

High School Sports & Educational Benefits: What We Really Know and Don't Know

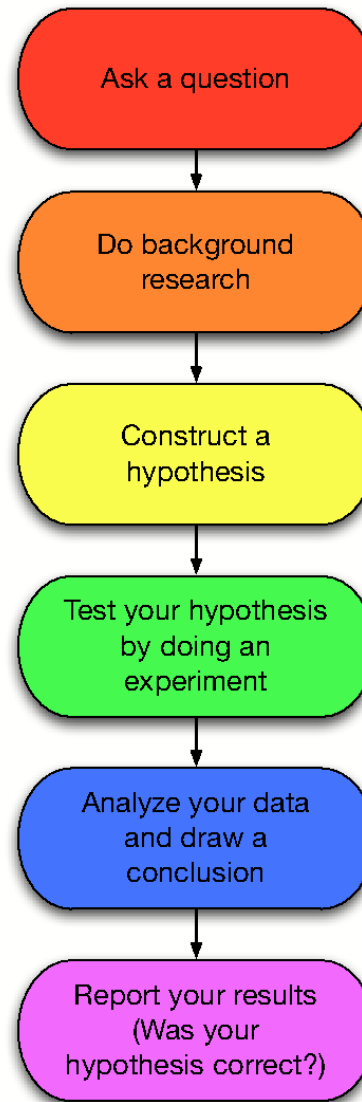
LA84 Foundation

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The Scientific Method



A Tale of Two Hypotheses

**Women's Sports
Foundation Report:
Minorities in Sport, 1989**

**Most comprehensive study ever
done.**

**Longitudinal panel design,
nationwide sample**

**Followed representative sample
of students from sophomore
year through 4 years after high
school.**

**Analyzed data from the U.S. Dept
of Education's High School &
Beyond study (generated by the
National Center for Education
Statistics).**

SAMPLING DESIGN

Sophomore Year, 1980: N = 30,000

Senior Year, 1982: N = 25,500

Two Years Beyond High school, 1984: N = 14,825

Four Years Beyond High School, 1986: N = 13,481

Key Findings: The “dumb jock” stereotype is a myth.

African-American and Hispanic athletes scored higher on standardized reading, vocabulary, and mathematics tests than their non-athletic peers.

Minority athletes reported getting better grades than their non-athletic peers.

Some Nuanced Findings

- **Higher grades for athletes**--rural Hispanic females, suburban Black males, and rural White males....**BUT** not urban black males.
- **Lower drop-out rates for athletes**—rural Hispanic females, suburban Hispanic females, rural Black males, suburban & rural White females as well as males **BUT not** for urban Black males and females.

College Attendance

1. **No differences** between former Black athletes and non-athletes (both male & female).
2. Hispanic female athletes in RURAL schools 5-times more likely to attend college.
3. Hispanic male athletes in URBAN schools were twice as likely to go to college.

Variables Associated with Educational Outcomes among High School Athletes

Gender

Race and
Ethnicity

Family
Socioeconomic
Status

Type of
Community

Level of School
Resources

USTA Serves Key Educational Findings

Compared to non-athletes and participants in the top nine high school sports, adolescent tennis players:

1. devoted more time to homework each week
2. reported an average grade of “A” in courses,
3. said they will “definitely” attend and graduate from a 4-year university.

Table 34: Percentage of Students Who Indicated an Average Grade of “A” in School, by Type of Sports and Family Socioeconomic Level

