

## Lecture 4: High School Sports



- ▶ A. Discussion – class tell me what we should talk about regarding high school sports.
  - ▶ B. Positives– the functional approach
    - 1. Schools – unity, school spirit, identification with school can lead to fewer problems between different groups in the school, social control function. Because athletes must conform to rules (going to class, keeping up grades) they serve as models
    - 2. Communities – support for school → willingness to pay attention to academic needs of school, pay property taxes?
    - 3. For individuals – keep them from dropping out, SOME attention to academics, keep them out of trouble? College scholarships for the best.
  - ▶ C. Problems when over-emphasized – a conflict theory approach
    - 1. Problems for athletes:
      - a. Commodification of kids:
        - Overemphasis and early recruitment, often to get corporate support to help with budgets. LeBron James.
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- - Brutal coaches.
    - **VIDEO: Recruiting in grade school gyms (1993)**
    - b. Professionalization – emphasis on winning.
      - Specialization, leading to "majoring in sports", letting go of academics because sports are so attractive.
      - Cheating or teacher favoritism to keep grades up.
      - Potential drug issues (steroids), other "positive deviance".
    - **VIDEO: All Pumped Up**
    - c. Injuries – [transparency] – note comparison of male and female sports. Why? Discuss
  - 2. Problems for others:
    - a. Elitism – most students are closed out of sports → fitness issues; dropping out of PE. Obesity.
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- b What happens when there are cutbacks in budgets in high schools?
    - 1. Pay for play – fees, up to \$400 for some sports. Poor lose out. Happening now in Madison
    - 2. Corporate sponsorship – external control, possible corruption
    - 3. Females lose out; programs for them are cut. Less popular sports are cut .
  - 3. Problems for school:
    - Potential for downgrading importance of academics; further denigration of non-athletic kids; less money for girls' programs.
    - Reinforcement of gender roles. Columbine-type situation as worst outcome.
  - 4. Problems overall for social structure:
    - Male coaches replacing female coaches (even in girls' sports.)
    - Overemphasis on gender roles.
  
    - VIDEO: Friday night lights
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## ► D. Some research.

- 1. 1987 Bowman and Kurdek. Meaning of sports for boys and girls
  - Sample. Soccer players – 65 – in two high schools, upper middle class, long history of involvement.
  - Asked about motivation to play soccer, knowledge, school climate issues (such as discussed above) school goals
  - Findings:
    - About Soccer: Girls > Boys in interpersonal and athletic motivations for play, teamwork and self-enhancement, breadth of knowledge of game.
    - School climate: Girls < boys in drugs, drinking and > boys in getting along with parents, teachers, coaches, and having friends)
    - Correlates of motivation to play soccer: gender differences
      - Boys > girls in valuing academics, participation on varsity, getting into college, devaluation of car ownership
      - Girls > boys in having lots of friends, getting along with parents and coaches.
  - Conclusions: differences show that "adolescents' organized play occurs within a context of differential socialization for boys and girls."

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- ▶ 1994 Spreitzer study. Impact on adult development of sports participation in high school. *Youth and Society*. 25:368-387.
  - Design. High School and Beyond. 1200 1980 Sophomores and seniors from 1100 public schools were followed for six years. \* Representative sample \*. School records (e.g. test scores), questionnaires.
  - Looking at educational attainment, family formation, psychological well-being in 1986 as function of high school sports participation.

## Results

- Socialization **into** sport:
    - Selectivity of who is in sports in 10th grade. GPA is strongest predictor; also higher SES, higher cognitive ability, higher self-esteem.
    - who drops out of sports between 10th and 12th: less advantaged, lower cognitive ability, GPA, not in college track, low self-esteem. Girls drop out. Both boys and girls who drop out are also likely to drop other activities than are those who stay in.
    - No race effects on either sex
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- Socialization via sport. Outcomes.
  - College attendance and graduation by 1986 are predicted by sports participation (for all races), but authors do not control for the predictors.
  - Predictors (SES, etc.) are more strongly related than sports participation. Did control for race and sex.
  - Psychological well-being and family formation. Not much there.
- ▶ 1999 Eccles and Barker. *J. Adolescent Research* 14:10-43.
  - Design issues. Longitudinal study of 1259 mostly white Michigan 6th graders started in 1983 and followed (8 waves) to 1996 when age 25-26. Lots of measures. Can compare athletic involvement to involvement in other kinds of activities.
  - Findings.
    - Controlled for dependent variables in 10th grade, mother's education, verbal and math ability, and gender
    - Looked at deviance (alcohol, drunk, skip school, pot, hard drugs) in 12th. Also liking school & GPA in HS and being in college when older.
      - sports positively related to drinking and getting drunk
      - also positively related to liking school, GPA, and being in college later.
  - Conclusions: differences between activity groups in peer associations and activity-based identities help explain the group differences in outcomes.

