



Benefits of Multi Sport Participation: Beyond the Cons of Specialization

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Goal of this presentation:

Enhance your background information to take home and bolster your programming and district.

Purpose

- 2016--decided to look at glass half-full
Designed a study to address:

The gap in research regarding extracurricular school activities (ESA) sport participation intensity and breadth related to academic outcomes, particularly in rural settings.

INTENSITY-total hours in ESA sports

BREADTH-number of sports per year

**Wondered, what was so GREAT about the
SCHOOL experience?**

THE PEOPLE!

Theoretical Framework Integration

- WHO SAYS?

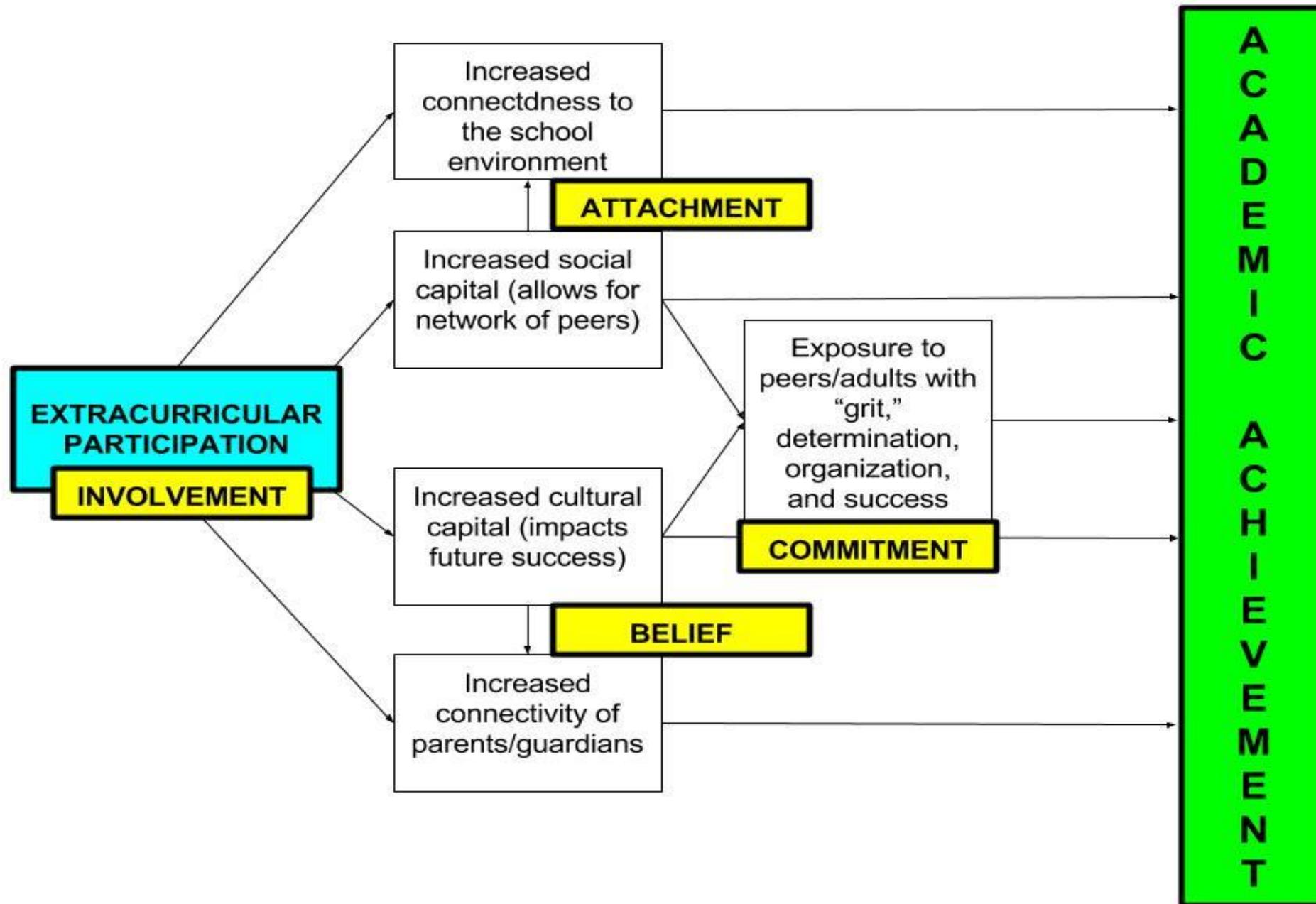
Social Bond Theory

(Hirschi, 1969):
attachment,
commitment,
involvement, and
belief.



Social & Cultural Capital Models

- **Social capital** - how individuals acquire benefits from those around them, in particular family.
- **Cultural capital** - access to networks of peers and adults who were often associated with positive outcomes; particularly through activities available by way of socioeconomic means.