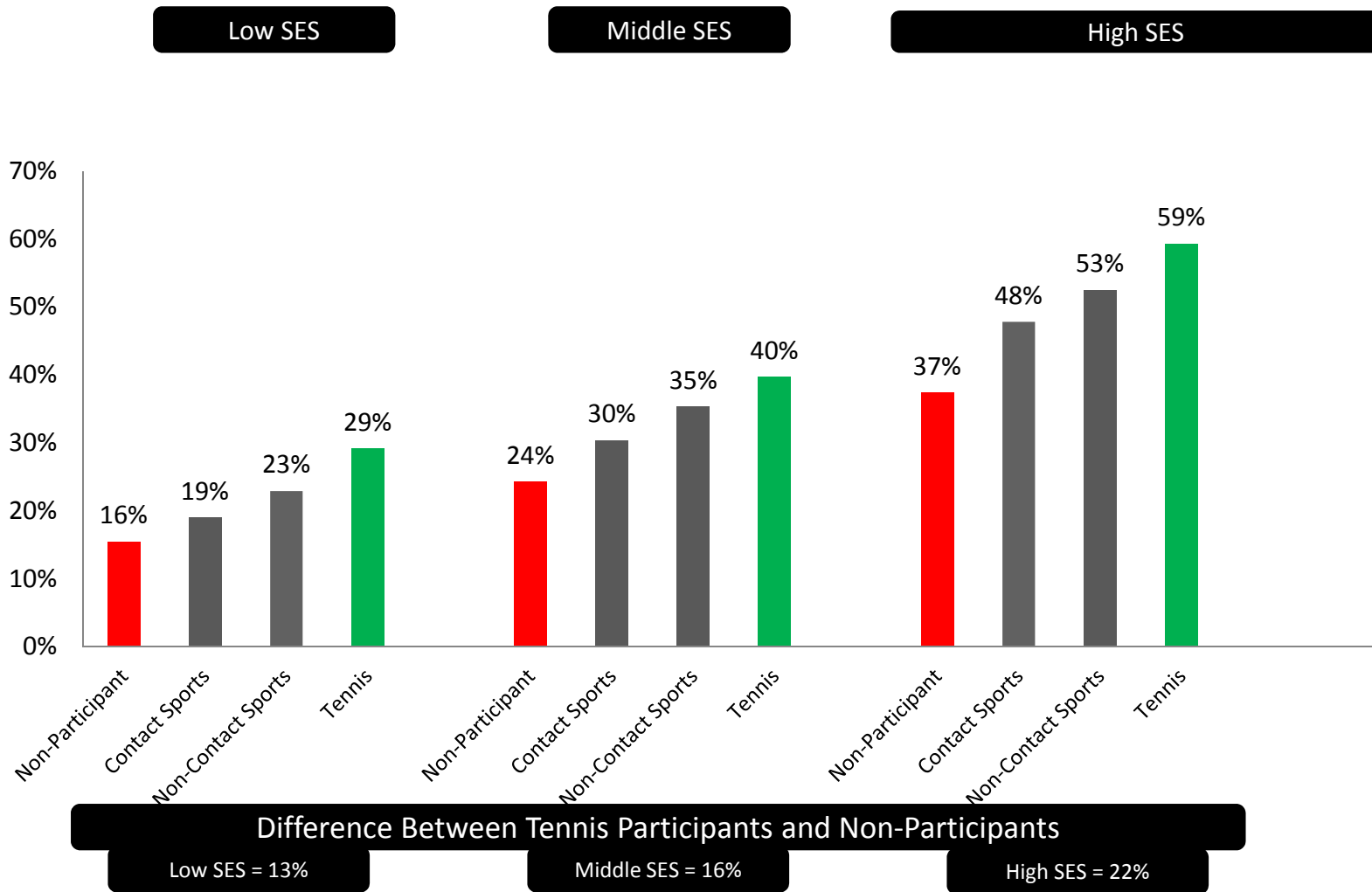
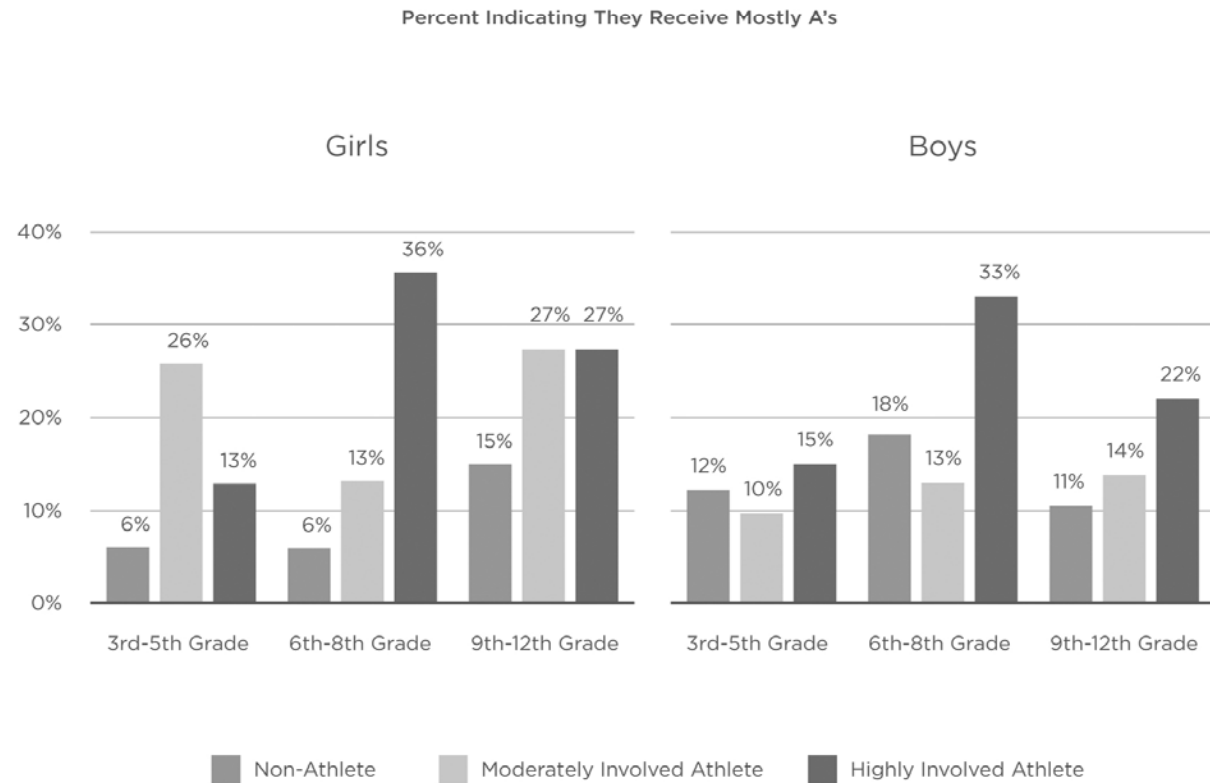


