

# An Analysis of High School Sport (2006-2009)

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# WHY Study High School Sport

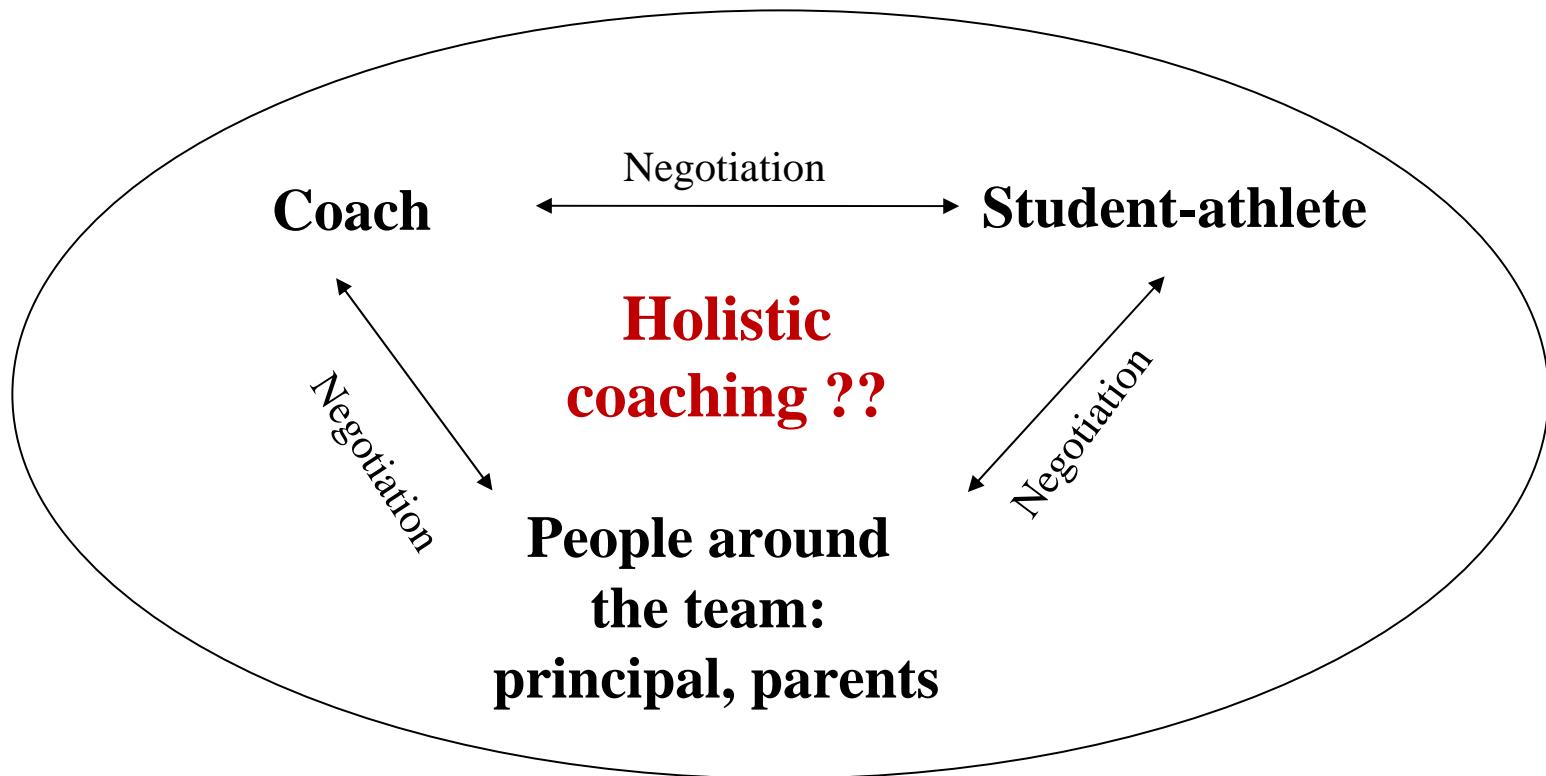
- Sport Canada (2002; *Canadian Sport Policy*)
  - There is a need improve the place of sport and physical activity in schools and upgrade the training of coaches
- Canadian Centre for Ethics in Sport (2003/2004; *The Sport We Want*)
  - School sport functions independently from community sport and the two could be much more closely linked for the benefit of participants and the community
- Canadian School Sport Federation (2008)
  - 750,000 student-athletes

