Part II
Chapter 4
Introduction to Part II: School sport as a source of sport socialisation
As argued in Part I of this thesis, sport can be regarded as a social phenomenon, that should, for several reasons, be distinguished from mere physical activity. A relevant question is how sport participation can be stimulated if sport participation is regarded as a socially constructed behaviour.

In recent years, there appears to be a growing interest in the school as a possible source of sport socialisation (e.g., Allender, et al., 2006; Cale & Harris, 2006; Eime & Payne, 2009; Green, et al., 2005). This is evidenced by sport policy documents, indicating an important role for PE and school sport in increasing the number of children involved in sport participation (e.g., European Commission, 2007b, 2011; Ministry of OCW, 2012; Ministry of VWS, 2008a, 2012; Ministry of VWS & Ministry of OCW, 2008). Before further discussing this alleged socialising potential of the school context, it is important to have clear definitions of physical education and school sports. Physical education (PE) can be defined as curricular PE lessons that are obligatory for most children in the age of four to sixteen (Stegeman, Brouwer, & Mooij, 2011). Based on the framework of van Acker et al. (2011), school sports are in this thesis defined as sport activities that take place outside of the curriculum, in which participation is optional and which are organised in cooperation with the school. This definition is in line with the definition of school sports used by the Dutch government (Buisman, 1996). In chapter 5, a brief overview of the history and definition of school sports in the Netherlands will be provided.

One of the aims of PE in the Netherlands is to introduce children to a ‘movement culture’ (Stegeman, et al., 2011). Sport participation outside of the school can be considered a part of that movement culture. Therefore, one of the goals of PE is to introduce children to the world of organised sports. PE and school sports offer the opportunity to sample a number of different sports. For the study of sport socialisation this is an important fact, as sampling different sports appears to be crucial as a starting point for a successful socialisation into sports (Macphail, et al., 2003; Macphail & Kirk, 2006). Therefore, the school context can be hypothesised to provide a good complement to the socialisation of the family context, in which the focus is usually on only one (type of) sport (Bourdieu, 1978, 1984). Some studies indeed indicated that the school context might be able to contribute to the development of something akin to what is termed sport identity in this thesis, although these studies mostly considered PE and not school sports (Green, et al., 2005; Macphail & Kirk, 2006; Stuij, 2013). Stuij (2013) explained the formation of habitus based on the work of Basil Bernstein (1974, 1990). Bernstein (1974) distinguished four contexts in which socialisation takes place: the instructive, regulating, imaginary and interpersonal context. Stuij (2013) found that PE might
form an instructive context, especially for children of lower classes, in which the technical and tactical aspects of sporting capital needed for sport participation can be taught. However, the PE context does not provide a regulating, imaginary and interpersonal context, in which children can be introduced to the social context of sports (Dagkas & Stathi, 2007; Devis-Devis, et al., 2013; Stuij, 2013). It can be suggested that the social aspects of sporting capital are crucial for long-term sport participation (see Part I). The value of PE for sport socialisation might therefore be limited or at least limited to a specific group of children. This is in line with studies showing an absence of evidence for a positive influence of PE on sport participation, the so called PE-effect (Evans & Davies, 2010; Green, 2012, p. 3).

However, it is the question whether school sport might have a stronger influence on sport socialisation. In contrast to regular PE lessons, school sports can be hypothesised to not only provide an instructive context, but also a regulating, imaginary and interpersonal context (cf. Bernstein, 1974), in which the social aspects of sporting capital might be learned. This has to do with the specific characteristics of school sports. Usually, children are engaged in school sports for a longer period of time, form teams, have practice sessions, play matches and get more insight in other roles in the field of sports such as a coach, referee and volunteer. In terms of Bourdieu (1984), school sports might have the potential to provide the cultural and social aspects of sporting capital, in addition to the technical aspects of sporting capital. Together, these aspects of sporting capital contribute to the formation of sport identity and consequently long-term sport participation (see Part I).

Therefore, it can be hypothesised that school sport participation can contribute to the formation of a sport identity. In addition, since school sports are usually less expensive for participants compared to club sports, it might take away the constraint of economic capital on sport participation. An argument against a school sport effect on sport participation is that school sport participation might be more susceptible to selection mechanisms compared to PE. In contrast to PE which is obligatory for most, school sports can be hypothesised to influence only the ones that sign up for it. It might be, that these school sport participants can already be considered ‘sporty’ (cf. Penney & Harris, 1997) arguing for a selection effect (Brandl-Bredenbeck & Bretttschneider, 1997). The potential to influence sport socialisation might be different for every type of school sport, as many types of collaborations between school and sports are defined as school sports (see Chapter 5).
Some studies have been performed regarding the relationship between school sports and community sports. For instance, a representative study investigating school sports in the Netherlands showed that 77% of the students engaged in school sports is also a member of a sports club (Stuij, Wisse, Mossel, Lucassen, & Dool, 2011, p. 95). This means that 23% of the school sport participants were not yet engaged in sports. For this group of students, school sports might provide a socialising context. Other studies investigated relationships between current school sport participation and community sport participation or the promotion of physical activity as well (e.g., Cale & Harris, 2006; Eime & Payne, 2009). Although these studies provided valuable insights, they are less informative about long-term sport participation. Therefore, the studies in the present thesis investigated the relationship between school sport participation and sport identity, as sport identity is considered to be a good indication of long-term sport participation (e.g., Curry & Weiss, 1989; Lau, et al., 2006; Wright & Laverty, 2010) (see Part I). This resulted in the following research question for part II of this thesis:

*Is school sport participation related to sport identity?*

As outlined above, school sports can be hypothesised to be a context in which sport socialisation can take place. In addition, school sports in the Netherlands have not yet been a topic of many studies. Therefore, part II of this thesis will focus mainly on school sports and will not consider PE. It has to be noted, though, that in the Netherlands in many cases PE teachers are involved in school sports and that in some cases school sports are considered an extension of the program provided in PE (Brouwer, et al., 2011). This means that school sport and PE cannot be seen as entirely independent activities.

In addition to increased sport participation, school sport is in many policy documents related to all kinds of academic effects, such as less school dropout, academic aspirations, investments in homework and better school results (European Commission, 2007b; Ministry of OCW, 2012; Ministry of VWS, 2008a, 2012; Ministry of VWS & Ministry of OCW, 2008). These expectations are primarily based on American studies indicating an effect of school sport participation on the bond that students experience with their school (Jordan, 1999; Marsh & Kleitman, 2003; Sturm, Feltz, & Gilson, 2011). However, it is the question whether this relationship between school sport participation and school bonding also exists in the Netherlands. Therefore, a second research question in part II of this thesis was:

*Is school sport participation related to school bonding?*
Outline of part II

These questions were investigated by means of different studies investigating school sports in the Netherlands. As already indicated, every type of school sport might have its own relationship with sport identity and school bonding.

In chapter 5, a history of school sports in the Netherlands will be provided and the definition of school sports in the Netherlands will be discussed in more detail. In chapter 6, the Dutch school sport context will be compared to the American school sports context, to be able to say something about the expectations of school sports that are based on American studies. In chapter 7, the relationship between student identity and sport identity and playing sports at sporting clubs at a campus will be described. Chapter 8 will investigate the formation of student identity and sport identity during a one year school sport competition. Part II will end with chapter 9, describing a qualitative study investigating sport socialisation of high school students with a lower socio-economic status in more detail.