

KING OF THE MAT: FORMER ELITE WRESTLERS
AND PERCEPTIONS OF PERFECTIONISM
AND IDENTITY

By

CHERYL A. DELK

Bachelor of Science in Human Development & Family
Science
Oklahoma State University
Tulsa, Oklahoma
2006

Master of Science in Human Development & Family
Science
Oklahoma State University
Tulsa, Oklahoma
2009

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May, 2017

KING OF THE MAT: FORMER ELITE WRESTLERS
AND PERCEPTIONS OF PERFECTIONISM AND
IDENTITY

Dissertation Approved:

Dissertation Adviser's Name Here

Dr. Michael J. Merten

Dissertation Adviser

Dr. Brandt Gardner

Dr. Kami Gallus

Dr. Valerie McGaha

ACKNOWLEDGEMENTS (Optional)

Name: Cheryl A. Delk

Date of Degree: MAY, 2017

Title of Study: KING OF THE MAT: FORMER ELITE WRESTLES AND PERCEPTIONS OF PERFECTIONISM AND IDENTITY

Major Field: Human Development and Family Science

Abstract: Research on perfectionism and identity is vast and has a significant focus on athletic and academic performance along with links to positive and negative mental health. The majority of research is quantitative and data is collected from current athletes with very little known about the lived experiences of those with perfectionistic tendencies across the life span. Also, current research on identity is domain specific as well as collected from current athletes with minimal research on post participation. The perception of this life experience from former elite wrestlers is unique in that performance is not only at the individual level but also the team level and who do they perceive themselves to be now. These gaps are filled with this research, which involved a yearlong data collection of individual interviews with twenty participants. Their unique lived experiences about past and current goal setting; feelings on past and current success and failures; expectations of self and others; health and their lived experiences of identity is exposed. A phenomenological method was used to understand the essence of their lived and shared experiences of perfectionism and parental pressure resulting in themes of positive, adaptive self-oriented perfectionism, a mixed expression of adaptive and maladaptive other-oriented perfectionism. Also, results indicate the shared experience of a current wrestling identity as well as quality physical health. Results suggest employers, coaches and parents build an atmosphere of encouragement and support to enhance positive perfectionistic tendencies to decrease the likelihood of poor mental health outcomes especially for individuals who display socially-oriented perfectionism, maladaptive other-oriented perfectionism, and fear of failure. Additional research is needed to empirically verify the long term effects of individuals who display other-oriented perfectionism that may influence the use of parental pressure and work relationships with co-workers.

KEYWORDS: wrestlers, phenomenology, perfectionism, identity, health

TABLE OF CONTENTS

| Chapter | Page |
|---------------------------------|------|
| I. INTRODUCTION..... | 3 |
| Socialization..... | 3 |
| Prosocial Behaviors | 4 |
| Purpose..... | 4 |
| Definition of Terms..... | 6 |
| II. MANUSCRIPT 1..... | 6 |
| Literature Review..... | 6 |
| Methodological Approach | 14 |
| Results..... | 19 |
| Discussion..... | 29 |
| Strengths and Limitations | 33 |
| Implications..... | 34 |
| Conclusion..... | 36 |
| III. MANUSCRIPT 2:..... | 38 |
| Literature Review..... | 38 |
| Methodological Approach | 44 |
| Results..... | 48 |
| Discussion..... | 57 |
| Strengths and Limitations..... | 58 |
| Implications..... | 59 |
| Conclusion..... | 62 |

| Chapter | Page |
|---------------------------------|------|
| IV. CONCLUSION..... | 64 |
| Summary of Major Findings..... | 64 |
| Strengths and Limitations | 69 |
| Implications..... | 71 |
| Future Research..... | 73 |
| REFERENCES | 74 |
| APPENDICES..... | 113 |

LIST OF TABLES

| Table | Page |
|--------|------|
| 1..... | 136 |

LIST OF FIGURES

| Figure | Page |
|--------|------|
| 1..... | 137 |
| 2..... | 138 |

CHAPTER I

OVERVIEW

King of the Mat: Former Elite Wrestlers and Perceptions of Perfectionism and Identity

Introduction

As early as the 1930's and for many decades to follow, the widely accepted philosophy about sports participation and its impact on the socialization of children is that sports participation, especially competitive sports, builds character; teaches sacrifice; encourages teamwork; builds work ethic; and develops determination not only on the field of play but throughout one's life (Opie & Opie, 1969; Piaget, 1932; Roberts & Sutton-Smith, 1962; Spreitzer & Snyder, 1975). Most importantly, society, through the use of the media, encourages young males to strive to become the ultimate elite athlete by making significant sacrifices for their sport of choice (Edwards, 2000; Gaston, 1986; Harrison, 2000). An elite athlete is an individual who starts early in his or her field of play enduring rigorous practice and training; gaining knowledge; developing skills; and strengthening his or her biological proclivities for athletic competition therefore becoming an expert in his or her sport (Baker, Horton, Robertson-Wilson, & Wall, 2003; Perusse, Gagnon, Province, Rao, Wilmore, Leon, Bouchard, & Skinner, 2001).

Socialization

Previous research states that the environment of participation (i.e. coaches, parents, peers, and sport of choice) has a significant impact on the socialization and development of participants (Adler & Adler, 1998; Cote & Fraser-Thomas, 2007; Hoffman, 2006; Kay & Spaaij, 2011). Parents can be the most significant influence in a young athlete's life in fostering a sense of go hard or go home (i.e. perfectionism) when learning and competing at an early age especially when the parents' dream for their child to be the elite athlete at all levels of play (Harris, 1994; McPherson; Smith, 2000). Previous research denotes that most African American males believe their best chance to future financial success and attainment is at the level of professional athlete more than Whites, Asians, or Hispanics (Beamon & Bell, 2002; Hoberman, 2000).

The sports environment may encourage a false sense of future security for a young athlete. In the mind of the young athlete, all roads lead to athletic glory from playing on the high school team then onto the college field with a final destination of competing at the professional level. This false sense of security is equal to giving children one option for future successes. When that option does not come to fruition, the now adult athlete has no identity, no security, and sometimes no hope outside of their particular arena of competition.

Prosocial Behaviors

The other school of thought is that there are many positives for children who participate in sports that may or may not exist in any other arena. Previous research indicates that children who participate in sports are more likely to learn how to work through struggle (i.e. enduring a loss or doing their very best and not making the team) more positively than those who do not participate in sports which reflects the socially and morally

desirable characteristics of determination, hard work, and sacrifice building their strong identity as an athlete (Kremer-Sadlik & Kim, 2007). Sports participation may encourage children to build strong bonds with others to produce desired outcomes such as teamwork and winning as well as sacrificing one's personal goals and desires for those that are best for the team. Also, previous research indicates that sport participation is significantly related to fewer antisocial behaviors such as vandalism and substance use just to name a few. Youth who participate in sports are more likely to display greater prosocial behaviors such as increased civic involvement and an enhanced desire for social success especially for vulnerable youth (Darnell, 2010; Hayhurst, Wilson, & Frisby, 2010) all the while grooming and shaping their internal mindset and identification as an athlete.

Purpose

The purpose of this research is to gain access into the world of former elite wrestlers to attain a deeper understanding of the essence of perfectionism. Previous research on elite wrestlers focuses on performance pressure, diet and health, and coping (Baic, Karnincic, & Drazen, 2014; Broch & Kristiansen, 2014; Petterson, Ekstrom, & Berg, 2012; Weber, Mihalik, Register-Mihalik et al., 2013). This research adds significant insight into a group of understudied elite athletes who train for many years to be the ultimate competitor unlike elite athletes who participate in a team oriented atmosphere. This study will use a phenomenological approach to explore the lived and shared experiences of former elite wrestlers to reveal the essence of perfectionism and identity.

This research will take the quantitative measures for perfectionism and identity to the next level. This study will look deeper into the lived and shared experiences of former elite wrestlers' perceptions of perfectionism by using the Sport-MPS-2 questions developed by

Gotwals and Dunn (2009). This measure of perfectionism is the gold standard for assessing perfectionistic tendencies. However, research needs to have a deeper understanding of the essence of perfectionism by examining the thoughts and feelings of the lived experiences.

Also, this study will delve into the essence of identity by incorporating the questions from the Athletic Identity Measurement Scale (AIMS) (Brewer, Van Raalte, & Linder, 1993). This gold standard measure for athletic identity looks into the aspects of exclusivity, social identity, self-identity, and negative affectivity (Groff, Zabriskie, Ramon, 2006; martin, Mushett, & Smith, 1995; Martine, Mushett, & Eklund, 1994; Masten, Tusak, & Faganel, 2006). This study intends to expand our knowledge of athletic identity post competition by gaining access into the lived and shared experiences of former elite wrestlers post competition.

Definition of Terms

Elite athlete is defined as an individual who spends many years in his or her particular sport mastering their level of skill to compete as an expert at the next level (Baker, Horton, Robertson-Wilson, & Wall, 2003; Perusse, Gagnon, Province, Rao, Wilmore, Leon, Bouchard, & Skinner, 2001). *Phenomenology* is defined as search for the meaning of the “lived experience of people” to better understand the essence of the phenomena according to the participants (Bloomberg & Volpe, 2012, p. 32). Perfectionism is defined as a personality inclination driven by achieving faultlessness and setting high-reaching performance standards while analytically over evaluating the performance (Stoeber & Damian, 2016). Athletic identity is defined as a culturally complex formation of belongingness formation (Antshel, Vanderdrift, & Pauline, 2016).

CHAPTER II

MANUSCRIPT 1

BEST OF THE BEST: FORMER ELITE WRESTLERS AND PERCEPTIONS OF PERFECTIONISM

Parents, in general but also coaches, are known to be the most influential forces in the development of a child's psychological foundation in areas such as perfectionism, self-confidence, emotion regulation, and tendencies for anti-and pro-social behaviors (Bronfenbrenner & Morris, 1998; Horn & Horn, 2007). Previous research indicates parents have the greatest impact on creating and fostering perfectionistic tendencies for performance but a coach's influence carries greater weight in adolescence, especially for athletes (Appleton, Hall, & Hill, 2010; Flett, Hewitt, Oliver, & Macdonald, 2002). How does that carry over into adulthood? Do individuals, especially athletes, hang onto the demands made by others for perfectionism throughout the life span? If not, are individuals capable of developing that drive on his/her own? How does that play out in elite athletes after competition is long over?

This study will enhance our understanding of the lifeblood of perfectionism by attaining access to the lived experiences of former elite wrestlers via personal interviews. The personal interview allows the researcher to penetrate the thought processes and unique experiences that may or may not have fostered and amplified the drive for

perfectionism. Due to the unique demands of competing as an individual as well as for the team simultaneously, these former elite athletes likely developed a sense of perfectionism which was internally and externally driven. An elite athlete is defined as an individual who spends many years in his or her particular sport mastering their level of skill to compete as an expert at the next level such as at the collegiate level, professional level, or Olympic level (Baker, Horton, Robertson-Wilson, & Wall, 2003; Perusse, Gagnon, Province, Rao, Wilmore, Leon, Bouchard, & Skinner, 2001). Elite wrestlers spend grueling hours in practice engaged in combat with members of their own team to further enhance their skills and abilities as well as abide by a rigorous diet to maintain their performance weight all for the sake of competition and the challenge of becoming the best of the best.

Previous research on perfectionism states that individuals display domain specific perfectionism and fall under one of three different categories of perfectionism: self-oriented (internally driven), socially oriented (externally driven), or other-oriented (elite athlete placing standards and expectations on others) but not a combination of those three categories of perfectionism (Stoeber & Otto, 2006). This research seeks to learn if former elite wrestlers were/are self-oriented perfectionist, influenced by socially-oriented perfectionism (parents or coaches or both), driven by other-oriented perfectionism or a combination of those three different types of perfectionism. Also, those former elite wrestlers who display perfectionistic tendencies may or may not have a maladaptive or adaptive perception of failure leading to previous research on perfectionistic strivings and perfectionistic concerns (Stoeber & Otto, 2006).

This research is important for coaches, mental health professionals, and parents in general to gain a better understanding of the differences in type of perfectionism as well as which type of perfectionism lends itself to positive or negative outcomes over the lifespan. Previous research states that when the athlete cannot meet the high expectations for success a fear of failure may occur and increase negative behaviors and poor mental health outcomes (Birney, Burdick, & Teevan, 1969; Conroy, Willow, & Metzler, 2002; Conroy & Elliot, 2004). Perfectionism will be discussed in the next section. The question then becomes, if a former elite athlete has developed a fear of failure, does that carry over from the days of competition on the mat to the arena of career performance and responsibilities?

Perfectionism

From the time an elite athlete begins his or her journey into the world of sports participation, young athletes are taught and groomed-by parents and eventually coaches-to display many characteristics that represent the ultimate athlete. As the young athlete progresses in his or her sport of choice, the behaviors and mindset to be the best of the best soon become so ingrained into the young athlete's thoughts and behaviors that the original reason sport participation began may soon fade away (Baxter-Jones & Maffulli, 2003; Lauer, Gould, Roman, & Pierce, 2010). Those well-established athletic characteristics such as perfectionism become part of their internal mindset and one may likely transfer those same characteristic into their everyday life tasks and responsibilities such as in career obligation, present and future family relationships, and even into the realm of the parenting relationship.

Recent research indicates that perfectionism can be seen through two very different categories—perfectionistic strivings and perfectionistic concerns (Stoeber & Otto, 2006). The aforementioned research states that perfectionistic strivings are a positive healthy approach to expectations and performance standards. Even if those expectations and standards are set too high, the individual takes a more positive perception of oneself and one's ability to achieve the outcome and adapt to disappointment as opposed to perfectionistic concerns. Perfectionistic concerns increase negative outcomes in which the individual focuses on the mistakes made during the performance which can lead to a lack of achievement; negative views of what others might think about the failure; and doubts of one's ability to accomplish performance expectations and expected outcomes in the future (Stoeber & Otto, 2006).

Research indicates that how one perceives striving for success at perfectionism is important. Viewing the degree of perfectionistic tendency as dimensional (i.e. low, moderate, or high for perfectionism) compared to viewing perfectionism categorically and person centered (i.e. adaptive perfectionism, maladaptive perfectionism, or non-perfectionism) determines negative or positive mental constructs for the individual (Gotwalls, 2011; Hill, Hall, Appleton, & Murray, 2010; Martinent & Ferrand, 2006; Sapieja, Dunn, & Holt, 2011; Stoeber, Stoll, Salmi, & Tiikkaja, 2009). The enhancement of perfectionism—adaptive or maladaptive—for individuals begins with the parental environment. Parents who display love for their child based on the child's successful performance are more likely to foster their child's maladaptive perfectionistic tendencies compared to those parents who do not (Hamacheck, 1978; Hollender, 1965; Missildine, 1963).

Individual's whose parental environment encourages maladaptive perfectionism are more likely to express unrealistic goal orientations and decreased self-confidence especially for athletes (Dunn, Causgrove-Dunn, & Syrotuik, 2002). However, previous research has indicated that former elite athletes are more likely to be influenced by their former coaches in the areas of competitive aggression, self-image, athletic abilities, and perfectionism more so than the parents during the athlete's adolescent development (Jowett & Cramer, 2010). Parents in general appear to be more involved with their children especially on and off the field of play based on their perceptions of their child's athletic abilities (Bois, Lalanne, & Delforge, 2009; Fredricks & Eccles, 2002). Parental influence in the form of parental pressure on and off the field can create an atmosphere of perfectionism as well as pre-competition anxiety which lends itself to positive as well as negative outcomes for young athletes (Collins & Barber, 2005; Scanlan & Lewthwaite, 1989). Perfectionism and parental pressure will be discussed in the next section.

Parental Pressure

Parental involvement has been well established as an important factor in the development of children, and parental involvement's influence reaches across an individual's lifespan (Bowlby, 1978). Parenting has evolved over time, and research indicates that being an involved authoritative parent who displays such qualities as warm and nurturing tendencies (i.e. open communication along with maintaining guidelines and structure that incorporates autonomy) encourages the development of a secure attachment style for a child (Fraley, 2002; Swain, Konrath, Brown, Finegood, Akce, Dayton, & Ho, 2012). However, when parental involvement extends from the home to the field of sports

participation, parental involvement may incorporate such parenting behaviors as parental pressure.

Parental pressure consists of parental expectations for the child athlete to succeed at all costs. These high parental expectations may be above the abilities of the child athlete and will likely increase a desire of doing well for their parents as the most important aspect of their participation leading to an increase in pre-competition anxiety (Gould, Dieffenbach, & Moffett, 2002; Gould, Eklund, Petlichkoff, Peterson, & Bump, 1991; Leff & Hoyle, 1995). A parent's avaricious need for acclaimed achievements through their child athlete even without conscience awareness of harm to their child athlete is known as "Achievement by proxy distortion (ABPD)" (Anderson, Funck, Elliott, & Smith, 2003, p. 242; Tofler, Knapp, & Drell, 1998). Fathers are more likely to display strong tendencies of ABPD more than mothers who are more likely to display such parental behaviors as encouragement and support regardless of the athlete's performance outcomes (Wuerth, Lee, & Alfermann, 2004).

In today's society, the responsibilities and expectations for fathers has changed with a higher demand on a father not only to provide financially well for his family but to be highly involved with his children on a daily basis intensifying the drive to prove a man's identity as a good father (Allen, Herst, Bruck, & Sutton, 2000; Branchi, Casper, & King, 2005; Winslow, 2005). Today, fathers must display various abilities such as perfectionism, a solid work-ethic, undeniable dedication, goal-orientation, and achievement which may lend to those fathers transferring those types of characteristics onto their children through parental pressure (Barker-Ruchti, Barker, Rynne, & Lee, 2012; Bernard, 1981; Gould, 1974). Most fathers embrace those societal expectations of

being involved with their children with excitement especially when that involvement includes sports (Marks & Palkovitz, 2004; Pleck & Masciadrelli, 2003; Townsend, 2002). However, research also indicates that fathers may become very rigid in the demands for their children to become the elite athlete by expecting their children to continuously develop and master their athletic skills increasing a negative tension between parent and child (Gutierrez, Izquiero, & Kremer-Sadlik, 2010; Kremer-Sadlik, Izquierdo, & Fatigante, 2010). This rigid and demanding fathering known as “orthodox masculinities” (Gottzen & Kremer-Sadlik, 2012, p. 640) is a characteristic of many elite athletes who have been groomed over the course of their athletic participation by their parents displaying parental pressure. The atmosphere of parental pressure experienced by former elite athlete may have fostered perfectionistic tendencies. This atmosphere of perfectionism may have encouraged the former elite athlete to endure any hardship that presented itself while quietly suffering through pain and injuries, taking on increased risk-taking to be the best, and seeking to win at all cost (Anderson, 2009; Coakley, 2006; Connell, 2000; Messner, 2002).

Research suggest there is a fine line between being a quality involved father and a father who is too demanding such as setting unrealistic goals for their children especially in the world of sports participation where a balance of both nurturing and orthodox masculinity is most important to produce positive fathering behaviors (Gramsci, 1971). This research also suggests that former elite athletes may disclose tendencies of parental pressure with their children in the realm of sport or even academic competition due to their own perfectionistic tendencies and experiences of parental pressure (Spreitzer & Synder, 1976; Higginson, 1985).

Mental Health

There are three types of perfectionism: self-oriented, socially-oriented, and other-oriented. These categories of perfectionism set the standard for placing extreme expectations on performance and playing a role in mental health outcomes. Individuals who perceive a loss or lack of being successful as an individual flaw may display negative mental health states such as anxiety and fear of failure (Cook & Kearney, 2009; Dunn, Gotwals, & Dunn, 2005). Elite athletes who are driven by a perfectionistic based performance (i.e. perfectionistic concerns) are more likely to develop poor mental health such as anxiety and depressive symptoms as well as increased negative self-esteem (Koivula, Hassmen, & Fallby, 2002).

However, previous research also indicates that striving for perfection is not detrimental to an elite athlete. When the athlete's perception of failure is to make adjustments or work harder to improve performance is more likely to display an overall positive mental health state such as low-anxiety and higher self-esteem all the while increasing performance that leads to success (Stoeber, Otto, Pescheck, Becker, & Stoll, 2007). The aforementioned research states the athlete's perception of perfectionism that makes the difference between adaptive and maladaptive perfectionistic tendencies. If an individual is striving for perfection and remains positive in the face of defeat then his or her mental state remains positive as well. However, if an individual exhibits perfectionistic concerns and is not successful, the individual may express shame and anger when attempts in their athletic performances do not meet an expected level or achieve an expected outcome which could increase poor mental health overall (Elison & Partridge, 2012).

Research Questions:

1. How do former elite wrestlers perceive their expectations when setting goals?
2. How do former elite wrestlers feel about experiencing failure?
3. How do former elite wrestlers perceive other's success compared to their inability to be successful when attempting the same goal?
4. How do former elite wrestlers feel when others (i.e. parents, coaches, employers, peers) become aware they are not successful?
5. How do former elite wrestlers feel about their competence in achieving their goals?
7. How do former elite wrestlers view the expectations they set for themselves when compared to others (i.e. co-workers, children)?

Method

Sample

IRB approval through Oklahoma State University was granted for this research. Data was collected from former elite wrestlers in the Midwest who met these criteria: 1) Must have competed at least one year at the collegiate level; 2) Must be out of competition for at least three years; and 3) Must be male. Descriptive statistics (See table 1: Appendix C) show that the mean age of the participants is 35 years old with a range from 23 to 58 years. Also, educational attainment reflects that 5 graduated from high and has some college, 2 have associates degrees, 11 have a bachelor degree, and 2 have master's degrees. Race is represented as 65% Caucasian, 30% Native American, and 5% Latino. The mean age for age to first wrestle is 6 years with a range from 4 years old to 14 years old. The mean number of total years wrestled is 15 years with a range of 7 years

to 18 years wrestling experience. The mean number of years wrestled in college is 3 years with a range of 1 to 5 years of college wrestling experience. Of the 20 participants, 19 currently have a full-time job with 11 also holding a position of current wrestling coach or wrestling referee.

Procedures

One-on-one audio-recorded interviews were conducted between researcher and the 20 participants lasting 30 to 45 minutes. The interviews took place on the OSU-Tulsa campus in the Youth and Family lab or off-campus at a location private and convenient for the participant. The recorded interviews were uploaded to computers located in the Youth and Family Lab located on campus. The computers can only be accessed by the researchers due to passcode protection. Interviews were conducted from February 2016 until December 2016 when saturation of data occurred. Once the interviews are uploaded to the passcode protected computers, the interviews were deleted from the tape recorders.

At the end of the interview, participants completed a short demographic and individual characteristics survey. The survey did not include the participant's personal information such as name, address, phone number, or email. Each participant was assigned an ID number. The completed survey is kept in a locked filing cabinet separate from the participant's personal contact sheet in the Youth and Family Lab located on campus. The data from the survey was entered into a passcode protected computer in the Youth and Family Lab on campus by the researcher.

Qualitative Plan of Analysis

Data was collected using a qualitative phenomenological approach. The ultimate goal of this study is to gain a deeper understanding of the lived and shared experiences of

former elite wrestlers in the areas of identity and physical health. A “horizontalization of the data” (Creswell, 2013, p. 193) was used treating each as having equal worth and to examine repetitive data (Etter, Stemple, & Howell, 2013). The interviews were listened to and transcriptions read before proceeding to subsequent interviews to determine emerging themes to guide those subsequent interviews. Analysis of the interview transcripts was conducted using a Husserl (1913; 1962; Moustakas, 1994) qualitative phenomenological approach.

Issues with Trustworthiness

To meet the first expected step of transcendental phenomenology, Epoche will be used which addresses the issue of trustworthiness which is determining that the findings are just and accurate as determined by the participants. Epoche is when the researcher clarifies any biases and preconceptions about the research and examines the phenomena from a pure open-eyed stance (Moustakas, 1994). I am familiar with former elite wrestlers and the necessary steps for them to take to become elite. My sons are both former elite wrestlers and began their career in wrestling at the early age of five. I spent many hours sitting in practices watching them learn and improve their skills as well as compete. I witnessed the sacrifices they made such as eating a strict diet, hours upon hours of rigorous practice, times of discouragement, and times of glory. I often wondered why they would endure such intensity for several months during the year as well as days during the week. My observations lead me to believe it was for the reward of a medal or a trophy and later a college scholarship. And to some extent, it may have been.

Next, the second step is Bracketing (Fischer, 2009)-which entails a scrutinizing examination of the data by examining the data outside of the world it was intended. The researcher not only acknowledges his or her biases about the phenomenon but takes great measure in an exhaustive examination of current research on perfectionism was conducted before the interview process began. The third step will be to align the data in an effort to eliminate overlapping and repetitive data, horizontalization (Etter, Stemple, & Howell, 2013). The fourth step is the structural description of the whole group's experiences. This structural synthesis looks for deeper meanings below the surface of what was being said. Finally, the researcher "integrates composite textural and structural descriptions into a synthesis of meanings and essence of experiences" by the participants (Moustakas, 1994: 144).

Each transcript was examined independently by researchers to uncover commonalities of the shared experiences of former elite wrestlers known as bracketing (Douglass & Moustakas, 1985). The researchers looked for fundamental structures that were defined and analyzed as intricate moments in time of the phenomena to reveal their meaning. Next, the researchers through conversations with participants clarified meanings of the phenomena. Once meanings were established for the fundamental structures, researchers examined the data in parallel to determine repetitive and overlapping structures for reduction to determine themes (Moustakas, 1990b).