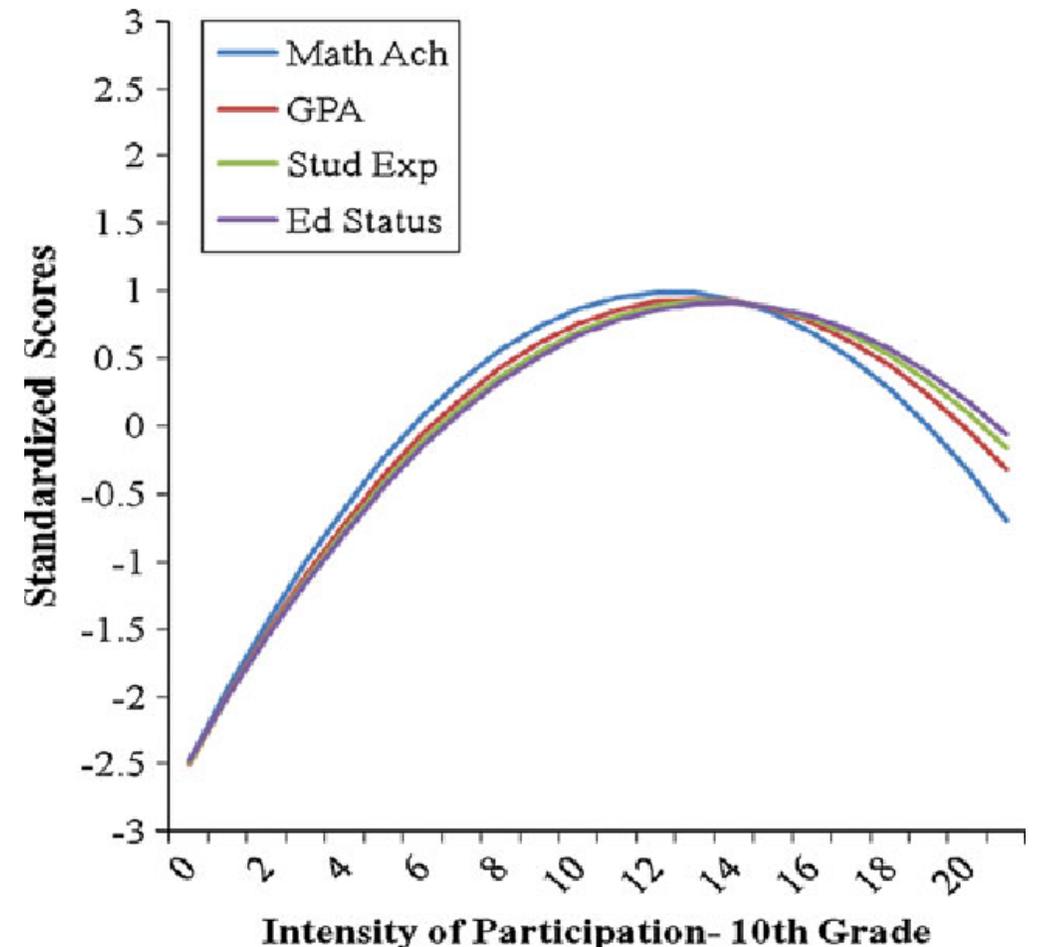


Multisport Participation Trends of High School-Aged Athletes in the United States

- “All-around” athletes were once aspired to and the premier status of athletic prowess; however increased competition for elite status and college scholarships led to a desire to specialize.
- “dumb jock” myth debunked

Jennifer Fredericks (2012)-->

“over-scheduling hypothesis”



A Caveat to Remember on this topic

- Not being a multisport participant does NOT mean you are a specialist. We don't know all of our specialists. We do know our multisport participants and what they can do.
- General positive benefits are associated with all extra and co-curricular activities, but I chose sports because of their uniformity to EXTRA and MSHSAA registration.

Research Questions

1. Is there a correlation between high school sports participation intensity and ACT achievement?
2. Is there a correlation between high school sports participation intensity and GPA?
3. Is there a relationship between high school sports participation intensity and GPA when controlling for other mediating factors related to academic achievement?
4. Is there a difference between mean GPA when comparing sports participation breadth (number of sports per year)?

The Study



Participants

- $N=128$ 11th graders at Lanlaur High School from 2015-2017.
- The study was delimited to 11th graders only because:
 - a. All Missouri 11th graders had at least one composite ACT score in compliance with Missouri requirement (Helwig, 2014).
 - b. 11th grade was the third of four high school years, and composite GPA was more valid measure of academic achievement.
 - c. 11th grade is pivotal in evaluating college readiness and career preparedness (Feller, 2003).

Table 2

Excerpt sample of operationalized student participation intensity data.

| Student ID # | Sport 1 | Sport 1 Hours | Sport 2 | Sport 2 Hours | Sport 3 | Sport 3 Hours | Total Hours Intensity (1 school year) |
|--------------|----------|---------------|------------|---------------|------------|---------------|---------------------------------------|
| 145654 | Football | 241 | Basketball | 262 | Boys' Golf | 148 | 651 |

Note. Hours represent total hours participating per season.

Results

Figure 10

Frequency Distribution of Lanlaur High School 11th Grade Athlete GPA (2015-2017)

