

TUS

Technological University of the Shannon: Midlands Midwest
Ollscoil Teicneolaíochta na Sionainne: Lár Tíre Iarthar Láir

TUS Research

The Impact of Sporting Role Model's on Female Youth Sport Participation

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A Systematic Literature Review of Sporting Role Model (SRM) Led Interventions

- To identify sporting role model led interventions that increase physical activity and/or sport participation among adolescents.
- To explore patterns of theoretical frameworks used, mode of delivery, frequency of interaction between role model and youth
- To inform a future sporting role model led intervention

- Someone a person likes to imitate or to be like, a person who is perceived as exemplary and worthy. (Yancey, 1998).
- Elite athletes can be known as 'public role models' and interaction can be relatively rare, and the role model relationship is often based purely on identification from afar (Pleiss & Feldhusen, 1995; Wann et al., 2001).
- If a sports person wants to achieve heroic status, he or she has to 'embody the elements that a society holds most dear'.
- Male SRM is typically strong, physical, masculine, successful on the field of play (Maguire 2009)
- Female SRM are typically successful in sport and career, caring, pretty, socially successful (Hargreaves, 2000)

A sporting role model is a person you admire or look up to who inspires you to play sport!



Methods

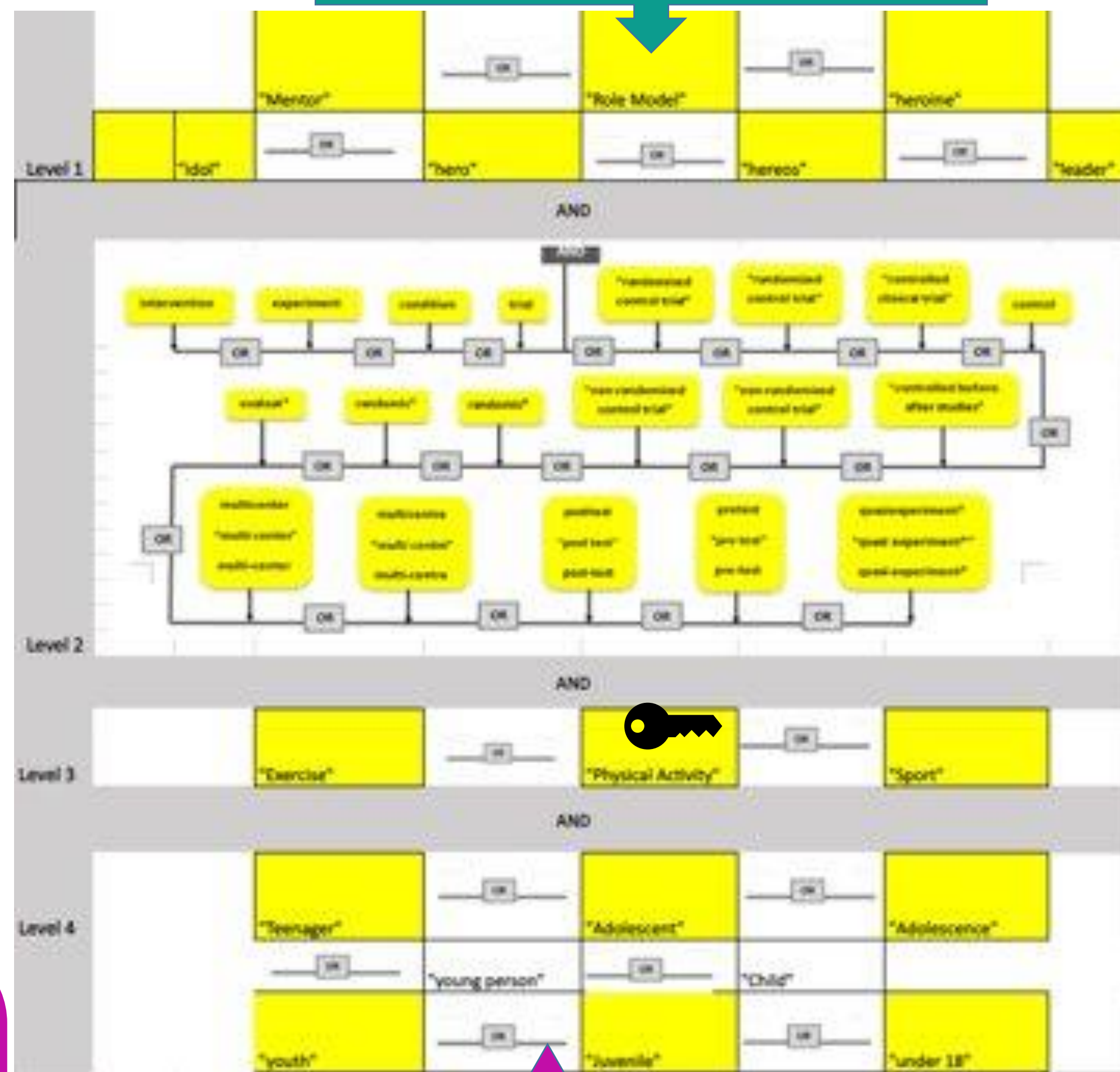
Database

SportsDiscus • N=6,977

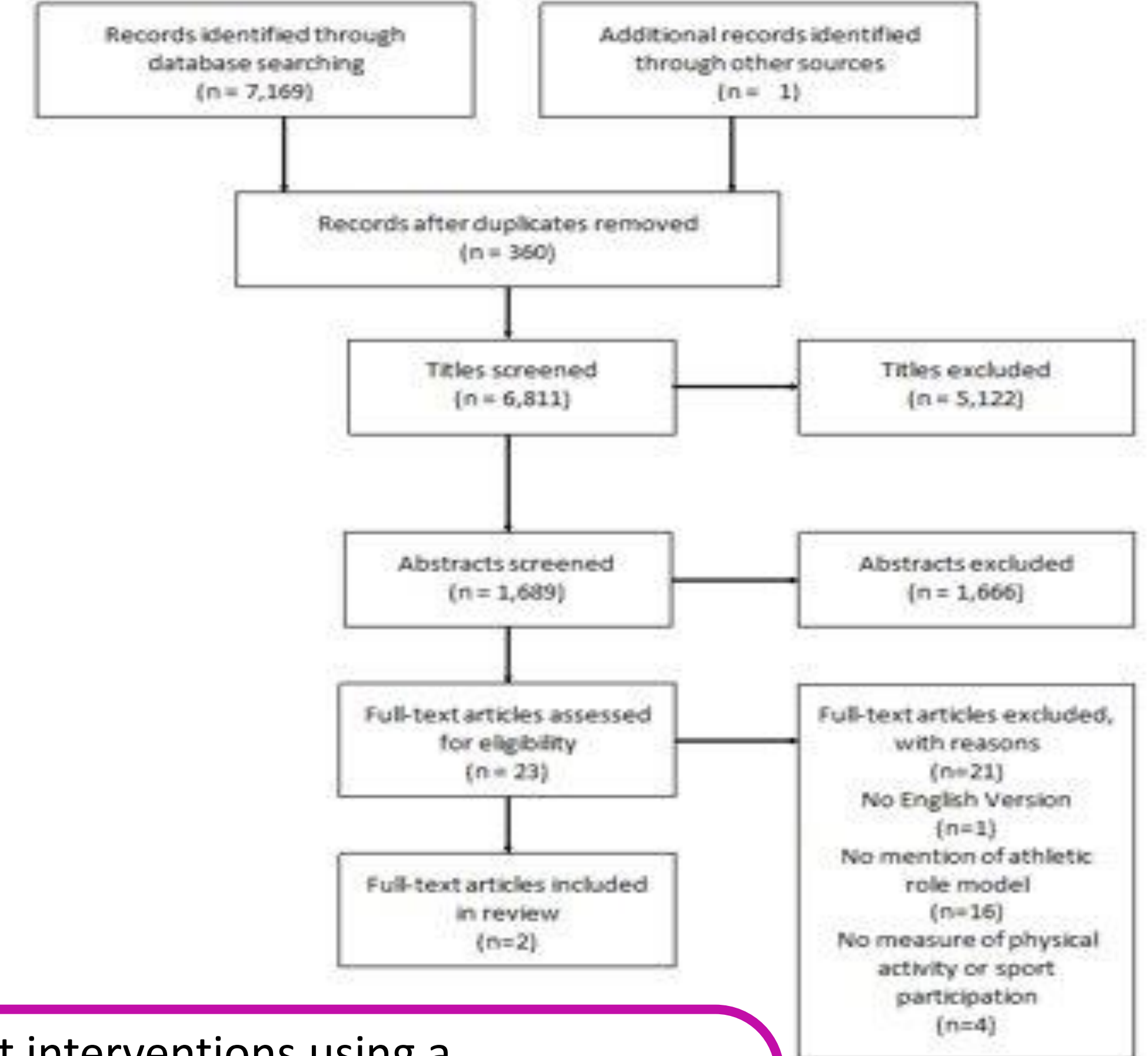
PubMed • N=110

APA PsychInfo • N=82

Flow Chart



Prisma Screening



- Participants ≤ 18 years
- Intervention
- Sporting role model or terminology equivalent was used