Then, the researchers deducted the overall experiences based on the textural portrayal of the experience such as the participants' feelings from the experience. From the textural portrayal or the shared experienced feelings of the participants, researchers developed structural descriptions of the experience from the group of participants to

uncover a deeper meaning of the phenomena (Giorgi, 2009; Polkinghorne, 1989). The final step was a synthesis of the textural and structural components from the lived experiences of each former elite wrestler as a representation of the shared experience for the sample (Creswell, 2013).

Credibility in qualitative research can be addressed by using a technique known as member-checking. Member checking is defined as the researcher going back to the participants and making any clarifications on quotes or told information to verify that the researcher used appropriate descriptions and connotations when transcription occurred (Thomas, 2017). Credibility allows for the believability of results and the intentions of the participants spoken word within the research. This clarification process allowed the researcher to incorporate the feedback from the participants into the thematic and results process for authenticity.

Transferability is interchangeable with external validity expected in quantitative research. Transferability refers to a rich, thick description of time and context in which findings are exposed so that the reader may be able to understand and apply those findings to other similar populations and contexts (Guba & Lincoln, 1989; Morse, 2015). In this study, a thick and rich description is used from the participant's own words to describe the emerging categories and themes.

The benchmark of dependability and confirmability within qualitative research that the findings are prudent and based on well-constructed methodology is met within this study. An additional step of self-reflexive journaling was conducted by the first researcher throughout this research. Immediately following each interview, post interview notes containing first impressions and thoughts regarding future questions,

emerging themes, personal thoughts, or possible biases, were completed. Notes taken during and after each interview were filed as part of the data for each participant and were included in the development of categories as well as the analytic process. This process of journaling is referred to as Memoing (Bloomberg & Volpe, 2012; Strauss, 1987).

Questionnaire Description

The questions for perfectionism are taken from the quantitative assessment survey the Sport-MPS-2 on perfectionism which was developed and used by Gotwals and Dunn (2009). Originally, the questions are answered on a Likert scale rating levels of perfectionism. The questions contained in the Sport-MPS-2 are domain specific for self-oriented, social oriented, and other oriented but only the questions that pertain to everyday life instead of sport specific will be used. The intent of this research is to use those questions in a qualitative manner to gain a deeper understanding of the essence of perfectionism. This study is looking to better understand if the lived experiences from wrestling participation enhance adaptive or maladaptive perfectionistic tendencies as well as which types of perfectionistic tendencies former elite display long after competition is over.

Results

The extensive research questions examined in this study encompass the past and the current attitudes and experiences of former elite wrestlers in regard to how perfectionist tendencies were experienced in performance on the mat and now in their current careers. Also, how their experiences of parental pressure influenced, if at all, their past performance and how they view their experiences of parental pressure with

their own children. Researchers were mindful of how those past lived experiences with parents and how current lived experiences with their own children may evoke feelings of unrest or unresolved emotions. Experiences of demanding more from themselves and others then and now, experiences of unsuccessful goal attempts then and now, perceptions of negativity from others as well as support, and experiences of self-reflection and determination were interlinked throughout each lived experience and led to these emerging broad categories: *A demand for perfection from self, high expectations for others, failures are necessary, and the view you have of yourself matters most* (See Figure 1: Appendix D for Emerging Themes and Categories).

To protect the identity of the sample, pseudonyms are used and results are organized by theme that integrated each participant's experiences. This research also exposes differing experiences, perceptions, and meanings as those surfaced and were discussed by participants. The intent of this research is not to tabulate each individual unique experience but to consolidate a genuine narration describing the essence of the participants shared life experiences then and now.

Category 1: A Demand for Perfection from Self

Category one specifically focuses on self-oriented perfectionism and the lived experiences from all 20 participants. Under this category, two over-arching themes emerge from the data.

Theme: Strive for Perfection

Each former elite wrestler was asked how they became interested in the sport of wrestling. Fifteen participants respond with "my dad used to wrestle" or "it is a family tradition" or "my town is big on wrestling." When asked about their desire to participate

in the sport of wrestling, all 20 former elite wrestlers response was “I found out I was really good at it” and “I wanted my name on the wall in the wrestling room.” All 20 of these former elite wrestlers continued their participation in the sport of wrestling despite how they got their start. This realization gives insight into these participant’s being self-oriented perfectionist as further statements about past and present goal setting is discussed. Each wrestler discusses how they desired to “get better every time I walked on the mat” and how having “no one else to blame for my mistakes but me” challenged them to strive for “perfection” every day.

Micah, a 23 year old Native American says:

“I got up each day and looked in the mirror and told myself you must exceed your lowest expectations. I have carried that philosophy over into my adult life in work and in family. I look at what I want and do everything and then sum to achieve my goal.”

All 20 of these participants believe that setting the highest of expectations drives you to do and be your best even if you don’t achieve the ultimate goal you are closer than you were before with less steps to take to get there. “Being the best” is how each of these participants feel in that you must not make excuses for your losses but to strive harder the next time to be successful.

Theme: Success requires Sacrifice

Mitch, a 37 year old Caucasian male, explains his thoughts and feelings on making sacrifices for this sport. He states:

“You have to decide how much personal sacrifice you are willing to make to achieve your goal. Things worth fighting for won’t come easy.”

Mitch says that:

“No other sport pushes you to your limits and reveals that you have no limits.”

He states that he carries this drive into his current career as a business owner. Mitch says

“It is matter over mind and not mind over matter because your mind tells you that you are done and cannot go any further but your body is designed to take you farther than you think you can go.”

He says that:

“You can always run one more mile or take one more shot for a takedown” just like you can “make one more phone call or take one more chance on getting a new client even when you have tried to convince this same possible client ten times.”

This feeling of “just one more shot” ran abundantly clear throughout each interview. All 20 of these former elite wrestlers reveal similar feelings of striving for success every day from past wrestling participation to current career goals. Mitch also feels that “other people just don’t get it” and they are “weak minded” when it comes to “finishing the job at hand” when things are not easy. This desire to be successful and to “challenge yourself” daily is also an indicator of “self-oriented” perfectionism. These former elite wrestlers all perceived that “being the best” and “pushing yourself past limits” should be the mindset of everyone.

Category 2: High Expectations for Others

Under category two, two broad themes emerged from the data which represents other-oriented perfectionism. The first theme represents how all 20 participants’ expectations for others to always do their best when attempting any endeavor. The second

theme represents the 15 participants who are fathers and their expectations for their children specifically.

Theme: Mediocrity

Matthew, a 33 year old Native American male, says

“I see people every day put the least amount of effort into their work and walk away satisfied with that minimal effort.”

He expresses “disgust” and “disdain” for anyone who does not push themselves for excellence. Matthew states

“We live in a time where mediocrity is acceptable” and people “don’t invest in themselves or others.”

This expectation for others to strive for “excellence in all that they attempt” was felt by all 20 of the men in this sample. These gentlemen feel that “mediocrity is an indication of being lazy” and “a lack of responsibility to your teammates.” Matthew says

“Your co-workers are your teammates” and “you must set an example of strong determination and leadership” to encourage and support your teammates.

Theme: Give it your All

Of the 20 participants, 15 are parents. When discussing their experiences with socially-oriented perfectionism, these 15 parenting former elite wrestlers talk about their feelings and experiences of encouraging their children to set goals and strive for success. When it comes to demands on their own children, the group expresses different feelings about “being perfect.” Cale, a 49 year old Caucasian male, states that as a father

“I make sure that I am there for my kids physically and emotionally.”

He says:

“I support my kids and encourage them to give all they have to everything they choose to do but also let them know that it isn’t about the win.”

However, Jack, a 58 year old Caucasian male, states that he “supported” his kids no matter what sport they played; but when they were on the field and seemed to be injured, he would say

“Are you hurt or does it hurt?”

He wanted his children to know the difference and “learn” to deal with whatever life handed them. This perception of “fathering” with support and encouragement was similar to all fathers in this sample. Each of them wants their children to do “their best” and to “never quit trying” or to “never give-up” on their endeavors but feel that they don’t “set high expectations or demand they be perfect.” Conner, 33 year old Caucasian male, states that even when he lost at the national tournament and

“My opportunity to be a National Champion was gone”

his dad stood right there beside him and supported him just as he feels that he supports his own children. Conner says that his parents never “demanded that he win” but that “he always finish what you started” and to “never quit” on yourself. These 15 participants all perceive their fathering to be that of nurturance and guidance regardless of the goal set by their children. Overall, these 15 participants continue to live by and believe in the motto “striving to be your best everyday” gives you an “edge” over other people because other people “only do the bare minimum” to get the job done.

Category 3: Failures are Necessary

Category three is represented by how these former elite wrestlers view themselves when suffering a loss or an unsuccessful attempt at a goal. This category is focused on perfectionistic strivings and perfectionistic concerns. There were two emerging themes.

Theme: Failure makes you Stronger

“Losing happens” and “Just work on getting better” are the most used phrases from all 20 of these former elite wrestlers when discussing their perceptions of failure or loss. Each one of these participants states over and over that “everyone faces failure” and “how you react” is your “defining moment.” These former elite wrestlers would cringe when expressing their lived experiences of failure or facing defeat but not one of them “took it as a personal flaw” or “a lack of ability” to find success. Of course when you experience the loss initially you feel “anger” and “disappointment” with yourself Jacob states (a 31 year old Native American). But, you don’t have time to

“Feel sorry for yourself” and “cry about it”

you must get ready for the next match or the next step in whatever you are attempting to do. Also, you “only have yourself to blame” is a dominant belief from each of these elite wrestlers.

Theme: Failure fosters Improvement

Max, a 30 year old Caucasian, states

“I would get really upset with myself when I lost on the mat or when I don’t reach my goals at work now” but he says “that’s life and you just have to get over it and try harder for the next time.”

Overall, the felt experience of loss or being unsuccessful at achieving any goals past or present is viewed by this sample as a lesson on getting better for the next

challenge, moving on to another challenge, or meeting that goal later than expected.

George, a 28 year old Caucasian, states

“loss makes you a stronger man because it teaches you to work harder and do better in the future: it doesn’t mean that you are a failure” as a person.”

These 20 former elite wrestlers feel that, in order to gain knowledge and improve on your skills, you must experience loss and disappointment.

“How do you even know what you are made of if you are not challenged with disappointment?”

“Life is about struggle and challenges” without those things “you will never know how much you can take” as stated by George.

This perception of loss and disappointment was experienced and is expressed by this sample of former elite wrestlers. These former elite wrestlers describe in detail how “facing defeat” only fueled their fire then and now. This belief of improvement and determination is reflected in their past endeavors as well as in their present attempts for success. Theo, a 26 year old Native American, states that

“Striving for perfection is not about the win but the self-improvement” and not about “public failure” because this is about his goals and not “filling the desires and expectations of others.”

Theo also states that he is currently “trying to successfully pass his professional certification test. I took it once and missed passing by 10 points” “So, I decided that I didn’t study hard enough and have changed my strategy for studying” Theo states. He says “It really made me mad at myself for not preparing right” but I am not “worried about what other people think about me not passing.” This certification “isn’t about other

people” but about my future as a professional with credentials. In the next section, how these former elite athletes feel about others who may be disappointed in their lack of success will be discussed.

Category 4: The View You Have of Yourself Matters Most

The final category is represented by two emerging themes. These themes represent how the former elite wrestlers feel about how other people view their losses or unsuccessful attempts. This category is centered about the lived experiences of socially-oriented perfectionism.

Theme: My Struggle: My Consequences

A resounding atmosphere of “support and encouragement” by their families enhance their belief of “our goals and our dreams” and are a reflection of “our hard work” and the consequences are “only ours to endure” echoes from all 20 of these participants. When considering the view others have about their lack of success, each of these former elite wrestlers state “I don’t care what other people think” because those other people do not understand the “mind set” it takes to achieve success in wrestling which leads to success in life. Kaleb, a 30 year old Caucasian male, states

“My disappointment is what drives me and challenges me then and now not what others think.”

He makes it clear that he does care what others think of him when he is not successful past or present. He says

“They don’t understand what sacrifices I have made to get where I am.”

As a whole, these men don’t want to “disappoint” their current families (i.e. wives and children) for things like trips or material possessions but do not “worry” about how others

view them when they are not successful. All 20 of them state, in their interviews, “It isn’t about someone else and what they want.” Overwhelmingly, they feel that goals are personal; and, they are the ones who “pay the price” if they are not successful. One wrestler in particular discusses how his family was “uninvolved” in his choice to participate in wrestling. Cale, a 38 year old Caucasian, states that

“Life on the mat, in the wrestling room, and my life now are all about the hard work and dedication I put in” so other people “just don’t factor into my opinion of my failures.”

Theme: My Failure doesn’t make me a Failure

Jacob, 55 year old Caucasian male, shares that

“Winning isn’t the ultimate goal but challenging yourself to improve your skills on the mat and now in life is the ultimate goal because how you lose is most important.”

He smiles and says

“Now winning is nice but there is more to life than bringing home a trophy or a title. A coach can teach you skills, a workout partner can challenge you to improve, and your teammates can cheer you on but it is all on you for success or failure” as he reflects.

As a whole this sample believes “it’s our investment” and not “the investment of others” that matters in the end. They do not feel “it doesn’t matter if other’s think you are a failure” because it is how you “accept defeat and see yourself” that matters.

Therefore, these wrestlers do not display the characteristics of socially-oriented perfectionism. And overall, this sample of former elite wrestlers also display positive

perfectionistic strivings based on their lived experiences and current feelings about themselves. Their shared experiences paint a picture of no concern for the opinion or expectations of others as well as no feelings of insecurity about their abilities to perform even after unsuccessful attempts nor a lack of self-worth which would indicate negative mental health consequences such as perfectionistic concerns (Dunn, Gotwals, Dunn, Selzer, Lizmore et al., 2016; Madigan, 2016).

Discussion

A major finding from this research is the intense “lived experience” of perfectionism discussed by each of these former elite wrestlers and how that internal drive has an impact on their current daily lives 10, 20, or even 40 years later. This link of perfectionism remaining across the life span is important when examining career and family relationships. Fortunately for most of these former elite wrestlers, their lived experience of perfectionism seems to be positive and adaptive instead of maladaptive and self-deprecating. This sample of former elite wrestlers discuss how their family was always very supportive of their dedication and determination to strive for being “the best” and never made them feel that they needed to be successful for everyone else. These former elite wrestlers stated that “challenging yourself every day to be the best you can be is the most important thing.” They each felt that if you don’t set goals and reach for the “clouds” then you stop being productive.

Insight from this research gives importance to how an internal drive for perfectionism is evident early on and reaches into later years reflecting a life span influence. This display of perfectionistic strivings without displaying or experiencing perfectionistic concerns supports current findings and adds to the current research on

perfectionism in that individuals who have a positive outlook in the face of failure and continue to strive for perfection display positive and adaptive mental health states (Dunn, Gotwals, Dunn, Selzer, Lizmore et al., 2016; Madigan, 2016). These former elite athletes continue to face failures and disappointment but continue to strive to be “the best” every day.

These former elite wrestlers attribute their participation in the sport of wrestling as the catalyst that enhanced their tendencies for perfectionism. The findings in this research also contradict some previous research findings in reference to perfectionistic tendencies being a situational state of being. According to Breeding and Anshel (2015), elite athlete’s perfectionistic tendencies are situational such as during competition and cannot be attributed to everyday life experiences. This research is consistent with the previous research that individuals do display those behaviors of perfectionism with career and family responsibilities outside of athletic completion (Stoeber, Mutinelli, & Corr, 2016).

These former elite athletes also display and discuss their high expectations for others to work and strive for success also known as other-oriented perfectionism (Stoeber & Otto, 2006). Other-oriented perfectionism is like a double edged sword meaning that when combined with conscientiousness, other-oriented perfectionistic individuals can motivate others to focus on the task-at-hand and get the job done; but on the flip side, without conscientiousness, other-oriented individuals can display “narcissism and authoritarianism” (Shoss, Callison, & Witt, 2015, p. 234). There are mixed lived experiences with this sample of former elite athletes in that some express maladaptive other-oriented tendencies. Some of this sample perceives other individuals today as

“mediocre.” The majority of this sample believes that “you have to be willing to set the example and work towards a team goal” which reflects adaptive other-oriented perfectionistic tendencies. A deeper examination of specific other-oriented perfectionist behaviors is in order here to make a more informed determination of other-oriented perfectionist tendencies displayed by these former elite wrestlers.

In reference to the lived experiences of parental pressure, these former elite wrestlers did not experience parental pressure for performance. As stated by each interviewee, their parents were supportive and encouraging but did expect them to “finish what they started” in reference to finishing the season of whatever sport or activity they started. This lack of lived experience of parental pressure adds to their ability to develop positive perfectionistic tendencies without regard to fear of failure (i.e. perfectionistic concerns) and display positive perfectionistic tendencies then and now which is consistent with current research (Lyman & Luthar, 2014).

These former elite athletes, who are parents, all feel that they do not display parental pressure with their children. They discuss having the same expectations of “never quitting” or “finishing what you started” with their children like they experienced with their parents. An additional expectation would be to interview the children of these former elite wrestlers to learn more about their lived experiences of parental pressure or lack of experience. The lack of lived experience of parental pressure may help explain why these former elite wrestlers also do not feel any concern or worry about the perceptions of others.

This sample of former elite wrestlers overall do not display any feelings or expressions of concern about how others view or perceive their unsuccessful attempts.

This is also a positive outcome of perfectionist behaviors. In accordance with current research, individuals who do not invest in the opinions or concerns of others in regard to their successes or failures and have an optimistic attitude toward perfection are less likely to display negative mental health outcomes compared to individuals who have maladaptive perfectionistic concerns (Black & Reynolds, 2013). These former elite wrestlers feel that it shouldn't matter to others whether or not they are successful in their endeavors because no one else is making the necessary sacrifices for such endeavors. This is consistent with individuals who do not experience socially-oriented perfectionism. Current research states that individuals who display and experience socially-oriented perfectionism also display poor mental health attributes such as rejection, disconnection to others, and depressive symptoms (Sherry, MacKinnon, Fossum, Antony, Stewart et al., 2013).

These findings represent the “lived experiences” of former elite wrestlers and their “subjective” view of how wrestling has impacted their lives overall. In accordance with phenomenology, every “intentionality is composed of noemea and noesis” (Patton, 2002, 484). The phenomenon of wrestling (i.e. the noemea) is felt to have instilled or formed these former elite wrestlers into goal driven and challenge accepting individuals who wake up every single day working toward being better than they were the day before in every endeavor they encounter. The noesis (i.e. the self-evidence or outcome) of their wrestling experience is the self-improvement, accomplished goals, and positive perseverance that each of these wrestlers defines themselves by and examines others. Each of these former elite wrestlers looks into the mirror of life every day and considers

whether or not his reflection measures up to the challenges of yesterday, today, and tomorrow.

Strengths and Limitations

The use of phenomenology in this research is a strength which allowed us as researchers to delve into the “lived experiences” of perfectionism. We as researchers get to examine the positive and negative attributes of perfection as lived, breathed, and sweated by former elite wrestlers. A new and brighter light has been shed on the world of wrestling which can be seen by many and understood by few. This new and brighter light illuminates how individuals hone their perfectionistic tendencies through sacrifice and hard work. But more importantly, this sport requires obligation to self and to others. You walk out on the mat of competition alone but you have a team behind you. Your outcome is based on your preparation but the consequences are felt by all. These men shared and exposed a light on how their drive for perfectionism reaches across the life span. This phenomenological study on perfectionism lends to previous research that leans toward perfectionistic tendencies being an individual trait more than a behavior displayed for a particular purpose (Sherry et al., 2013; Stroeber & Otto, 2006).

A limitation of this study is not interviewing the children of these former elite wrestlers. According to this sample and those who are fathers, they feel that they do not display parental pressure toward their children in regard to participation. However, each of these fathers stated that they do not care what activities their children are involved in but do feel that they need to give it “all they have” no matter what. More information is needed from the participants as well as their children. Parental pressure such as humiliation and extreme expectations for the child can leave a negative aftermath from

poor mental health states to substance use (Ringeisen & Raufelder, 2015; O'Rourke, Smith, Smoll, & Cumming, 2011). However, despite the few limitations of this study, this study was able to incorporate the gold standard quantitative measure for perfectionism (Sport-MPS-2, Gotwals & Dunn, 2009) into qualitative research with findings that go deeper in description and give us a richer knowledge of the essence of perfectionism through the lived experience of former elite wrestlers.

Implications

The more we know about perfectionism the more we can discern what is harmful and what is beneficial over the lifespan. This information on the phenomenon of perfectionism will allow researchers, parents, coaches, and mental health professionals better inform families on the complexity and diversity of perfectionism. Exposing behaviors of parental perfectionism and parental pressure that may lead to enhancing positive or negative perfectionistic tendencies as well as capabilities of emotion regulation and intimacy is vital to individual and familial functioning (Randall, Bohnert, & Travers, 2015; Roth & Assor, 2012). It is to the benefit of individuals, the family, and the community to have a more informed understanding of not only predictable outcomes to parental perfectionism and parental pressure but how to encourage and foster positive parenting behaviors that lead to positive perfectionistic tendencies that will enhance child, adolescent, and eventual adult behaviors for positive emotion regulation, intimacy, and perfectionism.

Research Implications

It is imperative that more qualitative research be conducted in the realm of perfectionism with a focus on parental pressure. Aside from personal interviews,

researchers would gain significant information from a “lived” experience in the world that almost demands perfectionism to grow and develop by doing an ethnographical study. Gaining information from participants in the wrestling world by becoming immersed in the world of wrestling would broaden our knowledge of the inner-workings of perfectionism on the individual level as well as a group level. An ethnographical look into the world of wrestling with a focus on perfectionistic tendencies would add greatly to research. The diligent work of “blurring genres by combining autobiographical narratives with theoretical perspectives of phenomenology” (Burdell & Swaddler, 1999, pg. 23) along with dwelling with your subjects can enrich what we know, how we know, and why we know about a phenomenon. Just to be able to judge behaviors as negative or positive with quantitative data is not enough to develop our understanding of a phenomenon. Quantitative data on perfectionism and parental pressure should be our guide, as it was for this research, to lead us down the path knowing.

Practice Implications

With the overwhelming quantitative research on the positive and negative aspects of perfectionism and parental pressure, the use of phenomenology paints a subjective picture for us to derive an objective translation of the data into the world of practice. The information gained from this research, gives mental health professionals a closer view by moving them from a “front porch view” to the “living room” of perfectionism as well as the impact from parental pressure. Practitioners can assist clients by creating opportunities for discussion on harmful perfectionistic behaviors whether those are self-perfectionistic concerns, socially-oriented perfectionistic concerns, or other-oriented perfectionistic behaviors. By guiding their clients through the process of understanding

the negative perfectionistic behaviors being displayed, the clients can work toward modifying their negative behaviors to positive behaviors.

It is important for individuals who display maladaptive perfectionistic concerns to understand how their behaviors do affect the lives of other individuals whether those individuals are their children, partners, or co-workers along with how their behavior impacts the view they have of themselves (Rice & Richardson, 2014). Also, improving the view an individual has of him/herself, improves mental health well-being.

Practitioners can also engage in teaching coaches as well as parents how to recognize those maladaptive perfectionistic tendencies in their athletes and children. Practitioners can better inform coaches and parents on how to be mindful of coaching and parental pressures that enhance negative perfectionistic behaviors in children as well as help to reframe how the athlete or child sees success and failure (Corrie & Palmer, 2014).

Conclusion

Findings from this research reinforce the role of self-perception and how self-view influences all aspects of not only the individual's life but of anyone involved with the individual and how imperative it is to better understand. Gaining insight into how individual's view and display perfectionistic behaviors is important in how parents, coaches, and professionals engage with these individuals. Also, gaining access into a world where perfectionistic tendencies seem to be significantly important for, at the bare minimum, survival as well as longevity in the sport and live after the sport is most important. Wrestling appears to foster and enhance perfectionistic tendencies and overwhelmingly in a positive way. These individuals reflect self-oriented positive perfectionistic tendencies so much so that failure is welcome to bolster the drive for self-

improvement and goal reaching abilities. But on the other hand, those other-oriented perfectionistic tendencies seem to be mixed in that some display a concern and a drive to “encourage others to be successful” and others display “a hard-nosed lack of empathy” for individuals who lack “that drive” to be successful.

This richer understanding of perfectionism and the light shed on parental pressure will assist parents, coaches, and practitioners as well as the individual to hopefully build new frameworks to work with individuals who display perfectionism. Most importantly, understanding that these perfectionistic tendencies are apparent across the life span regardless of the endeavor or domain the former elite wrestler exists. Adding to the literature that perfectionistic tendencies are more than just event or situation specific but an internal characteristic, gives weight to how individuals are driven to perform, succeed, and exist.

