

UNIVERSITY OF EDUCATION, WINNEBA

**AN EXAMINATION OF THE INFLUENCE OF ROLE MODELLING
IN PHYSICAL ACTIVITY AT SENIOR HIGH SCHOOLS IN THE
HO MUNICIPALITY**



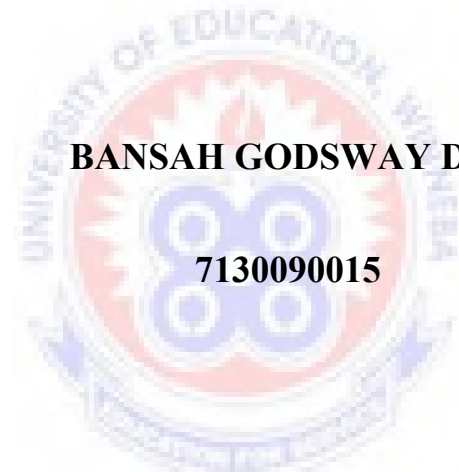
BANSAH GODSWAY DAS

2015



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Recreation and Sports of the Faculty of Science Education, submitted
to the school of Graduate Studies, University of Education, Winneba
in partial fulfilment of the requirements for the award of Master of
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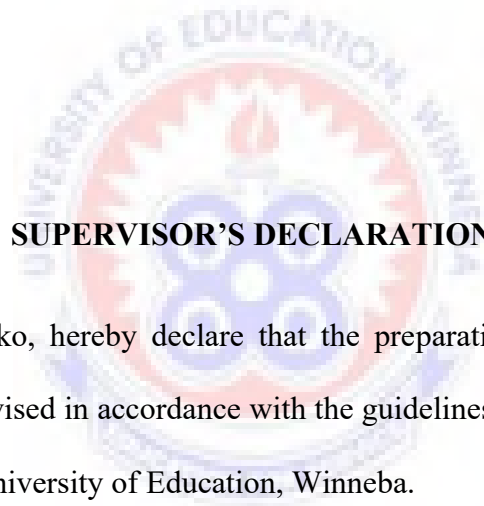
DECEMBER, 2015

DECLARATION
STUDENT'S DECLARATION

I, Bansah Godsway Das, hereby declare that except references to other people work which been duly cited, this research work is the result of my own work and that it has neither in whole nor in part presented elsewhere for an award of certificate

Signature:.....

Date:.....



SUPERVISOR'S DECLARATION

I, Dr. W.W. Agbeko, hereby declare that the preparation and presentation of this research was supervised in accordance with the guidelines and supervision of research laid down by the University of Education, Winneba.

Signature:.....

Date:.....

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I owe a great debt of gratitude to my supervisor. Dr. W.W. Agbeko, a lecturer at the Department of Health Physical Education, Recreation and Sports at the University

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Special thanks are due to my colleagues in the various Senior High Schools in the Ho Municipality for their cooperation during the administering of my questionnaire and finally to all to students for taking part in this research. I would also like to extend my thanks to my fellow colleagues for their help and advice throughout my course.



DEDICATION

This work piece is dedicated to my wife Agbotse Cynthia, my son Bansah Godsway Jr. and my sister Grace Kwawu for their support and prayers during my course.

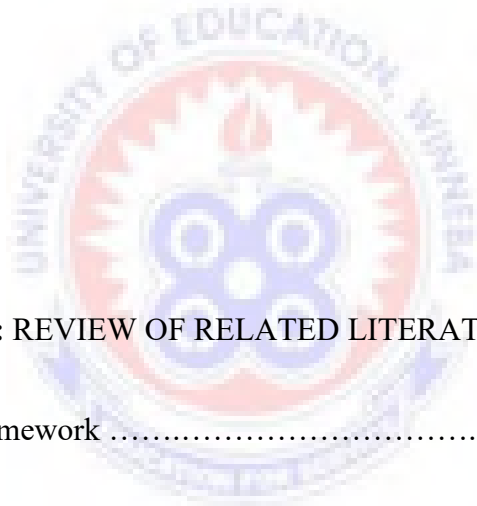


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ABSTRACT

The role models who influence children and adolescents tend to change over time. At school students may decide to select any teacher as their role model because of the good behaviour shown by such a teacher or how physique that teacher is. Student always being in the house may also pick a member of their family as a role model due to the physical activity he/she indulges in. Some adolescents' senior high schools are very close to their peers that anything they do which is good, they tend to copy it. Those who normally take athletes as their role model(s) always want to involved themselves in one or two physical activity.

The purpose of the study was to find out whether role models actually influence students participation in physical activity. The study was conducted in some selected senior high schools in the Ho municipality of the Volta Region. Descriptive survey was used for the study. The main idea behind using this type of research is to better define an opinion, attitude, or behaviour held by a group of people on a given subject. Instead, grouping the responses into predetermined choices will provide statistically inferable data.

The sample comprised of four hundred students selected from three senior high schools .Snowball sampling was used for the study because they were the targeted group. The validity and reliability of the data was conducted using the Cronbach's Alpha. The Cronbach's alpha is generally used to measure the internal consistency of questionnaire. Reliability of 0.7 or higher would indicate that there are no problems regarding the data collected. The test for the

respondents (students) gave Cronbach's Alpha value of 0.918 which is greater than 0.7, therefore the questionnaire were correctly piloted. This indicated that 91.8% of the variables were reliably piloted with a strong correlation between them.