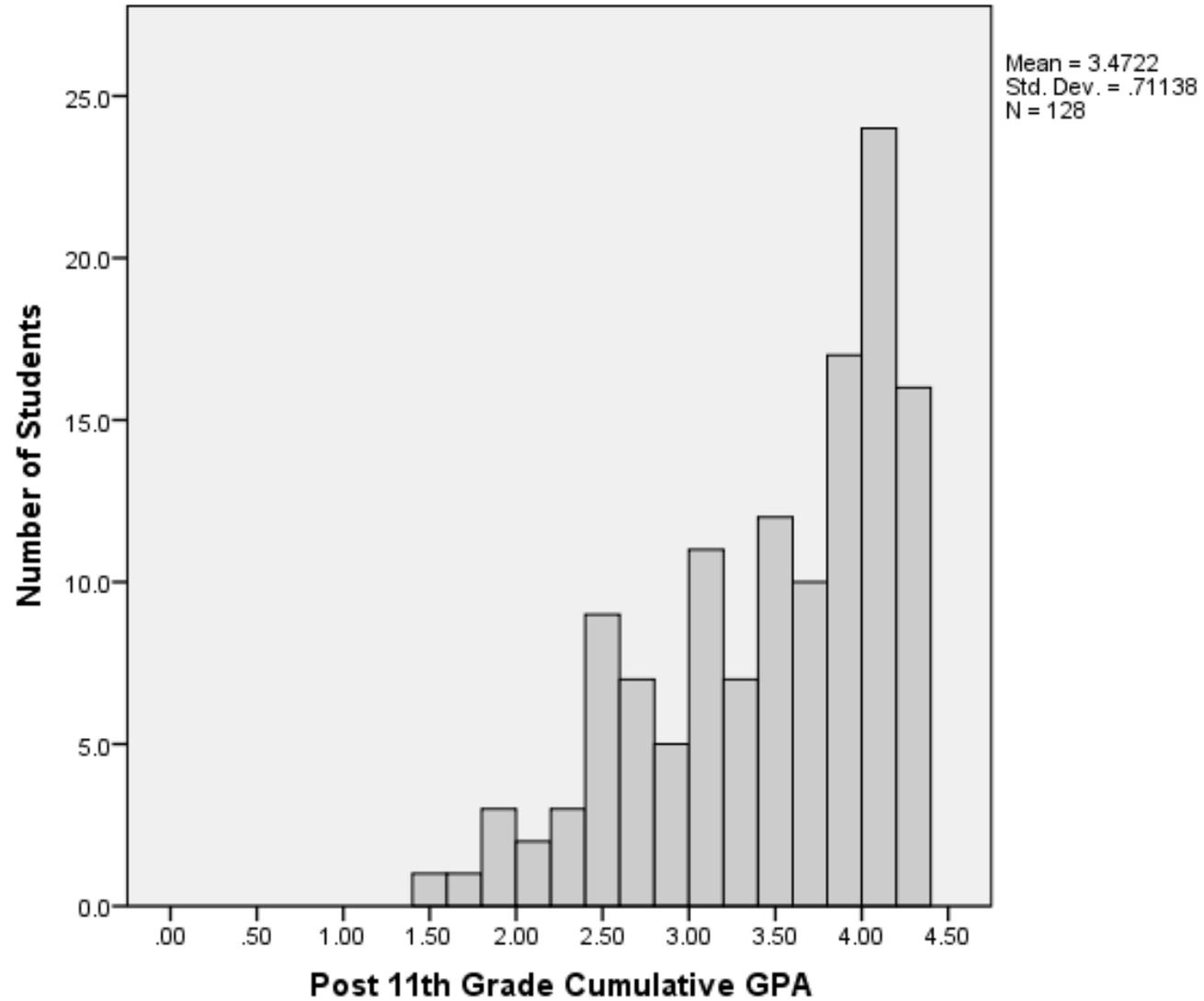
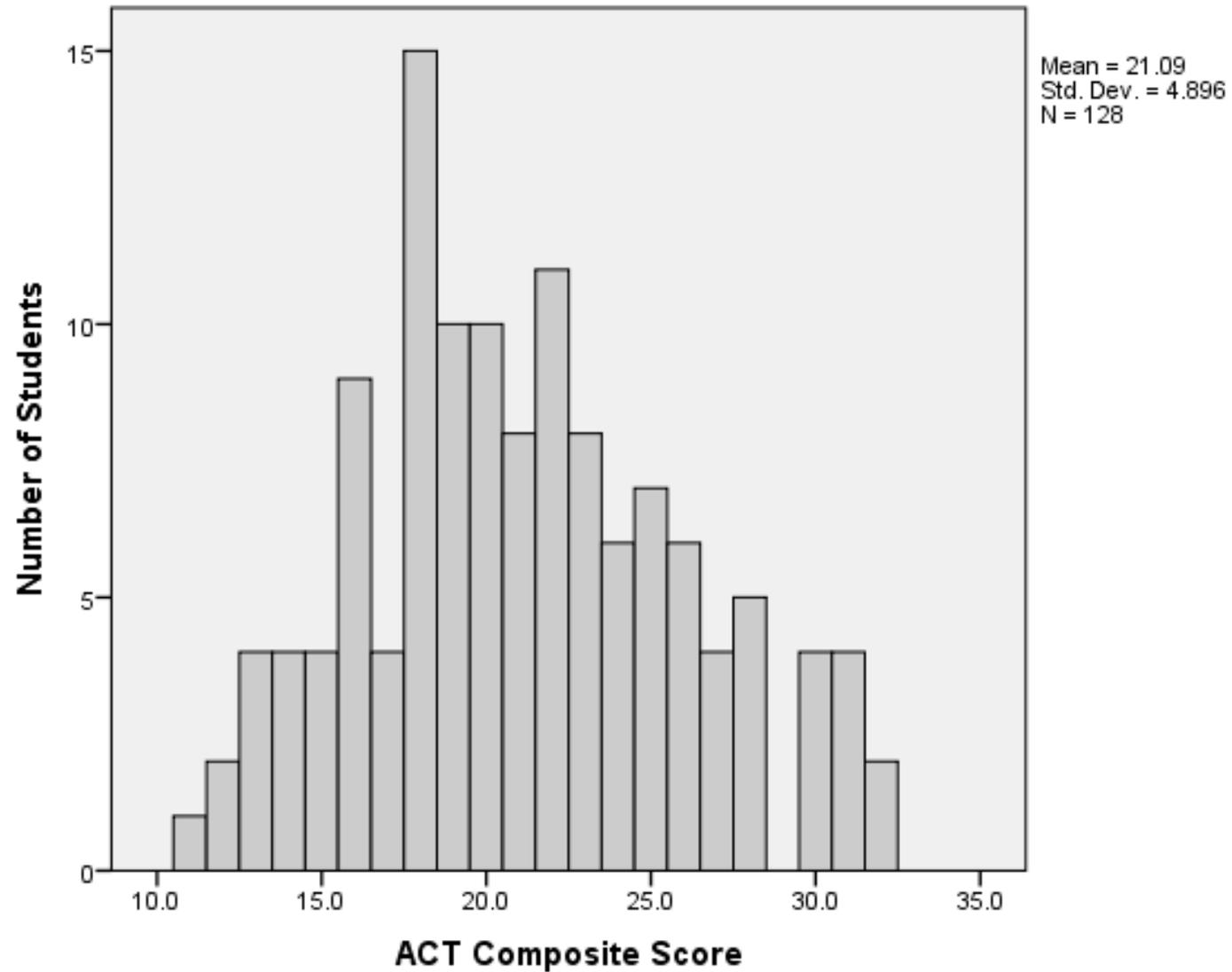


Figure 11

Frequency Distribution of Lanlaur High School 11th Grade Athlete ACT Scores (2015-2017)



Research Question #2: Correlation between participation intensity and ACT.