CHAPTER III

MANUSCRIPT 2

THE SPORT THAT BUILT ME: FORMER ELITE WRESTLERS

AND

PERCEPTIONS OF IDENTITY

For many years, especially in American society, sports participation has been vital in the development of an individual's identity and encompasses one's life span building self-esteem and competence that permeates at the individual level as well as the societal level (Baillie & Danish, 1992; Kleiber & Kirshni, 1991; Nelson, 1982). One assumes that the longer an individual has participated in a particular sport the more defined his or her ability to perform which increases the self-concept of being an elite athlete further enhancing the sense of identity as an athlete (Griffith & Johnson, 2002). This research intends to extend the information on identity by gaining inside information from an underrepresented sample of former elite wrestlers and the identity adjustments made, if any, after sport career termination. A significant portion of research on athletic identity and sport career termination is quantitative and data collected on current elite athletes

who are nearing the end of their sport participation (Groff, Zabriskie, Ramon, 2006; Masten, Tusak, & Faganel, 2006). Many colligate athletes are not mentally or academically prepared to end sport participation and transition into another career which can lead to increased sensation-seeking, substance use, poor mental health, poor physical health, and a loss of identity (Coleman, 2009; Ellenbogen, Jacobs, Derevensky, Gupta, & Paskus, 2008; Yusko, Buckman, White, & Pandina, 2008).

This research will further enhance previous literature by using a qualitative approach. Personal interviews will be conducted, and Husserl's Transcendental Phenomenological methodology will be used. This research will probe into the lived experiences of former elite wrestlers to gain insight into how the world of wrestling influenced and continues to influence their identity, current physical health, and current career. Previous research on transitional Olympic athletes, one year post competition termination, found that former elite athletes experience body dissatisfaction and a lower self-image when compared to current elite athletes (Yannick, Bilard, Ninot, & Delignieres, 2003).

The first step in Husserl's phenomenological approach is referred to as Epoche. Epoche is achieved when the researcher acknowledges his or her own knowledge and biases about the phenomenon being studied (Husserl, 1913, 1961). As the researcher, I have been exposed to the world of wrestling since both of my sons were five years old. I have watched them train and become wrestlers. Both went on to become elite wrestlers at the collegiate level. Even today, I still see my sons as wrestlers not because they still compete but because wrestling was a significant part of their lives. So many of the choices they made in life were and are still driven by the fact that they wrestled. I have

often wondered why myself, and why others still view them through this lens as well. What is it about the sport of wrestling that they feel still defines who they are because they both played in many sports throughout their life span and do not see themselves as baseball players or football players.

This research will benefit wrestlers of all ages as well as individuals who are not familiar with wrestling by developing a greater understanding of life after competition, establishing current non-athletic goals, and living a life without athletic competition. The elite wrestler's self-concept as a wrestler likely began at an early age while increases across the life span past the collegiate level into post life after competition. Previous research states, once the elite athlete has developed and defined him/herself as an athlete and nothing else, the more challenging it is to develop other areas and abilities (Wiechman & Williams, 1997). This inability to change the perspective of one's identity may be seen as the difficulty in making a distinction between their identity as a person outside of a particular sport or the person who represented the particular sport which may prevent an adaptive transition into a non-competitive world.

Athletic Identity

The reality is that elite athletes do face the termination of their athletic careers via various reasons such as age, selected elimination, injury, or the inability to go the next level of participation. Athletes, especially elite athletes, may not have developed other skill sets to begin another career or have the psychological ability to start another career outside of the sports arena. What happens when an individual has developed their whole identity and career skill sets in one realm? Research indicates that when an elite athlete faces sport career termination identity foreclosure may become an issue (Good, Brewer,

Petitpas, Van Raalte, & Mahar, 1993). Identity foreclosure is defined as an individual being completely committed to the identity and philosophy of a certain dogma and never developing or investing in their other skills or abilities (Marcia, 1966; Petitpas, 1978).

Elite athletes who face career termination due to natural consequences such as age may react more positively due to the gradual process of voluntarily ending the sport career versus those elite athletes who face career ending injuries or are cut from the team for various reason and face involuntary career termination (Alferman & Gross, 1997; Erpic, Wylleman, & Zupancic, 2004; Perna, Ahlgren, & Zarchkowsky, 1999; Werthner & Orlick, 1986). Therefore, the elite athlete who can only envision his or her identity only as an athlete is less likely to realize and accept his or her future as a non-athlete which will likely lead to poor mental health, increased risk-or sensation-taking, and substance use (Brewer, 2009; Lindquist, 2013; Wylleman & Teints, 2010). An inability to face sport career termination as well as ending their athletic identity may lead to health issues which will be discussed in the next section.

Sport Career Termination

Overall, elite athletes face many daily challenges that increase pressure and stress in their lives due to not only everyday obligations such as school, work, and family but also the demand for practice and performance in sport participation which can further increase negative mental and physical health for elite athletes (Schaal, Tafflet, Nassif, Thibault, Pichard, Alcotte, Guillet, Helou, Berthelot, Simon, & Toussaint, 2011). Many elite athletes will likely develop negative mental health issues that may carry over throughout the life span such as fatigue, anxiety, eating disorders, and depressive symptoms due to the wear and tear of the body as well as psychologically accepting a

huge life change (Morgan, Brown, Raglin, O'Connor, & Ellickson, 1987; Sundgot-Borgen & Torstveit, 2004). Added to the everyday stresses and pressures of being an elite athlete, the looming reality of sport career termination may further increase the likelihood for elite athletes to develop poor mental health states or a long term struggle with unresolved physical injuries.

Elite athletes who have planned from the beginning of his or her sport career for future retirement and who have honed other skill sets to begin a career in the outside world are less likely to have long term negative mental health states (Pare, Tod, & Lavellee, 2012). However, even those elite athletes who have taken steps to move into another career at the end of their struggle in the beginning of sport career termination psychologically to gain a new identity and begin a new career just as those who have not planned for a different career but are less likely to have long term negative mental health outcomes (Fernandez, Stephan, & Fouqereau, 2006; Kerr & Dacyshyn, 2000; Torregrosa, Boixados, Valiente, & Cruz, 2004).

Therefore, based on the aforementioned research, sport career termination does have an immediate short-term negative effect on all elite athletes but those who planned and trained to work in another career field are less likely to have long-term negative effects.

Physical Health

This study will delve into the perceptions and feelings of these former elite athletes on their current physical health and how their current physical health has been affected if at all by the sport of wrestling. How an individual perceives their overall wellbeing plays a major role in how they view themselves whether that be positively or

negatively. Many former athletes suffer physical injuries that cause chronic pain across the lifespan. Previous research indicates that individuals who participate in sports with greater physical risk perform with greater intensity and increased risk for injuries are more likely to participate in antisocial behaviors are such as substance use whether that is illegal street drugs, alcohol, or performance enhancing drugs such as steroids (Chirivella & Martinez, 1994). Many elite athletes who make the decision to partake in the illegal use of street drugs such as Marijuana and Cocaine to self-medicate pain induced by a sport injury (Donavan, Egger, Kapernick, & Mendoza, 2002; Stewart & Smith, 2008).

Many elite athletes face injuries over their length of their sport careers which may lead to being prescribed pain medication. Legal drug use, especially prescription painkillers, can lead to addiction long after the initial injury has been corrected creating havoc in the lives of elite athletes during and after their time on the field (Cottler, Abdallah, Cummings, Barr, Banks, & Forchheimer, 2010). According to the National Institute on Drug Abuse (NIDA) Research Reports (2005), legal drug addictions are on the rise for elite athletes based on their misuse of prescription painkillers due to injuries suffered which can have long term effects when not taken correctly such as cognitive impairments, psychological impairments, and overall can lead to an increase in physical health complications even death. This research intends to fill a gap in gaining a better understanding of just how former elite wrestlers, view their identity today years after competition is over, as well as a quality of life aspects such as current physical health.

It is important to enrich current research by examining those former elite athlete's lived experiences outside of the arena of competition.

Research Questions:

- What does it mean to be a wrestler?
- What is the experience of being in the environment of wrestling?
- Do they feel they are still wrestlers?
- How do they feel others view them now?
- How does being a former elite wrestler impact their current career and career responsibilities?
- Who do you mostly associate with outside of work?
- What impact if any has wrestling had on your current physical health?

Method

Sample

IRB approval through Oklahoma State University (See Appendix A) was granted for this research. Data was collected from former elite wrestlers in the Midwest who meet these criteria 1) Must have competed at least one year at the collegiate level; 2) Must be out of competition for at least three years; and 3) Must be male. Descriptive statistics (See Table 1: Appendix C) show that the mean age of the male participants is 33 years old with a range from 23 to 58 years. Also, educational attainment reflects that 5 graduated from high and with some college, 2 have associates degrees, 11 have a bachelor degree, and 2 have master's degrees. Race is represented as 65% Caucasian, 30% Native American, and 5% Latino. The mean number of total years wrestled is 15.5 years with a range of 7 years to 18 years wrestling experience. The mean number of years

wrestled in college is 3 years with a range of 1 to 5 years of college wrestling experience. Of the 20 participants, 19 currently have a full-time job with 16 holding a position of current wrestling coach or wrestling referee as their current career or in addition to their current career. Across the board, all the men in this sample participated in two or more sports from a very early age into high school besides wrestling.

Procedures

One-on-one audio-recorded interviews were conducted between researcher and the 20 participants lasting 30 to 45 minutes. The interviews took place on the OSU-Tulsa campus in the Youth and Family lab and off-campus at a location private and convenient for the participant. The recorded interviews were uploaded to computers located in the Youth and Family Lab located on campus. The computers can only be accessed by the researchers due to passcode protection. Interviews were conducted from February 2016 until December 2016 when saturation of data occurred.

Once the interviews are uploaded to the passcode protected computers, the interviews were deleted from the tape recorders. At the end of the interview, participants completed a short demographic and individual characteristics survey. The survey did not include the participant's personal information such as name, address, phone number, or email. Once the survey was completed, the survey was kept in a locked filing cabinet separate from the participant's personal contact sheet in the Youth and Family Lab located on campus. The data from the survey was entered into a passcode protected computer in the Youth and Family Lab on campus by the researcher. The participant was given an ID number.

Qualitative Data Analysis

A qualitative phenomenological approach was used in this research. The ultimate goal of this study is to gain a deeper understanding of the lived and shared experiences of former elite wrestlers in the areas of identity and physical health. A “horizontalization of the data” (Creswell, 2013, p. 193) was used treating each as having equal worth. The interviews were listened to and transcriptions read before proceeding to subsequent interviews by to determine emerging themes to guide those subsequent interviews (Douglass & Moustakas, 1985). Analysis of the interview transcripts was conducted using a Husserl (1913; 1962; Moustakas, 1994) qualitative phenomenological approach.

Issues with Trustworthiness

Phenomenology is defined as research committed to understanding a social phenomenon from the participant’s perspective and how the participant examines his or her world experiences (Patton, 2002, p. 69). This study will use Husserl’s transcendental phenomenological (1913; 1962) analytical process which incorporates the following analytic steps founded by Husserl (1913: 1962): Epoche-the researcher accepts and acknowledges personal bias by eliminating or clarifying any preconceived notions about the phenomena. The second step is Bracketing (Fischer, 2009)-which entails a scrutinizing examination of the data by the researcher outside of the world it was intended such as taking an exhaustive look at the current research on athletic identity. The third step will be to align the data in an effort to eliminate overlapping and repetitive data. The fourth step is the structural description of the whole group’s individual

experiences. This structural synthesis looks for deeper meanings below the surface of what is being said (Giorgi, 2009; Polkinghorne, 1989). Finally, the researcher “integrates composite textural and structural descriptions into a synthesis of meanings and essence of experiences” by the participants (Moustakas, 1994: 144).

Credibility in qualitative research can be addressed by using a technique known as member-checking. Member checking is defined as the researcher going back to the participants and making any clarifications on quotes or told information to verify that the researcher used appropriate descriptions and connotations when transcription occurred (Thomas, 2017). Credibility allows for the believability of results and the intentions of the participants spoken word within the research. This clarification process allowed the researcher to incorporate the feedback from the participants into the thematic and results process for authenticity.

Transferability is interchangeable with external validity expected in quantitative research. Transferability refers to a rich, thick description of time and context in which findings are exposed so that the reader may be able to understand and apply those findings to other similar populations and contexts (Guba & Lincoln, 1989; Morse, 2015). In this study, a thick and rich description is used from the participant’s own words to describe the emerging categories and themes.

The benchmark of dependability and confirmability within qualitative research that the findings are prudent and based on well-constructed methodology is met within this study. An additional step of self-reflexive journaling was conducted by the first researcher throughout this research. Immediately following each interview, post interview notes containing first impressions and thoughts regarding future questions,

emerging themes, personal thoughts, or possible biases, were completed. Notes taken during and after each interview were filed as part of the data for each participant and were included in the development of categories as well as the analytic process. This process of journaling is referred to as Memoing (Bloomberg & Volpe, 2012; Strauss, 1987).

Questionnaire Description

The questions on identity are taken from the quantitative assessment survey the Athletic Identity Measurement Scale (AIMS) (Brewer, Van Raalte, & Linder, 1993) which consist of ten questions. The AIMS is extremely effective when investigating these four subscales of exclusivity, social identity, self-identity, and negative affectivity (Groff, Zabriskie, Ramon, 2006; martin, Mushett, & Smith, 1995; Martine, Mushett, & Eklund, 1994; Masten, Tusak, & Faganel, 2006). The intent of this research is to transition those questions into qualitative questions to address these specific domains to gain an in-depth understanding of the essence of the current identity of former elite wrestlers. Delving into the lived experiences of identity development post competition and participation allows an inside view into the life view of who these former elite wrestlers. As well as understanding what aspects of wrestling influence how they perform their current career tasks and responsibilities and impact on their current health.

Results

The extensive research questions examined in this study encompass the past and the current attitudes and experiences of former elite wrestlers in regard to how they developed a new identity (of if they did) long after competition, perceptions of their current physical health, and how they view their roles in their current careers.

Researchers were mindful of how those past lived experiences of competition, identity formation and transition, and current physical health conditions may how evoke feelings of unrest or unresolved emotions. Results do indicate their experiences in their current career did not erase their identity as a wrestler. Also, their past lived experiences of participating in wrestling influence their self-perception today. And, these participants feel that their transition into a new career has been successful due to their participation in the sport of wrestling. Finally, across the sample, these individuals feel the sport of wrestling encouraged them to display great health then and not even when compared to others who did not wrestle.

All of the participants feel that wrestling prepared them for life outside of the arena. Therefore, there is a strong link from their past lived experiences in wrestling participation to their current lived experiences as “wrestlers” with new careers and their quality of health. After a thorough examination of each interview was conducted using the bracketing technique expected when using phenomenology, a synthesis of all the primary themes was interwoven into these broad categories: *Once a wrestler always a wrestler, adversity builds work ethic, and healthy across the lifespan* (See Appendix E Figure 2: Emerging Themes and Categories).

To protect the identity of the sample, pseudonyms were used and results are organized by theme that integrated each participant’s experiences. This research also exposed differing experiences, perceptions, and meanings as those surfaced and discussed by participants. The intent of this research is not to tabulate each individual unique experience but to consolidate a genuine narration describing the essence of the participants shared life experiences then and now.

Category One: Once a Wrestler always a Wrestler

This category of “once a wrestler always a wrestler” was echoed throughout each of these twenty interviews. Under this category two emerging themes developed.

Theme One: Band of Brothers

These former elite wrestlers still feel that they are wrestlers even today many years long past their competition days on the mat. This theme of comradery can be seen through the lived experiences of this complete sample. As a whole, this sample of former elite wrestlers feel that wrestling groomed them into the man they are today not because of winning or losing but how you embrace those two aspects of life throughout your life. Marty, Native American and 33, says

“I would say when you’re in wrestling you’re part of a brotherhood. You always have somebody to turn to..... You always have somebody to help. Somebody is always going through the same struggle that you are going through whether you got beat whether you are losing weight whatever the case might be you always had somebody to be around that was going through the same thing that you are.”

Each of these twenty former elite wrestlers also competed in at least two other sports during their childhood and throughout high school. Their perception is that those sports are “just games” and you “played for fun” but once it was over you didn’t consider yourself to still be a “baseball player” or a “football player.” Their feelings are that wrestling begins to build your character early on in your life. Joe, 28 years old and Caucasian expresses:

“Once you’ve done it you are always a part of that group. When you have done that particular process.... when you sweat blood, puke or cry with

somebody....it's almost like being in the military when you have done that with somebody or they have had that same experience....its' a unique culture."

Of this sample of 20, most of their current friends, up to 75%, are also former wrestlers. They all go to wrestling events together and also do family oriented activities such as cook-outs. This may reflect the "fraternity" or "brotherhood" mentality that continues on after competition days have long gone and may contribute to their identity as still "being a wrestler." Many of these participants are still involved in wrestling in some form such as elementary, Jr. high, and high school coaches. Also, some are wrestling referees. They stay connected to this sport physically even though they have other professional jobs outside of wrestling. Having this continued affiliation in the wrestling environment and socializing with former elite wrestlers is consistent with current research on exclusivity and social identity findings using the AIMS (Brewer, Van Raalte, & Linder, 1993; Masten, Tusak, & Faganel, 2006).

Theme Two: Life Lessons

This perceived lived experience that "wrestling built" them is felt throughout each and every interview. Marshall says

"Wrestling teaches you not to quit... no matter what the situation is... no matter if its work or relationships...you stay hard headed about not giving up on what you are doing."

More than anything, these men state over and over that "wrestling reveals who you are and what you are made of" and "if you can wrestle, everything else is easy" because they feel that this sport taught them to challenge themselves, face their fears head on, and never give up. Jason, who is Caucasian and 27, states

“ I think it teaches discipline...I mean you have to be disciplined with weight cutting and everything else...it takes hard work which can carry over into your work today...I feel like those are all key aspects ...”

This is another reason they all still consider themselves to be a “wrestler” and not because they long to compete again but because the sport of wrestling taught them all so many life lessons. Other people that know these gentlemen or know of them still consider them to be a “wrestler” for various reasons. Many of this group still experience other people “looking at them” as the former state champion wrestler or college All-American even though it has been many years since they have competed. This positive affect from their lived wrestling experiences and its influence on their lives today is inconsistent with negative affectivity and self-identity. These 20 former elite wrestlers all have a positive association and perception that coincides with their identity as always being a wrestler.

Category Two: Work Ethic

The second category of Work Ethic was experienced by all 20 of these former elite wrestlers. There were three emerging themes found under this category facing adversity, mental toughness, and ambition and following through.

Theme: Facing Adversity

This group of former elite wrestlers believes that their participation in wrestling developed the ability to always face adversity built on a foundation of work ethic they still use today in their current careers. Jose, (33 and Latino) states

“You work in the worst conditions in wrestling that a normal person would think they are going to die...you are sitting here doing it and performing on the highest level.”

He says that when he is on a jobsite now and it's "really cold or really hot" his coworkers are "crying and whining" about the weather conditions and the difficult job that needs to be done. He said that through his experiences in wrestling "I learned to be tough, work hard, and get the job done." This entire group of participants feels that wrestling "builds your endurance" and "determination" to work hard every single day no matter what "foe" you are facing.

Devon, who is 35 and Caucasian owns his own business, says that

"You must get up every day no matter if you are sick or hurt or feeling down in the dumps and get the work done. If you don't have a solid work ethic to endure the harshest conditions, you won't make it in life and that is what wrestling teaches you....do or die."

These 20 participants had the same philosophies and experiences when comparing the required work ethic in the wrestling room to the required work ethic in life. All of these former elite wrestlers shared similar life experiences of "go hard or go home" and that wrestling builds "diligence."

Theme Two: Mental Toughness

Mason, who is Caucasian and 36 years old, says

"Wrestling becomes a part of your mentality in business or anything you do...it is a blue collar mentality that hard working mentality... and most people don't relate to that...when I got into the business world I came in like a hurricane and most people don't come in that way...most people are mentally weak."

This statement shared by Mason is a resounding reflection of the lived experiences of all these participants when it comes to hard work and diligence. When sharing their

individual experiences and then looking at the shared group experiences, the “hard working mentality” and “being mentally tough” perspectives are prominent. They all feel that “others just don’t get it” and “wrestling develops” this perspective in you “like no other sport” because “it’s all you doing the work.” These men believe they can do their current job responsibilities, no matter what those responsibilities are, because wrestling made them “dig deep” inside and “grind” their way through any “challenge” set before them.

Theme three: Ambition and Following Through

Hagen, who is Caucasian and 46, states

“Wrestling instills that drive that you want to earn it....it made you feel good about it. That drive to be successful on the mat continues to grow becomes apart of who you are for the rest of your life.”

He says that even today when doing his job “I want to earn my promotions based on my ambition and drive” and not because I simply “know someone” in the firm. These former elite wrestlers all feel that “if you work hard, you will get where you need to be” no matter how long it takes. Their perception is that “hard work pays off” no matter what you are facing. Loudon, Caucasian and 30 years old, says

“Wrestling teaches you to be “committed and diligent and when you make a commitment to something follow through with it....don’t let your boss down or your team mates down or your coach because he believes that will set the pattern for everything in your life. It defines you forever”

This perception of “keeping your word” and “following through” is also felt by all 20 of these former elite wrestlers. They feel that wrestling laid the foundation within

them that these characteristics are important from cutting weight and making practice to now in their current lives from career responsibilities to current physical health.

Category Three: Healthy Across the Lifespan

Category three-healthy across the lifespan-encompasses two emerging themes of rich description on how wrestling influenced and still influences a healthy life style. Only one of these former elite wrestlers experienced a sport career ending injury. This injury was sustained in high school during football and not wrestling but his college wrestling career ended due to complications from this injury. Therefore, the two emerging themes for this final category found in identity are quality nutrition and consistent physical conditioning.

Theme one: Quality Nutrition

These former elite wrestlers believe that due to their participation in wrestling, their current physical health is very good. They feel that their experiences in this intense physical sport where you “watch what you eat” and “train rigorously” taught them to “stay healthy” and “physically fit” today. Lance, Native American and 37 years old, states

“I am very rarely sick. I couldn’t tell you the last time that I went to the doctor” because I learned a long time ago in wrestling that “you are a machine and you have to feed the machine right in order to perform your best.”

Lance feels that he is still a “machine” just not on the mat but his health is very important to him in order to provide for his family and himself.

“Without the knowledge to eat the right food and the right portion sizes” I would not be able to maintain my health today.”

This theme of positive eating right is felt by all of the twenty participants in this research. All of these participants feel that “wrestling taught us how to eat right” and “to be in the best physical condition.” These men feel that wrestling taught them “how to eat the best nutritional foods” and how to “maximize what you eat to fuel your body.”

Theme Two: Consistent Physical Conditioning

Baxter, Caucasian and 55 years old, expresses

“The positive side is that I have always been in shape and I don’t think that I would want to be out of shape so....wrestling has kinda kept me on track....you know...built the foundation” so that now at 55 years old I can pretty much do anything physically that I want to do.”

This sample stated throughout their interviews that “everyone thinks wrestling is hard on you nutrition wise” or that wrestling “makes you sick because you can’t eat.” However, their lived experiences across the different generations represented in this research say differently.

Many of these former elite wrestlers state “quit the junk food” and “eat six small protein packed meals a day” will get you where you need to be to “perform at your best.” Jackson still feels that because of wrestling

“I know how to stay in shape. I know where I want to be and wrestling taught me about my health. The training, the running, the weight lifting, eating right that I learned from wrestling, I incorporate in my life today to stay fit and healthy.”

developing and building a foundation for facing adversity, having a strong work

ethic, and continuing to have quality physical health over the course of their lives.

Discussion

Exposing positive and negative identity attributes can help determine what benefits the individual as well as the individual's family and work functioning. Athletes in general who are facing the end of their sports career are much better prepared to transition into the next chapter of their lives when preparation takes place during their current competition days (Kerr & Dacyshyn, 2000, Wylleman, Alfermann, & Lavallee, 2004). The sport of wrestling may have its own preparation enhancing tendencies such as the end of the road is at the university level or the Olympic level. Professional wrestling is more of an "entertain" career instead of a sports career such as football, baseball, basketball, and soccer offer (Barrett & Levin, 2014).

This can be seen in category one "once a wrestler, always a wrestler." Individuals who prepare across their early years into their later years for sport career termination are more likely to be successful once participation has ended reflecting positive mental health and self-perception (Lavalle, 2005). However, these former elite wrestlers stay connected to the world of wrestling via friends and activities. This strong connection is consistent with previous research on athletic social identity and exclusivity when athletes have a positive association to their athletic identity (Burns, Jasinski, Dunn, & Fletcher, 2012).

Category two: work ethic can be seen throughout this research in reference facing adversity, mental toughness, and ambition and following through. The participants reveal a "lived, shared" experience that wrestling made them into the men they are today by building their character as hard working individuals. Current research suggests that work

ethic is linked to performance outcomes, and therefore, is associated with individual differences (Meriac & Gorman, 2016). This research adds to the understanding of the essence of how work ethic can be understood through the development of identity suggesting that the lived experience from participating in wrestling “grows” one’s work ethic through adversity and building a mental toughness for endurance. Bazy (2016) suggests that work ethic has a significant link to one’s ego which lends to individuals that are self-reliant are more likely to display an increased ambition and following through to get the job done. This research finding coincides with the participants’ perceptions that wrestling fostered an environment of self-reliance to work hard and never give up no matter how long it takes you to get finished.