# WHAT to Study in High School Sport

An analysis of the mission statements of the organizations overseeing school sport indicates that they aspire to have an impact on the overall development of student-athletes:

- The Canadian School Sport Federation (CSSF) is mandated to act as a national voice to encourage, promote and be an advocate for good sportsmanship, citizenship and the **total development** of student-athletes through interscholastic sport.
- The Ontario Federation of School Athletic Associations (OFSAA) is committed to advocating and enhancing the **educational value** of school sport.
- The Fédération Québécoise du Sport Étudiant (FQSE) is mandated to ensure the development and promotion of sport and physical activity in schools as key tools to enhance the **education and health** of young people in Quebec.

# Our Conceptual Model



**Holistic Coaching:** all activities negotiated among the coaches, athletes and the people around the team (parents, school principals) that balance the student-athlete's total development with sport-specific development.

# Phase 1: Interviews

school principals (n=13)

student-athletes (n=20)

coaches (n= 50)

parents (n=20)

## Master's theses:

1. Lacroix, C. (2006). Coaching holistique en milieu scolaire. Master's thesis, School of Human Kinetics, University of Ottawa.
1. Montreuil R. (2007). High school sports: The perspectives of the school principals. Master's thesis, School of Human Kinetics, University of Ottawa.
1. Martin Camiré (2008). Athletes' perspectives of holistic coaching and holistic development in high school sports. Master's thesis, School of Human Kinetics, University of Ottawa.

# Phase 1: Interviews

## Publications:

1. Camiré, M., Trudel, P., Lemyre, F. & Ménard, J-F. (in press). La pratique sportive en milieu scolaire au Canada : la perspective des différents acteurs, *Actes du colloque ARIS* (Association pour la Recherche sur l'Intervention en Sport), Rodez, France. May 2008.
2. Camiré, M., & Trudel, P. (in press). High school athletes' perspectives on character development through sport participation. *Physical Education & Sport Pedagogy*.
3. Camiré, M., Trudel, P., & Forneris, T. (2009). High school athletes' perspectives on support, negotiation processes, and life skill development. *Qualitative Research in Sport and Exercise*, 1, 72-88.
4. Camiré, M., Trudel, P., & Forneris, T. (2009). Parents' perspectives on the practice of high school sport in a Canadian context. *Qualitative Research in Sport and Exercise*, 1, 240-258.
5. Camiré, M., Werthner, P., & Trudel, P. (2009). Mission statements in sport and their ethical messages: Are they being communicated to practitioners? *Athletic Insight* 11(1).
6. Lacroix, C., Camiré, M, & Trudel, P. (2008). High school coaches' characteristics and their perspectives on the purpose of school sport participation. *International Journal of Coaching Science*. 2(2), 23-42.

# Phase 2: Online Survey (1,100 respondents)

administrators (n= 248)

coaches (n= 349)

student-athletes (n=401)

parents (n=112)

- Section 1: Demographic Profile
- Section 2: Sport Involvement as an Athlete
- Section 3: Sport Involvement as a Coach
- Section 4: Awareness of Mission Statements (School, Student Sport)
- Section 5: Impact of High School Sports on Student-Athletes
- Section 6: Impact of Coaches on Student-Athletes

Ex. High school sport coaches teach me how to...

Develop sportspersonship

	Completely Disagree	Disagree	Agree	Completely Agree
Ideally	—	—	—	—
In reality	—	—	—	—

## Phase 2: Online Survey (1,100 respondents)

1. Report sent to the Fédération Québécoise du Sport Étudiant [Quebec student sport federation] (30 pages). September 2009
2. Papers in preparation

# Results:

Coach

Student -athlete

Holistic  
coaching???

