School Sport in Germany – dual careers between education and top-level sports

Education in Germany – A Federal Patchwork

- PE a mandatory subject throughout the school career
- between 2 hours and 4 hours per week
- consensual position: educational mandate of PE
- two-fold task: education to sport and education through sport
- extra-curricular sport activities become more and more important, but as part of the program of all-day schools
- interscholastic competition is only a very small part of school sport in Germany

Example: PE Curriculum in Bavaria

- Content Areas and Cross-Sectoral Issues are
  - Health and Fitness
  - Fairness and Cooperation
  - Leisure and Environment
  - Performance, Creativity and Playing

  …which are realized in a broad range of physical activities!!!!

Competitive Sport and School Sport – How about their relationship?

- about 40,000 schools
- about 90,000 sports clubs
- two worlds apart – as far as competitive sports is concerned
- only small overlap between teachers and coaches

However, a variety of organisational structures have been developed to support young people to cope with the demands of school and top-level sports!!!!
Sport Schools - Overview

- Elite School of Soccer
- Elite Soccer School
- Sports School
- Partners School of high-level sport
- NRW-Sports School

Schools with sport profiles
(Extra lessons, extra training, extra teacher care)

Structure

- Different forms of secondary schools have to be included
- High performance soccer center
- Qualified soccer coaches (A-licensed)
- Sport profile classes (full-time education)
- Pooling of soccer, school and boarding school
- Additional soccer training throughout regular lesson plan (twice a week)
- Teacher-trainer (coordinator)
- Pedagogical and psychological contact person

Evaluation of Elite School of Soccer

Folie 14

Academic self-concept

<table>
<thead>
<tr>
<th>Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Soccer elite students (N=23)</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
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<tr>
<td>Regular students (N=98)</td>
<td>2.98</td>
<td>2.98</td>
<td>2.98</td>
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</table>

\( p=0.014, \eta^2=0.042 \)

Folie 15

Physical self-concept

<table>
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<tr>
<th>Group</th>
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<th>4</th>
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<tbody>
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<td>3.33</td>
<td>3.33</td>
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<tr>
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<td>3.13</td>
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\( p=0.025, \eta^2=0.047 \)
### Task-orientation (motivation)

<table>
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<th>( \eta^2 = 0.052 )</th>
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<td>Regular students (N=23)</td>
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<tr>
<td>Regular students (N=88)</td>
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</tbody>
</table>

Likert-scale: 1=disagree, 4=agree. Stat. Sign.: very high (***) if \( p \leq 0.001 \), high (**) if \( p \leq 0.01 \) and significant (*) if \( p \leq 0.05 \) (Bortz & Schuster, 2010, S. 101). Effect size: \( \eta^2 \): 0.01 ≤ "small effect" ≤ 0.06 ≤ "moderate effect" ≤ 0.14 ≤ "high effect" (Rasch et al., 2010b, S. 115).

### Social self-concept classmates

<table>
<thead>
<tr>
<th>Time</th>
<th>( \eta^2 = 0.122 )</th>
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</thead>
<tbody>
<tr>
<td>Group</td>
<td>( \eta^2 = 0.122 )</td>
</tr>
<tr>
<td>Regular students (N=23)</td>
<td>2.37</td>
</tr>
<tr>
<td>Regular students (N=88)</td>
<td>2.46</td>
</tr>
</tbody>
</table>

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Thank you for your attention!