The third and final category of a healthy lifestyle across the life span is evident throughout this research. As a group, these former elite wrestlers did not experience any physical injuries from the sport of wrestling to end their sport career or affect their current health status. Maintaining a healthy lifestyle after competition days have long gone is of vital importance. There is a plethora of research indicating that weight maintenance sports can have both positive and negative physical and mental health outcomes (He & Baker, 2004). Research indicates that individuals who monitor their weight loss by using strategies that encourage drinking plenty of liquids and eating healthy meals to decrease weight slowly not only enhance an athlete’s physical strength but gives them a “mental edge” over their competitors (Artioli, Scagilusi, Kashiqagura, Franchini, Gualano, & Junior, 2010; Filaire, Sagnol, Ferrand, Maso, Lac, 2001).

Strengths and Limitations

Strengths of this research are the expanded knowledge on identity after competition gained by these interviews from former elite wrestlers. Not only were we exposed to the essence of identity development and physical health across the life span; but the influence, based on the lived and shared experiences of these participants, wrestling had on their personal development. Greater research is needed to better understand how and why wrestlers in particular carry the identity of being a wrestler with them across their life time in comparison to those individuals in other sports. This limitation leads to a strength that this research lends to expanding the definition of identity as a multidimensional construct as opposed to a domain specific construct, especially for individuals in combat sports such as wrestling, judo, gymnastics, etc. to say that maybe something extra or different is going on throughout the progression of these sports.

Implications

The more we know about athletic identity the more we can determine what aspects of athletic identity are linked to positive and negative outcomes. The more enlightened we, as researchers, become on the phenomenon of identity the greater the opportunity to better inform parents, coaches, and mental health professionals as well as professionals in career organizations. This research increases the knowledge for parents, coaches, and mental health professionals the better enhance the athlete's transition as well as their families across the life span. Also, expanding research on wrestling and physical health gives a "lived experience" foundation of long term positive physical health by informing parents and coaches on what are safe nutritional practices for

wrestlers. The behaviors of eating quality food, drinking lots of water, and getting enough exercise along with positive self-efficacy is supported by a wealth of research on maintaining a healthy life style and overall well-being across the life span (Burke, Swigart, Turk, Warziski, Derro, & Ewing, 2009; Warziski, Sereika, Styn, Music, & Burke, 2008).

Research Implications

It is imperative that more qualitative researcher be conducted in the realm of wrestling and identity. These former elite athletes may have shed a great light on how the sport of wrestling shaped who they are as men and how they “carry” themselves outside of the sport of wrestling. According to this research, wrestling “built” the character traits of hard work, diligence, determination, and endurance that these participants continue to display in their daily lives. Is there something that wrestling as a sport offers differently than say football or baseball? More research is definitely needed by conducting interviews with elite athletes of other sports to gain a better understanding of the lived and shared experiences on identity many years after competition. Further research from the world of wrestling is also needed by using the qualitative methodology of ethnography. An ethnographical look into the world of wrestling with a focus on identity and individual development is vital.

Also, looking at physical health across the life span with former elite wrestlers may give research more than a window into the positive and negative aspects of “cutting weight” that would require a “lived” experience by the researcher. Included with the personal interviews would be field notes on personal observation with competing elite

wrestlers as well as former elite wrestlers. To better understand the diet and exercising rituals that are incorporated could only come from rich and daunting qualitative research. Using a grounded theory approach, Pettersson, Ekstrom, & Berg (2013) found that elite athletes in weight required sports not only gained a physical edge over their opponent but a mental edge as well bringing a more diligent and focused athlete to the competition arena.

The diligent work of “blurring genres by combining autobiographical narratives with theoretical perspectives of phenomenology” (Burdell & Swaddler, 1999, pg. 23) along with dwelling with your subjects can enrich what we know, how we know, and why we know about a phenomenon. Just to be able to judge behaviors as negative or positive with quantitative data is not enough to develop our understanding of a phenomenon. Qualitative research on identity as well as physical health across the life span should lead us down the path of “enlightened” knowing and is this really an “identity” as a wrestler or who the sport of wrestling “shaped” them to be?

Practice Implications

With the overwhelming quantitative research on identity and the transition from sport to the career post competition and negative aspects of poor physical health, the use of phenomenology paints a subjective picture for us to derive an objective translation of the data into the world of practice. The information gained from this research, gives work organization professionals such as administrators and human resource officers a closer look into what behaviors and characteristics do these former elite wrestlers display in maintaining their “wrestler” identity but how and why they incorporate those behaviors

into their current careers. Early on coaches and parents can encourage individual athletes to focus on these positive behaviors of working hard, diligence and determination instead of just working to perform. This may enhance an athlete's ability to transition from the sport arena into a different career arena. There is ample research indicating that such characteristics of having a strong work ethic and self-reliance not only benefit the individual but the work environment as well (Bazzy, 2016).

It is important for individuals develop healthy life styles that last long into old age for overall positive well-being. Individuals who display constructive and positive healthy nutrition as well as incorporate exercise into their daily routine have over all better physical and mental health outcomes (Partridge, McGeechan, Bauman, Phongsavan, & Allman-Farinelli, 2017). Also, improving the view an individual has of him/herself, improves mental health well-being. Practitioners, doctors, coaches and parents can also engage in teaching athletes at an early age how to eat properly to feed their bodies for better performance as well as overall better health. Parents can start at home by displaying those health life style choices to develop a foundation of reflection for athletes to hold to as they grow and develop into elite athletes then to older adults.

Conclusion

Findings from this research opened the door to a new way of thinking about identity the loss of competition days. This research exposed an enlightened lived experience where the view says "wrestling built me" into this man who continues to work hard and stay healthy. Gaining insight into how individual's view and identity construction post competition is important in how parents, coaches, and professionals engage with future elite athletes. Also, gaining access into a world where identity doesn't

just come from participation but the sports influence on life span character building and quality physical health. Wrestling appears to foster and enhance a strong lifelong work ethic which is reflected in diligence and determination in a positive way. For these participants, wrestling fosters an atmosphere of “never give up” that reaches into every aspect of their lives.

This richer understanding of identity and the influence on positive physical health will assist parents, coaches, and practitioners as well as the individual to hopefully encourage others outside of the sport of wrestling to look deeper into the sports influence across the life span. Most importantly, adding to the literature that identity as an athlete may be more than just that participation occurred but that long term participation, with wrestling in particular, is more than “just a label” but the foundation of individual development across the life span and across other personal domains such as work and family.

CHAPTER IV

OVERALL CONCLUSION

The broad themes found within this research on perfectionism, parental pressure, identity, and physical health are an enriched addition to the research on these constructs. This research took a phenomenological approach to gain a deeper understanding of those four construct areas to reveal the lived and shared experiences of twenty former elite wrestlers. The findings support previous research findings on perfectionism in that self-oriented perfectionism was described during the interview process by each individual participant in vivid and passionate detail. The findings on parental pressure were also consistent in that not one of these former elite wrestlers believed he had experienced parental pressure from his parents to perform above his capabilities on the mat but only offered support and encouragement.

Surprising results were found in the areas of identity and physical health. Overwhelmingly, each of these former elite wrestlers describe vehemently that yes “I still consider myself to be a wrestler” but that believe was not based on a longing for continued competition opportunities or feelings of “loss” from sport career termination.

These former elite wrestlers still consider themselves to be a wrestler because they feel wrestling “built them into the men” they are today. Findings on physical health display a strong case for a lived experience of positive nutrition intake and exercise that these participants still use today.

Perfectionism

The first category-A Demand for Perfection from Self-indicates that these former elite wrestlers are ever striving to be the best at whatever they do. Many years ago on the mat, each one of them spent countless hours in the wrestling room enduring physically and mentally intense practices that only got more intense as they “grew” in the sport. Each of these participants told a story that reflected an internal drive to continuously work toward perfection no matter what adversity or challenge they endured. Each of them stated that “you had to push past the point of breaking” in order to improve on your skills to be successful. This drive for perfectionism is consistent with the research on self-oriented perfectionism. A recent study found that individuals who are self-oriented perfectionist continuously strive for perfection and are more likely to display behaviors that not only encourage them to strive to meet goals but also drive them to face challenges (Stoeber & Corr, 2015). This drive for perfection is evident in the vivid descriptions of facing past opponents on the mat, including those opponents who handed them a loss, as well as meeting current goals they have set in the work place.

Category three-Failures are Lessons in Disguise-was evident throughout the synthesis of interview data. Research also indicates that self-oriented perfectionist who see a loss or lack of success as a personal failure are more likely to display negative

mental health attributes (Madigan, Stoeber, Passfield, 2016). However, these former elite wrestlers state “failure is just a lesson” for you to get better the next time. This finding also supports current research in that self-oriented perfectionist who use failure or lack of success to “fuel their fire” reflects positive mental health states (Flett & Hewitt, 2002; Stoeber, 2011). They, as a group, share this perception of not meeting their goals as an opportunity or a “challenge” to learn from their mistakes in order to be successful the next time when achieving the same goal or a new goal. This positive adaptation in their self-oriented perfectionism is reflective of current research findings supporting perfectionistic strivings versus perfectionistic concerns (Gotwals, Stoeber, Dunn, & Stoll, 2012).

The fourth category-The View you Have of Yourself Matters Most-reflects a lack of concern of how others view their successes and failures. Across the board, these former elite athletes “did not care” how other individuals viewed them when they endured a loss. A concern, as a researcher, was their experience with parental pressure to perform on the mat would lend to being socially oriented perfectionism. However, these participants did not feel they experienced parental pressure during their wrestling days but had positive support and encouragement from their parents. Therefore, these former elite wrestlers did not reveal through the interview process to display socially-oriented perfectionistic tendencies and that how others felt about their losses was not relevant in their shared experiences. These findings support previous research on socially-oriented perfectionism (Stoeber & Corr, 2015).

What is interesting in these findings is that these former elite wrestlers do display

other-oriented perfectionism in that they demand perfectionism from other individuals but do not feel that they, as parents, display parental pressure with their children. The overall finding in their perception is that they “encourage their children to do their very best in everything they do” but do not verbally or emotionally “guilt” them to perform at unrealistic expectations. These former elite wrestlers are mixed in how they display other-oriented perfectionist tendencies in that some consider it their responsibility to “help” others at work to be successful while a small number of them feel that other individuals are not capable of success due to their standards of “mediocrity.” Previous research suggests that there are two forms of other-oriented perfectionism one-adaptive and willing to help others which reflects team work, and two-maladaptive in which the individuals reflect narcissistic tendencies and see others as beneath them and unwilling to strive for success (Stoeber, Harris, & Moon, 2007).

Identity

The overall findings in the realm of identity paint a different picture of identity from previous research. Most research suggests that elite athlete’s identity surrounds participation in and performance opportunities (i.e. social identity); and when those opportunities end, the athlete may not have had the opportunity to develop an identity outside of being an athlete (Fink, Parker, Brett, & Higgings, 2009; Stets & Burke, 2000). Therefore, the athlete who is facing career ending sport participation may struggle with stages of depression, anxiety, and confusion as to “who they will be” unless intervention and educational opportunities occurred prior to sport termination (Demulier, Le Scanff, & Stephan, 2013). The surprising finding with this research is the fourth theme-Once a

Wrestler Always a Wrestler. The belief of “always being a wrestler” has nothing to do with performance on the mat or feelings of loss but that wrestling unlike any other sport as described by these participants “built” these men into who they are today. Unlike previous research in which athletic identity is developed through the accolades and fame from being an elite athlete, these wrestlers feel that wrestling developed their “character” and “behaviors” in regards to determination, diligence, facing challenges, and a strong work ethic.

The fifth broad theme from this research-Adversity Builds Work Ethic-echoes throughout the participants interviews. These former elite wrestlers repeatedly describe a “rising out of the ashes” and “adversity builds determination” is a shared lived experience brought to life. They discussed the rigorous conditions they endured in the practice room as well as on the mat such as many hours a day in hot practice rooms where very little air circulated and was drenched in sweat, blood, and tears. Many of them resoundingly state “if you can wrestle, you can do anything” because wrestling “takes you to your knees” and “demands more than you think you have to give.”

However, each of these former elite wrestlers stated that what they gained from wrestling was far more rewarding than what it took from them. They describe “camaraderie” and “underlying understanding” of what being in the “trenches” is like and that this “band of brothers” learned how to work hard by building self-reliance and diligence to “get the job done.” These participants stated they incorporate this “mental toughness” and “hard-nosed” determination into their current job responsibilities and tasks. They perceive that wrestling developed their work ethic across the life span and

can be reflected these behaviors-work force leadership, endurance, and commitment which is supported by current research (Mitonga-Monga, Flotman, & Cilliers, 2016).

Health

The final theme deducted from this research is-Healthy across the Lifespan. These former elite wrestlers as a whole feel that they are in great physical health and that the ability to maintain their current physical health was learned through participation in wrestling. Previous research indicates that combat sports are likely culprits of negative dieting habits and endangers positive physical health as well as inducing medical complications such as low body fat and dehydration (Chatterton & Petrie, 2013). However, these participants feel that wrestling taught them how to “eat right” and be at a healthy body weight. They describe how it was hard as a child to not “eat cake” or “only eating Turkey and vegetables at Thanksgiving” while everyone else was eating pie. This lived experience of “sacrificing sweets” was describe with some regret as each of these former elite wrestlers talked animatedly about missing out on “all the good stuff.” Importantly, they feel that learning to “eat to fuel your body” and maintaining a healthy life style now is of great benefit to them since they are all older and have no health issues.

Strengths and Limitations

The overall strengths of this study include a gained in-depth understanding of perfectionism, parental pressure, identity, and physical health through the lived experiences of former elite wrestlers. By meeting the expectations of a phenomenological approach, this research is able to expand the knowledge on the essence of the shared experiences of the different domains of perfectionism (i.e. self-oriented,

socially-oriented, and other-oriented) and visualize a picture of just how self-oriented perfectionist operate in the world of extreme demands not only physically but mentally as well while maintaining positive self-perceptions. Also, this study is able to enlighten research with descriptive and expressive perceptions on other-oriented perfectionism at both the adaptive and maladaptive levels. Another important contribution to research is that this study gives us a window to the lack of felt experiences of parental pressure by these former elite wrestlers which was an unexpected finding but consistent with the findings in that these former elite wrestlers do not display socially-oriented perfectionistic concerns.

An additional strength, of this research, is a new way to view identity. The overall belief of these former elite wrestlers that they are still consider themselves to be wrestlers sheds light into an uncharted territory on identity. Is identity domain or event specific as indicated by previous research? Their “wrestler identity” is not about the loss of participation but deeper as developed life span construct of self. Finally, this research also adds to the literature on combative sports participation and health. This study uncovers a positive aspect to how these wrestlers view their nutritional and physical preparation as wrestlers as productive and positive to encourage peak performance on the mat. This quality nutritional and physical training has carried over into their non-competitive life bolstering excellent overall physical health through proper nutrition and exercise.

Limitations of this study include more descriptive and specific details of parental pressure experiences. Also, interviews with the children of these former elite wrestlers are necessary to see if the beliefs of the wrestlers are consistent with the experiences of

their children. Finally, gaining more information on the dieting practices and nutritional choices from other sources (i.e. parents and coaches) of these former elite wrestlers would add to the richness of their past physical health condition.

Implications

In accordance with phenomenology, every “intentionality is composed of noemea and noesis” (Patton, 2002, 484). The phenomenon of wrestling (i.e. the noemea) is felt to have instilled or fostered these former elite wrestlers into hardworking, challenge accepting, diligent goal-oriented individuals who wake up every single day working toward being better than they were the day before in every endeavor they encounter. The noesis (i.e. the self-evidence or outcome) of their wrestling experience is the self-improvement, accomplished goals, strong identity, self-reliance and positive perseverance that these wrestlers define themselves. Each of these former elite wrestlers looks into the mirror of life every day and considers whether or not his reflection measures up to the challenges of yesterday, today, and tomorrow. These positive attributes displayed by this sample of men could be transferred to all individuals across different realms of life and benefit all.

Research

This research encourages further investigation into the realm of perfectionism. Gained insight into whether or not perfectionism is domain specific or can individuals exhibit more than one type of perfectionism as suggested by this study. These former elite wrestlers display both self-oriented as well as other-oriented perfectionism. Also, greater research is needed into the realm of identity from other present and former elite athletes on the “life span” correlation of identity and self-perceptions. Previous research

states self-identified inclinations are consistent with this research in that individuals maintain tendencies such as physical activity to pre-existing exposure (Reifstech, Gill, & Labban, 2016). Future research that includes other combat athletes as well as team only athletes would further enhance our understanding of perfectionism and identity long after completion ceases.

Practice

The mixed-lived experiences of other-oriented perfectionistic tendencies are significant for mental health professionals. Individuals, who display maladaptive other-oriented perfectionism, are at an increased vulnerability to negative mental health such as increased suicidal tendencies and depression (Che, Hewitt, & Flett, 2017). Mental health professionals can educate coaches, parents, and athletes on what types of perfectionistic behaviors are positive to display and should be encouraged. Professionals in the work place would benefit from this research as well. Other-oriented perfectionistic individuals may be vulnerable to displaying excessive pressure on co-workers adding to burn-out and a lack of productive from co-workers (Shoss, Callison, & Witt, 2015).

Also, when it comes to quality physical health, medical professionals can provide training sessions not only with coaches and athletes but parents as well to foster an atmosphere of proper nutrition especially for individuals who participate in combative, weight specific sports. When a collaborative effort is used, athletes in combative sports may be more inclined to take proactive steps in getting to the right weight incorporating resources such as parents, coaches, and educational tools that will likely lead them to peak performance while maintaining quality overall health.

Future Research

This research expanded the current research on perfectionism and identity by taking the gold standard quantitative scales Sport-MPS-2 measuring perfectionism (Gotwals & Dunn, 2009) and the AIMS measuring identity (Brewer, Van Raalte, & Linder, 1993) and transformed them into qualitative questions. Consistent with findings from quantitative research, this research was able to uncover self-oriented perfectionistic tendencies as well as other-oriented perfectionistic tendencies (Stoeber & Otto, 2006). Also, expanding the qualitative use of the AIMS (Brewer, Van Raalte, & Linder, 1993), identity in the realm of these research findings indicates a deeper level of how a sport in particular wrestling “shapes and develops” individuals even after competition is over.

This research implies that extended exposure to a sport may further identity across the lifespan for individuals not as competitors per se but as a link to individual development of self. To add to the vast quantitative research on both perfectionism and identity, this use of the phenomenological approach enhanced research through the lived experiences of these former elite wrestlers.

REFERENCES

- Adler, P. A., & Adler, P. (1998). *Peer power: Preadolescent culture and identity*. New Brunswick, NJ: Rutgers University Press.
- Agnew, R. (2007). *Pressured into crime: An overview of general strain theory*. Oxford: Oxford University Press.
- Alaranta, A., Alaranta, H., Holmila, J., Palmu, P., Pietilä, K., & Helenius, I. (2006). Self-reported attitudes of elite athletes towards doping: Differences between type of sport. *International Journal of Sports Medicine*, 27(10), 842-846. doi: 10.1055/s-2005-872969
- Alfermann, D. (2000). Causes and consequences of sport career termination. In D. Lavallee & P. Wylleman (Eds.), *Career transitions in sport: International perspectives* (pp. 45-58). Morgantown, WV: Fitness Information Technology
- Alfermann, D., & Gross, A. (1997). Coping with career termination: It all depends on freedom of choice. In R. Lidor, & M. Bar-Eli (Eds.), *Proceedings of the ninth world congress on sport psychology* (pp. 65-76). Netanya: Wingate Institute for Physical Education and Sport.
- Alfermann, D., Stambulova, N., & Zemaityte, A. (2004). Reactions to sport career

termination: A cross-national comparison of german, lithuanian, and russian athletes. *Psychology of Sport and Exercise*, 5, 61-75. doi: 10.1016/S1469-0292(02)00050-X

Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, 5, 278-308.

Anderson, E. (2009). *Inclusive masculinity: The changing nature of masculinities*. New York: Routledge.

Anderson, J. C., Funk, J. B., Elliott, R., & Smith, P. H. (2003). Parental support and pressure and children's extracurricular activities: Relationships with amount of involvement and affective experience of participation. *Applied Developmental Psychology*, 24, 21-257.

Anshel, M. H., & Russell, K. G. (1997). Examining athletes' attitudes toward using anabolic steroids and their knowledge of the possible effects. *Journal of Drug Education*, 27(2), 121-145. doi: 10.2190/714T-AUM5-NEUL-8Y0Q

Antshel, K. M., Vanderdrift, L. E., Pauline, J. S. (2016). The role of athletic identity in the relationship between difficulty thinking or concentrating and academic service use in NCAA student athletes. *Journal of Clinical Sport Psychology*, 10(4), 309-323. doi: 10.1123/jcs[.2015-0028

Arnett, J. J. (1996). Sensation seeking, aggressiveness, and adolescent reckless behavior. *Personality and Individual Differences*, 20, 693-702.

- Artioli, G. G., Scagliusi, F., Kashiqagura, D., Franchini, E., Gualano, B., & Junior, A. L. (2010). Development, validity, and reliability of a questionnaire designed to evaluate rapid weight loss patterns in judo players. *Scandinavian Journal of Medicine & Science in Sports*, *20*(1), 177-187. doi: 10.1111/j.1600-0838.2009.00940.x
- Baillie, P. H. F., & Danish, S. J. (1992). Understanding the career transition of athletes. *The Sport Psychologist*, *6*, 77-98.
- Baker, J., Horton, S., Robertson-Wilson, J., & Wall, M. (2003). Nurturing sport expertise: Factors influencing the development of elite athlete. *Journal of Sports Science and Medicine*, *2*(1), 1-9.
- Barber, B. L., Eccles, J. S., & Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research*, *16*, 429-455.
- Barker-Ruchti, N., Barker, D., Rynne, S., & Lee, J. (2012). 'One door closes, a next door opens up somewhere': The learning of one Olympic synchronized swimmer. *Reflective Practice*, *13*(3), 373-385. doi: 10.1080/14623943.2012.670107
- Baron, D. A., Martin, D. M., & Magd, S. A. (2007). Doping in sports and its spread to at-risk populations: An international review. *World Psychiatry*, *6*, 118-123.
- Barrett, B. J., & Levin, D. S. (2014). What's love got to do with it? A qualitative grounded theory content analysis of romance narratives in the PG era of world wrestling entertainment (wwe). *Sexuality & Culture: An interdisciplinary Quarterly*, *18*(3), 560-591. doi: 10.1007/s12119-013-9211-4

- Bartholomew, K. J., Ntoumanis, N., Ryan, R. M., Bosch, J. A., & Thogersen-Ntoumani, C. (2011). Self-determination theory and diminished functioning: The role of interpersonal control and psychological need thwarting. *Personality and Social Psychology Bulletin, 37*(11), 1459-1473.
- Baun, A. (2006). Eating disorders in the male athlete. *Sports Medicine, 36*(1), 1-6. doi: 10.2165/00007256-200636010-00001
- Baxter-Jones, A. D. G., & Maffulli, N. (2003). Parental influence on sport participation on elite young athletes. *The Journal of Sports Medicine and Physical Fitness, 43*(2), 250-255.
- Beamon, K. (2012). "I'm a baller: Athletic identity foreclosure among african american former student athletes. *Journal of African American Studies, 16*, 195-208. doi: 10.1007/s12111-012-9211-8
- Beamon, K., & Bell, P. A. (2002). "Going pro": The differential effects of high aspirations for a professional sports career on african american student athletes and white student athletes. *Race & Society, 5*(2), 179-191.
- Bensen, Y. (2007). Masculinities at work. *Equal Opportunities International, 26*(3), 256-260. doi: 10.1108/02610150710735524
- Bernard, J. (1981). "The good-provider role: Its rise and fall." *American Psychologist, 36*(1), 1-12.
- Betz, N. E., & Lazzo, D. A. (1996). Career assessment: The career decision making self-efficacy scale. *Journal of Career Assessment, 4*(4), 413-428.

- Biac, M., Hrvoje, K., & Sprem, D. (2014). Beginning age, wrestling experience and wrestling peak performance-trends in period 2002-2012. *Kinesiology*, *46*(S-1), 94-100.
- Bianchi, S. M., Casper, L., & King, R. B. (2005). *Work, family, health, and well-being*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Birney, R., Burdick, H., & Teevan, R. (1969). *Fear of failure*. New York: Van Nostrand.
- Black, J., & Reynolds, W. M. (2013). Examining the relationship of perfectionism, depression, and optimism: Testing for mediation and moderation. *Personality and Individual Differences*, *54*(3), 426-31. doi: 10.1016/j.paid.2012.10.012
- Blann, F. W. (1985). Intercollegiate athletic competition and students' educational and career plans. *Journal of College Student Personnel*, *26*, 115-119.
- Boiche, J. C. S., Sarrazin, P. G., Grouzet, F. M. E., Pelletier, L. G., & Chanal, J. P. (2008). Students' motivational profiles and achievement outcomes in physical education: a self-determination perspective. *Journal of Educational Psychology*, *100*, 688-701.
- Bois, J. E., LaLanne, J., & Delforge, C. The influence of parenting practices and parental presence on children's and adolescents' pre-competitive anxiety. *Journal of Sports Sciences*, *27*(10), 995-1005. doi: 10.1080/0264041090302001
- Bowlby, J. (1978). Attachment theory and its therapeutic implications. *Adolescent Psychology*, *6*, 5-33.
- Braun, V. (2009). The women are doing it for themselves. *Australian Feminist Studies*, *24*(60), 233-249.