Established on investigations and the findings on the topic under discussion the researcher recommends that there is the need to introduce some role model programs in our senior high schools which will help more students to involve themselves in more physical activities. As their role models get closer to them, it will motivates more students participate in physical activities which will improve their healthy lifestyle.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Ho Municipal is one of the twenty five (25) Municipalities and Districts in the Volta Region of Ghana. The Municipality is also the administrative capital of the People of the Volta Region. The Municipality shares boundaries with the Republic of Togo to the east, to the west with Ho West District, to the north with Hohoe Municipality and to the south with Agotime–Ziope. The Administrative capital of the Municipality is Ho. The municipality have six public Senior High Schools, comprising of two singled sex schools and four mixed schools with few private Senior High Schools. It also has many public and private Basic schools. The study will be conducted in some of the Senior High Schools in the Municipality.

Social influence is one of the factors associated with practice of physical activity in adolescents, and is characterized by the influence of parents, friends, teachers, and relatives, among other groups, on physical activity. This influence may occur either

directly through social support, or indirectly through behaviour modelling. The practice of physical activity and social support from parents and friends represent forms of social influence most often studied in adolescents. The modelling of human behaviour is one of the constructs of the theory of social learning and assumes that human behaviour is acquired and modified from the observation of the behaviour of and learning experiences from socially important people. In this sense, it is understood that the physical activity of parents, friends, teachers and other people in the municipality would act as a learning experience for the practice of adolescents. Thus, adolescents with physically active parents, friends, teacher, athletes, etc., are

more likely to be more active. However, study results are still inconclusive in this regard. The physical activity of these three or more groups can also indirectly influence the physical activity of adolescents through social support. There is evidence that more physically active parents, athletes, and teachers offer more social support to adolescent, and that social support is positively associated with physical activity among adolescents. Parents, athletes and teacher may influence the adolescents' participation in physical activities by providing different types of social support (by encouraging, stimulating, practicing together, providing transportation for the adolescents to physical activities take place). Social support can also exert an indirect influence, increasing the perception of self-efficacy. Higher levels of self-efficacy have been observed among adolescents who received more social support from parents, athletes and teachers. This construct has been consistently associated with higher levels of physical activity among adolescents.

However, few studies have assessed these associations simultaneously. Therefore, identifying the mechanisms by which parents, friends and teachers can influence the

physical activity of adolescents is important for the construction of more effective interventions to increase physical activity levels in this group. This study will assess direct and indirect associations of physical activity and social support of parents and friends with the level of physical activity among adolescents.

A role model is someone who other individuals aspire to be like, either in the present or in the future. A role model may be someone whom you know and interact with on a regular basis, or may be someone whom you have never met, such as a celebrity. An individual who is looked up to, and revered by someone else. Role models include well-known athletes' actors, public figures such as policemen or political officials, teachers or other educators, and parents or other family members. Role models, heroes and mentors are a part of everyday life and therefore are thought to have a significant impact on the beliefs and actions of individuals. They are also frequently used to deliver messages to a target group in order to evoke behaviour change which will help in shaping students attitude towards the participation in physical activity.

However, what is the nature of mentors? For the purpose of this study, the term role model is considered to vary from an individual who is "perceived as exemplary, or worthy of imitation" (Yancey, 1998, p. 254). Such people as teachers, spouses, parents, peers and sporting heroes may be considered as role models. Based on this theory it is debatable whether watching the superb performance of an elite athlete will inspire students to participate in physical activities. Those students with similarities to the athletes may be motivated; however, this may not be the case for those who perceive themselves as very different from elite athletes. Whether parental, physical activity is better than their physical inactivity at predicting their children's level of physical activity remains controversial. For most children, parents are important sources of support, they play crucial roles in their children's health by reducing or eliminating

barriers to good health, overseeing opportunities for healthier choices, and modelling appropriate behaviour. Studies have found that when parents reinforce their children's physical activity, the physical fitness level of low-fitness children increases, as does the level of physical activity and fitness of overweight children. Further, the concept of mentoring and heroes are included within the scope of this definition as a role model. If role models know that some adolescents are imitating them, they tend to share what they are made of with the adolescents. The mentor shares knowledge, experiences and provides advice to the mentee that aims to facilitate career development and increase future opportunities (Starcevich, 1998). It is important to note, that role modelling, including mentoring and heroes, should not be assumed to be solely positive in nature and that the person is worthy of imitation, because they may influence non-participation or deviant behaviour. If the behaviour is rewarded or perceived as successful, it is likely that the observer will continue to display that behaviour. Through the observation or watching of role models on television may influence students life and may want to be like them so, they tend to emulate whatever they do. If the person always engages him or herself in any physical activity that benefits him/her they also do same. Students may therefore learn their physical activity behaviours through observation and modelling of influential and respected characters in their lives, including parents, peers and media figures.

The process of learning may also be enhanced by dynamic interaction with intrapersonal factors such as self-esteem and body satisfaction (Sallis & Owen, 1999). Physical activity participation has been shown to be influenced by many reasons related to students of the parent. For example, the role of parental influence has been shown to be highly indicative of students' participation in physical activity. Role models are a facet of everyday life. We often read in autobiographies or hear people inter-viewed on

radio saying that they were strongly influenced in their lives by someone they heard speak or someone they knew. Children and adolescents talk about fictional characters, sportsmen and women, movie and pop stars or other famous people as their heroes, or someone they want to be like or look up to. Parenting books often refer to parents as role models for their children. The media portray individuals who have achieved something notable (usually in sport, education or career) as role models or lament the poor behaviour of someone previously acknowledged as a role model. Just about everyone can identify a family member, friend, teacher or neighbour who, by example, inspired them to strive for something worthwhile. Role models appear to be a taken for granted part of our culture. Generally we think of role models as having a positive influence, providing young people and others with a vision of themselves to work towards. Formal programs incorporating role models have been developed in educational, community and workplace settings based on the assumption that they can maximise the positive influence that we take for granted from role models. Further, it is assumed that these programs might stimulate young people to make sound life choices, to progress their educational outcomes and assist them to develop skills, values and other attributes that encourage citizenship and lead to a better life style.

