



# **PARENTAL PERCEPTIONS OF PROFESSIONAL BEHAVIORS IN COACHING AND TEACHING**

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# BACKGROUND & PURPOSE

- Defining Ethics (Forsyth, 1980)
- Ethical Behaviors of Coaches
- Sport as a Unique Context (Bredemeier & Shields, 1994)
- Coaching as Teaching (Jones, 2006)
- Parents as a Specific Group of Stakeholders
- Purpose: To examine parental perceptions of ethically-toned scenarios in teaching and coaching settings.



# METHODOLOGY

- Parents (n=210)
  - Women – 53%
  - Men – 47%
  - Sport Parents – 77%; Non-Sport Parents – 23%
- Ethics Position Questionnaire (Forsyth, 1980)
  - Idealism
  - Relativism
- Ethically-Toned Scenarios



# METHODOLOGY CONT.

	Relativism	
Idealism	High (46-90)	Low (9-45)
High (46-90)	Situationist: Rejects moral rules; asks if the action yielded the best possible outcome given the situation	Absolutist: Assumes the actions are normal provided they yield positive consequences through conformity to moral absolutes
Low (9-45)	Subjectivist: Appraisals based on personal values and perspectives rather than universal moral principles	Exceptionist: Feels moral rules are useful guidelines but remains pragmatically open to exceptions to these rules



# RESULTS

- Significant difference in scores between teacher use of harsh language and coach use of harsh language
  - $t(202) = -4.79, p < .001; d = .66$
- Significant difference in scores between teacher racial stereotyping and coach racial stereotyping
  - $t(208) = -3.05, p = .001; d = .42$
- Independent Samples Kruskal-Wallis Tests revealed significant differences between Situationists and Absolutists on hazing ( $U = -52.12, r = -.30$ ) and inappropriate relationship scenarios ( $U = -43.96, r = -.25$ )



# CONCLUSIONS

- Existing research on IMP and moral behavior
- Parents in the present study
  - Harsh Language
- Moral Disengagement in Sport Context
- Future Research





- Murray, M.A., Bodey, K., Schoenstedt, L., & Dieffenbach, K. (in press). Parental responses to professional behaviors in coaching and teaching. *Sport Science Review*.
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