People around

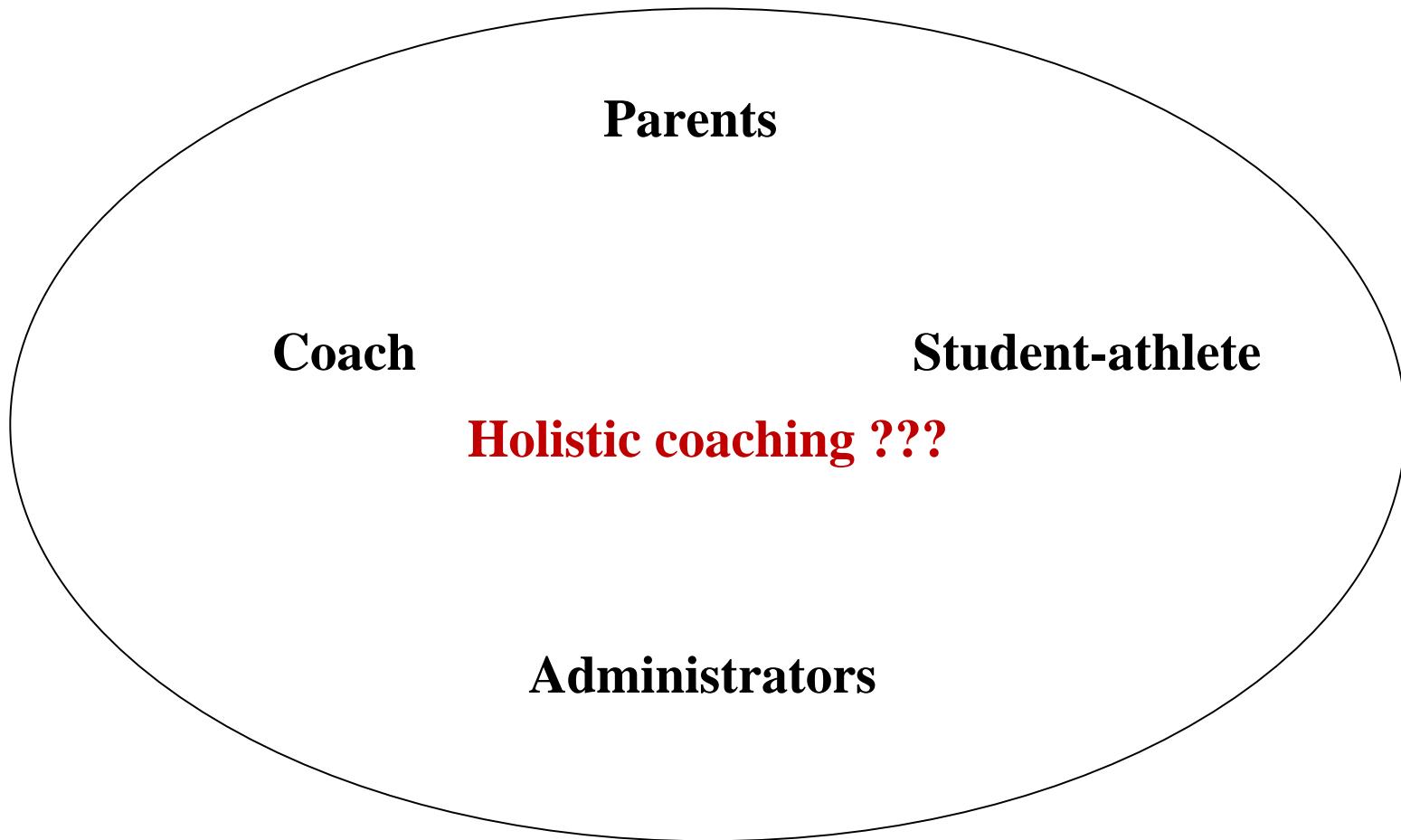
the team:

- school principal, parents

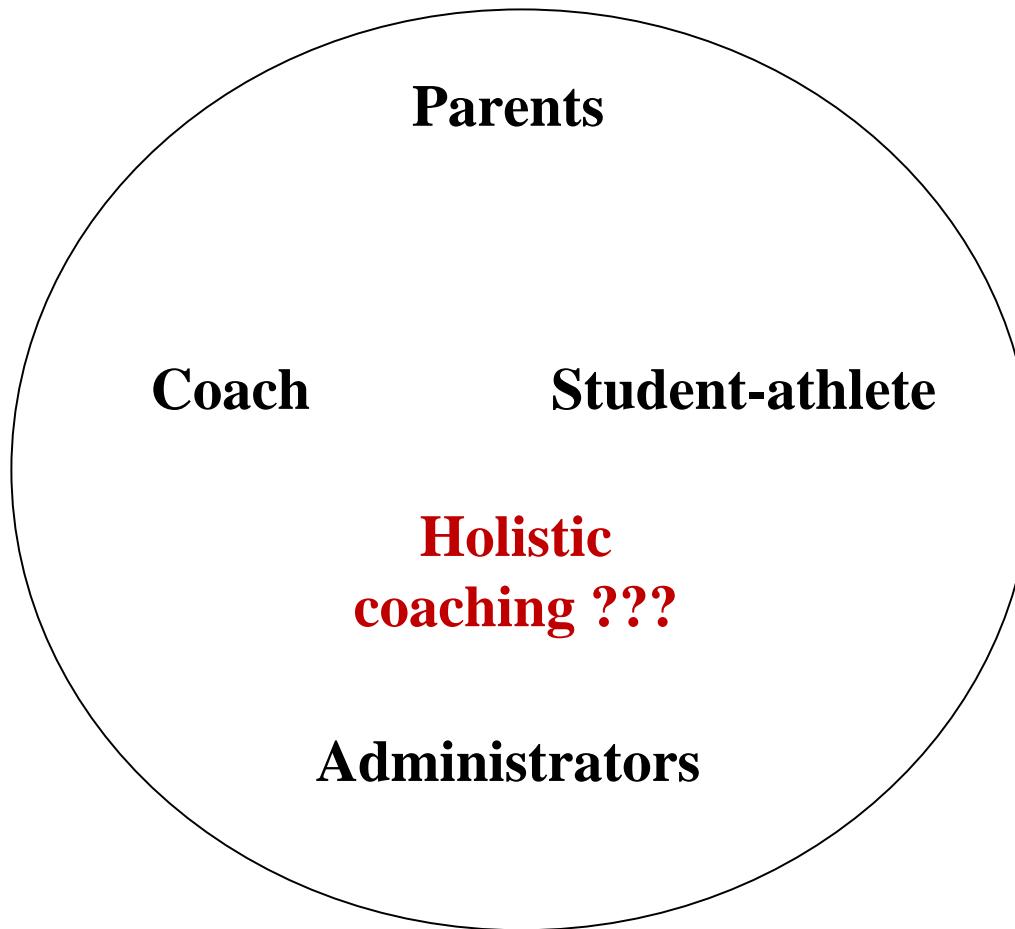


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# Results:



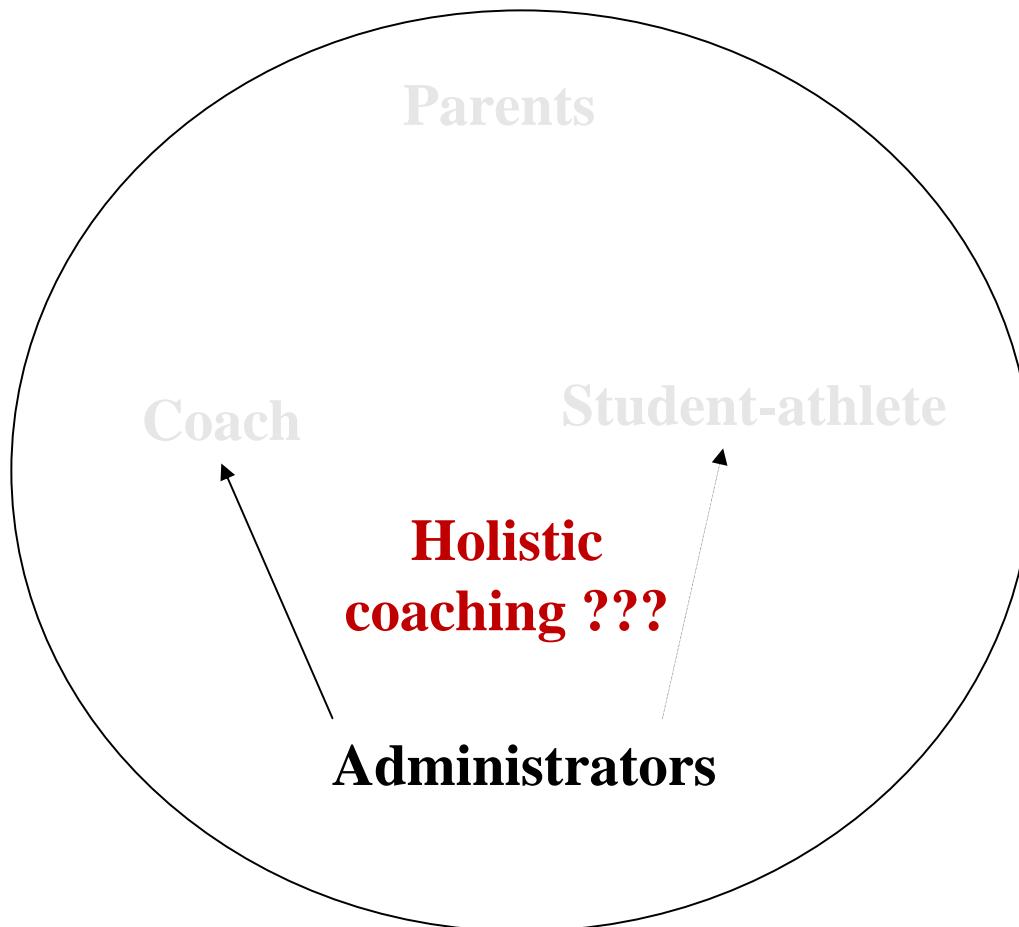
# Results:



Holistic  
coaching ???

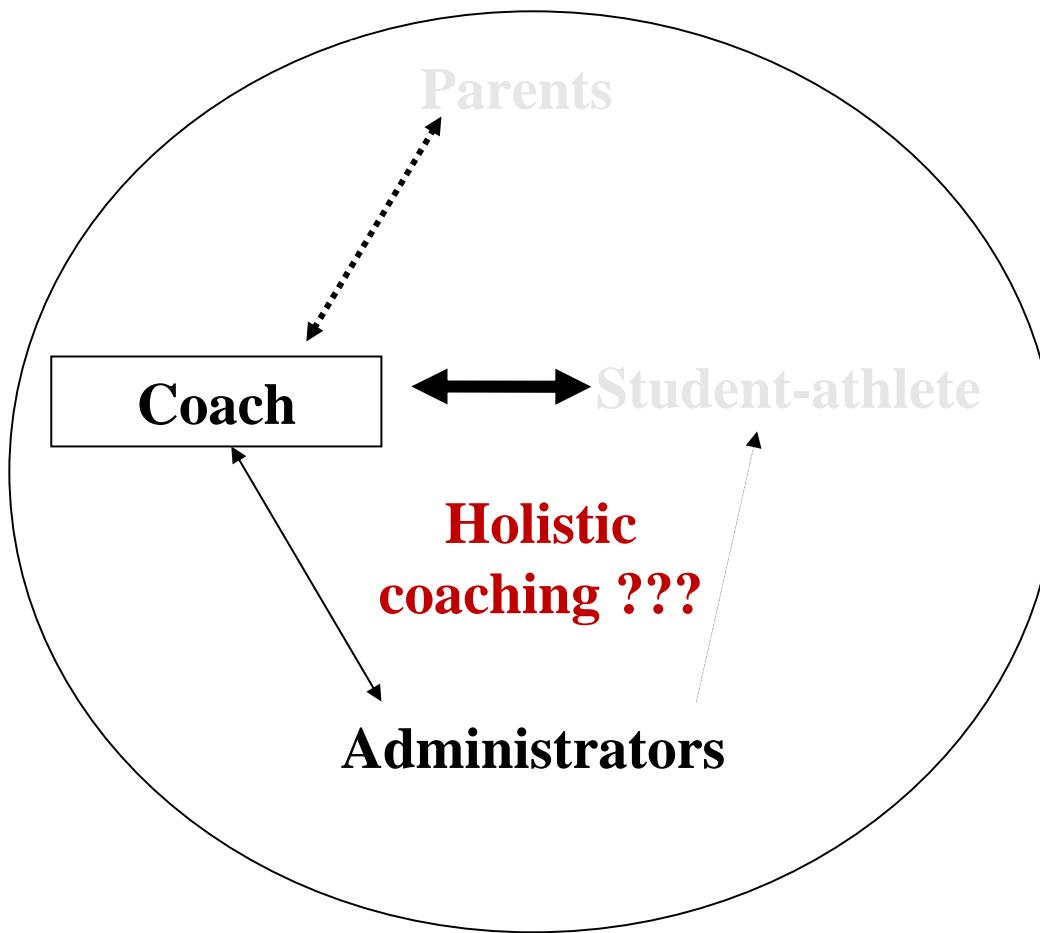
- Awareness of mission statements varies:
  - Administrators (58%)
  - Coaches (40%)
  - Parents (20%)
  - Student-athletes (17%)
- Believe that sport helps but there is room for improvement (ideal vs. actual situation)