- Breivik, G., Hanstad, D. V., & Loland, S. (2009). Attitudes towards use of performance-enhancing substances and body modification techniques. A comparison between elite athletes and the general population. *Sport in Society: Cultures, Commerce, Media, Politics*, *12*(6), 737-754. doi: 10.1080/17430430902944183
- Brewer, B. W. (1993). Self-identity and specific vulnerability to depressed mood. *Journal of Personality*, *61*(3), 343-364.
- Brewer, B. W. (2009). *International Olympic committee handbook of sports medicine and science: Sports psychology*. Chichester, U.K.: John Wiley & Sons.
- Brewer, B. W., Van Raalte, J. L., & Linder, D. E. (1993). Athletic identity: Hercules' muscles or achilles' heel? *International Journal of Sport Psychology*, *24*, 237-254.
- Brinkman-Majewski, R. E., & Weiss, W. M. (2015). Examination of the motivational climate in the athletic training room. *Journal of Sport Behavior*, *38*(2), 143-160.
- Broch, T. B., & Kristiansen, E. (2014). The margin for error: Ritual coping within cultural pressure. *Scandinavian Journal Medicine & Science in Sports*, *24*(5), 837-845. doi: 10.1111/sms.12077
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon, & R. M. Lerner (Eds.). *Theoretical models of human development: Handbook of child psychology, Vo. 1* (pp. 993-1028). New York: Wiley.
- Brown, C., Glastetter-Fender, C., & Shelton, M. (2000). Psychosocial identity and career control in college student-athletes. *Journal of Vocational Behavior*, *56*, 53-62.

- Buckman, J. F., Yusko, D. A., Farris, S. G., White, H. R., & Pandina, R. J. (2011). Risk of marijuana use in male and female college student athletes and nonathletes. *Journal of Studies on Alcohol and Drugs, 72*, 586-591.
- Burdell, P., & Swadener, B. B. (1999). Critical personal narrative and autoethnography in education: Reflections on a genre. *Educational Researcher 28*(6), 21-26.
- Burke, L. E., Swigart, V., Turk, M. W., Derro, N., & Ewing, L. J. (2009). Experiences of self-monitoring: Successes and struggles during treatment for weight loss. *Qualitative Health Research, 19*(6), 815-828. doi: 10.1177/1049732309335395
- Burns, G. N., Jasinski, D., Dunn, S. C., & Fletcher, D. (2012). Athlete identity and athlete satisfaction: the nonconformity of exclusivity. *Personality and Individual Differences, 52*(3), 280-284. doi: 10.1016/j.paid.2011.10.020
- Bush, A. J., Martin, C. J., & Bush, V. D. (2004). Sports celebrity influence on the behavioral intentions of generation y. *Journal of Advertising Research, 44*(1), 108-118. doi: 10.1017/S0021849904040206
- Byrnes, J. P., Miller, D. C., & Schafer, W. D. (1999). Gender differences in risk taking: A meta-analysis. *Psychological Bulletin, 125*(3), 367-383.
- Calfee, R., & Fadale, P. (2006). Popular ergogenic drugs and supplements in young athletes. *Pediatrics, 117*(3), 577-589. doi: 10.1542/peds.2005-1429
- Chantal, Y., Guay, F., Dobreva-Martinova, T., & Vallerand, R. J. (1996). Motivation and elite performance: An exploratory investigation with bulgarian athletes. *International Journal of Sport Psychology, 27*, 173-182.

- Chatterton, J. M., & Petrie, T. A. (2013). Prevalence of disordered eating and pathogenic weight control behavior among male collegiate athletes. *Eating Disorders, 21*, 328-341. doi: 10.1080/10640266.2013.797822
- Chirivella, E. C., & Martinez, L. M. (1994). The sensation of risk and motivational tendencies in sports: An empirical study. *Personality & Individual Differences, 16*(5), 777-786.
- Coakley, J. (2006). The good father: Parental expectations and youth sports. *Leisure Studies, 25*, 153-163.
- Coakley, J. (2011). Youth sports: What counts as positive development? *Journal of Sport and Social Issues, 35*(3), 306-324. doi: 10.1177/0193723511417311
- Coleman, P. G. (2009). Note to athletes, nfl and nba: Dog fighting is a crime, not a sport. *Journal of Animal Law & Ethics, 3*, 85-195.
- Connell, R. W. (2000). *The men and the boys*. Berkeley: University of California Press
- Conroy, D. E., & Elliot, A., J. (2004). Fear of failure and achievement goals in sport: Addressing the issue of the chicken and the egg. *Anxiety, Stress, and Coping, 17*, 271-285.
- Conroy, D. E., Willow, J. P., & Metzler, J. N. (2002). Multidimensional fear of failure measurement: The performance failure appraisal inventory. *Journal of Applied Sport Psychology, 14*, 76-90.
- Corrie, S., & Palmer, S. (2014). Coaching individuals with perfectionistic tendencies: When high standards help & hinder. *International Coaching Psychology, 9*(1), 67-80.

- Cosh, S., Crabb, S., & LeCouteur, A. (2013). Elite athletes and retirement: Identity, choice, and agency. *Australian Journal of Psychology, 65*, 89-97. doi: 10.1111/j.1742-9536.2012.00060.x
- Côté, J., & Fraser-Thomas, J. L. (2007). Youth involvement in sport. In P. R. E. Crocker (Ed.), *Introduction to sport psychology: A Canadian perspective* (pp. 266-294). Toronto, Ontario, Canada: Pearson Prentice Hall.
- Cottler, L. B., Abdallah, A. B., Cummings, S. M., Barr, J., Banks, R., & Forchheimer, R. (2010). Injury, pain, and prescription opioid use among former national football league (NFL) players. *Drug and Alcohol Dependence, 116*(2011), 188-194. doi: 10.1016/j.drugalcdep.2010.12.003
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA.: Sage
- Curry, T. J. (1993). A little pain never hurt anyone: Athletic career socialization and the normalization of sports injury. *Symbolic Interaction, 16*(3), 273-290. doi: 10.1525/si.1993.16.3.273
- Breeding, T. W., & Anshel, M. H. (2016). Relationship between sport perfectionism & perceived competence as a function of skill levels & sport type. *Journal of Sport Behavior, 38*(4), 376-393.
- Danish, S. J., Petitpas, A. J., & Hale, B. D. (1993). Life development interventions for athletes: Life skills through sports. *The Counseling Psychologist, 21*(3), 352-385.
- Darnell, S. C. (2010). Sport, race, and bio-politics: Encounters with difference in “Sport for Development and Peace” internships. *Journal of Sport and Social Issues, 34*, 396-417.

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Academic Press.
- Deci, E. L., & Ryan, R. M. (2002). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.
- Demulier, V., Le Scanff, C., & Stephan, Y. (2013). Psychological predictors of career planning among active elite athletes: An application of the social cognitive career theory. *Journal of Applied Sport Psychology, 25*(3), 341-353. doi: 10.1080/10413200.2012.73644
- Donavan, R. J., Egger, G., Kapernick, V., & Mendoza, J. (2002). A conceptual framework for achieving performance enhancing drug compliance in sports. *Sports Medicine, 32*(4), 269-284.
- Douglass, B., & Moustakas, C. (1985). Heuristic inquiry: The internal search to essentialist. *Journal of Humanistic Psychology, 25*(3), 39-55.
- Dunn, J. G. H., Causgrove-Dunn, J. L., & Sytouiik, d. G. (2002). Relationship between multidimensional perfectionism and goal orientations in sport. *Journal of Sport & Exercise, 24*, 376-395.
- Dunn, J. G. H., Gotwals, J. K., & Dunn, J. C. (2005). An examination of the domain specificity of perfectionism among intercollegiate student athletes. *Personality and Individual Differences, 38*, 1439-1448. doi: 10.1016/j.paid.2004.09.009
- Dunn, J. G. H., Gotwals, J. K., Dunn, J. C., Selzer, A. M., Lizmore, M. R., Vaarstra, M., Sapiega, K. M., & Gamache, V. E. (2016). A multi-sample investigation of higher-order latent dimensionality of sport multidimensional perfectionism scale

2. *Psychology of Sport & Exercise*, 27, 150-156. doi:
10.1016/j.psychsport.2016.08.006
- Dunn, M., Thomas, J. O., Swift, W., & Burns, L. (2012). Elite athletes' estimates of the prevalence of illicit drugs use: Evidence for the false consensus effect. *Drug and Alcohol Review*, 31, 27-32. doi: 10.1111/j.1465-3362.2011.00307.x
- Eckel, C. C., & Grossman, P. J. (2002). Sex differences and statistical stereotyping in attitudes toward financial risk. *Evolution and Human Behavior*, 23(4), 281-295. doi: 10.1016/S1090-5138(02)00097-1
- Edwards, H. (2000). Crisis of black athletes on the eve of the 21st century. *Society*, 37, 9-13.
- Elison, J. & Partridge, J. A. (2012). Relationship between shame-coping, fear of failure, and perfectionism in college athletes. *Journal of Sport Behavior*, 35(1), 19-39.
- Ellenbogen, S., Jacobs, D., Derevensky, J., Gupta, R., & Paskus, T. (2008). Gambling behavior among college student athletes. *Applied Sport Psychology*, 20(3), 349-362. doi: 10.1080/10413200802056685
- Engwall, D., Hunter, R., & Steinberg, M. (2004). Gambling & other risk behaviors on university campuses. *Journal of American College Health*, 2, 245-255.
- Enns, M. W., & Cox, B. J. (2002). The nature and assessment of perfectionism: A critical analysis. In G. L. Flett and P. L. Hewitt (Eds.), *Perfectionism: Theory, research, and treatment* (pp. 33-62). Washington, D. C: American Psychological Association.

- Erpic, S. C., Wylleman, & Zupancic, M. (2004). The effect of athletic and non-athletic factors on the sports career termination process. *Psychology of Sport and Exercise*, 5, 45-59. doi: 10.1016/S1469-0292(02)00046-8
- Etter, N. M., Stemple, J. C., & Howell, D. M. (2013). Defining the lived experiences of older adults with voice disorders. *Journal of Voice*, 27(1), 61-67. doi: 10.1016/j.jvoice.2012.07.002
- Eysenck, S. B. G., & Eysenck, H. J. (1977). The place of impulsiveness and venturesomeness: Their position in a dimensional system of personality description. *Psychological Report*, 43, 1247-1255.
- Farley, R. C. (2002). Attachment stability from infancy to adulthood: A meta-analysis and dynamic modeling of developmental mechanisms. *Personality & Social Psychology*, 6(2), 123-151.
- Fasting, K., Brackenridge, C., & Walseth, K. (2002). Consequences of sexual harassment in sport for female athletes. *The Journal of Sexual Aggression*, 8(2), 37-48. doi: 10.1080/13552600208413338
- Fernandez, A., Stephan, Y., & Fouqereau, E. (2006). Assessing reasons for sports career termination: Development of the athletes' retirement decision inventory (ARDI). *Psychology of Sport and Exercise*, 7, 407-421. doi: 10.1016/j.psychsport.2005.11.001
- Fink, J. S., Parker, H. M., Brett, M., & Higgins, J. (2009). Off-field behavior of athletes and team identification: Using social identity theory and balance theory to explain fan reactions. *Journal of Sport Management*, 23, 142-155.

- Fischer, C. T. (2009). Bracketing in qualitative research: Conceptual and practical matters. *Psychotherapy Research, 19*(4-5), 583-590. doi: 10.1080/10503300902798375
- Flett, G. L., & Hewitt, P. L. (2002). Perfectionism and maladjustment: an overview of theoretical, definitional, and treatment issues. In P.L. Hewitt and G. L. Flett (Eds.), *Perfectionism* (pp 5-31). Washington, D. C.: American Psychological Association. doi: 10.1037/10458-001
- Flett, G., Hewitt, P. L., Oliver, J. M., & Macdonald, s. (2002). Perfectionism in children and their parents: A developmental analysis. In G. L. Flett & P. L. Hewitt (Eds.), *Perfectionism: Theory, research, and treatment* (pp. 89-132). Washington, DC: American Psychological Association.
- Fleuriel, S., & Vincent, J. (2009). The quest for a successful career among elite athletes in france: A case study of a french rugby player. *Leisure Studies, 28*(2), 173-188.
- Fortier, M. S., Vallerand, R. J., Briere, N. M., & Provencher, P. J. (1995). Competitive and recreational sport structures and gender: A test of their relationship with sport motivation. *International Journal of Sport Psychology, 26*, 24-39.
- Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male-sex-typed domains. *Developmental Psychology, 38*, 519-533.
- Frost, R. O., Marten, R., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research, 14*, 449-468.

- Furlanello, R., Bentivegna, S., Cappato, R., & De Ambroggi, L. (2003). Arrhythmogenic effect of illicit drugs in athletes. *Italian Heart Journal: Official Journal of the Italian Federation of Cardiology*, 4(12), 829-837.
- Gaston, J. C. (1986). The destruction of the young black male: Impact of popular culture and organized sports. *Journal of Black Studies*, 16, 369-384.
- Gillet, N., Vallerand, R. J., Amoura, S., & Baldes, B. (2010). Influence of coaches' autonomy support on athletes' motivation and sport performance: A test of the hierarchical model of intrinsic and extrinsic motivation. *Psychology of Sport and Exercise*, 11, 155-161. doi: 10.1016/j.psychsport.2009.10.004
- Giorgi, A. (2009). *A descriptive phenomenological method in psychology: A modified husserlian approach*. Pittsburg, PA: Duquesne University Press.
- Gladwell, M. (2009). Offensive play, how different are dogfighting and football. *New Yorker Annals of Medicine*, 35, 33-42.
- Good, A. J., Brewer, B. W., Petitpas, A. J., Van RAalte, J. L., & Mahar, M. T. (1993). Identity foreclosure, athletic identity, and college sport participation. *The Academic Athletic Journal*, Spring, 1-12.
- Gottzen, L., & Kremer-Sadlik, T. (2012). Fatherhood and youth sports: A balancing act between care and expectations. *Gender & Society*, 26(4), 639-664. doi: 10.1177/0891243212446370
- Gotwals, J. K. (2011). Perfectionism and burnout within intercollegiate sport: A person-oriented approach. *The Sport Psychologist*, 25, 489-510.
- Gotwals, J. K., & Dunn, J. G. H. (2009). A multi-method multi-analytic approach to establishing internal construct validity evidence: The sport multidimensional

perfectionism scale 2. *Measurement in Physical Education and Exercise Science*, 13, 71-92.

Gotwals, J. K., Dunn, J. G. H., Causgrove-Dunn, J., & Gamache, V. (2010). Establishing validity evidence for the Sport Multidimensional Perfectionism Scale-2 in intercollegiate sport. *Psychology of Sport and Exercise*, 11, 423-432. doi: 10.1016/j.psychsport.2010.04.013

Gotwals, J. K., Stoeber, J., Dunn, J. G. H., & Stoll, O. (2012). Are perfectionistic strivings in sport adaptive? A systematic review of confirmatory, contradictory, and mixed evidence. *Canadian Psychology*, 53, 263-279. doi: 10.1037/a0030288

Gould, R. E. (1974). Measuring masculinity by the size of the paycheck. In J. H. Pleck & J. Sawyer (Eds.), *Men and Masculinity*, Englewood Cliffs, N.J.: Prentice Hall.

Gould, D., Dieffenbach, K., & Moffett, A. (2002). Psychological characteristics and their development in olympic champions. *Journal of Applied Sport Psychology*, 14, 172-204.

Gould, D., Eklund, R. C., Petlichkoff, L., Peterson, K., & Bump, L. (1991).

Psychological predictors of state anxiety and performance in age-group wrestlers. *Pediatric Exercise Science*, 3, 198-208.

Gramsci, A. (1971). *Selections for the prison note books*. New York: International Publishers.

Grange, P., & Kerr, J. H. (2010). Physical aggression in Australian football: A qualitative study of elite athletes. *Psychology of Sport and Exercise*, 11(1), 36-43. doi: 10.1016/j.psychsport.2009.04.006

- Green, S. L., & Weinberg, R. S. (2001). Relationships among athletic identity, coping skills, social support, and the psychological impact of injury in recreational participants. *Journal of Applied Sport Psychology, 13*, 40-59.
- Green, G. A., Uryasz, F. D., Petr, T. A., & Bray, C. D. (2001). NCAA study of substance use and abuse habits of college athletes. *Clinical Journal of Sports Medicine, 11*(1), 51-56.
- Greenleaf, C., Perie, T. A., Carter, J., & Reel, J. J. (2009). Female collegiate athletes: Prevalence of eating disorders and disordered eating behaviors. *Journal of American College Health, 57*(5), 489-49. doi: 10.3200/JACH.57.5.489-496
- Griffith, K. A., & Johnson, K. A. (2002). "Athletic identity and life roles of division I and division III collegiate athletes." *Journal of Undergraduate Research, 5*, 225-231.
- Groff, D. G., Zabriskie, G., & Ramon, D. (2006). An exploratory study of athletic identity among elite alpine skiers. *Journal of Sport Behavior, 29*(2), 126-141.
- Grove, J. R., Fish, M., & Eklund, R. C. (2004). Changes in athletic identity following team selection: Self-protection versus self-enhancement. *Journal of Applied Sport Psychology, 16*(1), 75-81. doi: 10.1080/10413200490260062
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Thousand Oaks, C.A: Sage.
- Guest, A. M., & McRee, N. (2009). A school-level analysis of adolescent curricular activity, delinquency, and depression: The importance of situational context. *Journal of Youth & Adolescence, 38*, 51-62. doi: 10.1007/s10964-008-9279-6

- Gurian, M., & Ballew, A. (2001). *Girls and boys learn differently: Teachers and parents*. San Francisco, CA: Jossey-Bass.
- Gurian, M., & Stevens, K. (2005). *The minds of boys: Saving our sons from falling behind in school and life*. San Francisco, CA: Jossey-Bass
- Guszkowska, M., & Botdak, A. (2010). Sensation seeking in males involved in recreational high risk sports. *Biology of Sport*, 27(3), 157-162.
- Gutierrez, K. C., Izquierdo, C., Kremer-Sadlik, T. (2010). Middle-class working families' beliefs and engagement in children's extra-curricular activities: The social organization of children's futures. *International Journal of Learning*, 17, 633-656.
- Haase, A. M., Prapavessis, H., & Owens, R. G. (2002). Perfectionism, social physique anxiety and disordered eating: A comparison of male and female elite athletes. *Psychology of Sport and Exercise*, 3(3), 209-222. doi: 10.1016/S1469-0292(01)00018-8
- Hamacheck, D. E. (1978). Psychodynamics of normal and neurotic perfectionism. *Psychology*, 15, 27-33.
- Harris, O. (1994). Race, sport, and social support. *Sociology of Sport Journal*, 11, 40-50.
- Harrison, K. (2000). Black athletes at the millennium. *Society*, 37, 35-39.
- Hauari, H., & Hollingworth, K. (2009). Understanding fathering. *Masculinity, diversity and change*. York: Joseph Rowntree Foundation.
- Hayhurst, L. M. C., Wilson, B., & Frisby, W. (2010). Navigating neoliberal networks: Transnational Internet platforms in Sport for Development and Peace.

International Review for the Sociology of Sport, 46(3), 315-329. doi:
10.1177/1012690210380575

He, X. Z., & Baker, D. W. (2004). Body mass index, physical activity, and the risk of decline in overall health and physical functioning in late middle age. *American Journal of Public Health*, 94(9), 1567-1573.

Hewitt, P. L., & Flett, G. I. (1991). Perfectionism in the self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology*, 60, 456-470.

Heyman, S. (1986). Psychological problem patterns found with athletes. *The Clinical Psychologist*, 39, 68-71.

Hickey, C. (2008). Physical education, sport, and hyper-masculinity in schools. *Sport, Education, and Society*, 13(2), 147-161. doi: 10.1080/13573320801957061

Higginson, D. C. (1985). The influence of socializing agents in the female sport-participation process. *Adolescence*, 20, 73-82.

Hill, A. P., & Appleton, P. R. (2011). The predictive ability of the frequency of perfectionistic cognitions, self-oriented perfectionism, and social prescribed perfectionism in relation to symptoms of burnout in youth rugby players. *Journal of Sports Sciences*, 29, 695-703.

Hill, A. P., Hall, H. K., Appleton, P. R., & Murray, J. J. (2010). Perfectionism and burnout in canoe polo and kayak slalom athletes: The mediating influence of validation and growth seeking. *The Sport Psychologist*, 24, 16-34.

Hoberman, J. (2000). The price of black dominance. *Society*, 37, 49-56.

- Hoffman, J. P. (2006). Extracurricular activities, athletic participation, and adolescent alcohol use: Gender-differentiated and school-contextual effects. *Journal of Health and Social Behavior, 47*, 275-290.
- Holahan, C. J., Moos, R. H., Holahan, C. K., Cronkite, R. C., & Randall, P. K. (2004). Unipolar depression, life context vulnerabilities, and drinking to cope. *Journal of Consulting and Clinical Psychology, 72*(2), 269–275.
- Hollender, M. H. (1965). Perfectionism. *Comprehensive Psychiatry, 6*, 94-103.
- Holm-Denoma, J. M., Scaringi, V., Gordon, K. H., Van Orden, K. A., & Joiner, Jr., T. E. (2009). Eating disorder symptoms among undergraduate varsity athletes, club athletes, independent exercisers, and nonexerciser. *International Journal of Eating Disorders, 42*(1), 47-53. doi: 10.1002/eat.20560
- Horn, T. S., & Horn, J. L. (2007). Family influences on children's sport and physical activity participation, behavior, and psychosocial responses. In G. Tenenbaum, & R. C. Eklund (Eds.), *Handbook of sport psychology* (3rd ed.). (pp. 685-711). Hoboken, NJ: John Wiley & Sons Inc.
- Horton, R. S., & Mack, D. E. (2000). Athletic identity in marathon runners: Functional focus or dysfunctional commitment? *Journal of Sport Behavior, 23*, 101-119.
- Horvath, P., & Zuckerman, M. (1993). Sensation seeking, risk appraisal and risky behavior. *Personality & Individual Differences, 14*(1), 41-52.
- Howell, J. M., & Avolio, B. J. (1992). The ethics of charismatic leadership: submission or liberation? *Academy of Management Executive, 6*(2), 43-54.
- Hughes, R., & Coakley, J. (1991). Positive deviance among athletes: The implications of overconformity to the sport ethic. In A. Yiannakis & M. J. Melnick (Eds.),

- Contemporary issues of sociology of sport* (pp. 361-363). Champaign, Ill: Human Kinetics.
- Husserl, E. (1913). *Ideas*. London: George Allen and Unwin. Republished (1962), New York: Collier.
- Jones, M. J., & Schumann, D. W. (2000). The strategic use of celebrity athlete endorsers sports illustrated: An historic perspective. *Sport Marketing Quarterly* 9(2), 65-76.
- Jowett, S., & Cramer, D. (2010). The prediction of young athletes' physical self from perceptions of relationships with parents and coaches. *Psychology of Sport and Exercise*, 11, 140-147. doi: 10.1016/j.psychsport.2009.10.001
- Kahu, E., & Morgan, M. (2007). A critical discourse analysis of new Zealand government policy: Women as mothers and workers. *Women's Studies International Forum*, 30(2), 134-146.
- Kaplan, H., & Hill, K. (1985). Hunting ability and reproductive success among male ache foragers: Preliminary results. *Current Anthropology*, 26, 131-133.
- Kashin, K. B., & Kleber, H. D. (1989). Hooked on hormones? an anabolic steroid addiction hypothesis. *Journal of American Medical Association*, 262, 3166-3170.
- Kavussanu, M. (2008). Moral behavior in sport: A critical review of the literature. *International Journal of Sport and Exercise Psychology*, 1, 124-138.
- Kavussanu, M., Roberts, G. C., & Ntoumanis, N. (2002). Contextual influences on moral functioning of college basketball players. *The Sport Psychologist*, 16, 347-367.
- Kay, T., & Spaaij, R. (2011). The mediating effects of family on sport in international

- development contexts. *International Review for the Sociology of Sport*, 47(1), 77-94. doi: 10.1177/1012690210389250
- Kerr, G., & Dacyshyn, A. (2000). The retirement experiences of elite, female gymnasts. *Journal of Applied Sport Psychology*, 12, 115-133. doi: 10.1080/10413200008404218
- Kimble, N. B., Russon, S. A., Bergman, B. G., & Galindo, V. H. (2010). Aggression and violent behavior. *Aggression and Violent Behavior*, 15, 446-463. doi: 10.1016/j.avb.2010.08.001
- Kleiber, D. A., & Dirshnit, C. E. (1991). Sport involvement and identity formation. In L. Diamant (Ed.), *Mind-body maturity: Psychological approaches to sports, exercise, and fitness* (pp. 193-211). New York: Hemisphere.
- Koivula, N., Hassmen, P., & Fallby, J. (2002). Self-esteem and perfectionism in elite athletes: Effects on competitive anxiety and self-confidence. *Personality and Individual Differences*, 32(5), 865-875. doi: 10.1016/S0191-8869(01)00092-7
- Komarovsky, M. (1940). *The unemployed man and his family*. New York: Dryden Press.
- Kremer-Sadlik, T., Izquierdo, C., & Fatigante, M. (2010). Making meaning of everyday practices: Parents' attitudes toward children's extracurricular activities in the united states and in Italy. *Anthropology & Education Quarterly*, 41, 35-54.
- Kremer-Sadlik, T., & Kim, J. L. (2007). Lessons from sports: Children's socialization to values through family interaction during sports activities. *Discourse & Society*, 18(1), 35-52. doi: 10.1177/0957926507069456
- Lally, P. (2007). Identity and athletic retirement: A prospective study. *Psychology of Sport and Exercise*, 8, 85-99. doi: 10.1016/j.psychsport.2006.03.003

- Lamb, M. E., Pleck, J. H., Chamov, E. L., & Levine, J. A. (1987). A biosocial perspective on paternal behavior and involvement. In J. B. Lancaster, J. Altaman, A. Rossia, & R. L. Sherrod (Eds.), *Parenting across the lifespan: Biosocial perspectives*. New York: Academic.
- Landry, G. L., & Kokotailo, P. K. (1994). Drug screening in athletic settings. *Current Problems in Pediatrics*, 24, 344-359. doi: 10.1016/0045-9380(94)90007-8
- Lauella, P. C. (2010). Michael Vick: An analysis of press coverage on federal dogfighting charges. *Journal of Sports Media*, 5(2), 35-76. doi: 10.1353/jsm.2010.0005\
- Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010). Parental behaviors that affect junior tennis player development. *Psychology of Sport and Exercise*, 11(6), 487-496. doi: 10.1016/j.psychosport.2010.06.008
- Laurie, P., & Binsinger, C. (2007). Doping prevalence among preadolescent athletes: A 4-year follow-up. *British Journal of Sports Medicine*, 41(10), 660-663. doi: 10.1136/bjism.2007.035733
- Lavallee, D. (2005). The effect of a life development intervention on sports career transition adjustment. *The Sport Psychologist*, 19(2), 193-202.
- Lavallee, D., Gordon, S., & Grove, R. (1997). Retirement from sport and the loss of athletic identity. *Journal of Personal and Interpersonal Loss: International Perspectives on Stress and Coping*, 2(2), 129-147. doi: 10.1080/10811449708414411
- Leff, S. S., & Hoyle, R. H. (1995). Young athletes' perceptions of parental support and pressure. *Journal of Youth and Adolescence*, 24, 187-203.