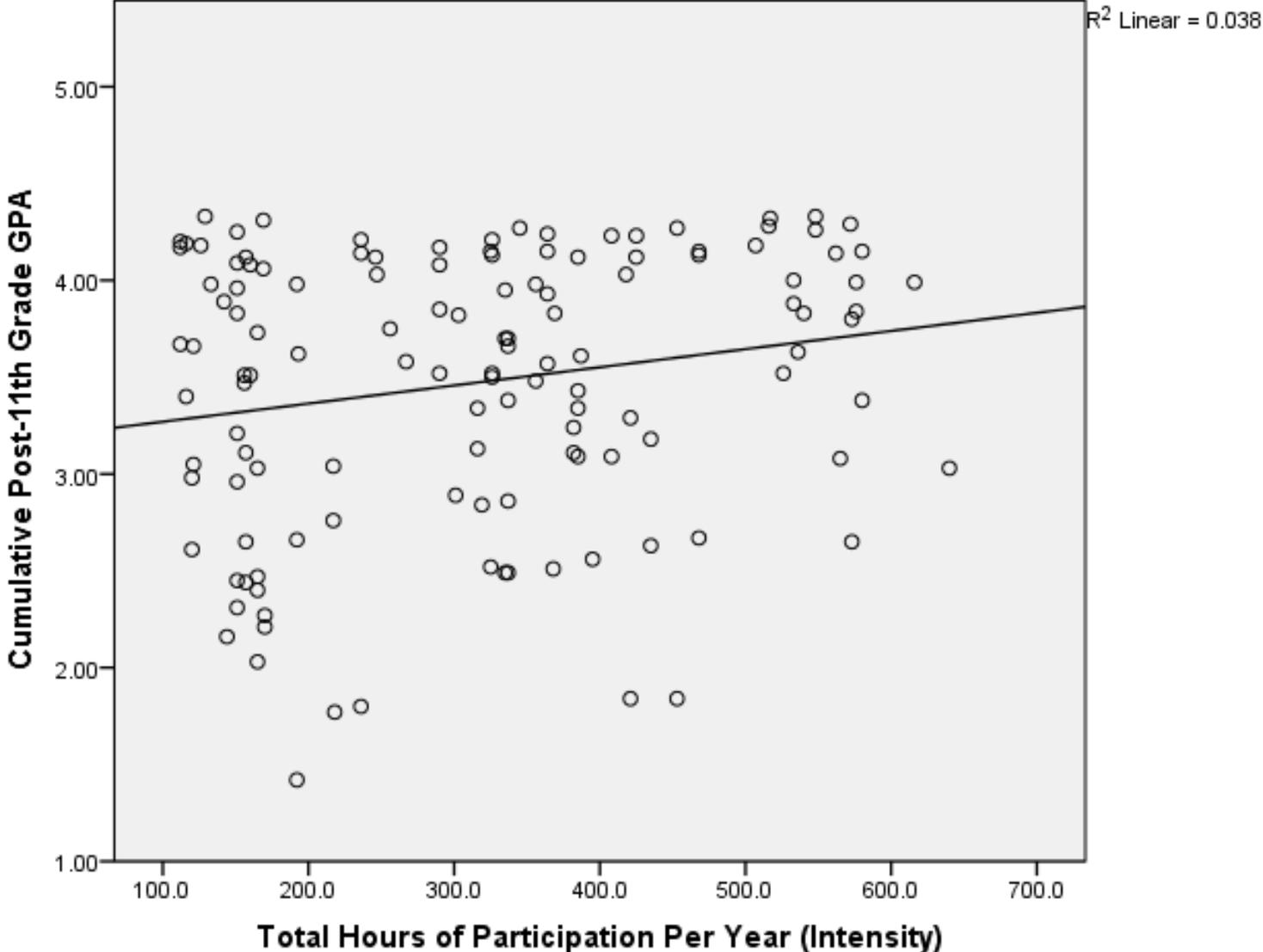
- There was no significant relationship between participation intensity and ACT ($p < 0.05$).
- Lipscomb (2007) found that extracurricular scored better on non-participants on standardized tests; but in this analysis, intensity was not a significant factor.

Research Question #3: Correlation between participation intensity and GPA.

- There was a statistically significant positive correlation between participation intensity and GPA.
- Participation intensity accounted for 3.8% of the variance in cumulative GPA.
- A scatterplot summarizes the results in Figure 12.

Figure 12

Correlation between Lanlaur High School 11th Grade Athlete Intensity and Cumulative GPA (2015-2017)



Research Question #5: Differences between participation breadth and GPA.

- There was a statistically significant difference between participation breadth and GPA for Lanlaur High School 11th grade athletes from 2015-2017.
- A breadth of **1** was significantly different than a breadth of **3**.
- Figure 13 demonstrates the difference in GPA by breadth overall and by gender within the context of breadth.