# Results:



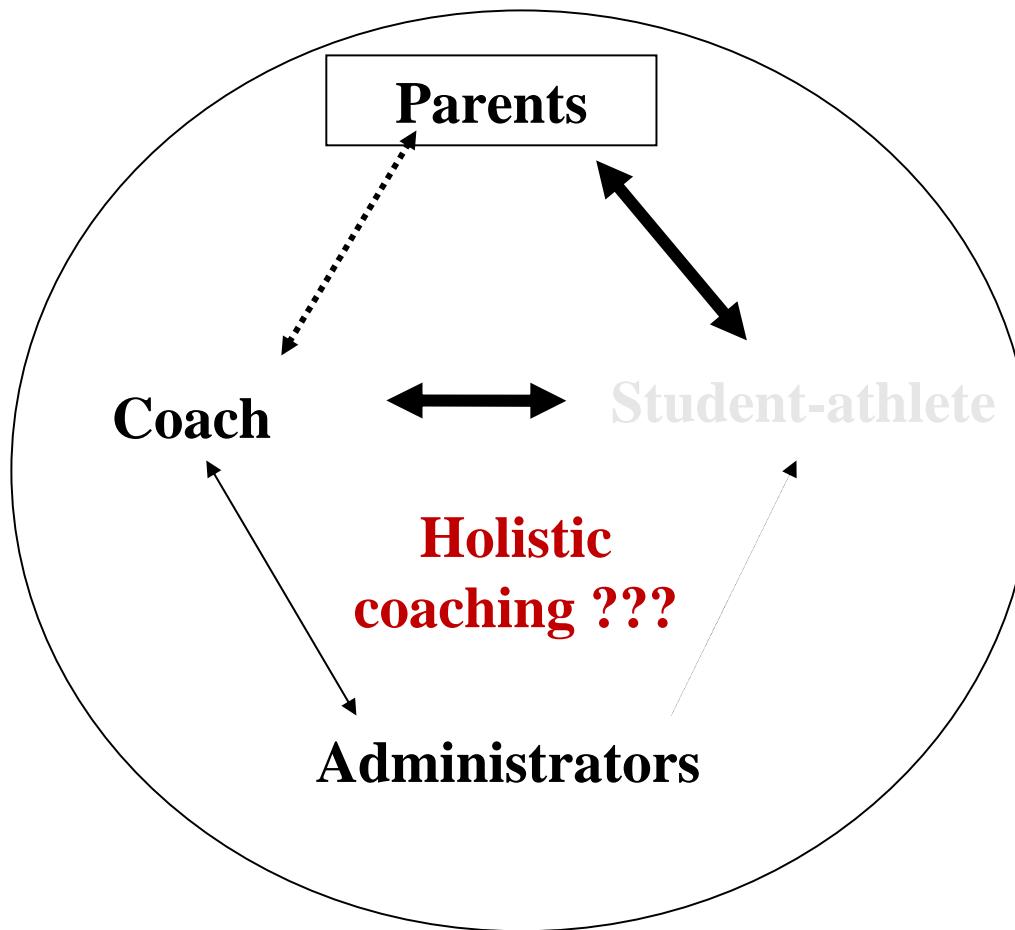
- Often have experience as athletes and/or coaches
- Believe that coaches are aware of the school mission statement
- Perceive the greatest gap between the ideal situation and reality
- Challenges:
  - finding money
  - finding coaches