1.2 Statement of the Problem

Adolescents viewed athletes, parents, etc., as role models and those they have a correspondingly positive influence upon individuals and the broader community in general. In most of our schools we see students who normally associate themselves to some top stars because of the behaviour of such stars and the love and care given to other people so they tend to model what they do. Moreover, some students, especially boys like to model sporting heroes because of their physique, aggression, strength, and ability to get things done. Students model their teachers due to how they accompany

them on jogging, their healthiness. Because of these reasons the study will be carried out to know whether it is true that these reasons help students to model these stars.

1.3 Purpose of the Study:

The purpose of the study is to examine whether role models really improve the participation in physical activities which may attract some new students to participate in some physical activities. Also, would the introduction of two or more role model increase students' participation in physical activities.

1.4 Research Objectives:

The objectives of the research was to identify the influence of:

1. Role models in the improvement of the participation in physical activities.
2. Role modelling attracting students into a specific physical activity.
3. Types of role modelling in physical activity.

1.5 Research Questions:

1. How does role modelling improve physical activities?
2. How does role modelling attract students into a specific physical activity?
3. What type of role modelling influences students in participating in physical activity?

1.6 Significance of the Study

The findings of the research will be used to reinforce students to look up to some role models in the country, communities or schools and emulate their good behaviour. It will also help more students in our Senior High School to involve themselves in physical activities in and around their school which will help in improving their health status. Physical activity or exercise can improve students health and reduce the risk of developing several diseases like type 2 diabetes, cancer and cardiovascular disease.

They can have immediate and long-term health benefits. Most importantly, regular activity can improve your quality of life.

1.7 Limitation

The study was limited to three Senior High Schools due to high population of students in all the Senior High Schools in the municipality. Also, due to their instructional hours with Teachers it will be difficult to conduct the research in all the Senior High Schools in the Ho municipality in the Volta Region as this may affect the results of the study.

1.8 Definition of Terms

1. **Role modelling** is a powerful teaching tool for passing on the knowledge, skills, and values of the medical profession, but its effect on the behaviour of students is often negative rather than positive.
2. **Mentoring** refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less.
3. **Social learning theory** suggests that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.
4. **Behaviour modelling** in the workplace, a component of social learning theory, is the act of showing personnel how to do something and guiding them through the process of imitating the modelled behaviour.
5. **Parenting or child rearing** is the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship.

6. **Self-efficacy** is defined as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

7. **Social support** means having friends and other people, including family, to turn to in times of need or crisis to give you a broader focus and positive self-image. Social support enhances quality of life and provides a buffer against adverse life events.

8. **A role model** is a person whose behaviour, example, or success is or can be emulated by others, especially by younger people. A person looked to by others as an example to be imitated.

9. **Celebrity** is a famous person, especially in entertainment or sport.

10. **Physical activity** simply means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing the night away are all good examples of being active. For health benefits, physical activity should be moderate or vigorous intensity.

11. **Social influence** occurs when one's emotions, opinions, or behaviours are affected by others. Social influence takes many forms and can be seen in conformity, socialization, peer pressure, obedience, and leadership, persuasion, sales and marketing.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

The purpose of the study is examining the influence of role modelling in the participation of student in physical activity in some Senior High Schools in the Ho municipality. Some authors had researched in some areas of role models, and tend to review some statements in their writings. This literature review provides an extensive overview of the published literature on the various areas that relate to role modelling. The review begins by the theoretical perspectives related to role models and followed by establishing what and who are role models. The review contains four main sections, each of which has an objective that relates to the impact of role models on a different target group. The sections of the literature review attempt to answer the questions as indicated in the purpose statement above.

2.2 Social Cognitive Theory

This is a theory that has been taken from the original work of Bandura (1977) who put forward a social learning theory. Bandura built on his earlier work with the help of a contemporary, Walter Mischel, who emphasized the cognitive and situational variables

associated with human behaviour. It was proposed that there was intra individual cognition which encouraged Bandura (1986) to extend his own work on observational learning and self-regulation. Bandura (1977) noted in his earlier work, that the task of learning would be a most tedious if there was reliance solely on the effects of the learner's own actions. Most learning is, therefore, learned from observation and hence relies to a large extent on the influence of role models. Basically there are four processes attached to social learning:

2.2.1 Attention Processes

Learning will not take place unless the learner attends closely to his or her role model and perceives specific clues accurately. Such learning is subsequently mediated through factors such as role model characteristics, observer characteristics and features of the role model's behaviour. In the first instance, target role models may influence learners through such features as attractiveness, status, competence and similarity. Secondly, the learner's characteristics such as race, gender, socio-economic status may also be important. Finally, the role model's behaviour presentation (clear, boring or featuring variety) is particularly essential.