- Physical activity and/or sport participation was objectively and/or subjectively measured
- Articles had to be peer reviewed and published in English.

- Not interventions using a sporting role model
- Did not measure physical activity and/or sport participation levels
- Were not published in English.

Results

Peer Reviewed

- Armour & Duncombe (2011)**
 - Use of successful sports stars to influence disengaged students behaviour in school, attendance, self-esteem and self-confidence
 - Limited evidence of positive impact of 'sports stars' on disengaged students behaviour & attitudes in school between athlete mentor group and non athlete mentor group
 - Overall teachers reported athletes had an immediate positive impact on the students
 - Teachers suggested more visits from the athletes to schools and better matched athlete to the students to make it more relatable
- Dubuy et al (2014)**
 - Participants reported an increase in self-efficacy towards PA having completed an intervention including a 'start' clinic in a professional football club, an in school intervention that lasted four months (including video and written messages from the role model athletes) and an end clinic in the professional football club.

Gray Literature

- Athlete Engagement (Australian Institute of Sport)**
 - Groups can use the website to choose a sporting role model that would suit their group, and their is 3 levels of interaction. 1) promote 2) inspire 3) motivated
- Fast and Female (Athlete 365, Canada)**
 - Selected REAL role models (Olympians, Paralympians, Sport Experts) to run events that include leading a PA session with 8-18 year olds, and giving inspirational talks
- Girls Active (Women in Sport UK)**