- Levant, R. F., & Wimer, D. J. (2010). The new fathering movement. In C.Z. Oren and D. C. Oren (Eds.), *Counseling fathers* (pp. 3-21). New York: Routledge.
- Lissek, S., Baas, J. M. P., Pine, D. S., Orme, K., Dvir, S., Rosenberger, E., & Grillon, C. (2005). Sensation Seeking and the aversive motivational system. *Emotion, 5*(4), 396-407.
- Lindquist, A. S. (2013). A retrospective 30 year follow-up study of former Swedish-elite male athletes in power sports with a past anabolic androgenic steroids use: A focus on mental health. *British Journal of Sports Medicine, 47*(15), 965-969.
- Luthar, S. S., Shoum, K. A., & Brown, P. J. (2006). *Extracurricular involvement among affluent youth: A scapegoat for "ubiquitous achievement pressures"?* *Developmental Psychology, 42*, 583-597.
- Lyman, E. L., & Luthar, S. S. (2014). Further evidence on the "costs of privilege: Perfectionism on high-achieving youth at socioeconomic extremes. *Psychology on the Schools, 51*(9), 913-933. doi: 10.1002/pits.21791
- Madigan, D. J. (2016). Confirmatory factor analysis of the multidimensional inventory of perfectionism in sport. *Psychology of Sport & Exercise, 26*, 48-51. doi: 10.1016/j.psychsport.2016.06.003
- Madigan, D. J., Stoeber, J., & Passfield, L. (2016). Perfectionism and changes in athlete burnout over three months: Interactive effects of personal standards and evaluative concerns perfectionism. *Psychology of Sport and Exercise, 26*, 32-39. doi: 10.1016/j.psychsport.2016.05.010

- Malamuth, N. M., Sockloski, R. J., Koss, M. P., & Tanaka, J. S. (1991). Characteristics of aggressors against women: Testing a model using a national sample of college students. *Journal of Consulting and Clinical Psychology, 59*, 670–681.
- Mallet, C. J., & Hanrahan, S. J. (2004). Elite athletes: Why does the ‘fire’ burn so brightly? *Psychology of Sport and Exercise, 5*, 183-200. doi: 10.1016/S469-0292(02)00043-2
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology, 3*, 551-558.
- Margonis, K., Fatouros, I. G., Jamurtas, A. Z., Nikolaidis, M. G., Douroudos, I., Chatzinikolaou, A., Mitrakou, A., Mastorakos, G., Papassotiriou, I., Taxildaris, K., & Kouretas, D. (2007). Oxidative stress biomarkers responses to physical overtraining: Implications for diagnosis. *Free Radical Biology & Medicine, 43*(6), 901-910. doi: 10.1016/j.freeradbiomed.2007.05.022
- Martin, J. J., Muschett, C. A., & Smith, K. L. (1995). Athletic identity and sport orientation of adolescent swimmers with disabilities. *Adapted Psychological Activity Quarterly, 12*, 113-123.
- Martin, J. J., Muschett, C. A., & Eklund, R. C. (1994). Factor structure of the athletic identity measurement scale with adolescent swimmers with disabilities. *Brazilian International Journal of Adapted Physical Education, 1*, 87-100.
- Marks, L., & Palkovitz, R. (2004). American fatherhood types: The good, the bad, and the uninterested. *Fathering, 2*, 113-29.
- Martens, M. P., Watson, J. C., Rowland, E. M., & Beck, N. C. (2005). Development of the athlete drinking scale. *Psychology of Addictive Behaviors, 19*(2), 158-164.

- Martin, B. E., & Harris, F. (2006). Examining productive conceptions of masculinities: Lessons learned from academically driven African American male student-athletes. *Journal of Men's Studies, 14*, 359–378.
- Martinet, G., & Ferrand, C. (2006). A cluster analysis of perfectionism among competitive athletes. *Psychological Reports, 99*, 723-738.
- Masten, R., Tusak, M., & Faganel, M. (2006). Impact of identity on anxiety in athletes. *Kinesiology, 38*, 126-134.
- McDaniel, S. R., & Zuckerman, M. (2003). The relationship of impulsive sensation seeking and gender to interest and participation in gambling activities. *Personality and Individual Differences, 35*(6), 1385-1400. doi: 10.1016/S0191-8869(02)00357-4
- McPherson, B. D. (1976). The black athlete: An overview and analysis. In D.M. Landers (Ed.), *Social problems in athletics: Essays in the sociology of sport* (pp. 122-150). Urbana, Illinois: University of Illinois Press.
- Meriac, J. P., & Gorman, C. A. (2016). Work ethic and work outcomes in an expanded criterion domain. *Journal of Business and Psychology*, doi: 10.1007/s10869-9460-y
- Messner, M. (2002). *Taking the field: Women, men, and sports*. Minneapolis: University of Minnesota Press.
- Miedzian, M. (1992). *Boys will be boys: Breaking the link between masculinity and violence*. London, UK: Virago.
- Miller, P. S., & Kerr, G. A. (2002). Conceptualizing excellence: Past, present, and future. *Journal of Applied Sport Psychology, 14*, 140-153.

- Missludine, W. H. (1963). *Your inner child of the past*. New York: Simon and Schuster.
- Mitonga-Monga, J., Flotman, A. P., & Cilliers, F. (2016). Workplace ethics culture and work engagement: The mediating effect of the ethical leadership in a developing world context. *Journal of Psychology in Africa, 26*(4), 326-333. doi: 10.1080/14330237.2016.1208928
- Morgan, W. P., Brown, F. D. R., Raglin, J. S., O'Connor, P. J., & Ellickson, K. A. (1987). Psychological monitoring of overtraining and staleness. *British Journal of Sports Medicine, 21*(3), 107-114. doi: 10.1136/bjs/21.3.107
- Mosher, D. L., & Sirkin, M. (1984). Measuring a macho personality constellation. *Journal of Research in Personality, 18*, 150–163.
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative research. *Qualitative Health Research, 25*(9), 1212-1222. doi: 10.1177/1049732315588501
- Moser, C. A. (2004). Penalties, Fouls, and Errors: Professional Athletes and Violence Against Women. *Sports Law. J., 11*, 69.
- Mouratidis, M., Vansteenkiste, M., Lens, W., & Sideridis, G. (2008). The motivating role of positive feedback in sport and physical education: evidence for a motivational model. *Journal of Sport & Exercise Psychology, 30*, 240-268.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage
- Murnen, S. K., & Kohlman, M. H. (2007). Athletic participation, fraternity membership, and sexual aggression among college men: A meta-analytic review. *Sex Roles, 57*(1-2), 145-157. doi: 10.1007/s11199-007-9225-1

- Murphy, S. M. (1995). Transitions in competitive sport: Maximizing individual potential. In S. M. Murphy (Eds.), *Sport psychology interventions* (pp. 331-36). Champaign, IL: Human Kinetics.
- Murphy, G., Petitpas, A., & Brewer, B. (1996). Identity foreclosure, athletic identity and career maturity in intercollegiate athletes. *The Sport Psychologist, 10*, 239-246.
- National Collegiate Athletic Association (2001). NCAA study of substance use habits of college student-athletes. Indianapolis, IN: The NCAA Committee on Competitive Safeguards and Medical Aspects of Sports.
- National Institute on Drug Abuse (NIDA) (2005). Research Report Series: Prescription Drugs Abuse & Addiction. NIH Publication Number 05-4881.
- Nelson, J. (1982). Sport in america: New directions and new potentials. *National Forum, 60*(1), 5-6.
- Nicholls, J. G. (1989). The competitive ethos and democratic education. Cambridge, MA: Harvard University Press.
- Noakes, T. D. (2004). Tainted glory—doping & athletic performance. *New England Journal of Medicine, 351*(9), 847-849.
- Norton, P., Burns, J., Hope, D., & Bauer, B. (2000). Generalization of social anxiety to sporting and athletic situations: Gender, sports, involvement, and parental pressure. *Depression & Anxiety, 12*, 193-202.
- Opie, I., & Opie, P. (1969). *Children's games in street and playground*. London: Oxford.
- O'Rourke, D. J., Smith, R. E., Smoll, F. L., & Cumming, S. P. (2011). Trait anxiety in young athletes as a function of parental pressure and motivational climate: Is

- parental pressure always harmful? *Journal of Applied Sport and Psychology*, 23(4), 398-412. doi: 10.1080/10413200.2011.552089
- Papadopoulos, F. C., Skalkidis, I., Parkkari, J. & Petridou, E. (2006). doping use among tertiary education students in sex developed countries. *European Journal of Epidemiology*, 21(4), 307-313. doi: 10.1007/s10654-006-0018-6
- Park, S., Tod, D., & Lavallee, D. (2012). Exploring the retirement from sport decision-making process based on the transtheoretical model. *Psychology of Sport and Exercise*, 13, 44-453. doi: 10.1016/j.psychsport.201202.003
- Parr, N. (2007, March). Which men remain childless: The effects of early lifecourse, family formation, working life and attitudinal variables. In *Annual Meeting of Population Association of America, New York* (Vol. 2931).
- Parsons, T., & Bales, R. F. (1955). *Socialization and interaction processes*. New York: The Free Press.
- Partridge, S. R., McGeechan, K., Bauman, a., Phongsavan, P., & Allman-Farinelli, M. (2017). Improved confidence in performing nutrition and physical activity behaviours mediates behavioural change in young adults: Mediation results of randomized controlled mHealth intervention. *Appetite*, 108, 425-433. doi: 10.1016/j.appet.2016.11.005
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pearson, R. E., & Petitpas, A. J. (1990). Transitions of athletes: developmental and preventive perspectives. *Journal of Counseling & Development*, 69, 7-10.

- Pensgaard, A. M., & Roberts, G. C. (2002). Elite athletes' experiences of the motivational climate: The coach matters. *Scandinavian Journal of Medicine & Science in Sports, 12*, 54-59.
- Perna, F. M., Ahlgren, R., & Zaichkowsky, L. (1999). The influence of career planning, race, and athletic injury on life satisfaction among recently retired collegiate male athletes. *The Sport Psychologist, 13*, 144-156.
- Perusse, L., Gagnon, J., Province, M. A., Rao, D. C., Wilmore, J. H., Leon, A. S., Bouchard, C. & Skinner, J. S. (2001). Family aggregation of submaximal aerobic performance in the HERITAGE family study. *Medicine and Science in Sports and Exercise, 33*, 597-604.
- Petitpas, A. J. (1978). Identity foreclosure: A unique challenge. *Personnel and Guidance Journal, 6*, 558-561.
- Pettersson, S., Ekstrom, M. P., & Berg, C. M. (2013). Practices of weight regulation among elite athletes in combat sports: A matter of mental advantage. *Journal of Athletic Training, 48*(1), 99-108. doi: 10.4085/1062-6050-48.1.04
- Pettersson, S., Ekstrom, M. P., & Berg, C. M. (2012). The food and weight combat: A problematic fight for the elite combat sports athlete. *Appetite, 59*(2), 234-242. doi: org/10.1016/j.sppet.2012.05.007
- Piaget, J. (1932). *The moral development of the child*. Boston: Routledge & Kegan.
- Pleck, J. H., & Masciarelli, B. P. (2003). Paternal involvement: Levels, sources, and consequences. In M. Lamb (Ed.), *The role of the fathers in child development* (4th ed.). New York: John Wiley.

- Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-60). New York, New York: Plenum Press.
- Pope, J. (2009). National report: NCAA athletes work long hours. Associated Press.
- Power, C., Higgins, A., & Kohlberg, L.A. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.
- Purvis, D., Gonsalves, S., Deuster, P. A. (2010). Physiological and psychological fatigue in extreme conditions: Overtraining and elite athletes. *Journal of Physical Medicine and Rehabilitation*, 2(5), 442-450. doi: 10.1016/j.pmrj.2010.3.025
- Radloff, L. S. (1977). The ces-d scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1(3), 385-401. doi: 10.1177/014662167700100306
- Randall, E. T., Bohnert, A. M., & Travers, L. V. (2015). Understanding affluent adolescent adjustment: The interplay of parental perfectionism, perceived parental pressure, and organized activity involvement. *Journal of Adolescence*, 41, 56-66. doi: 10.1016/j.adolescence.2015.03.005
- Rathe, N. K., & Singh, J. (2011). Achievement motivation and adjustment patterns among international and national players of different team sports. *Journal of Social Sciences*, 7(3), 369-374.
- Rees, C. R., Howell, F. M., & Miracle, A. W. (1990). Do high school sports build character? A quasi-experiment on a national sample. *The Social Science Journal*, 27(3), 303-315.

- Rice, K. G., & Richardson, C. M. E. (2014). Classification challenges in perfectionism. *Journal of Counseling Psychology, 61*(4), 641-648. doi: 10.1037/cou0000040
- Riemer, B., Beal, B., & Schroeder, P. (2000). The influence of peer and university culture on female student-athletes' perceptions of career termination, professionalization, and social isolation. *Journal of Social Behavior, 23*, 364-378.
- Roberts, J. M., & Sutton-Smith, B. (1962). Child training and game involvement. *Ethnology, 1*(2), 166-185.
- Rosenblitt, J. C., Soler, H., Johnson, S. E., & Quadagno, D. M. (2001). Sensation seeking and hormones in men and women: Exploring the link. *Hormones and Behavior, 40*(3), 396-402. doi: 10.1006/hbeh.2001.1704
- Roth, G., & Assor, A. (2012). The costs of parental pressure to express emotions: Conditional regard and autonomy support as predictors of emotion regulation and intimacy. *Journal of Adolescence, 35*(4), 799-808. doi: 10.1016/j.adolescence.2011.11.005
- Rutten, E. A., Schuengel, C., Dirks, E., Stams, G. J., Biesta, G. J., & Hoeksma, J. B. (2011). Predictors of antisocial and prosocial behaviors in an adolescent sports context. *Social Development, 20*(2), 294-315. doi: 10.1111/j.1467-9507.2010.00598.x
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.
- Sage, L., Kavussanu, M., & Duda, J. (2006). Goal orientations and moral identity as predictors of prosocial and antisocial functioning in male association football players. *Journal of Sports Sciences, 24*(5), 45-466. doi: 10.1080/02640410500244531

- Salter, A., & Blodgett, B. (2012). Hypermasculinity and Dickwolves: The contentious role of women in the gaming public. *Journal of Broadcasting & Electronic Media*, 56(3), 401-416. doi: 10.1080/08838151.2012.705199
- Sapieja, K. M., Dunn, J. G. H., & Holt, N. L. (2011). Perfectionism and perceptions of parenting styles in male youth soccer. *Journal of Sport & Exercise Psychology*, 33, 20-39.
- Savulescu, J., Foddy, B., & Clayton, M. (2004). Why we should allow performance enhancing drugs in sport. *British Journal of Sports Medicine*, 38(6), 666-370.
- Schaal, K., Tafflet, M., Nassif, H., Thibault, V., Pichard, C., Alcotte, M., Guillet, T., El Helou, N., Berthelot, G., Simon, S., & Toussaint, J. F. (2011). Psychological balance in high level athletes: Gender-based differences and sport-specific patterns. *Journal Plos One*, 6(5), 1-9. doi: 10.1371/journal.pone.0019007 doi: 10.1371/journal.pone.0019007
- Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The Counseling Psychologist*, 9(2), 2-18.
- Shabnam, H., & Besharat, M. A. (2010). Perfectionism and competitive anxiety in athletes. *Procedia Social and Behavioral Sciences*, 5, 813-817. doi: 10.1016/j.sbspro.2010.07.190
- Shachar, B., Brewer, B. W., Cornelius, A. E., & Petitpas, A. J. (2004). Career decision-making, athletic identity, and adjustment difficulties among retired athletes: A comparison between coaches and noncoaches. *Kinesiologia Slovenica*, 10(1), 71-85.

- Shafran, R., Cooper, Z., & Fairburn, C. G. (2002). Clinical perfectionism: A cognitive-behavioural analysis. *Behaviour Research and Therapy*, *40*, 773-791.
- Sherry, S. B., MacKinnon, A. L., Fossum, K. L., Antony, M. M., Stewart, S. H., Sherry, D. L., Nealis, L. J., & Mushquash, A. R. (2013). Perfectionism, discrepancies, and depression: Testing the perfectionism social disconnection model in a short-term, four wave longitudinal study. *Personality and Individual Differences*, *54*(6), 692-697. doi: 10.1016/j.paid.2012.11.017
- Shoss, M. K., Callison, K., & Witt, L. A. (2015). The effects of other-oriented perfectionism and conscientiousness on helping at work. *Applied Psychology: An international review*, *64*(1), 233-251. doi: 10.1111/apps.12039
- Shows, C., & Gerstel, N. (2009). Fathering, class, and gender: A comparison of physicians and emergency medical technicians. *Gender & Society*, *23*(2), 161-187. doi: 10.1177/0891243209333872
- Shreffler, K. M., Parrish-Meadows, M., & Davis, K. D. (2011). Firefighting and fathering: Work-family conflict, parenting stress, and satisfaction with parenting and child behavior. *Fathering*, *9*(2), 169-188. doi: 10.3149/fth.0902.169
- Sinclair, D. A., & Orlick, T. (1993). Positive terminations from high-performance sport. *The Sport Psychologist*, *7*, 138-150.
- Sjoqvist, F., Garle, M., & Rane, A. (2008). Use of doping agents, particularly anabolic steroids, in sports and society. *Lancet*, *371*, 1872-1882.
- Smith, E. (2000). There was no golden age of sport for african american athletes. *Society*, *37*, 45-48.

- Smith, E. A., & Bird, R. L. (2000). Turtle hunting and tombstone opening: Public generosity as costly signaling. *Evolution & Human Behavior, 21*, 245-261.
- Snow, J. (2011). *The complete suite: A step by step guide to using qualtrics*.
- Sprietzer, E., & Snyder, E. E. (1975). The psychosocial functions of sport as perceived by the general population. *International Review of Sport Sociology, 10*(3-4), 87-95. doi: 10.1177/101269027501000305
- Sprietzer, C., & Snyder, E. E. (1976). Socialization into sport: An exploratory path analysis. *Research Quarterly, 47*, 238-245.
- Steinfeldt, J. A., Foltz, B. D., Mungro, J., Speight, Q. L., Wong, Y. J., & Blumberg, J. (2011). Masculinity socialization in sports: Influence of college football coaches. *Psychology of Men & Masculinity, 12*(3), 247-259. doi: 10.1037/a0020170
- Steinfeldt, J. A., Reed, C., & Steinfeldt, M. C. (2010). Racial and athletic identity of african american football players at historically black colleges and universities and predominantly white institutions. *Journal of Black Psychology, 36*(1), 3-24. doi: 10.1177/0095798409353894
- Stephens, D.E. (2000). Predictors of likelihood to aggress in youth soccer: An examination of coed and all-girls teams. *Journal of Sport Behaviour, 23*, 311-325.
- Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*, 224-237. doi: 10.2307/2695870
- Stewart, B., & Smith, A.C.T. (2008). Drug use in sport: Implications for public policy. *Journal of Sport & Social Issues, 32*(3), 278-298. doi: 10.1177/0193723528319716

- Stoeber, J., & Corr, P. J. (2015). Perfectionism, personality, and affective experiences: New insights from revised reinforcement sensitivity theory. *Personality and Individual Differences, 86*, 354-359. doi: 10.1016/j.paid.2015.06.045
- Stoeber, J., & Damian, L. E. (2016). Perfectionism in employees: Work engagement, workaholism, and burnout. In F. M. Sirois (Ed.), *Perfectionism, health, and well-being* (pp. 265-283). Switzerland: Springer International Publishing
- Stoeber, J., Mutinelli, S., & Corr, P. J. (2016). Perfectionism in students and positive career planning attitudes. *Personality and Individual Differences, 97*, 256-259. doi: 10.1016/j.paid.2016.03.065
- Stoeber, J., & Otto, K. (2006). Positive conceptions of perfectionism: Approaches, evidence, challenges. *Personality and Social Psychology Review, 10*, 295-319.
- Stoeber, J., Otto, K., Pescheck, E., Becker, C., & Stoll, O. (2007). Perfectionism and competitive anxiety in athletes: Differentiating striving for perfection and negative reactions to imperfection. *Personality and Individual Differences, 42*(6), 959-969. doi: 10.1016/j.paid.2006.09.006
- Stoeber, J., Stoll, O., Salmi, O., & Tiikkaja, J. (2009). Perfectionism and achievement goals in young Finnish ice-hockey players aspiring to make the under-16 national team. *Journal of Sports Sciences, 27*, 85-94.
- Stoeber, J., Uphill, M. A., & Hotham, S. (2009). Predicting race performance in triathlon: The role of perfectionism, achievement goals, and personal goal setting. *Journal of Sport & Exercise Psychology, 31*, 211-245.

- Storch, E., Barlas, M., Dent, H., & Masia, C. (2002). Generalization of social anxiety to sport: An investigation of elementary-aged hispanic children. *Child Study Journal, 32*, 81-88.
- Strauss, A. (1987). *Qualitative analysis for social scientist*. New York: Cambridge University Press.
- Sundgot-Borgen, J., & Torstveit, M. K. (2004). Prevalence of eating disorders in elite athletes is higher than in the general population. *Clinical Journal of Sports Medicine, 14*(1), 25-32.
- Swain, J. E., Konrath, S., Brown, S. L., Finegood, E. D., Akce, L. B., Dayton, C. J., & Ho, S. S. (2012). Parenting and beyond: Common neurocircuits underlying parental and altruistic caregiving. *Parenting: Science and Practice, 12*(2-3), 115-123. doi: 10.1080/15295192.2012.680409
- Tofle, I. R., Knapp, P. K., & Drell, M. J. (1998). The achievement by proxy spectrum in youth sports. *Child and Adolescent Psychiatric Clinics of North American, 7*, 803-820.
- Tokish, J. M., Kocher, M. S., & Hawkins, R. J. (2004). Ergogenic aids: A review of basic science, performance, side effects, and status in sports. *American Journal of sports Medicine, 32*, 1543-1553.
- Thomas, D. R. (2017). Feedback form research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology, 14*(1), 23-1. doi: 10.1080/14780887.2016.1219435

- Torregrosa, M., Boixados, L., Valiente, L., & Cruz, J. (2004). Elite athletes' image of retirement: The way to relocation in sport. *Psychology of Sport and Exercise, 5*, 35-43. doi: 10.1016/S1469-0292(02)00052-3
- Torstveit, J. K., Rosenvinge, J. H., & Sundgot-Borgen, J. (2008). Prevalence of eating disorders and predictive power of risk models in female elite athletes: A controlled study. *Scandinavian Journal of Medicine & Science in Sports, 18*, 108-118. doi: 10.1111/j.1600.0838.2007.00657.x
- Torstveit, J. K., & Sundgot-Borgen, J. (2005). The female athlete triad exists in both elite athletes and controls. *Medicine & Science in Sports & Exercise, 37*(9), 1449-1459. doi: 10.1249/01.mss.0000177678.73041.38
- Townsend, N. (2002). *The package deal: Marriage, work and fatherhood in men's lives*. Philadelphia: Temple University Press.
- Turner, J. C., Oakes, P. J., Haslam, S. A., & McGarty, C. (1994). Self and collective: Cognition and social context. *Personality and Social Psychology Bulletin, 20*, 454-463.
- Tyrance, S. C., Harris, H. L., & Post, P. (2013). Predicting positive career planning attitudes among NCAA division I college student athletes. *Journal of Clinical Sport Psychology, 7*, 22-40.
- Vallerand, R. J. (2004). Intrinsic and extrinsic motivation in sport. *Encyclopedia of Applied Psychology, 2*, 427-435.
- Vosloo, J., Ostrow, A., & Watson, J. C. (2009). The relationship between motivational climate, goal orientations, anxiety, and self-confidence among swimmers. *Journal of Sport Behavior, 32*(3), 376-393.

