The leisure context, a forgotten topic of sport pedagogy?

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Introduction
Sport and its contexts

19th and 20th centuries
- Development of sport based on internationalization, media, improvement of transportation and life quality
- Model: hierarchy of the industrial society
- Impact: growing of the economic weight

During the 70’s: some phenomenon
- Lost of public support (less money)
- Change of public’s interest (“consumer society”, “fun culture”, “gliding generation”, “mode effects”)
- Consequences: modification of the sport model toward a compartmented model + diversification of sport providers

(Loret, 1995)

Introduction
Sport and its contexts

Creation of several parallel worlds of sport
- Noncommercial structures (sport federations/clubs, non-profit private associations, public services...)
- Free sport (outside any structures)
- Commercial structures (fitness centres, personal trainers...)

Diegel (1995)

Facilities
- Concurrence
- Clients
- Educators/instructors
- Programmes

Professional sport (commercial)
Traditional competitive sport
Spontaneous sport
Alternative sport
Functional or instrumental sport

Top level sport
Sport for all

Concurrence Facilities

Front level sport
Sport for all

Concurrence Facilities

Concurrence Facilities
Introduction
Context of Sport Pedagogy
- Analysis of the research content in ARIS congresses

Analysis of the research content in AIESEP congresses
- Not available
- Very few studies focused on "leisure" and/or "wellness"
- Context left as prerogative of Sport management??

Goal of this presentation
- To underline that leisure is one potential focus for Sport pedagogy
- To illustrate some studies that have been conducted at the University of Liege

Leisure as a potential area of Sport Pedagogy
- One reference: The model of research in Physical Education Pedagogy

Examples of Sport pedagogy studies focused on leisure
- Clos, Laraki, Zatta & Piéron
- Laraki, Ancion & Clos
- Vandermeulen & Clos
- Clos, Maraite & Dijon
- Clos & Dethioux

Research questions and models
Cloes, Laraki, Zatta & Piéron (2001)

**Research questions**
- To identify the variables related to the perception of the quality of fitness instructors
- To compare opinions of clients and instructors

**Research design**
- 116 clients (24 fitness centers) + 30 instructors (19 fitness centers)
- Clients’ motives of attendance + instructors’ qualities
- Questionnaire (Lickert scale + 5 words illustrating the instructors’ qualities + critical incident)
- Observation of 2 instructors (one Hilo lesson – comparison of one expert and one beginner)
- Multidimensional category system (part of the lesson, participants’ activity, instructor’s location, cueing, feedback, information, displacement, other)

**Main findings**
- Priorities of clients and instructors are differing about important characteristics of aerobic instructors
- Clients are more focused on relational aspects while instructors pay more attention to the intervention itself
- The expert is showing a more effective way of teaching (more cueing, more direct visual contact, more information while demonstrating)
- Few feedback in both subjects

Vandermeulen & Cloes (2009)

**Research questions (request of the King Baudouin Foundation)**
- To identify the current needs of field workers involved in “social sport”
- To propose original actions aiming to support and stimulate the development of specific actions in this domain

**Research design**
- 2 phases specific to each research question
- Snowball sampling to actors involved in the field
- 47 questionnaires (open ended questions)
- Content analysis -> systems of categories
- Provisional report sent to the subjects for validation
- Nominal group technique
- 14 subjects

**Main findings**
- The main characteristics of the associations involved in “social sport” are:
  - Specific association (37.7%) and sport clubs (18.9%)
  - Non specifically oriented (52.8%), handicapped (13.2%), low socioeconomic people (9.4%) and women (1.7%)
  - Leisure sport and wellness (18.3%), competition (8.4%)
- Main actions
  - To improve the representation of “other” sports
  - To make a list of activities in order to underline the existence
  - To support original projects
  - To promote coordination
**Cloes, Maraite & Dijon (2010)**

- **Research questions**
  - To answer to the request of the "principal" of one martial art school working with youths rejecting school
  - To identify the teaching strategies that are used by the physical educators with youths who have dropped out the school
  - To analyze other aspects as the specific context of the practice, the evolution of the students' behaviour

- **Research design**
  - This study respected a qualitative approach
  - Triangulation process (analysis of written material, participating observation, interviews with the educators, interview and questionnaire with the youth, analysis of the teaching process)
  - 6 adults + 85 youths (12-18 year-old)

- **Main findings**
  - Development of a specific values system that brings youth to accept authority
  - Rigor is the main factor of achievement (why not in PE teaching?)
  - Priority to directiveness accepted according to the novelty/status of the activity
  - First reaction is understanding → agreement

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**Cloes & Dethioux (2010)**

- **Research questions**
  - To analyze three sites of "Start to run" programmes
  - To identify the role of the coaches
  - To determine the impact of the activities

- **Research design**
  - This study respected a qualitative approach
  - Triangulation process (participants, coaches; interviews, questionnaires, observation)
  - Follow up during 22 weeks

- **Main findings**
  - 72% of the participants that attended to the test and all achieved
  - 16% of drop out
  - Many injuries (Achille tendinitis)
  - 77% of the achievers continue to run at the end of the program
  - One of the best predictor of success is the presence of relatives and the participation for the pleasure
Conclusion

- A quick overview
- Leisure is a promising field for sport pedagogy researchers
- Quantitative and qualitative approaches should be combined in order to:
  - better understand the context of practice
  - guarantee quality
  - improve the physical educators preparation

Thank you for your attention

Références