous regulation

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	Early-Season (n = 306)	Mid-Season (n = 299)	Late-Season (n = 231)
Autonomous- Regulation	Total 20.72 (13.80) Boys 20.36 (14.43) Girls 20.95 (13.39)	Total 20.81 (13.20) Boys 17.99 (14.86) Girls 22.65 (12.76)	Total 23.69 (13.43) Boys 20.65 (13.70) Girls 25.79 (12.89)
Mastery Climate	Total 30.31 (3.61) Boys 30.32 (3.48) Girls 30.63 (3.48)	Total 30.15 (3.64) Boys 29.40 (4.18) Girls 30.63 (3.17)	Total 30.43 (3.81) Boys 29.62 (3.79) Girls 30.97 (3.73)
Ego Climate	Total 16.00 (4.94) Boys 17.26 (5.16) Girls 15.15 (4.62)	Total 15.12 (4.87) Boys 15.80 (5.17) Girls 14.68 (4.62)	Total 14.90 (4.78) Boys 16.33 (5.37) Girls 13.93 (4.09)

 $\label{eq:table_table} \textbf{Table 1:} Means and standard deviations of autonomous regulation, and parent-initiated motivational climate measures at early-, mid-, and late season.$

Note: Boys' and girls' coeff cients were very similar, so only totals are presented. MC=Mastery climate, EC=Ego climate. N's=306 at eat emd-SLasonC*=T/TT131 Tf0(p) $\begin{array}{c} & & & \\ & & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & &$

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