- Ware, J. E. (1976). Scales for measuring general health perceptions. *Health Services Research, 11*(4), 396-415.
- Wadler, G. I., & Hainline, B. (1989). *Drugs and the athlete*. Philadelphia: David.
- Warziski, M. T., Sereika, S. M., Styn, M. A., Music, E., & Burke, L. E. (2008). Changes in self-efficacy and dietary adherence: The impact on weight loss in the PREFER study. *Journal of Behavior Medicine, 31*, 81-92. doi: 10.1007/s10865-007-9135-2
- Weber, A. F., Mihalik, Register-Mihalik, J. K., Mays, S., Prentice, E., & Guskiewicz, K. M. (2013). Dehydration & performance on clinical concussion measures & collegiate wrestlers. *Journal of Athletic Training, 48*(12), 153-160. doi: 10.4085/1062-6050-48.1.07
- Werthner, P., & Orlick, T. (1986). Retirement experiences of successful olympic athletes. *International Journal of Sport Psychology, 17*, 337-363.
- Wiechman, S. A., & Williams, J. (1997). Relation of athletic identity to injury and mood disturbance. *Journal of Sport Behavior, 20*(2), 199-210.
- Wieffrink, C. H., Detmar, S. B., Coumans, P., Vogels, T., & Paulssen, T. G. W. (2008). Social psychological deterrents of the use of performance enhancing drugs by gym users. *Health Education Research, 23*(1), 70-80. doi: 10.1093/her/cym004.
- Winslow, S. (2005). Work-family conflict, gender, and parenthood, 1977-1997. *Journal of Family Issues, 26*, 727-755.
- Wylleman, P., & Reints, A. (2010). A lifespan perspective on the career of talented and elite athletes: Perspectives on high-intensity sports. *Scandinavian Journal of Medicine & Science in Sports, 20*(2), 88-94. doi: 10.1111/j.1600-0838.2010.01194.x

- Wuerth, S., Lee, M. J., & Alfermann, D. (2004). Parental involvement and athletes' career in youth sport. *Psychology of Sport and Exercise, 5*, 21-33.
- Yannick, S., Bilard, J., Ninot, G., & Delignieres, D. (2003). Bodily transition out of elite sport: A one-year study of physical self and global self-esteem among transitional athletes. *International Journal of Sport and Exercise Psychology, 1*(2), 192-207. doi: 10.1080/1612197x.2003.9671712
- Yesalis, C. E. (2002). History of doping in sport. In M. S. Bahrke & C. E. Yesalis (Eds.), *Performance enhancing substances in sport and exercise* (pp.1-20). Champaign: Human Kinetics.
- Yusko, D. A., Buckman, J. F., White, H. R., & Pandina, R. J. (2008, a). Alcohol, tobacco, illicit drugs, and performance enhancers: A comparison of use by college student athletes and nonathletes. *Journal of American College Health, 57*(3), 281-290. doi: 10.3200/JACH.57.3.281-290
- Yusko, D. A., Buckman, J. F., White, H. R., & Pandina, R. J. (2008, b). Risk for excessive alcohol use and drinking-related problems in college student athletes. *Addictive Behaviors, 33*, 1546-1556.
- Zuckerman, M. (2002). Personality and psychopathy: Shared behavioral and biological traits. In J. Glicksohn (Ed.), *The neurobiology of criminal behavior: Neurobiological foundation of aberrant behaviors* (pp. 27– 49). Dordrecht, the Netherlands: Kluwer Academic/Plenum Publishers.
- Zuckerman, M., Huhlman, d. M., Thornquist, M., & Kiers, H. (1991). Five (or three) robust questionnaire scale factors of personality without culture. *Personality and Individual Differences, 12*, 929-941.

APPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date: Thursday, January 28, 2016
IRB Application No HE161
Proposal Title: "King of the Mat: Former elite wrestlers' perceptions of perfectionism and identity."
Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 1/27/2019

Principal Investigator(s):
Cheryl Delk Michael Merten
700 N. Greenwood 1111 Main Hall
Tulsa, OK 74106 Tulsa, OK 74106

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

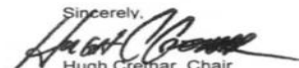
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,


Hugh Cretnar, Chair
Institutional Review Board

Appendix B

Extended Literature Review

Elite Athletes and Motivation

Motivation is different for everyone and is driven by the expected outcomes an individual or group want to achieve. Previous research has demonstrated that there is a strong duality within the context of motivation and that is whether an individual is intrinsically or extrinsically oriented to achieve goals (Bioche, Sarrazin, Groujet, Pelletier, & Chanal, 2008; Mouratidis, Vansteenkiste, Lens, & Sideridis, 2008). When becoming even more specific in the orientation of motivation, there are a few assertions that specifically detail the varied outcomes between ego orientation and task orientation for achieving one's goals. Ego orientation indicates that individuals are driven by the proclivities that the proficiency to accomplish one's goal is to include any means to get the job done while task orientation is based on relying on the competencies of oneself to improve one's skills and abilities (Nicholls, 1989). That being said, previous research has indicated that elite athletes with the ego orientation are more inclined to display antisocial behaviors in their sport participation and justifying their antisocial behaviors to accomplish their "win at all costs" (Nicholls, 1989, p. 133) drive compared to elite athletes who incorporate a task orientation to accomplish their goals (Sage, Kavussanu, & Duda, 2006).

Winning at all costs could be the use of cheating on and off the field such as doping, using pain pills to cover injuries, cheating for better grades, and cheating on the field just to name a few reinforcing the atmosphere or the attitude known as "positive deviance" (p. 362) that has the underlying implication of do whatever it takes to win

(Hughes & Coakley, 1991). Some elite athletes are motivated by internal goals that have been determined by the athletes many years before and are driven to accomplish those goals by putting in the time and effort required to achieve those goals such as enduring long practices, sacrificing their personal lives, and honing their skill set on their own time (Mallet & Hanrahan, 2004). Other research indicates that elite athletes must have someone else in a valued life position such as a parent or coach to stimulate and fuel an athlete's motivation to be an elite athlete (Ryan & Deci, 2000).

Another aspect to motivation exposed in previous research indicates a significant link between environment and self-determination or motivation (Deci & Ryan, 1985). The self-determination theory posits that environments where positive autonomy (will of choice); competence (fosters abilities/opportunities); and relatedness (personal connection) encourage an individual's determination/motivation and healthy well-being (Deci & Ryan, 2002). The aforementioned research indicates that some athletes have self-determined extrinsic motivation in which they are driven to put the time and work in to accomplish their individual goal as well as the coach's and team's goal but other elite athletes have unself-determined extrinsic motivation in which they feel guilt or obligation to others to participate in practices, go out for the team, or put in extra time (Mallet & Hanrahan, 2004). That being said, elite athletes who feel they are not appreciated or valued by their coaches and are only there to make the coach or other entities look good are more likely have decreased motivation and less desire for competition also known as "need thwarting" (p. 1460) which is reflected as decreasing the athletes overall functioning (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011).

The aforementioned research represents a significant relationship between elite athletes and types of extrinsic motivation.

Most elite athletes are consumed by extrinsic types of motivation with identified regulation and introjected regulation (Fortier, Vallerand, Briere, & Provencher, 1995). Identified regulation simply means that athletes who deem their performance intentions and behaviors as important and purposeful are more likely to do their best and whatever it takes during the activity as opposed to those athletes who use introjected regulation in which feelings of obligation to others influence their choice to perform and do their best (Fortier et al., 1995). Also, intrinsic motivation plays a role in elite athlete motivation to perform or even participate. Intrinsic motivation has three levels which are knowledge, accomplishments, and stimulation which indicates one is internally driven to build and learn new skills (Vallerand, 2004). Elite athletes who are identified as having stimulation (intrinsic) while incorporating identified regulation (extrinsic) have more positive outcomes from their sport participation compared to those who incorporated an internal drive for accomplishments and introjected regulation (Vallerand, 2004).

The aforementioned research states those elite athletes who are motivated to win at all costs as well as for rewards such as a win or to be the best are more likely to foster such beliefs that all is fair in sports and winning which can also foster negative or antisocial behaviors. Some would say that it is even more than individual types of motivation that encourage an elite athlete to perform well but the environment in which they perform. An athlete's environment consist of his or her coaches and teammates which has a significant influence on how and why the team as well as the individual

behaviors are formed therefore grooming an individual's athletic behaviors (Kavussanu, Roberts, & Ntoumanis, 2002).

Previous research indicates an athlete's sport environment that fosters a—win at all costs or do whatever it takes to win—as the cultural norm elicits the individual as well as the group to condition their performance to gain the desired outcome regardless of how unacceptable or harmful the behaviors are beginning as early as adolescence (Power, Higgins, & Kohlberg, 1989; Rutten, Schuengel, Dirks, Stams et al., 2011; Stephens, 2000). Therefore, if an individual observes and learns that his or her team promotes such negative behaviors as throwing elbows; hidden punches; trips, biting; or any other antisocial behavior on the field of play to produce a win or positive outcome, the individual will adopt those negative behaviors in order to meet the demands of the teams expectations for success regardless of previous athletic behaviors.

On the other hand, if an elite athlete's coach or coaching staff encourage and foster athlete autonomy, an elite athlete will likely foster and build a positive self-determination (intrinsic motivation and identified regulation) to strive for success by using positive athletic behaviors to reach their ultimate goal within their sporting arena such as extra work-outs, personal sacrifices, no chemically altered performance just to name a few (Gillet, Vallerand, Amoura, & Baldes, 2010). Therefore, the environment of the elite athlete plays a significant role in motivation for what types of behaviors lead to success and are encouraged leading to the accomplishment of a single goal or a team goal. Also, environments that are built to help elite athletes achieve their goals for success indicate increased overall motivation by the elite athletes to perform at their optimal level and build the confidence to push beyond any boundaries (Pensgaard &

Roberts, 2002). For instance, if the athlete's environment provides the necessary resources from equipment to social capital, an elite athlete will be more likely to strive for success on and off the field based on the aforementioned research.

Previous research indicates that elite athletes who perform at their peak athletic abilities and go beyond what is expected of them on the field of practice are driven by self-determination and perform better than other elite athletes who perform based on other motivational reasons (Mallett & Hanrahan, 2004). Overall, previous research on elite athletes indicates that intrinsic as well as extrinsic motivation plays a significant role in the success of the elite athlete. Also, the individual's motivation as well as the motivation to win within the team environment likely determines what type of motivation an elite athlete will use on the field of play whether that be prosocial or antisocial athletic behaviors which may lead to negative mental health states. The next section will discuss how motivation can decrease or increase based on an elite athlete's overall mental health.

Mental Health

Many elite athletes can develop fatigue and become less motivated to perform while enduring the high demands of practice, training, and expected successful performance on a daily basis which may lead to what research has labeled "overtraining fatigue" (p. 442) that may hinder performance or lead the athlete to terminate participation (Purvis, Gonsalves, & Duester, 2010). Overtraining elite athletes may also lead to physical damages to muscle tissue, bones, and ligaments which may also further enhance mental exhaustion and fatigue suffered by the elite athlete increasing the likelihood for poor mental health (Margonis, Fatouros, Jamurtas, Nikolaidis, Douroudos, Chatzinikolaou, Mirtrkou, Mastroakos, Papassotiriou, Taxildaris & Kouretas, 2007).

Elite athletes have a greater propensity to develop eating disorders such as Anorexia nervosa or Bulimia than the overall population due to the pressures of being at their peak physical condition especially for those athletes who compete in combative sports or sports designed for speed (Sundgot-Borgen & Torstveit, 2004; Torstveit, Rosenvinge, & Sundgot-Borgen, 2008). Unlike the general population, elite athletes are less likely to use vomiting and diet pills to lose weight and are more likely to use excessive exercise to burn off any food he or she has consumed to be as lean as possible with very little body fat (Greenleaf, Petrie, Carter, & Reel, 2009). Males and females vary in the likely trigger for eating disorders such as males are more inclined to develop an eating disorder when striving for perfectionism where females are more driven to develop an eating disorder due to perceptions of imperfection (Haase, Prapavessis, & Owens, 2002). Also, for males, eating disorders can go undetected but do occur and are more prominent in sports where making weight and being lighter for speed are necessary such as running, wrestling, and horseracing which can span across the elite athlete's lifetime going from inconsistent eating patterns during competition to overeating after competition (Baum, 2006).

Even though eating disorders are found with both male and female elite athletes, research indicates that eating disorders are more prominent for female elite athletes than male elite athletes (Holm-Denoma, Scaringi, Gordon, Van Orden, & Joiner, Jr., 2009; Torstveit & Sundgot-Borgen, 2005). Many factors play a role in the development of eating disorders for elite female athletes compared to male elite athletes such as negative body image, imperfectionistic perceptions, increased anxiety for superior performance, and social evaluative fears are just a few triggers that may induce eating disorders for

elite female athletes (Norton, Burns, Hope, & Bauer, 2000; Storch, Barlas, Dent, & Masia, 2002). The increase in poor mental health as well as being an elite athlete may foster an increase in the athlete's substance use to cope with the high physical and mental demands of sports participation. Many elite athletes are driven to extremes to perform above their utmost level of athletic abilities which may push those elite athletes toward using performance enhancement drugs such as steroids regardless of side effects or illegal drugs such as Marijuana which will be discussed in the next section (Alaranta, Alaranta, Holmila, Palmu, Pietila, & Helenius, 2006; Anshel & Russell, 1997; Breivk, Hanstad, & Loland, 2009).

Substance Use

Over-working on and off the field, daily pressures of performance expectations and even fame for these elite athletes can further enhance their propensities for the antisocial behaviors of substance use, aggression towards women and others, and additional risky behaviors. Being an elite athlete comes with many expectations to perform at the top level as well as opportunities for fame; fortune; and success but some of those expectations can lead to negative opportunities creating not only a risk to the athlete's health but to their future in the world of athletics. In modern times, media is accessible to everyone and plays a vital role in promoting the elite athlete as role models as well as exposing their behaviors on and off the field of play (Jones & Schumann, 2000). Almost daily the media displays depictions of elite athletes and their risk-taking behaviors from drug use and DUI's to gambling and domestic violence.

A foundation of research concerning gender differences in reference to sensation seeking and risk taking has been well established with males engaging in greater

sensation seeking and risk-taking than females for such activities as crime, gambling, substance use, and risky sex just to name a few with socialization for males to live dangerously as the driving force more than hormones (Eckel & Grossman, 2002; McDaniel & Zuckerman, 2003; Rosenblitt, Soler, Johnson & Quadagno, 2001; Zuckerman, Kuhlman, Thornquist, & Kiers, 1991). White male collegiate elite athletes are more likely to use marijuana to reduce stress and anxiety regardless of the negative consequences such as legal and academic complications when compared to females and other ethnic groups (Buckman, Yusko, Farris, White, & Pandina, 2011; NCAA, 2006).

Doping for many elite athletes has been around since early Greek and Roman gladiators used a variety of herbal concoctions beginning in 776 BC where being the best of the best seems to have originated (Landry & Kokotailo, 1994; Wadler & Hainline, 1989; Yesalis, 2002). It is estimated that between 1 and 3 million people have used and abuse anabolic steroids in a variety of sports from competitive play on the field to weightlifters to prisoners (Kashkin & Kleber, 1989; Tokish, Kicker, & Hawkins, 2004). Many factors may influence an athlete to consider and use PED's during their years of elite sports participation such as securing wins for their team, personal wins, as well as securing their coach's job just to name a few even at the personal risk of negative long term health consequences such as biological chemical changes and uncontrollable aggression (Baron, Martin, & Magd, 2007). One of the most significant factors, in an athlete's choice to use anabolic steroids and other PED's, is his or her need for risk-taking such as gaining in the win category no matter how one achieves the win with the threat of losing everything all at the same time while accomplishing their athletic goals (Laurie & Binsinger, 2007; Papadopoulos, Skalkidis, Parkkari, & Petridou, 2006;

Wiefferink, Detmar, Coumans, Vogels, & Paulssen, 2008). Research has indicated that male elite athletes are more likely to start doping activities earlier than females but that both genders are vulnerable to doping activities especially if their history consists of substance use (Sjoqvist, Garle, & Rane, 2008).

Even though there are many positive benefits for young individuals to participate in sports, negative behaviors such as drinking can begin likely due to peer influence as well as the pressure of performance placed on the young elite athlete by coaches and even parents (Barber, Eccles, & Stone, 2001; Guest & McRee, 2009). The antisocial behaviors such as drinking established during adolescence can lead to continued antisocial behaviors as the adolescents become collegiate elite athletes. Many elite athletes on college campuses begin drinking to fit in with the crowd and to have a good time with friends but previous research also indicates that elite athletes are more likely to use alcohol or other intoxicants as coping mechanisms to deal with the increased stressors and demands of academic and athletic performance (Holahan, Moos, Holahan, Cronkite, & Randall, 2004; Martens, Watson, Rowland, & Beck, 2005; National Collegiate Athletic Association, 2001).

Illegal street drug use, the use of PED's as well as heavy drinking are prominent issues for athletes from adolescence to adulthood and can lead to many negative health consequences that endure across the life span (Calfee & Fadale, 2006; Furlanello, Bentivegna, Cappato, & De Ambroggi, 2003; Savulescu, Foddy, & Clayton, 2004). Overall, drug use may begin for a variety of reasons such as coping, expected peer behavior, or just to enhance the athlete's look and performance but the consequences are daunting to say the least from depressive symptoms; addiction; removal from sports

participation; and lower academic standing just to name a few (Buckman, Yusko, Farris, White, & Pandina, 2011; Green, Uryasz, Petr, & Bray, 2001; Noakes, 2004). These drastic measures to try and ensure the elite athlete's continued future in their sport of choice may seem to be worthwhile to the athlete and help to play a role in maintaining their identity as an elite athlete. In the next section, elite athlete substance use may increase the opportunity for additional sensation-seeking behaviors.

Elite Athletes and Sensation-Seeking

Since the beginning of time it seems that there have always been those individuals who seek-out opportunities of great risk that require an individual to disregard self-protection to achieve a desired outcome that include such activities as hunting big game for survival to modern times of participating in the arena of competitive sports (Guszkowska & Botdak, 2010; Kaplan & Hill, 1985). Individuals seeking risk to achieve goals are individuals who are looked upon by society with awe and admiration and are deemed to hold such titles as protectors, the best of the best, and leaders which may bring on feelings of entitlement and special treatment that may increase a personal desire to engage in further risk taking behaviors and endeavors (Smith & Bird, 2000).

It has been well documented that elite athletes have been known to display sensation-seeking behaviors off the field of play such as participating in maladaptive behaviors from substance use to other extreme sports participation (Coleman, 2009; Ellenbogen, Jacobs, Derevensky, Gupta, & Paskus, 2008; Yusko, Buckman, White, & Pandina, 2008). Sensation seeking incorporates the desire to achieve goals with a specific outcome by doing whatever it takes to achieve the desired outcome no matter what risk may occur to themselves or others such as aggressive behaviors on the field of

play, working out more than the body can endure, extreme dieting, as well as many other various harmful behaviors (Byrnes, Miller, & Schafer, 1999). Also, those high risk sensation seekers do not view the harmful behaviors and the consequences as risk but as reward which can be triggered by the impulse to participate without regard or thought of the dangers such as enduring physical harm and injuries (Eysenck & Eysenck, 1977; Horvath & Zuckerman, 1993; Howell & Avolio, 1992; Kavussanu, 2008).

Those increased tendencies to participate in risk or sensation seeking behaviors are likely triggered by beliefs of masculinity and athletic identity. Society has well established beliefs about physical activities, especially sports, as a male dominated world designed to groom young boys how to be rough, tough, and take risks to gain the ultimate prize establishing the foundation of expected masculine behaviors (Gurian & Ballew, 2001; Gurian & Stevens, 2005; Miedzian, 1992). The aforementioned research indicates that masculine behaviors likely lead to hyper-masculine behaviors such as bullying, shaming, violating societal laws, violence and excluding the weak of society all the while building the team masculine code of loyalty, entitlement, solidarity, and privilege where only the strong survive increasing the likelihood for antisocial behaviors (Hickey, 2008).

Gambling, dog-fighting, and physical assaults against women including rape are just a few antisocial behaviors displayed by a few current elite athletes at both the collegiate and professional levels. Most research on elite athletes and gambling indicate that elite athletes are at a higher propensity to become avid gamblers due to increased risk or sensation-seeking behaviors leading to additive and harmful outcomes such as increased debt, depressive symptoms, risky sex and other high risk behaviors which can be linked back to the competitive environment of sports (Curry & Jiobu, 1995; Gupta,

Derevensky, & Ellenbogen, 2006; Engwall, Hunter, & Steinberg, 2004). Previous research indicates that males, especially elite athletes, have a more positive attitude toward rape and other aggressive acts against women due to feelings of entitlement and establishing dominance (Murnen & Kohlman, 2007). The high risk demands for performance and likelihood of increased risk behavior may lead to physical injuries.

Previous literature suggest that individuals who are characterized by high-proclivities of sensation seeking are more likely to engage in riskier behaviors such as precarious sexual behaviors, higher risky competitive sports, substance use, and driving at increased speeds just to name a few which further the need for future risk taking endeavors (Arnett, 1996; Lissek, Baas, Pine, Orme, et al., 2005; Zuckerman, 2002).

Many believe that elite athletes display feelings of entitlement and are well-established in the philosophy of hyper masculinity (Mosher & Sirkin, 1984) as well as hostile masculinity (Malamuth, Socklowski, Koss, & Tanaka, 1991) based on the foundation that as a man you have the right and need to prove your manhood through aggression and dominance to take control of your world. Those hyper-masculine behaviors that are solidified by the team can lead elite athletes to display a variety of aggressive and antisocial behaviors that may follow them across their life span on and off the field of play especially if those elite athletes have an early history of substance use (Yusko, Buckman, White, & Pandina, 2008, a).

Some aggression on the field of play is to be expected especially with elite athletes but sometimes aggression can get out of control on the field of play as well which has become concerning with those athletes who have a desire to harm others intentionally referred to as “unsanctioned aggression” (p. 37) which may trickle off the

field to others whether that be strangers, friends, or family (Grange & Kerr, 2010; Kimble, Russo, Bergman, & Galino, 2010). Even though, as a society, we want to believe that our attitudes have changed about aggression towards women in general with such things as assault and rape but research has indicated that concern is warranted that we have not from the world of electronic gaming to the field of play for elite athletes society seems to want to sweep those negative behaviors under the rug or blame the victim (Moser, 2004; Salter & Blodgett, 2012). The opposite can be said for elite female athletes who experience sexual harassment and obligations to perform sexual acts for their male coaches due to the threat of being cut from the team or labeled a threat to the team's loyalty leaving those female elite athletes with feelings of anger, shame, and resentment (Fasting, Brackenridge, & Walseth, 2002).

The higher an elite athlete's motivation to dominate and use any means possible to achieve the overall individual goal or team goal the greater the risk taken along with representing the socially desirable male that dominates on the field of glory. Elite athletes who live on the edge and perform at their utmost level may use risk-taking behaviors as a way to foster a continued identity as an elite athlete which will be discussed in the next section.

Athletic Identity

The thought of not being able to participate in the sporting arena has been known to have a negative impact on elite athletes in general due to having a strong self-identification as an athlete and not knowing what to expect off the field of play (Alfermann, Stambulova, & Zemaityte, 2004). Elite athletes who have invested considerable time, effort, and desire to become the elite athlete are at greater risk for

negative outcomes when facing retirement from their particular sport. The elite athlete now must face being a “former” of what he or she once was which means creating and adapting a new identity in a world he or she may be unfamiliar with such as being treated as just an average person with all the expectations that come with being an average person. On their road to athletic achievements, many elite athletes make little to no investment in their academic achievements, relationships outside of the sports arena, developing other skill sets which can likely lead to depressive symptoms and other negative health behaviors (Cosh, Crabb, & LeCouteur, 2013).

Previous research indicates that those individuals who are able to plan ahead for future sports retirement have a more positive mindset than those who do not such as those who suffer a sport terminating injury or illness as well as those who are dismissed suddenly from the team for various reasons (Lally, 2007; Lavalley, Gordon, & Grove, 1997). Previous research states that elite athletes who have sufficient support from others and develop positive self-categorization techniques are more likely to recover positively from being cut from the team or endure a career ending injury (Turner, Oakes, Haslam, & McGarty, 1994). Also, elite athletes who are cut from the team and are able to view their abilities in non-athletic realms positively are better able to distance themselves from their athletic identity compared to those who cannot envision their abilities outside the world of sports participation through self-protection and/or self-enhancement techniques (Grove, Fish, & Eklund, 2004). Elite athletes who are facing career ending decisions are better able to accept their athletic termination when they feel prepared to move into a new arena by having the tools to achieve success outside of the field of play such as

education, job market opportunities, and support from family (Erpic, Wylleman, & Zupancic, 2004).