Figure 13

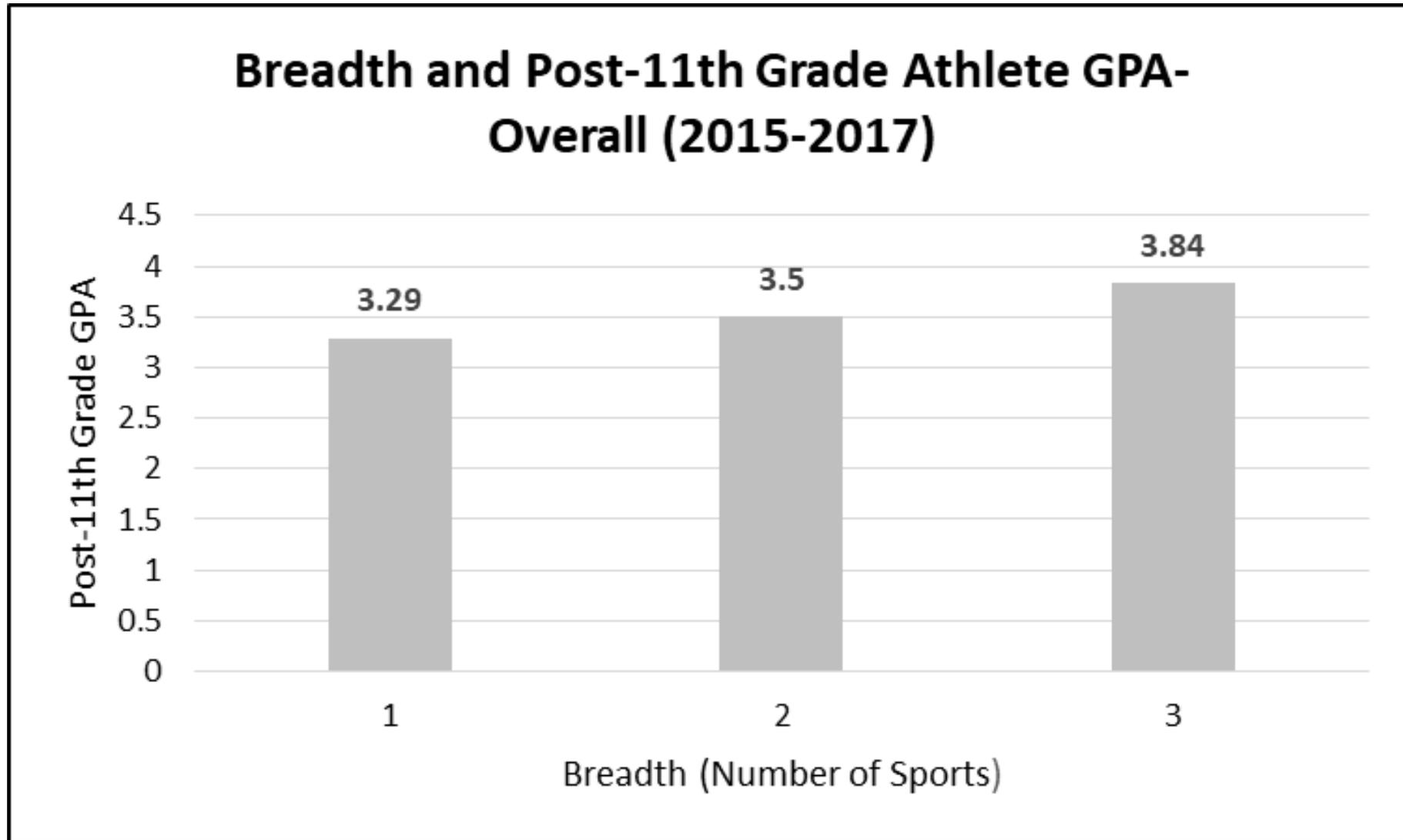


Figure 14

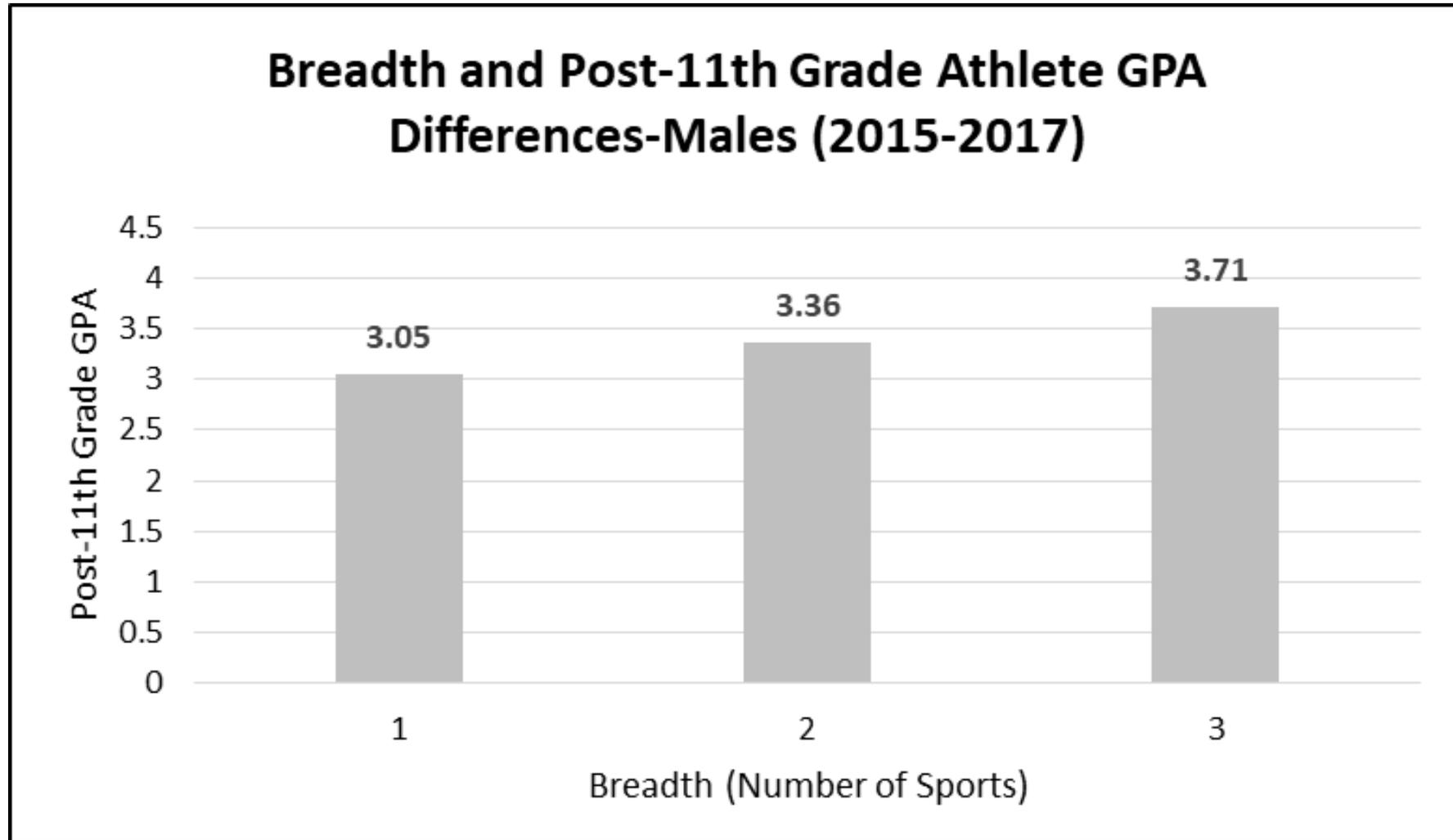
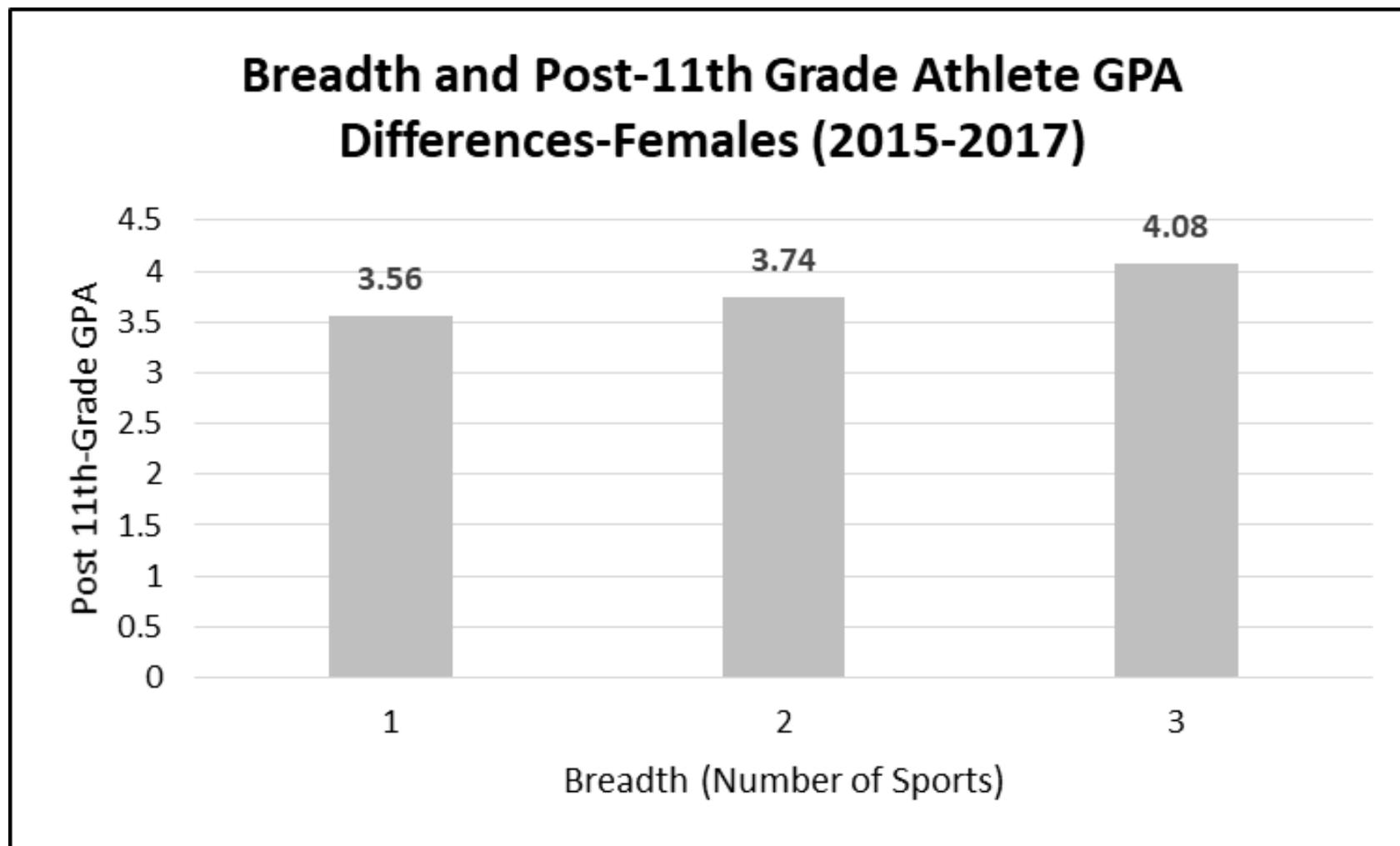