2.2.2 Retention Processes

With lack of recollection, the observation process becomes meaningless. Hence, the retention process is assisted greatly through the medium of symbol which may be represented through images. Sensory stimulation result in perceptions of events which, through repeated exposure, begin to be associated with certain images. The thought of running fast in Ghana may conjure up the image of Aziz Zakari. Retention is also aided by the employment of mental rehearsal when learners envisage themselves playing an Abedi Pele scissor kick or Serena Williams's forehand shot in tennis.

2.2.3 Motor Reproduction Processes

This is a process of converting symbolic representations into the necessary behavioural actions. The actual act of representing a role model's behaviour involves cognitive organisation of responses, initiation, monitoring and refining. Not all details are embraced by the learner in the first execution with a new skill, but an approximation results which may then to be refined with reinforcement of key cues. Not all the cues are necessarily registered through the modelling process and therefore it necessary to provide extra input to assist in the execution of correct and effective behaviours.

2.2.4 Motivational Processes

To perform a role model's behaviour also depends on the desire to commitment. Usually, if the consequences of the behaviour are deemed to be valuable or rewarding rather than negative in outcome, then the three will be a greater incentive to perform that behaviour. The above factors associated with this social cognitive approach to role modelling have specific and important practical applications in the performance of physical activity. The communication approach by the model, the symbolic representations of images, the precise processes of interpreting and observing cues plus the factors which motivate behaviour can all be applied in the understanding of individuals' subsequent involvement in physical activity.

The effectiveness of role models to influence learners to actually carry out a particular type of behaviour may also be dependent on the characteristics of these role models. If role models are similar, rather than dissimilar, to a learner and demonstrates a highly skilled activity, there is more chance for the learner to be motivated. This type of behavioural mechanism can be associated with Bandura's self-efficacy theory which is a competency based theory that has been applied to over hundred studies (McCauley & Mihalko, 1998).

There are three mediating factors associated with this theory:

2.2.5 Self-Efficacy Expectancy

This is concerned about the learners' perceptions of how capable they feel they are to actually carry out the behaviour.

2.2.6 Outcome Expectancy

If there is a high probability that the behaviour will result in the specific outcome, there is a greater chance that the learner will adopt the behaviour.

2.2.7 Outcome Value

If the outcome of the behaviour is desirable then there is a greater likelihood of the behaviour being undertaken. The above theory is particularly useful to explain the performance of motor skills but it also has relevance to physical activity involvement. Bandura (1997) has indicated that women are especially inclined to operate on their beliefs of physical efficacy and that the producers of sport videos often neglect the benefits of assumed similarity and subsequently portray superstars in examples of athletic performances

2.3 Social Context Framework

Whereas previous theoretical frameworks have focused on observations and a cognitive factor associated with the learner, another approach which may be particularly effective is one in which there is significantly increased interaction between the role model and the learner. Such an approach is perhaps more suited to the process of mentoring and as Galbraith and Cohen (cited in Kerka, 1998) has indicated, "The idea of learning a transaction – an interactive and evolving process between mentors and their learners – is considered is a fundamental component of the adult mentoring relationship". The

main feature of this approach is one of context, especially if learning or modelling occurs within the real live environment which embraces the behaviour. The framework is corresponding to a master and apprentice relationship where the learner under the expert tutelage of the expert carries out the job. Haney (1997) relates the process, to one in which the mentor guides, advises, coaches and motivates the learner. The expert provides the learner with appropriate support (aids) with which to execute the behaviour. As the learner embraces the behaviour, then the scaffolding is gradually dismantled until the apprentice is able to work independently. The idea of eliminating the trainer wheels from a bicycle provides an idea of this interesting mechanism. As with the other two frameworks, there may be issues relating to differences between learner and expert which may provide certain barriers in the process. Gender or education may be particular inhibitors and an expert who is narrow in an outlook or shallow in knowledge or exclusionary with ideas may inculcate a constraining rather than a creative environment (Cleminson & Bradford, 1996).

2.4 Other Useful Frameworks

Several other theoretic frameworks may also have some relevance with regards to a learner's decision to model another person's behaviour. Some of these may relate to some aspect of stage theories where behaviour may be more likely to occur according to the stage at which a learner has reached. The trans-theoretical model of behavioural change (Prochaska & Marcus, 1994), although applicable to health behaviour adoption, may indicate that a learner is more vulnerable to behavioural suggestions from role models depending on the level of preparedness at which that person currently operates. Similarly, such theories as the health belief model or the theory of planned behaviour may also contain applicable sections to provide a further understanding of role modelling behaviour. However, it would be somewhat restrictive if the approach to role

modelling in sport and physical activity were attacked solely from the perspective of one theory or framework. The further analysis of current perspectives may subsequently result in the development of an improved approach which is more appropriate for studying the world of physical activity, sport and recreation.

The concept of role model is rooted deep in role theory (Merton, 1957) which makes the assumption that people define roles for themselves and others based on social learning and reading. The importance of the role model plays a large part in the socialization process described by Bandura (1986), whose social learning theory claims that we learn about others attitudes, values and beliefs and eventually come to our own as a result of observing and experiencing the behaviour of others. Thus, if the, active model (in this case the practitioner/teacher) shares characteristics such as, sexuality and religion (Skelton, 2003), along with gender, age, race and/or social location (Bricheno *et al.* 2007) with the passive modeller (in this case the child) it is believed that the passive modeller is more likely to emulate the active model because of their shared characteristics. Ashley (2002: 1).

