

---

# Professional Athletes: As Role Model

**Dr. Jennifer Fernandes**

*Department of Professional Skills*

*Jain (Deemed-to-be University), Ramnagar District, Karnataka – 562112*

*Email Id-jennifer7july@gmail.com*

## **Abstract**

*The first section of this paper deals with the theoretical study of the value of role models and celebrities broadly and particularly for young people. Afterwards we analyze the outcomes of current research. As investigation reveals, the vast majority of idols, and especially sport heroes, are men, and sport stars are boys. A pilot research will be discussed in the second section of the article in which we asked the students about their role models. A significant number of children considered sports heroes or action stars, who they respected when they were able to do something because of their strength, aggression and skill. In the other hand, sporting stars did not work as role models for the girls who were interviewed. The actors and stars of the film and music scene were revered. In the end it explores the future consequences of these rules and questions what solutions pedagogy can bring.*

**Keywords:** *Physical Education (PE), sports, sport activities, Mentors, Role models.*

---

## **I. INTRODUCTION**

One of the main obstacles of physical education (PE) is to engage young girls in sport and physical activities. PE teachers have a shared history of watching a young girl energetic and excited, who loves athletics, becoming unable to be physically active in late adolescents. At this point, she determined that she would no longer be able to engage in athletics and physical exercise. Several experiments in Australia indicate girls' propensity to lose physical and sport during puberty. In addition to the overall low level of teenage female physical activity, the proportion of girls aged 16-17 in year 11 who were moderately involved in comparison to girls aged 13-14 years was decreased in a recent survey in central Queensland. Findings from the Western Australian Women's Sports Foundation confirm that females in schools had the lowest attendance at the age of 15. 60% of participants seem to have fallen by the age of 60.

Australia is not unique to poor attendance and high drop-outs. It's a worldwide epidemic. A foreign benchmark report supports Australian participation rate analysis [1]. This research has investigated the patterns in young athletes in 20 different nations worldwide in a joint project with the Committee on Sports and Leisure of the ICSSPE. Researchers found that girls are less active than

boys and found this to be true especially for conventional sports and team sports, in which rivalry is important. The drop-off rate was also described as one of the most recent problems for sports and PE among teenage girls, in particular. This was noticed in all countries where researchers researched this and is seen in developing countries as a global problem. As athletic and physical activities may have major beneficial effects for fitness, mental health and social growth, a crucial challenge is to inspire young people to join in or to continue to participate in sport activities [2][3]. The present survey discusses the role models of sport that can empower and promote young girls to engage in sport and physical activity [4].

Initially, a theoretical approach focused on social education and gender theory was proposed. The writers then draw up a profile of the sports role model for girls by way of quantitative and qualitative evidence gathered by means of focus group interviews and a poll. Improving the image of a model sport position may boost strategies and services for young girls in education and sports.

### **Elite sportsmen as role models**

It is unclear whether watching the professional athlete's excellent success would inspire girls to take interest in sports on the basis of this hypothesis. Girls with athlete comparisons should be welcomed, but this may not be the case with those who feel very different to professional athletes. This theory is backed by the observational studies of Kunda and Lockwood [5]. They find that "super stars," which have a resemblance with the observer, are far more likely to be successful if they are perceived to be significant. They observed that relevant superstars as role models were motivated and improved by the conservationist only if their accomplishment appeared possible, but when it seemed unattainable, it provoked self-deflation. It was also believed that girls' positive role models are popular or Olympian athletes. However, their investigation found that girls are more likely than elite athletes to be affected by someone in the vicinity, whether a parent or family member. The value of parenting as role models was pointed out in a similar vein of parental involvement in child soccer [6][7]. Parents who were seen as positive examples of fitness were shown to have a positive effect on the participation of their children in soccer. A school-based development research on role models also demonstrated the propensity to choose role models from common and daily settings [8]. Using cross-sectional methodology, research found that, while the majority of adolescents did not have the same degree as young children, they were able to nominate a role model for the school setting and that the role model's personal characteristics played a significant role in choosing these teenagers as a role model.

### **Mentors and Role models**

As multiple interpretations are found in the literature, the definition of role model requires clarification. For this research a role model is treated as someone who wants to mimic or be like. They must be an exceptional and dignified human. This definitely differentiates jobs from advisors. This is a description and there are some important variations in definitions [9][10]. The trainer has a personal relationship with the mentor, a counselor, instructor, guide or optimistic. When the mentee faces tough challenges or stressful times, they take an active part. A trainer also

is but should not have to be a model for the mentee. A model, by contrast, plays a more passive role, grows over time and does not need to be linked directly to the individual. You may not necessarily be conscious that you are a role model for a certain individual. From the point of view of developmental psychology, role models may be important, particularly for adolescents as adolescence is a prime time for identity discovery and growth [11]. It's a time to figure out who you are, what you are and where you go in your life. Benefiting from their parents' autonomy, other important individuals, including sports stars, will play an increasingly important role. The role models are an important part of the socialization phase in the psychology of learning. Bandura states in the philosophy of social cognition, also known as the social cognitive theory: 'modeling has long been regarded as one of the most effective methods of communicating beliefs, behaviors and behavioral patterns.'