Figure 15



Discussion and Implication

Intensity and Breadth

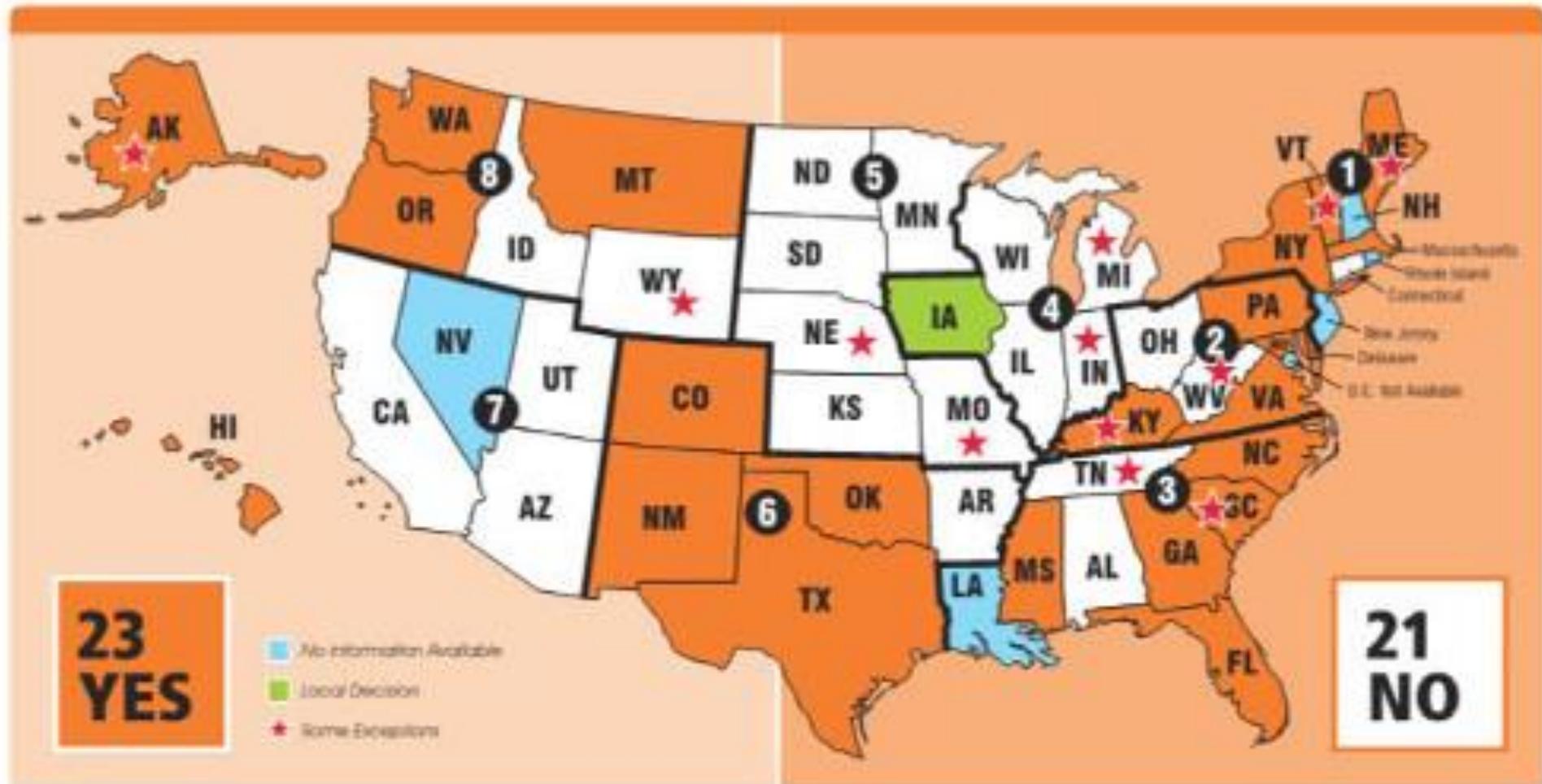
- Intensity operationalization does not delineate between sport differences related to overall hours, but does demonstrate linear relationships with academic achievement (GPA).
- No threshold of participation (curvilinear relationship) existed. “overscheduling hypothesis”
- Breadth too, demonstrated a linear relationship with academic achievement (GPA).