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- ▶ Kelly & Sokol-Katz (2002 ASA presentation).
  - Review: more evidence for a positive effect of sports on delinquency than a negative one. Why? Using Hirschi ideas that attachment, involvement, commitment, and belief will deter deviance.
  - Two data sets
    - Add Health (2 waves, 1994 and 1996; 6500 cases) and Nels (1988, 90, 92 – 8th, 10th, 12th grade) both used.
    - Measures include parental control, kids' decision-making.
    - Findings
      - ADD Health: High school athletes have higher mastery, self-esteem, feel more socially accepted, are more attached to school, less likely to skip, more positive expectations of going to college.
      - Both samples: Athletes are less likely to smoke or use other drugs. However, they show higher rates of delinquency.
      - These results stand up to all kinds of controls, and are characteristic of both girls and boys.
  - Conclusion. Authors are cautious. Don't know why athletes do more delinquency. Ideas? (Entitlement? Group process? Selection of those who are less risk-averse?)

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- ▶ E. Some solutions to the high school problems?
  - 1. Texas and some other states have "no pass-no play" rules. This has led to better grades. Does this mean students are studying more or are teachers just passing them?
  - 2. Relatively new NCAA rules. Proposition 48; core courses; clearing house – clearly are working in sense that current student-athletes in college are better prepared, have better GPA's etc.
    - concern for minority exclusion potential, especially based on test scores
    - clearinghouse has been unwieldy; those with unusual courses likely to have problems – often the better students taking enrichment courses
  - 3. Ideas for solving other problems
    - Elitism: add sports others can play – e.g. <150 pound football, ultimate frisbee, etc.
    - Professionalism: George Davis solution – see p. 106 in text – players are given back responsibility, like in Eton in the 19th century
    - Eliminate corporate sport
    - Break down gender lines
    - **VIDEO: High school girl plays football**



## Lecture 5: College Sports

- - ▶ A. History of U.S. college sport 1852-1920's
    - 1. 1852 - rowing match between Harvard and Yale was first intercollegiate competition. UW had intramural crew as early as 1874, and was competing with other schools by 1894.
    - 2. 1869- first intercollegiate football game, between Princeton and Rutgers. At UW, first game was in 1890 against Minnesota.
    - 3. Other sports were also contested (for men), including baseball, basketball, and track. Women's sports also existed (as in film you saw).
    - 4. Early focus was on abuses in football,
      - a. Violence and injuries (flying wedge)
      - b. Issues of means and ends
    - 5. Teddy Roosevelt was about to abolish football; college presidents met with him. This led to the establishment of
      - a. IAA in 1906
      - b became the NCAA in 1910

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- ▶ B.The 1920's: The Savage report.
  - 1. Coakley "By the mid-20's the problems of ethical abuses and commercialization of college athletics had become epidemic, leading the Carnegie Foundation . . to commission an investigator."
  - 2. Report published in 1929
    - a. based on interviews with school presidents, alumni, faculty, athletes.
    - b. 112 colleges and 18 high schools involved
    - c. Problems: hiring "ringers", "extravagant expenditures, dishonesty, brutality, gambling, . . demoralization of academic work, . . employment of the 'wrong kind of men as coaches', recruiting and subsidizing, and the 'general corruption of youth'".
    - d. about 70% of schools subsidized athletes; all denied it
- ▶ C.Recent (last 50 years) history of NCAA charges
  - 1.1952 - 1977 (25 years) NCAA brought charges 993 times → 548 guilty verdicts (22 per year)
  - 2.1980 - 1988 92 guilty (10 per year)
  - 3.Cannot find more recent figures

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- ▶ D. Continuing problems
  - 1. Academic underachievement and graduation rates. Particularly in football and basketball, particularly among minorities. Big Ten is better than most; stricter rules for progress. UW has improved in last few years. Recent report showed that minority athletes graduate at higher rate than non-athlete minorities. Female athletes do better than males.
  - 2. Drug use (steroids) Banned in 1993; testing. Use decreased among men, increased among women since.
  - 3. Cheating:
    - academic,
    - point shaving,
    - gambling and bookie operations
  - 4. Crime – violence, rape, other drug use
- ▶ E. Solutions that have been attempted by schools and NCAA
  - 1. At individual level:
    - Academic assistance – at UW, staff of 7-10 advisors, reading specialists, McBurney (all students).
    - Programs for athletes (e.g. CHAMPS) that try to teach how to resist the temptations they're exposed to.