A student wants to be identified by what his/her role model is by doing what his/her role model had been doing. But in this case, he focuses more on those role models who normally involves themselves in physical activities. If boys see men reading books and doing lots of neat writing, then boys will avidly read books and produce volumes of neat writing. It provides an excellent background to role models, conjunctions it is not directed specifically to sporting models. Also, in adopting a very broad definition of a role model, ranging from someone who would be held to be worthy of imitation to the more intense and intimate one-to- one relationships, the review embraces mentoring , and these form much of the evidence base. Whereas previous theoretical frameworks have focused on observations and a cognitive factor associated with the learner, another

approach which may be particularly effective is one in which there is significantly increased interaction between the role model and the learner. “The idea of learning a transaction – an interactive and evolving process between mentors and their adult learners – is considered is a fundamental component of the adult mentoring relationship”.

2.4.1 The Theoretical Underpinning

The social learning position (Bandura, 1986) adopted by writers in this area see (MacCallum and Beltman, 2002; Payne et al, 2003) needs some further clarification. The place of role models in the socialisation of young people is unquestionable, and the debate usually centres on the relative contribution of parents, peers and teachers. The earlier studies have established that young people identify with sporting heroes and that these figures are likely to be influential. Although social learning makes sense in the context of passive role modelling (in which the model plays no active role in communicating with the observer) and in promotional use of sporting role models, the key issue is in which contexts and as a result of exposure to which models is behaviour change likely being? Role models provide examples of behaviour and values, and reinforce or sanction behaviour and values. Nevertheless, physical activity participation seems not to be susceptible to the message conveyed by role models, or their inspirational effect, other than in the context of reinforcement from parents and peers, and as a result of active involvement and opportunity. There are clear messages for the most appropriate characteristics of role models (attractiveness, relevance, practical realism and so on). However, the theoretical position also has implications for the consistency of the message and the perceived opportunity to convert interest to action. Perhaps the most important point to be grasped is that a change of behaviour is required. Many students are all exposed to role models and the great majority can identify with

sporting heroes. However, the impact of heightened awareness in promotional programmes is not impacting on a silver platter. Therefore, the motivation to change has to be weighed against existing behaviour.

The Society highlighted the need for consistent messages: role models presenting personal, positive, consistent messages which draw a distinction between appropriate and inappropriate strategies for success are more likely to bring about behavioural change than threats and fear-arousing messages. The conclusion to be drawn from Payne et al (2003) and MacCallum and Beltman (2002) are that there is no strong evidence to support the use or effect of role models in isolation. Heroes went beyond celebrity; they showed social mobility, good work ethic and moral behaviour. It is important that young people were able to be discriminating about the behaviour of sports stars. They were realistic, but acknowledged the inspirational role. Sporting role models were adopted by those who want to be athletes. The general finding is that young people are not gullible: “young people are not passive and readily enslaved, but capable of making lucid and critical judgements of the images they receive” MacCllum and Beltman (2002). The point is made later that role models may be sought to exemplify the requirements of a particular role. This may be most likely in an occupational hierarchy, but could be analogous to the young athlete coming to realise what is demanded of the elite athlete role. Alternatively, good peer role models (decreasing the ‘distance’ from the observer) might be more appropriate for that purpose. A typical charge might be that the terms ‘sporting role model’, ‘sporting hero’, ‘sports star’, ‘sporting celebrity’, and ‘high-profile sportsperson’ are used interchangeably. The following statements are intended to illustrate how research and delivery in sporting role model programmes should take into account these distinctions, and at the very least establish a position at the outset. A ‘sporting hero’ is a person

whom one admires. The hero is defined by a visible personification of certain traits. For example, they may be interpreted by the observer to demonstrate perseverance, to be self-effacing and modest, with social responsibility. The hero may have succeeded 'against the odds'. Most of the time, the hero will display mastery in her/his sport, but can achieve at a range of local and national levels. A 'sporting celebrity' will be defined by the level of recognition, visibility and media attention, but may or may not be viewed as having hero-like qualities. These constructs can of course apply to the same person. The term 'sports star' is rather less well defined and is perhaps best thought of as a reflection of media attention. A further issue is the directional nature of the modelling. Is the role model defined by the observer's attention and identification, or by the model's purposeful assumption of the role? This distinction is simple enough to comprehend but needs to be borne in mind when considering the issue of active and passive modelling. To say that all high-profile athletes are role models and that this cannot be disregarded by the athlete is to have recourse to a 'passive' interpretation. It is this interpretation that can be problematical in the context of inappropriate behaviour by sporting stars. Of course, to aver that athletes have a responsibility to exhibit 'good behaviour', to be a positive role model, is to suggest an 'active' role. On the other hand, the behaviour of all athletes, physical education teachers, peer athletes and parents are likely to fluctuate between active and passive. The most important aspect of role modelling is which part of the role is being portrayed or, rather, assimilated by the observer. It is this range of role constructs that helps to explain how the role model will impact on the observer's behaviour. The behaviour and values exhibited by a role model can be one or more of the following: An exemplary manifestation of the role. The model is acknowledged for carrying out the role in accordance with all measures of good practice. This reinforces good practice (including good values) for those who are

already engaged. This may be important in a vocational or training role as a representation of sanctioned behaviour. The behaviour of the model (good or bad) may be held to be copied. It is this aspect of modelling by sports stars that can be problematical. The achievements of the model are a reminder that high status, satisfaction and some benefits can follow if you are successful in search a sport. It is tempting here to insert a criterion of recognising achievement. However, even those who achieve the highest honours and attainments in a minor sport but are accorded little public recognition may not be referred to as sports stars. The model is an illustration that gender, (or other special status) is not a barrier to achievement. The model provides an account of what being in that role entails. This may be most helpful for those who have already had some experience.