Table V-42: Athletic Involvement and Academic Achievement,
by Gender and Grade Level



Chi-Square test comparing athletic involvement and the percent of students who indicated receiving mostly A's in school, by gender and grade.

Girls - 3rd-5th Grade: Chi-Square (2, 327) = 17.661***, $p < .001$; 6th-8th Grade: Chi-Square (2, 298) = 26.756***, $p < .001$; 9th-12th Grade: Chi-Square (2, 415) = 7.858*, $p < .05$.

Boys - 3rd-5th Grade: Chi-Square (2, 338) = 1.711, $p = .425$; 6th-8th Grade: Chi-Square (2, 336) = 15.964***, $p < .001$; 9th-12th Grade: Chi-Square (2, 410) = 5.735, $p = .057$.

Athletic Participation and Advanced Placement Course Enrollment

- merged data from the 2010 Civil Rights Data Collection and the Common Core of Data (U.S. Dept. of Education)
- “schools” (N = 4,644) are the unit of analysis

FINDINGS:

- **female athletic participation:** AP math and foreign language enrollments
- **male athletic participation:** AP math, science, and foreign language enrollments

Source: Veliz, P. & Shakib, S. (2012). Gender, academics and interscholastic sports participation at the school level. *Sociological Focus* (in review).

Sports Participation and Teen Pregnancy Prevention

Compared to non-athletes, girls who played sports:

- Had lower pregnancy rates.
- Experienced first intercourse later in adolescence.
- Engaged in sexual intercourse less frequently.
- Reported fewer sex partners.
- Were more likely to use contraceptives.

Sabo, D., Miller, K., Farrell, M.P., Barnes, G.M., & Melnick, M.J. (2000). Sports, sexual behavior, contraceptive use, and pregnancy among female and male adolescents: Testing cultural resource theory. Sociology of Sport Journal, 16(4):366-387.

Sabo, D., Miller, K., Farrell, M. P., Barnes, G. M. & Melnick, M. (1999). High School athletic participation, sexual behavior and adolescent pregnancy: A regional study. Journal of Adolescent Health. 25(3):207-216.