# Results:



- The sport structure affects the type of coaches and the approach to coaching (Ontario vs. Quebec)
- Difficulty in identifying activities specifically organized to teach values and life skills.
- Little training on how to provide holistic coaching

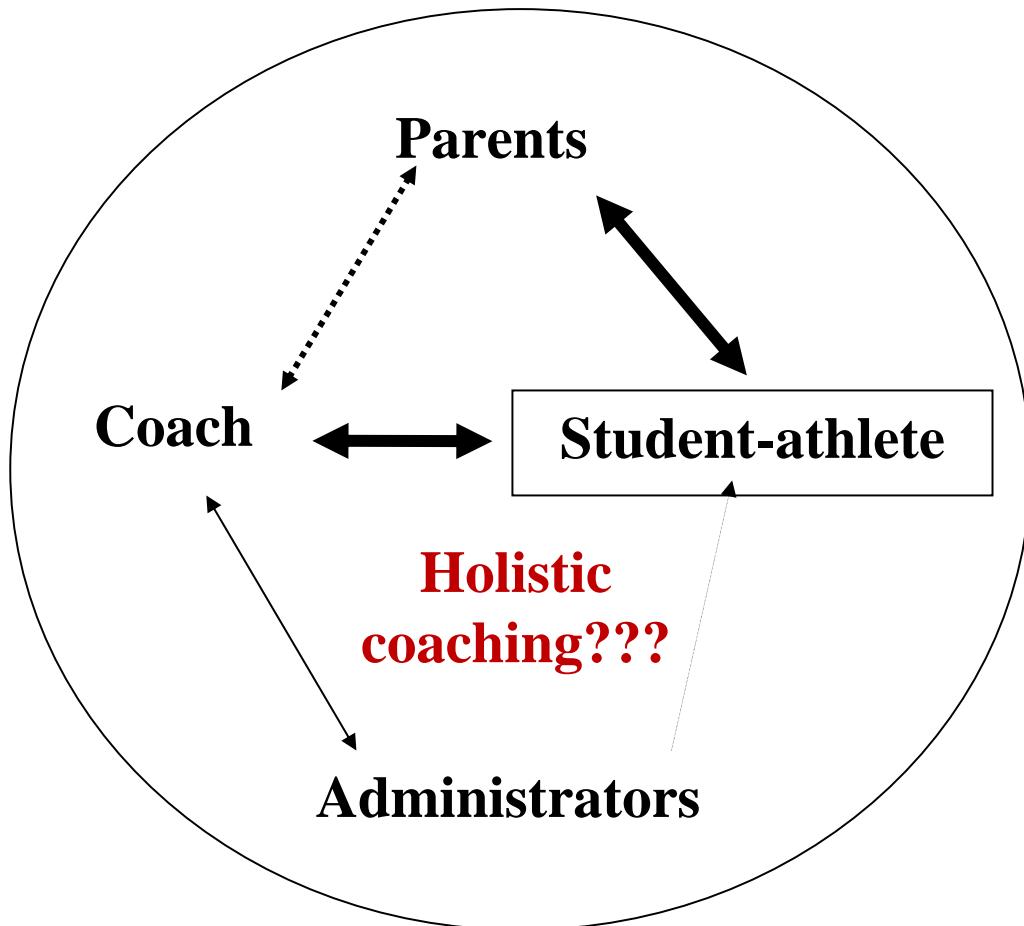
# Results:



- Have experience as athletes in school sport
- Encourage fun, participation and total development
- Support their children: financial, logistical and psychological support

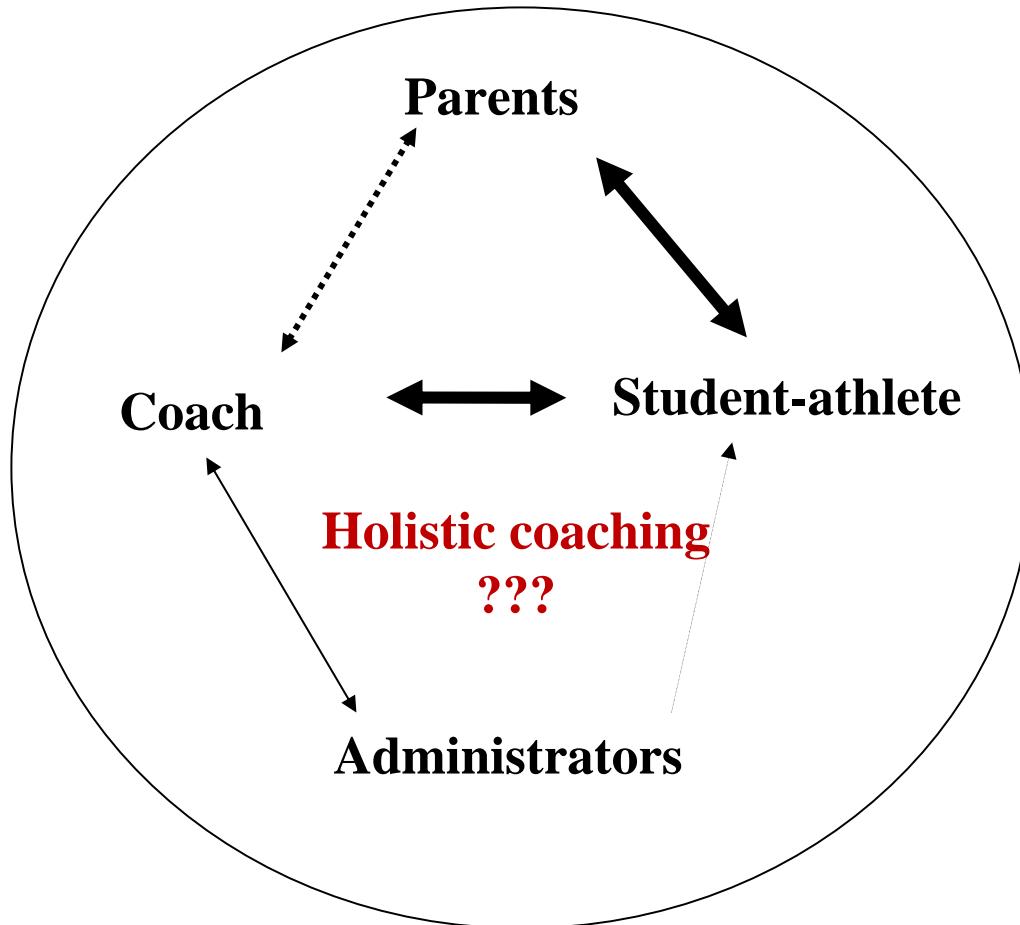
Support their children: Financial, logistical and psychological support

# Results:



- Are able to negotiate several aspects of their sports practice with their coach and their parents
- School sport by itself helps develop certain values and life skills (time management skills; social skills)
- Coaches can have a positive impact on their development

## Conclusion:



- When all actors believe that it is important to balance sports performance and the development of values and life skills, school sport by itself can contribute to the total development of athletes

- The more coaches are able to include in their annual plans activities specifically aimed at the total development of student athletes, the more their coaching will become holistic.