2.4.2 A Figure with whom to Identify

This is closest to the hero or celebrity experience. The model has an attraction and personal meaning for the observer. Although there may be some superficial copying, the desire to emulate is a distant one. Each of these facets of role modelling may act independently or in concert. Perhaps the most important issue is that role model programmes need to establish and take into account the observer's perspective. This will have implications for selection of the model, and delivery and structure of the programme. The questions asked about the effect of a role model will be reflective of one or more of these elements. The medium and the message one of the issues for role model programmes is the nature of the message being conveyed. Carr and Weigand (2001) compared the goal orientations of children with the perceived motivational climate emphasised by parents, peers, teachers and sporting heroes. Task orientation (emphasis on personal achievement and competence) was related to a mastery orientation in sporting heroes and ego orientation (demonstrating superior ability) to

that same quality in their sporting heroes. This study examined the children's orientation to physical education, but had previously been demonstrated in sport (Carr et al, 2000). The authors emphasise the fact that a causal link has not been established. However, they point to a form of para socialisation through exposure to media sporting heroes and a subsequent interpretation of their heroes' achievement motivations as a contributory factor. Although the causal link has not been established, there are good practice implications. The authors feel it unlikely that the media representation of elite level sport can be other than ego-orientated, but role model programmes and promotional materials could emphasise mastery, application and personal attainment. This message may be more appropriate to those not already predisposed to sports participation. Vescio et al (2004) look to Bandura's (1986) social-cognitive theory to emphasise that modelling is a powerful mechanism for the socialisation process. Importantly, modelling is not passive from the observer's point of view; the observer brings to the interpretation of the model's behaviours and values an accumulated set of socially-reinforced values. Vescio and her colleagues review the case for an eight 'gendered heroism' in the media, resulting in fewer female sports stars becoming prominent and being recognised for hero or heroine-like qualities. This means that boys chose male role models and girls chose female models. However, when focusing solely on sporting heroes, the percentage of girls who chose a male figure increased. From a programme perspective, this may suggest that male role models can be meaningful to girls, but this may also perpetuate the gender-biased approach to sporting heroes. There is a tendency to focus on young people and sports participation, but this tends to hide the gender, ethnic and other differences in the population. The same issues exist for older persons and other less-participating groups. In particular, the 'exemplification' function of role models may serve to broaden awareness of the achievements and

capabilities of, for example, disabled athletes (see Berger, 2004). The exemplification function of the role model may be appropriate for minority sporting populations. Nolubabalo Ndzundzu is held up as a ‘unique role model’ for her community because she represents South Africa’s only black full-time professional woman cricketer. The provision of appropriate women’s role models is acknowledged as an important motivating factor in sports policy but there is no evidence to confirm or disprove any more or less effective impact of role models than for males or for sporting role modelling in general. It can be confirmed that role models were important for girls but reinforced the need to provide relevant figures: “they were not always attracted by the household names perceiving them as too far removed from their daily lives”. West et al (2001) suggest that role models are important because they ‘demarcate’ the role for others. They argue that this is important in sport because male coaches have marked the territory of coaching as a male domain. Furthermore, Nixon and Robinson (1999) showed that women’s performance in education could be influenced by the presence of female staff role models. Erde (1997), while arguing for specific training in ethical behaviour, distinguishes between mere role-execution (in which the individual does not think about serving as a model) and ‘active articulation’. He argues that what he terms silent models is not valuable because of the lack of reinforcement and personalisation of the role for the observer. There should be ‘mobility patterns’ – those who demonstrate that it ‘can be done’.

2.4.3 Individual Characteristics

Positive and Negative the almost universal acceptance that all celebrities or high-profile sporting stars are role models has highlighted the issue of celebrity behaviour. The language of sporting role model programmes speaks of the positive role model, but Lines (2001) points to “growing media intrusion (signifying) the contemporary sports

star as a damaged hero” (2001: 285). She points to the problematic worthiness of sporting role models in the light of their often negative behaviour on a continuum from hero to villain. She itemises instances of violence, promiscuity and poor sporting ethics. The perceived poor role modelling abounds, and these are couched in terms of the responsibilities that accrue to high-profile sportspersons. There is a general acceptance that such sportspersons should portray worthwhile behaviour.

The behaviour of high performance athletes can have a significant impact on young people as they admire and aspire to emulate their sporting heroes, especially their actions and attitudes. High profile athletes should remember that they are regularly in the media and their actions can and do influence young people. There is considerable debate about whether the responsibility of role modelling has to be assumed by high profile stars (Sherman and Schookman, 2004). Intuitively this seems to be less of an issue for those from minority sports and for ‘emerging’ stars, than for celebrities from media-dominated professional sports (Wellman, 2003). The notion of ‘distance and relevance’ is called into question by the evidence of Melnick and Jackson (2002) who demonstrated that there was a globalisation (Americanisation) of sporting hero figures. Although this review is focused on the impact of sporting role models on participation of students in physical activity, there is a good deal of concern for the behaviour or example set by physical education teachers, who themselves are likely to be role models. This is not given any substantive treatment in the review, but it is worth pointing to the need for consistent messages about sports participation and the value, in role model programmes, of reinforcement and follow-up opportunities. Physical education teachers may also be in a position to counteract the negative values displayed by some sporting stars (Cardinal and Cardinal, 2002). Moorman (2003) analysed the views of sailing instructors on the impact of sailing celebrities Ellen Macarthur and

Shirley Robertson. The instructors had no doubts that the exploits of these stars had stimulated people's interest in sailing as a sport and that the visibility of the sport was important. However, their views were that they would have a greater influence on regular participants, and that Shirley Robertson's impact would be the greater because it presented a more "affordable and accessible" image. The instructors felt that they (instructors) were role models for first time participants. The self-esteem of the observer has also been investigated in relation to role models. Wohlford et al (2004) found that there was a relationship between the perceived similarity of college students to their role models and self-esteem scores. A greater difference equated to lower self-esteem scores. This may be another factor in creating 'distance' between elite models and observers for those with a low sporting self-esteem.