People learn by watching other people's actions and the effects of it [12]. It is possible that the observer will continue to exhibit such actions whether the behavior is praised or viewed successfully. It is partially up to the observer's expectations of self-efficacy that depend on whether new behavior patterns emerge, which is the assumption that one should behave and succeed in any situation. Here, the principle of model observation similarity of Bandura is particularly pertinent. Similarity between model-observer refers to the extent to which models are similar to observers in age, gender and motor abilities. Similarities to model models have been shown to improve the self-efficacy of the observers and inspire the observers to succeed when they feel that similar individuals should do so. In general, the more similar models are for observers, the more likely it is that the modeling can help the actions of observers [12]. The distinction between mastery and coping models is also an important aspect of this philosophy [13]. From the beginning, mastery models show great results. On the other hand, coping models err, but they can solve their challenges and improve results. Researchers indicate that the observation of coping models can boost the self-efficacy of children rather than the observation of masterships or expert models [14].

## II. CONCLUSION

The extreme lack of references to their teachers as role models and the choosing of sportsmen and celebrities by boys and girls for their preferences relates to their results. There are no signs that these girls or boys associate themselves with their teachers, men or women. You should not consider the teachers as role models. School students could be advised that they had selected role models that reflect the whole definition of the research, or just any of it at the beginning. For some boys, the high standard of players and other sports personalities will concentrate on legends but the rest of them are fond and loving friends and families. Teachers, whether male or female, maybe sadly are not prominently in either group, but they could do more, if children were told who "looked" and "respected," rather than merely "wanting to be" and "followed." It may, however, be

inferred that male teachers in Hertfordshire, England, are not seen, considering arguments made to the contrary by the government and the media, as role models in general for girls. It is currently a non-runner as a legislative prescription for the correction of kidnappings and laddish behavior. But the marketing of footballers as a role modeler for boys can be effective in some way, possibly because it ties in literacy to a current, well-known and successful image instead of trying to build a new image that would draw boys as role models in the firms or in such a powerful male counterparty. A further research is needed that describes and distinguishes each potential role model understanding explicitly so that students can further articulate their perspectives on specific role models.

### III. REFERENCES

- [1] P. De Knop, M. Theeboom, H. Wittock, and K. De Martelaer, "Implications of Islam on Muslim girls' sport participation in Western Europe. Literature review and policy recommendations for sport promotion," *Sport, Education and Society*. 1996, doi: 10.1080/1357332960010202.
- [2] T. J. Coulter, C. J. Mallett, and D. F. Gucciardi, "Understanding mental toughness in Australian soccer: Perceptions of players, parents, and coaches," *J. Sports Sci.*, 2010, doi: 10.1080/02640411003734085.
- [3] S. G. Trost, N. Owen, A. E. Bauman, J. F. Sallis, and W. Brown, "Correlates of adults' participation in physical activity: Review and update," *Medicine and Science in Sports and Exercise*. 2002, doi: 10.1097/00005768-200212000-00020.
- [4] women's sports foundation, "Women's Sports Foundation Report: Sport and Teen Pregnancy," 1998.
- [5] P. Lockwood, C. H. Jordan, and Z. Kunda, "Motivation by positive or negative role models: Regulatory focus determines who will best inspire us," *J. Pers. Soc. Psychol.*, 2002, doi: 10.1037/0022-3514.83.4.854.
- [6] N. M. Lavoie and M. B. Stellino, "The relation between perceived parent-created sport climate and competitive male youth hockey players' good and poor sport behaviors," *J. Psychol. Interdiscip. Appl.*, 2008, doi: 10.3200/JRLP.142.5.471-496.
- [7] E. D. Garrett and E. Gillham, "Identifying girls' club volleyball athletes' impressions of parental involvement in sport," *Thesis*, 2013.
- [8] R. Doyle, "Focus on Practice: Using a readiness scale for reintegrating pupils with social, emotional and behavioural difficulties from a Nurture Group into their mainstream classroom — a pilot study," *Br. J. Spec. Educ.*, 2001, doi: 10.1111/1467-8527.00211.
- [9] A. J. Hobson, P. Ashby, A. Malderez, and P. D. Tomlinson, "Mentoring beginning teachers: What we know and what we don't," *Teach. Teach. Educ.*, 2009, doi: 10.1016/j.tate.2008.09.001.

- 
- [10] M. Javidan, B. Bemmels, K. S. Devine, and A. Dastmalchian, “Superior and Subordinate Gender and the Acceptance of Superiors as Role Models,” *Hum. Relations*, 1995, doi: 10.1177/001872679504801102.
- [11] E. Erikson, *Youth: Identity and crisis*. 1968.
- [12] A. Bandura, “Social foundations of thought and action : a social cognitive theory / Albert Bandura,” New Jersey Prentice-Hall, 1986, 1986.
- [13] D. Rodriguez, a. Wigfield, and J. S. Eccles, “Chapter 3: The Development of Children’s Motivation in School Contexts,” *Rev. Res. Educ.*, 1998.
- [14] Y. Weiss and C. Fershtman, “Social status and economic performance: A survey,” *Eur. Econ. Rev.*, 1998, doi: 10.1016/S0014-2921(97)00137-2.