Discussion and Implications

Discussion and Implications

- Based on the results of this research it is recommended:
 - Schools should continue to develop budgets that include diverse extracurricular offerings (Lumpkin & Favor, 2012).
 - Schools communicate to all stakeholders the general benefits associated high school sports participation.
 - State and national activity associations reconsider policies that require adolescents to choose between school and non-school sport opportunities to participate that occur at the same time.

Question: Does your state association allow participation in a club sport in the same sport that is in season in high school competition?



Discussion and Implications:

Trends in high school sports participation

- Sampling sports at youth and later in interscholastic offerings was once commonplace for adolescents (Baker, Cote, & Abernathy, 2003; Russell & Symonds, 2015).
- The notion of a well-rounded “all-American” prototype was desired (Smith, 2015).
- School offerings too, have been influenced by private youth sports market, and coaches feel compelled to train both in and out of season.
 - May lead to increase in burnout, lack of interest, and injury overuse (Jayanthi et al., 2013)
 - **Is this what is best for your student athletes?**

Discussion and Implications:

Trends in high school sports participation continued

- Based on the results of this research it is recommended by the researcher that:
 - Schools promote the academic and health benefits associated with multi-sport participation through educational awareness events and literature for athletes and parents.
 - Schools increase athletic offerings that appeal to a diverse interests and seek outside financial support to sustain increased offerings (Denault, Poulin, & Pedersen, 2010).

Conclusions

- Rural schools, like their urban counterparts, are particularly vulnerable to financial restraints; where ESA opportunities are often the first to be considered in budget cuts (Kelepolo, 2011; Lumpkin & Favor, 2012).
 - However, due to lack of overall structured leisure activity opportunities for rural students; they in fact may need ESA opportunities most (Sharp et al., 2015).
- The dollars and cents don't add up. The \$75,000 example by cutting 7th grade sports.

Conclusions

The Integrated Framework Model Revisited

- Involvement
 - ESA sport participation intensity and breadth demonstrate a relationship with positive behavior, academic, and developmental outcomes, therefore a reduction in negative behaviors also exists as sport participation often requires citizenship and academic eligibility requirements.
 - The Chicken and the Egg.....
 - My take: it doesn't matter--remember social and cultural capital--no pressure like peer pressure!

Conclusions

- Attachment

- ESA sport participation represents a stronger link to school environment and mission. Improves intrapersonal relationships with peers and teachers (Gerber, 1996; Libbey, 2004; Crosnoe, Johnson, and Elder 2001; Peguero, Ovink, & Li, 2015). A reduction of school drop-out has also been demonstrated (Bryan et al., 2012).
- Multisport participants were exposed to increased peer and adult networks and developed efficacy as valuable members of school networks (Eccles & Barber, 1999; Stearns & Glennie, 2010).
 - Multisport participation also increases the parents/guardians access to social capital.

Conclusions

- **Belief**

- Multisport athletes are more likely to be prosocial and abide by model behaviors that sports participation promotes (Camire, Trudel, & Forneris, 2012).
- Increased participation in school sports is often an avenue where less privileged students can rely upon the school institution to uphold rules, fairness, and expectations regardless of status (McNeal, 1995).
- Cultural capital integration.
 - Often in rural settings, participation in ESAs is consistent with class ability to devote time and resources consequently participation exposes athletes and parents to increased “status” and contagion effects related academic expectations.

Conclusions

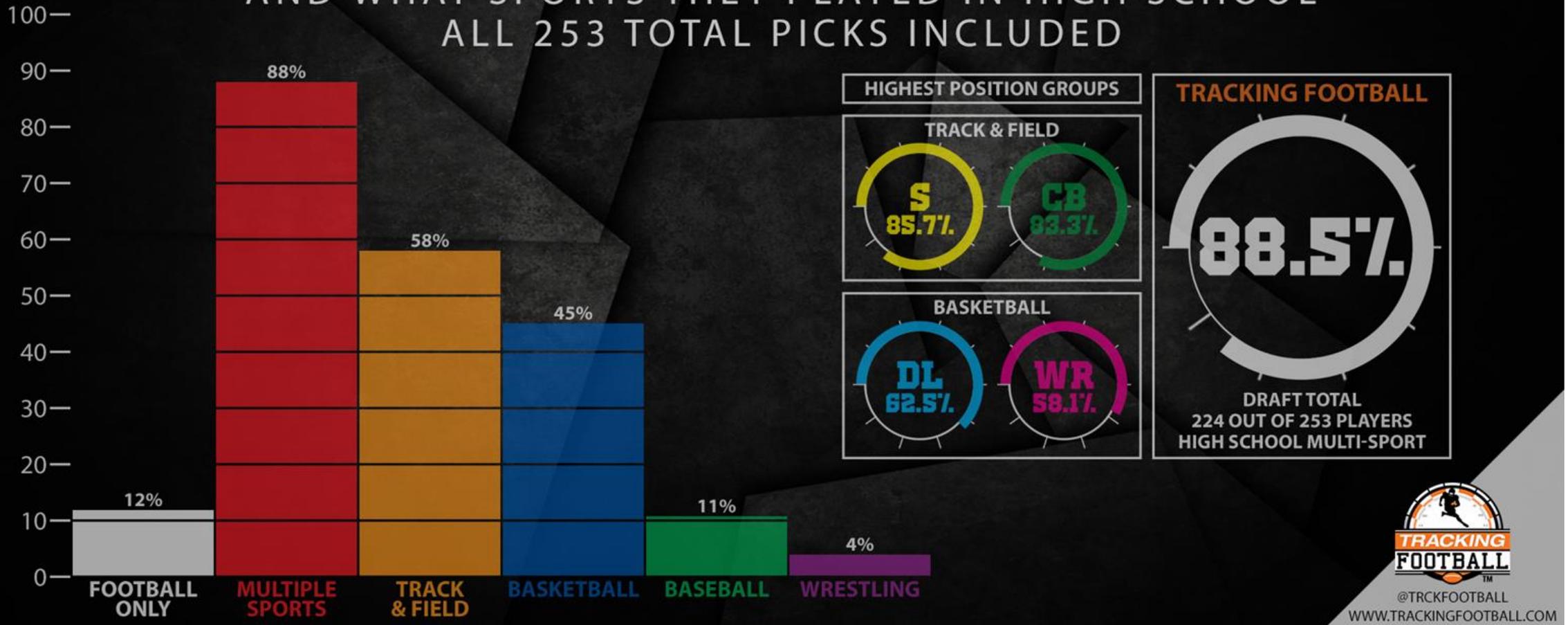
- **Commitment**

- Increased school commitment in order to participate has been shown to increase academic performance (Bryan et al., 2012; Lumpkin & Favor, 2012; Maddox & Prinz, 2003).
 - Increased access to adults who are committed teachers, leaders, mentors provide resource access to multi-sport athletes that they otherwise may not be exposed to (Dworkin, Larson, & Hansen, 2003).
 - Consistent with the dual step transfer model of Bradley & Conway (2016) commitment to multisport participation enhances intrinsic motivation, self-control, persistence, and discipline often associated with academic success.