Parental sport skill ability can also facilitate involvement. Children tend to learn new skills related to sport activities from parents rather than from others. Children identified as active are inclined to develop new sport skills at home and then transfer these skills to a community-based setting (Castelli & Erwin, 2007). Children of parents who both model and support physical activity also tend to maintain physical activity into adolescence and adulthood. Activity choice can also be influenced by parental beliefs. According to Anderson, Hughes and Fuemmeler (2009) parents whose belief was strongest related to the value of team sports also had children who were more active, not only team sports, but in overall physical activity. This effect was equal in both boys and girls. Parental value of team sports was shown to have a significant impact on the reduction of sedentary time in their children. Lee et al. (2010) who found that children and youth involved in sports are more likely to be physically active and are more often physically active with their parents and families. Finally, parental support of physical activity, and a parents own level of enjoyment of activity have been found to have a

much bigger impact on sport and activity participation than the parents perception of how well a child can perform in activities.

2.5 Who Are Role Models

Wolfendale (1989: 11) argues that attempts to define educational concepts of this nature are notoriously fraught with difficulties because we bring different experiences, expectations, observations and knowledge" to the terms being used. Sargent (2001) supports this, acknowledging that the concept of role model has a diversity of meanings attached to it due to its common usage in educational and popular literature. Indeed, some suggested that definitions of the male role model are not explicitly articulated within public discourse; therefore "the role is characterized by complexity". It is interesting to note that personal efforts to locate definitions of the term "role model" in academic literature yielded few to analyze; this is likely to be one of the contributing factors towards the ambiguous nature of the role model.

The role models who influence children and adolescents tend to change over time (Glover, 1978). Early in life, young children refer to their immediate family members, to provide positive attitudes and behaviours. Up to the age of five, parental influence may have the greatest impact. At school, the principal or physical education teacher can serve as role models. Change from family members to friends and teachers and as the child continues to get older, his/her role models begin to originate from a range of other areas including athletes, coaches, television stars, pop stars and movie stars (French & Pena, 1991). Parents, friends and teachers may still be seen as role models during the adolescent and adult years, especially for females. The following section provides a review of the literature associated with the role model preferences of young people. Role models are people who have the capacity to inspire individuals to greater

achievement. Successful sports stars with high profiles are often thrust into the limelight and presented as role models for children to emulate. Children aspire to achieve the same levels of success as their sporting heroes. A 2009 study found that a significant number of boys gave their desire to emulate their sporting heroes as the dominant reason for playing sport.

The theoretical basis for the influence of role models is that described earlier, the social learning model. The nature of the relationship between the learner and the model is emphasised and characterised by social distance, perceived similarity and the relevance of the role, skill or message to the learner. The immediacy of the impact is stressed.

These common elements reflect the emphasis with mentoring programmes focused on 'at risk' young people. Although there were many fewer evaluations of programmes of the minimal interaction type, the key features of these centered on the model's personal characteristics (while accepting their celebrity or status position). The elements identified were relevance and accessibility; coping characteristics; consistent messages; provision for ongoing support; and serial reinforcement of the message. Once again these features are useful benchmarks for existing programmes.

2.5.1 Family Members.

During the child's early years, the parents provide the most important role model (Glover, 1978). Three main reasons for this are as follows: the child spends the majority of his/her time with the family; young children lack the social skills to establish networks outside of the family; and young children rely heavily on the feedback of parents in assessing competency. As a consequence, family members feature as the main role models until the beginning of school where the child is exposed to a wider range of people. Further evidence concerning the importance of family members in this role is also provided by many other researchers (Anderson & Cavallaro, 2002; Ewens

& Lashuk, 1989; White & O'Brien, 1999). Children most frequently identified their parents as role models and heroes, followed by entertainers and friends. Children whose parents are more frequently as role models because they were perceived as helpful, understanding and a source of support or help when required. A similar study by White and O'Brien (1999) used a sample ranging from kindergarten to Year 12 and found that regardless of age level, parents were most often identified by children as heroes. However, the reasons for choosing parents as role models differed across the age groups, with younger children, aged five to six frequently responding that it was because their parents loved and cared for them. Children aged eight to nine appreciated the advice and help with homework that parent provided while finally, older children, acknowledge that parents had provided them with various opportunities and therefore had helped to change the directions of their lives. Page (2002) found that girls were more likely to name parents as role models while boys more often named sports stars or other public figures. Some students normally identify themselves with some particular role models in their locality. When children were requested to name the adult with whom they identified most strongly, a lot of boys may identify athletes while some girls might be comfortable with a family member. However, some students see most important person in the world, as athletes while some named a family member. This provides support to the importance of family members in the eyes of young children. Until recently, the most common factor was thought to be role modelling--children with active parents want to emulate those same behaviours. While role modelling probably exerts some effect, recent research suggests that the nature of parental influence may be much more complex. For example, in one study, positive links were observed between parent and child activity levels, but direct support from significant others (parents, brothers and sisters, close friends) exerted a much greater influence on a

child's activity behaviour (Anderssen &Wold, 1992). Others argue that parental encouragement, support, and beliefs may be more powerful influences than role modelling (Brustad, 1996; Kimiecik & Horn, 1998). Since the child leaves with the parents, brothers, sisters and friends in the same environment they would always have strong influence on the child more than those who are not always close to him or her.