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- 2. At organizational level:
  - Faculty oversight – Athletic Boards. Ours has subcommittees that monitor all aspects of the intercollegiate athletic program:
    - Finance Compliance Academic Affairs Facilities
    - Equity, Diversity, and Student Welfare
    - Personnel (evaluates coaches)
    - Makeup of board: Faculty (8), staff (2), students (2), student-athletes (2 (1 vote)) Alumni (2).
    - Our board is unusually strong and active. At U. Wash they never meet
  - University Presidents/Chancellors taking over control of the NCAA. Several "Knight reports" have been the result.
  - Sanctions from NCAA on programs that seem to have systemic problems:
    - put on probation, take away scholarships, right to be in bowls and other post-season competitions, voiding records, TV restrictions.
    - These often come too late.

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- 3. At the societal level: Legislation – states (and the Feds) COULD pass laws.
    - In 1989 Texas State Senate passed law making it a felony to bribe a high school athlete to attend a particular college.
    - Other states have considered similar bill re steroids, agents, scholarships, academic issues
  - VIDEOS:
    - Knight Commission Report (2001)
    - Arizona State Point Shaving (1998)
    - Out of Bounds (1995)
  - ▶ F. What is the root cause of all these problems? Discuss.
    - Money
    - Institutional prestige
    - Why won't the problems go away with the reforms?
      - a. Don't solve the root problem, only symptoms
      - b. Organizational structure and oversight not meshed
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- - ▶ "Each man is in some ways like all other men, in some ways like some other men and in some ways like no other men" Murray.
  - ▶ A. **Group membership** : Part of one's sense of who one is depends on membership in groups and categories:
    - Examples: Being female, an Italian-American, part of the University of Wisconsin, the water polo team.
    - Findings on research on this indicate that we believe our groups are better, and tend to favor our groups in distribution of rewards.
    - Group membership can be based on the flimsiest of criteria, and these same findings occur.
    - When good things happen to our groups, we feel good about ourselves, and vice versa.
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- ▶ B. **Role Identity** : Part of one's sense of who one is comes from personal past experiences and accomplishments.
    - a. McCall & Simmons – hierarchy of identities. Identities that are rewarded are more prominent in the hierarchy.
    - b. Turner says people identify with roles in which they perform well, that are valued by society, and that they perform A LOT. Concept of role merger.
    - c. Stryker says people identify with roles that are supported by a network of others who expect you to continue in the role and who identity you as that kind of person.
  - ▶ C. Finally, part of one's self is based on physical characteristics.
    - Example: McGuire research on redheads, short kids, only minority in class.
    - These characteristics come out in self-descriptions.
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- - ▶ A. Adler and Adler study, 1985. Discuss.
    - 1. What were findings?
    - 2. The concept of "role engulfment"
    - 3. Doubts? Reservations? Qualifications?
  - ▶ B. Replication study, 1990.
    - 1. Sample: women volleyball, basketball players
    - 2. Other differences in methods
    - 3. Results: similarities and differences
  - ▶ C. Gloried self paper (Adlers) – about the process of developing "the gloried self" – an outgrowth of individuals' becoming imbued with celebrity.
    - 1. how does it happen?
      - a. reflected appraisal
      - b. media portrayals



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- 2.effects
    - a. self-aggrandizement
      - (1) inhibiting factors: fear & insecurity, discounting, puncturing by coach and other players, normalizing by coaches
      - (2) enhancing factors: self-attribution, social comparison, group identification
      - (3) "big heads"
    - b. price of glory
      - (1) self-immediacy and loss of future orientation—no longer worrying about grades, etc.
      - (2) diminished awareness of all other aspects of selves except gloried self
      - (3) self-detachment – almost like multiple personality
  - ▶ D. Curry – effect of receiving a college letter. Think critically!!
    - 1. Sample: 505 college athletes in Ohio (Ohio State and 2 smaller Div. III schools). Mostly varsity sports. Mostly white and middle class, accomplished at h.s. level
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- 2. Hypotheses:
    - a. winning a letter will increase sport identity
    - b. higher level of competition → higher sport identity
  - 3. Findings
    - a. those who have won a letter
      - (1) spent more time in the sport
      - (2) have more friends in sport
      - (3) rate sport as more important
      - (4) have a more competitive orientation
      - (5) identify more with sport identity
    - b. those in division I also differ on all of these
    - c. gender differences only on competitive motivation and identity
  - 4. Critique
  - 5. What, if anything, should we conclude?
    - Getting a letter is
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