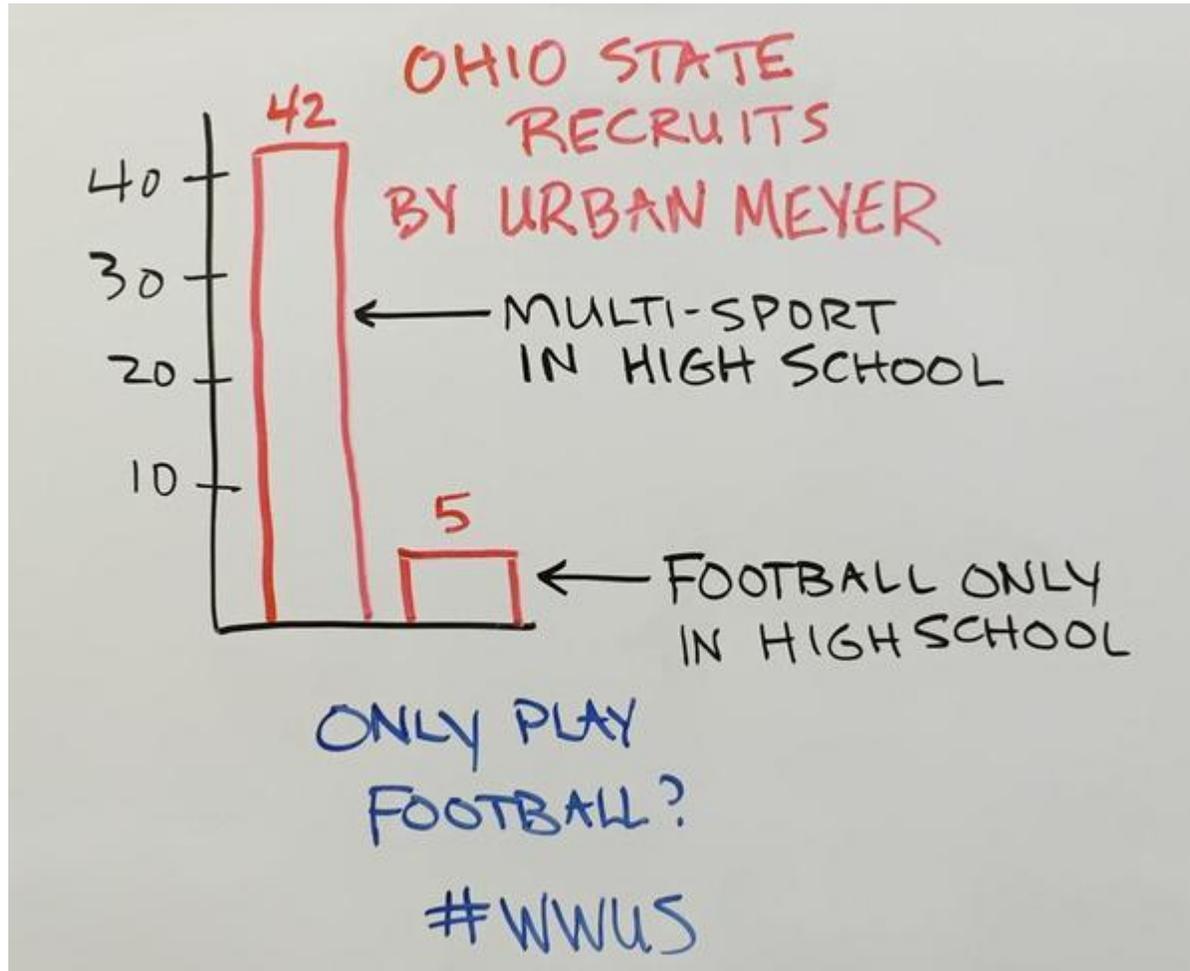
The information is out there...but....

2016 NFL DRAFT PICKS

AND WHAT SPORTS THEY PLAYED IN HIGH SCHOOL
ALL 253 TOTAL PICKS INCLUDED



Famed Urban Meyer Tweet



Excerpt from John Smoltz MLB induction speech, 2015

“I want to encourage the families and parents that are out there that this is not normal to have a surgery at 14 and 15 years old. That you have time, that baseball is not a year-round sport. That you have an opportunity to be athletic and play other sports. Don't let the institutions that are out there running before you guaranteeing scholarship dollars and signing bonuses that this is the way....

I want to encourage you, if nothing else, know that your children's passion and desire to play baseball is something that they can do without a competitive pitch. Every throw a kid makes today is a competitive pitch. They don't go outside, they don't have fun, they don't throw enough — but they're competing and maxing out too hard, too early, and that's why we're having these problems. Please, take care of those great future arms.”

Conclusions

- The “extra” in “extracurricular” may now be a misnomer as the social bonds facilitated by the attachment, commitment, belief, and involvement ESA sports offer may be pivotal in the academic achievement for high school students.

What to do from here:

- Recommended that schools recognize the academic and developmental benefits related to ESA multisport participation and aim to:
 - Offer more interscholastic sport programs/offerings
 - Conduct a program evaluation of current ESA sport offerings for purposes of analyzing overlaps and rationales for lack of multisport participation
 - Develop and conduct stakeholder resources regarding academic benefits of ESA multisport participation
 - Seek community partners and resources to strengthen the ESA sport offerings.

Other Ideas-Old & New

- Honoring multisport participants with patches/plaques, etc. (Ex.: lifetime athletic pass).
- Increase club or intramural offerings (outside of V/JV/Soph/9th)
- Be a part of the teacher hiring process is possible.
- Assess your staffs' abilities. You might be surprised.
- consider lobbying state association for a change.
- Promote and offer a multisport youth camp. SAMPLING!
- Bottom Line....Cannot compete with privatization, but can offer facts through education.
 - work with youth organizations to prevent overlap, it starts when your potential athletes are young.

Questions?

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