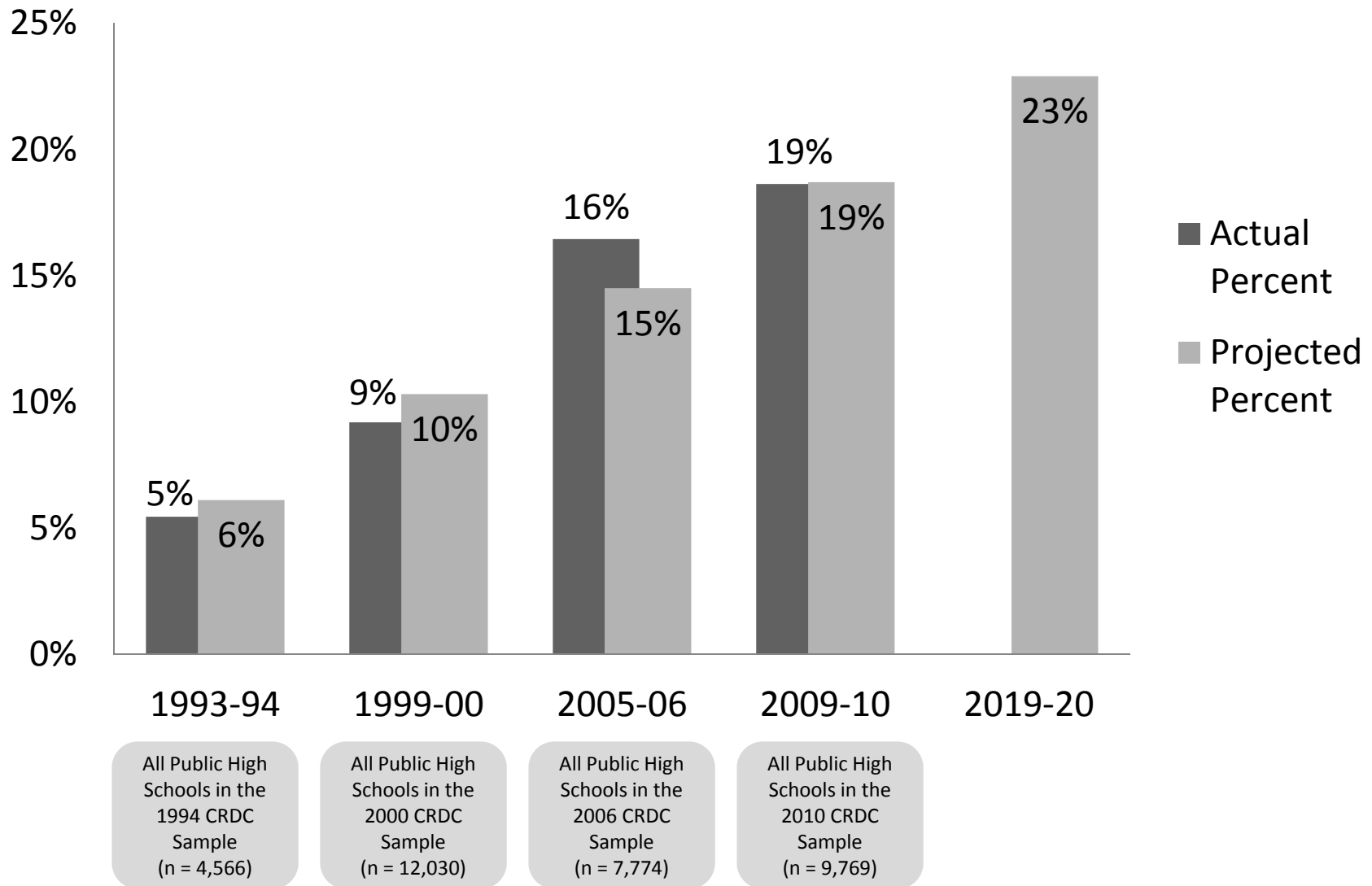
What We Know

- Youth sports are a real and potential resource.
- Sports involvement can shape individual academic development.
- Sport is an institutional resource—at the family, school, community, and national levels.
- Youth sport as social capital.
- Sport is a catalyst rather than a “cause”.

POLICY RECOMMENDATIONS

1. Social scientists and educators need to do more relevant quantitative research.
2. Use of “big data” is now possible and imperative.
3. Government continue to collect data on sport.
4. Opportunity for corporate, private foundation, and donor involvement.
5. Wed policy and evidence-based research.

Actual Percent of Schools Not Offering Interscholastic Sports and the Projected Percent of Schools Not Offering Interscholastic Sports



Source

Sabo, D. & Veliz, P. (2012). The Decade of Decline: Gender Equity in High School Sports.

- A longitudinal study of the allocation of athletic opportunity in U.S. high schools between 1993-94 through 2009-2010.
- The full report may be downloaded at www.SHARPcenter.org, and also at www.womenssportsfoundation.org

Thank you!