Even before leaving the sporting arena, elite athletes, especially females, are prone to negative health behaviors such as anxiety, eating disorders, self-harm, depressive symptoms, and sleep disorders due to performance demands expected by the athlete, coaches, and spectators but when leaving the sporting arena especially due to unexpected injuries, age, or lack of performance those negative health behaviors increase (Alfermann & Goss, 1997; Schaal, Tafflet, Nassif, Thibault, Pichard, Alcotte, Guillet, Helou, Berthelot, Simon, & Toussant, 2011). Elite athletes leaving the arena either planned or unplanned also face the likely loss of the emotional connection with coaches and teammates as well as the struggle with how to represent who they are now with people in general (Brewer, Van Raalte, & Linder, 1993; Murphy, 1995).

Research indicates that the athlete's identity includes the connection and attachment with his or her team as well in that separation not only from the sport itself but from the team can bring emotional as well as psychological hardship to the elite athlete (Brown, Glastetter-Fender, & Shelton, 2000; Green & Weinberg, 2001; Horton & Mack, 2000). This loss from team, coaches, and even the loss of belonging can increase a greater sense of urgency, loss of self-agency, and trigger feelings of depressive symptoms, increased anxiety, and even desperation to hang onto a life the elite athlete is no longer capable of living which can heavily influence their career choices (Braun, 2009; Kahu & Morgan, 2007). Many former elite athletes choose to become coaches in order to remain in the world of sports and keep their identity as a former elite athlete alive and well not only for themselves but for everyone else (Shachar, Brewer, Cornelius,

& Petitpas, 2004). Many elite athletes have spent most of their lives ‘perfecting’ their identity, their performance, and their mindset around their particular sport reflecting the essence of perfectionism which will be discussed in the next section.

Perfectionism

Research indicates that perfectionism is a “multidimensional dispositional achievement orientation” (Sapieja, Dunn, & Holt, 2011, p. 21) in which an individual has unrealistic standards for performance levels (Gilman & Ashby, 2006). Forst, Marten, Lahart, and Rosenblate (1990) state that perfectionism can be divided into six different categories which are personal standards, fear of failure, systematization, parental expectations, parental judgment, and never being good enough. The aforementioned research proposes that the individual has set the bar for achievement, as well as fretting about mistakes and viewing those mistakes as failure, the concern for orderliness to achieve the high expectations, as well as parental expectations and judgments of performance, and the constant worry that the individual has for never being good enough to achieve those high standards can have varying effects on the individuals overall well-being. Previous research is divided on the topic of perfectionism between the individual having positive adaptive behaviors due to being a perfectionist compared to those who display maladaptive and negative behaviors which affect an individual’s overall health especially among athletes (Enns & Cox, 2002; Hill & Appleton, 2011; Stoeber, Uphill, & Hotham, 2009).

Other research combines the six categories of perfectionism and reduces those six categories into three. Perfectionism takes three entirely different forms and each form of perfectionism comes with various consequences and outcomes (Hewitt & Flett, 1991).

The aforementioned research lists the three forms of perfectionism as self-oriented, other oriented and socially prescribed perfectionism. All three forms as stated by Hewitt and Flett (1991) come with maladaptive perceptions with self-oriented defined as an individual setting extremely high standards and becoming self-critical when those standards are not met. When examining other-oriented perfectionism, Hewitt and Flett (1991) find that individuals set unrealistic expectations and standards for others and become critical when others cannot perform or succeed at the high standard. Finally, Hewitt and Flett (1991) state that socially prescribed perfectionism is when an individual believes others have the right to set high expectations for achievement and performance for the individual leading to the individual to always feel inadequate due to the inability to ever achieve the expectation set by others. Perfectionism may trickle into other aspects of elite athletes lives such as moving from the field of play to a new career when sports participation comes to an end. Transitioning from the field to the ‘office’ will be discussed in the next section.

Career Choices

The National Collegiate Athletic Association (NCAA) states that over 400,000 students participate in various sports representing their universities for Division I, II, and III most with aspirations to compete at the next level (Welcome to ncasstudent.org, 2009). As the field of competition ends for the elite athlete, the next step is making a new career decision. Previous research has indicated that most elite athletes view this particular transition or stage in their life as negative and may take at least a year to overcome their negative emotional state as well as make a new career decision (Alfermann, 2000; Schlossberg, 1981; Sinclair & Orlick, 1993). Many elite athletes feel

completely unprepared to venture into the next phase of their lives because their focus has been on their career as an elite athlete.

Transitioning from elite sport participation to a new career can be positive when the individual athlete has had time to prepare and has a good understanding that their time on the field will come to an end one day but for those who never accept that reality the individual may suffer many negative health consequences some of which are anxiety, depressive symptoms, and insecurity (Pearson & Petitpas, 1990). Elite athletes in general view their lack of preparation on not making an alternative career decision at the beginning of their collegiate athletic careers leaving very little or no time to devote to developing their self-concept in other career arenas (Griffith & Johnson, 2002; Horton & Mack, 2000). The lack of academic preparedness as well as not understanding how to socialize and network outside of the athletic arena may hinder career choices and productivity that do not involve sports (Fleuriel & Vincent, 2009).

Also, elite athletes have a false sense of security by relying on their dedication to the sport in hopes of going to the next level of athletic competition leaving them unprepared for the unexpected end of their athletic careers due to a lack of self-exploration in the area of careers especially for African American males (Beamon, 2012; Blann, 1985; Brown, Glastetter-Fender, & Shelton, 2000; Pope, 2009). Female elite athletes have a greater understanding of self-exploration and take greater steps in working towards building other skill sets for a career outside of elite athletic participation than male elite athletes (Riemer, Beal, & Schroeder, 2000; Murphy, Petitpas, & Brewer 1996). Most importantly, elite athletes are more likely to work in other career fields after retiring from collegiate sports than they are to go to the next level making it vital for those

athletes to gain a positive identity foreclosure as an athlete and prepare diligently for another career choice (Tyrance, Harris, & Post, 2013).

Career choice is important for everyone as one leaves one stage in life for another particularly from college into the world where one is expected to be independent and self-supporting. As elite athletes make their way into the world of the general population and a new career choice, many feel that the transition is challenging because they lack the knowledge and support to make the change. Within the field of sport participation, many elite athletes have skill sets that are beneficial in other arenas such as stress management, endurance, hard-work, and dedication however those athletes also lack other necessary skill sets that may limit their career choices (Barker-Ruchti, Barker, Rynne, & Lee, 2012). Previous research indicates that when, family; coaches; and even the university take the time to stress the importance of the athlete preparing for the likelihood of non-athletic career, the elite athletes feel competent and motivated to develop a more versatile self-concept and identity during their competition days (Danish, Petitpas, & Hale, 1993).

Also, some would say that the view to be taken for elite athletes should be the view of “life development” (p. 193) instead of athletic career development as it is with everyone who is not being trained and expected to be an elite athlete to encourage greater individual enhancement overall (Lavalley, 2005). Previous research indicates that training elite athletes to use the skills learned in the field of play such as hard-work on and off the field; effective communication between teammates and coaches; establishing and accomplishing goals; and accepting criticism or feedback, in other career arenas, will help elite athletes to make the transition into the general population and other career

choices especially for African American males (Miller & Kerr, 2002; Steinfeldt, Reed, & Steinfeldt, 2010). This life development perspective may also play a role in an elite athlete's future in the realm of developing his or her own family relationship abilities as well.

As a former elite athlete career choice may be a conscience decision to remain in the realm of athletics such as coaching or a career that soothes those sensation-seeking needs that feed the need for risk such as becoming a firefighter, police officer, or even high-stakes business where large amounts of money are at stake. Regardless of occupation choice, a former elite athlete's occupation may play a positive or negative role in his relationship with his children. There is an underlying expectation that a father has the unwavering right to build his family around his occupation which may fulfill many aspects of his identity not only as a real man but a good father (Besen, 2007; Komarovsky, 1940). Occupations that lend to high stress and life-risking possibilities may increase a father's stress and decrease perceptions of his fathering competency when engaging with his children as well as view the behavior of his children negatively (Schreffler, Parrish, & Davis, 2011). Fathering will be discussed in the next section.

Fathering

Most importantly, fathering has changed dramatically over the past century from being the financial provider and disciplinarian a more "instrumental" role to being involved as a nurturing and hands on parent more of an "expressive" role (Parsons & Bales, 1955, p. 4; Levant & Wimer, 2010). Since the Industrial Revolution, men have been associated with the task and responsibility of being more than a provider for their families but the "breadwinner" (Gould, 1974, p. 97) which comes with the hidden golden

standard and expectation that fathers are measured for more than simply providing the basic needs for their families. How do the qualities of nurturing and hands-on tie in with those characteristics and behaviors expected during competition days of former elite athletes who are now fathering? The type of fathering likely hinges on the those characteristics developed during his early days as an elite athlete such as having a solid work ethic, dedication, masculinity, loyalty, motivation, and being goal-oriented along with some possible perfectionism are transferred to his fathering.

Previous research indicates that men whose occupation is more white collar or the elite professional category are more likely to display a “public fathering” (p. 161) which is for an audiences’ eyes only with minimal hands-on involvement with their children as opposed to more blue collar working fathers who participate in public fathering as well as “private fathering” or at-home fathering (p. 161) daily (Shows & Gerstel, 2009). The aforementioned research states that fathers working in blue collar occupations are more likely to be involved in a child’s life in the public settings such as sports, school, and peer relationships as well as at home helping with homework, baths, and bedtime stories as opposed to white collar fathers who present a strong front in public but nothing behind the scenes at home in the caregiving role.

Therefore, a father’s elite athlete background may play a significant role in how a father instills and demonstrates those elite athlete competencies and skills in the relationships with their children such as hard work, dedication, commitment, and communication. Research finds that fathers who demonstrate daily engagement with their children at all levels, availability to their children, and responsibility for caregiving

activities are at a greater advantage to his children as well as the overall functioning of the family (Lamb, Pleck, Chamov, & Levine, 1987).

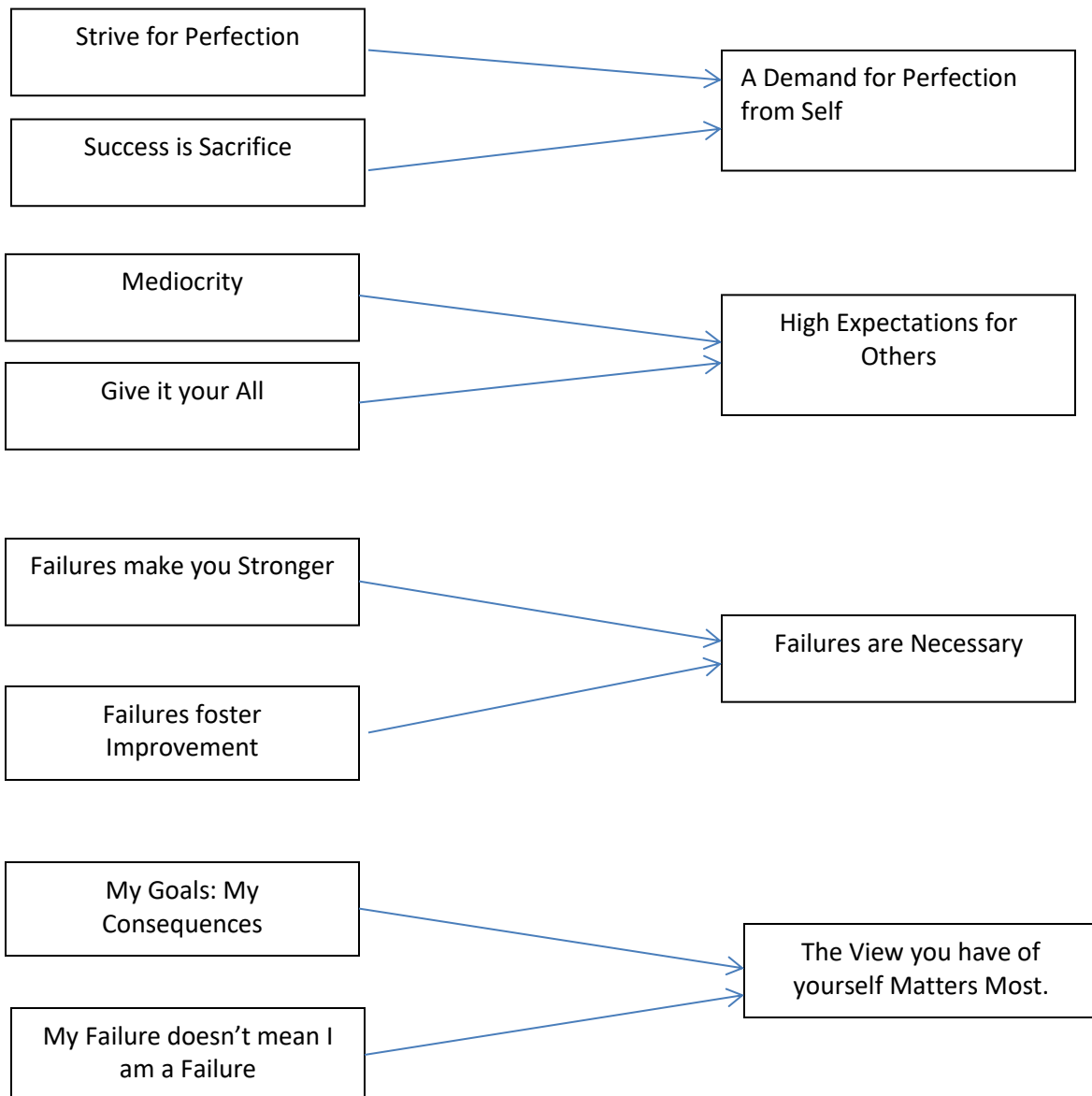
Appendix C

Table 1 *Descriptive Statistics*

| Variable Name | N | Mean | Range | Percentage |
|---------------------------------|----|------------|--------------------|------------|
| Age | 20 | 33 yrs. | 23-58 yrs. | |
| Educational Level: | 20 | | | 100% |
| High School | 5 | | | 25% |
| Associates | 2 | | | 10% |
| Bachelors | 11 | | | 55% |
| Masters | 2 | | | 10% |
| Family Income | 20 | 89,300 | 18,000- 450,000 | |
| Race: | 20 | | | 100% |
| Caucasian | 13 | | | 65% |
| Native American | 6 | | | 30% |
| Latino | 1 | | | 5% |
| Marital Status: | 20 | | | 100% |
| Single | 6 | | | 30% |
| Married | 10 | | | 50% |
| Separated | 4 | | | 20% |
| Divorced | 0 | | | 0% |
| Children: | 20 | | | 100% |
| Yes | 15 | | | 75% |
| No | 5 | | | 25% |
| Full-Time Employment | 20 | | | 100% |
| Yes | 19 | | | 95% |
| No | 1 | | | 5% |
| Wrestling Coach/Referee | 20 | | | 100% |
| Yes | 16 | | | 80% |
| No | 4 | | | 20% |
| Age at First Wrestled | 20 | 6.60 yrs. | 4 yrs.-14 yrs. | |
| Total Years Wrestled | 20 | 14.65 yrs. | 7-18 yrs. | |
| Total College Years Wrestled | 20 | 2.8 yrs. | 2-5 yrs. | |

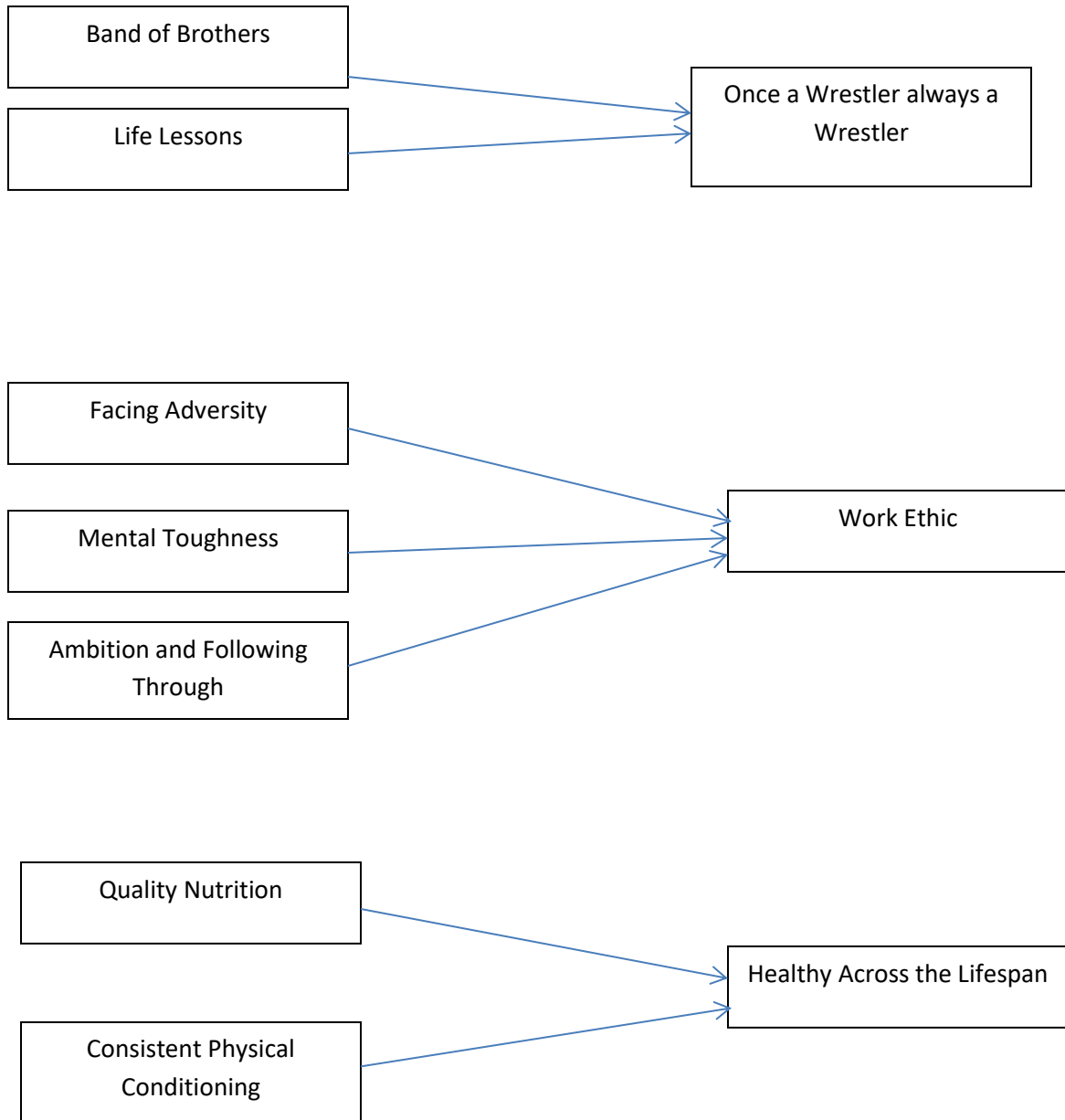
Appendix D

Figure 1. Emerging Themes and Categories Manuscript 1



Appendix E

Figure 2. Emerging Themes and Categories Manuscript 2



Appendix F

Interview Guide

Section One-Demographic Survey

Date_____ Participant I.D. Number_____

Demographics:

Age_____ D.O.B._____

Education Level: ___ High School Diploma

___ Bachelor's Degree

___ Master's Degree

___ Doctorate Degree

Yearly Income: (continuous) Individual_____ Family_____

Marital Status: Married_____ How many times have you been married?_____

How long have you been married? months_____ years_____

Single_____

Divorced_____ How many times have you been divorced?_____

Separated_____

Children: yes___ no _____ How many children?_____

Do you have a child involved in wrestling? yes _____ no _____

What is the gender of the child who wrestles? _____

Would or do you want your daughter to wrestle? yes___ no___ not sure_____

(There are girls who now wrestle: some on all girl teams and some who wrestle both sexes)

If you do not have children but plan to one day, do you want your child to wrestle?

yes___ no___ not sure_____

Employment: working-yes___ no_____ Full time (30+ hours)_____ Part-time (less than 30 hours)_____

Occupation: _____

Age when first began wrestling: _____

Total years wrestled: _____

Collegiate Level of Wrestling: 2 year college; 4 year college; 2 year and 4 year colleges

Collegiate Division of Wrestling: Junior College; Division 1; Division 2; Division 3;
NAIA 4. Combination of Divisions _____ Please
list _____

How many years did you wrestle in college? _____

Section Two: Recorded Interview Questions

Getting Acquainted

Thank you for agreeing to participate and allowing me to interview you today. I hope you are doing well.

Can you tell me how you became interested in the sport of wrestling? (*Prompt: Did anyone introduce you to wrestling? Did you decide to wrestle on your own?*)

What was it like to be in the environment of wrestling competition? (*Prompt: What did it feel like to be in the arena to compete?*)

When you think back, what were some of your most favorite things about being involved with wrestling?

Why did you enjoy about _____ (will be specific with what was enjoyed)?

When you think back, what were some of the aspects of wrestling you didn't like?

Why didn't you like about _____ (will be specific with what was disliked)?

What lessons did you learn from wrestling that you still use in your daily life? (*Prompt: what skills did you learn from wrestling? What characteristics were influenced?*)

Identity

When you reflect on who you are now, do you still consider yourself to be a wrestler? (If yes) Can you tell me a little more about that? (*Prompt: What words would you use to describe yourself?*)

When others speak of you, do they still identify you as a wrestler? (*If yes, then*)

In what ways do others still identify you as a wrestler? (*Prompt: How do others introduce you to someone new?*)

How many of your current friends are former wrestlers?

Are you still involved in wrestling?

Follow-ups:

How are you still involved in wrestling?

Currently, how much time do you spend involved in wrestling events?

How do you feel when you spend time at wrestling events?

(These questions are being asked to gain insight on current identity as a wrestler. There is limited research on identity post sport career. Wrestling is a unique sport with its own culture where individuals are connected even after participation ceases.)

Experiences in Wrestling

Do you feel that your experiences as a wrestler impact how you interact with your family? (*If yes*) then:

How do your experiences as a wrestler impact how you interact with your spouse/partner? Your child(ren)?

How do your experiences as a wrestler influence your thoughts and behaviors as a spouse/partner? Your thoughts and behaviors as a father?

Do you feel that your experiences as a wrestler impact how you perform the task and responsibilities in your current occupation? (*If yes, then*)

How do your experiences as a wrestler impact your job performance?

Do you feel the sport of wrestling has impacted your current health status? (*If yes, then*)

How has the sport of wrestling impacted your current health status?

(These questions about wrestling experiences are being asked to gain a richer understanding in how or if experiences in wrestling influence or impact the interactions with current family members as well as current occupation obligations and health status)

Perfectionism

How did you physically prepare for an upcoming competition?

How did you cognitively prepare for an upcoming competition? (*Prompt: What thought processes did you use to prepare to compete?*)

How did you determine your end goal for a competition? (*Prompt: What did you want to accomplish when competing?*)

How did you feel when you won?

How did you feel when you lost?

What steps do you currently take when setting expectations for achieving your goals?

Do you feel that you set higher expectations for yourself than others who are trying to achieve the same goal? (*If yes*) Can you tell me a little more about why you believe you set higher expectations than others?

How high are/were the expectations you set for yourself?

How do/did you feel about yourself when you cannot meet your expectations for success?

How do/did you feel when others become/became aware that you were not successful at achieving your goal?

How does/did it make you feel if someone else is successful and you are not when attempting the same goal?

When you set out to accomplish a particular goal, how competent do/did you feel about your abilities to be successful?

Is there anything about your experiences as a wrestler that help you achieve any current goals you may have?

Does/did it bother you more for others to be disappointed or for you to be disappointed when you failed to achieve your goal?

(These particular questions are being asked to gain insight on types-of perfectionism. Previous quantitative research states that individual's display either self-oriented, socially oriented, or other oriented perfectionism. This research will gain a deeper understanding of perfectionism but will expect to learn that individual's display combinations of at least two types of perfectionism possibly all three. This is why retrospective as well as current questions concerning goal setting and expectations are being asked.)

VITA

Cheryl Ann Delk

Candidate for the Degree of

Doctor of Philosophy

Dissertation: KING OF THE MAT: FORMER ELITE WRESTLERS AND
PERCEPTIONS OF PERFECTIONISM AND IDENTITY

Major Field: Human Sciences

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Human
Development and Family Science at Oklahoma State University, Stillwater,
Oklahoma in May, 2017.

Completed the requirements for the Master of Science in Human Development
and Family Science at Oklahoma State University, Tulsa, Oklahoma in 2009.

Completed the requirements for the Bachelor of Science in Human
Development and Family Science at Oklahoma State University, Tulsa,
Oklahoma in 2006.

Experience:

Certified Family Life Educator-2014 to present

Professional Memberships:

National Council on Family Relations-2011 to present