 - Use young sporting role models at school level, teach them the main components of how to be a role model, and created a programme to make PA and PE more appealing to young girls in schools
- Be Fit Be Well (Victoria Institute of Sport)**
 - Elite athletes work with schools in a funded programme promoting the mental benefits of PA and encouraging this. Includes visits and messages with the school classes.
- Youth Mentoring Programme (Atlanta, NYC)**
 - Professional female runners work with young female runners to promote the hollistic development of the youth in the club
- Carbon Mentoring Programme**
 - Designed to pair teenage female athletes in male dominated sports with an elite or professional female mentor in the same sport.

Design & Evaluation

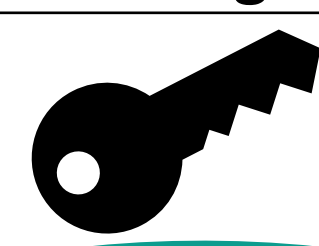
- Little or no evaluations available
- No exclusive aim to increase PA and/or sport participation
- Little interaction between RM and learner in peer-reviewed articles
- Learners involvement in programme is important
- Hearing learners input valuable

Role Model Characteristics

- Female SRM characteristics not defined (opportunity)
- Gender plays a role in selection and the SRM influence
- Males: strong, physical, successful
- Females: successful, caring, pretty, social/career success
- Female choose females + males
- Males choose males

Role Model Programmes

- Role model must be aware of their role
- Should be educated in speaking & presenting
- Need to be matches with the learner
- Learner and role model must be able to build rapport
- Positive evidence of SRM's influence on youth

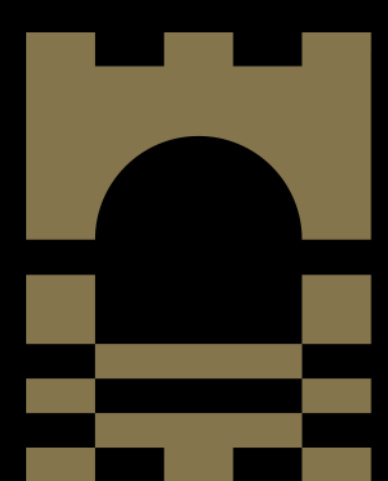


Learnings



SPORT HEALTH EXERCISE

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