Questions?

Comments?

Figure 2: Athletic Participation Opportunities, Percentages per 100 Students, Between 1993-1994 and 2009-2010, by Gender

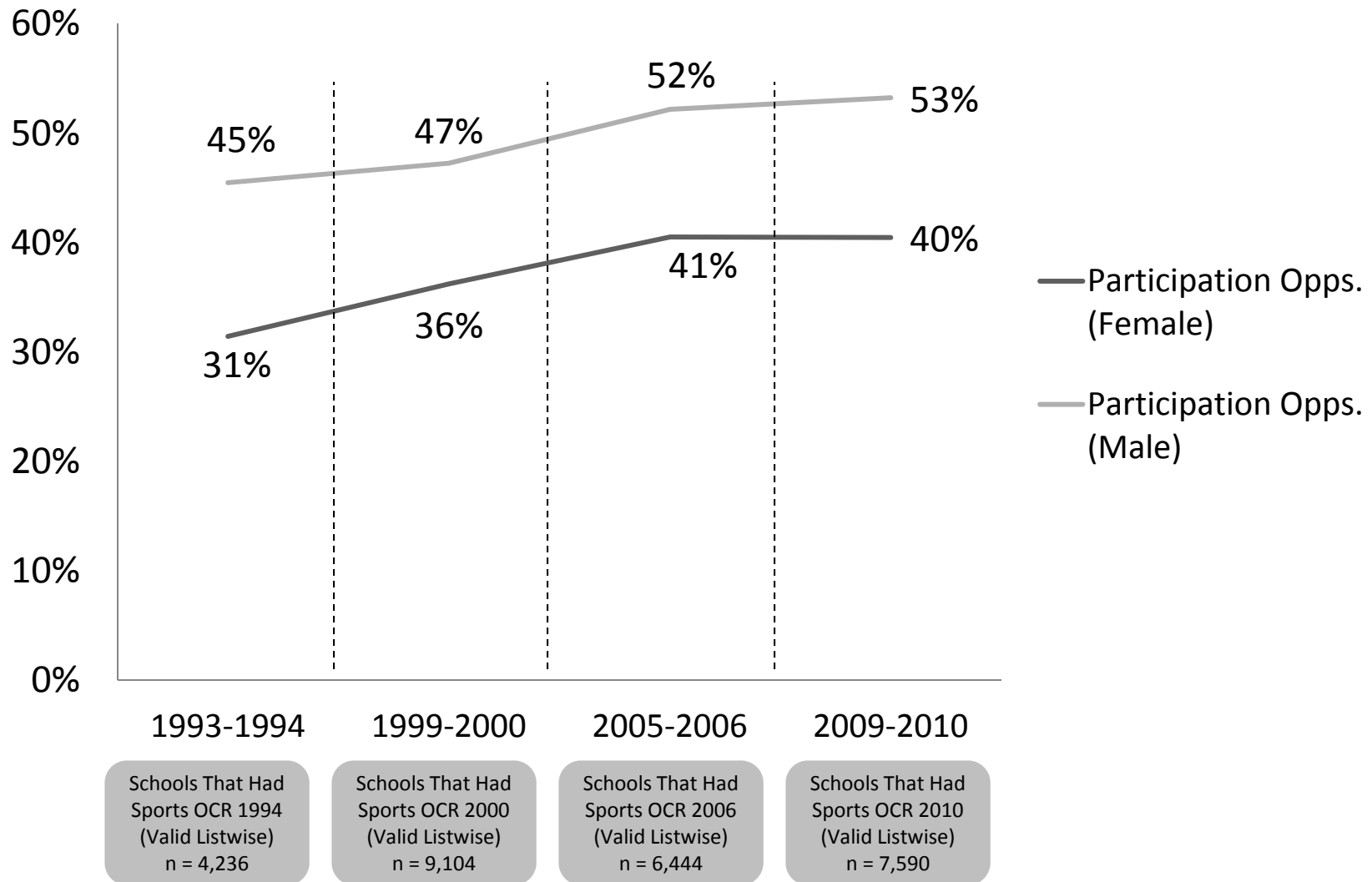


Figure 1: The Gender Equity Ratios for Athletic Participation Opportunities, 1993-1994, 1999-2000, 2005-2006, 2009-2010