2.5.2 Athletes

Even though families provide initial role models for children, but some also may acquaint themselves with other group of role models such as athletes or celebrities. Fitzclarence and Hickey (1998) suggest that other role models, especially in sport, provide a strong influence on children. The importance of athletes and in addition celebrities was investigated by French and Pena (1991) cited in their work a pre-television study conducted in 1956 and it was revealed that compared to the earlier study, there was a significant shift away from parents, family and known people. The gender differences in role model selection was once again identified with males tending to identify athletes, pop stars, actors and television characters, whereas females chose film stars, pop stars, television characters and relatives. Though children may identify some other role models as compare to athlete they may strongly copy what sports role models do than other role models. Biskup and Pfister (1999) who identified those male and female pupils in Germany frequently choose athletes as role models. Based on what they said means that children still regard athletes or sports men and women as their role models. Majority of boys normally identified sporting heroes or action stars as their role models because of their aggression, strength and ability to get things done. In contrast to this, some girls may prefer movie and pop stars because of their appearance and social behaviour. Biskup and Pfister (1999) found that athletes were rated last by females in terms of providing role models, and found that sportsmen were identified

significantly more often than sportswomen as role models. Since girls like watching films they attach themselves with film stars and those found in magazines see them as their role models. Consequently girls tend to choose screen and magazine personalities as their sources for role model identification (Lines, 2001). Athletes can provide positive or negative influences depending on either the behaviours or utterances which they display to the public. For example Stephen Appiah is being looked to by a lot of young children as their role model due to his physique and leadership role, so they tend to copy some traits in him. Globus (1998) suggests that many athletes work hard to become positive role models and are often involved in activities such as raising money for charities, acting as mentors and talking to student groups. This may also be part of the athlete's responsibilities as voiced by American Olympic gold medallist, Cheryl Miller who said, "When you reach a certain level of visibility, you are a role model whether you like it or not" (Globus, 1998, p. 28).

In contrast some role models tend to put up behaviours that are not acceptable in the community in which they live. Athletes can be negative role models through inappropriate or unlawful actions, which usually receive wide media coverage (Globus, 1998). Even though there is a belief that many sports provide a rich environment in the development of children, there is much anecdotal and empirical evidence which tends to negate the attitudes and practices of athletes (especially men) promoted in certain sporting cultures (Fitzclarence, Hickey, & Matthews, 1998; Messner & Sabo, 1994). In certain sports, male dominance through the support of patriarchal ideology is very obvious and through the media and other outputs, children tend to model their behaviour on the actions of these sportspeople. Fine (1987) found that boys tended to develop idiocultures that mirrored those of macho models and a general caricature of traditional masculinity. The modelling behaviour is not just based on players on field

behaviour but on extra curricula activities where athletes have misbehaved in public places for example what Sule Muntari did during the 2014 world cup which took place in Brazil. In the USA, Kees (1995) identified that several athletes accused of certain crimes have failed to serve as role models for American youth.

Further evidence of the negative actions of heroes and role models is provided by Lines (2001), who offered a critical discussion of the ways in which sports stars are constructed as role models for young people. Role models were often seen as heroes but as the media intrusion into their lives grew, more non-sporting details are provided which often damages their reputations as positive role models. The increased media attention highlights many of the social problems of everyday life and these heroes are often, seen using and abusing drugs and alcohol, beating wives and girlfriends, and having extra marital affairs. Despite these actions, which failed to match the definition of a hero, athletes were still considered to have an influence on young children as role models.

2.5.3 Physical Education Masters/Mistresses

Much research has been completed on the important role model influences of physical education (PE) teachers and health education professionals (Cardinal, 2001; Clark, Blair, & Culan, 1988; Whitley, Sage, & Butcher, 1988). Furthermore, Students are usually attach to their Physical education teacher than any other teacher or being popular in a school and therefore copy his or her than other teacher since they see him as their role model as they use to take them on dawn jogging always on Saturdays. Glover (1978) has indicated that PE teachers and health educators convey important messages to students consciously and unconsciously by their actions and appearance. Based on the assumption that physically active teachers exude a positive model of a healthy lifestyle, Clark et al (1988) found out that most PE masters have better health

and physical activity habits than most American adults and were therefore seen as positive role models. In contrast, several authors have reported that teachers practice the “Do as I say, not as I do” motto towards physical activity (Jacobson & Kulling, 1989; Whitley et al., 1988). Whitley et al. investigated the percentage of high school Physical Education teachers in a defined population who were involved in a regular cardiovascular fitness program. It was revealed that, although most of PE teachers included fitness activities in the sessions they ran for the students, almost half of them did not participate in activities which had cardiovascular benefits. Another factor of role model effectiveness is their actions during classes. Spencer (1998) provided a discussion that focused on how the actions of Physical Education teachers can have a negative or positive impact on students. Teachers create negative feelings towards exercise if “they discipline children with running laps or doing push ups, and also if they advocate the myth of ‘No pain, no gain’, which often leads to discouragement and injuries to the students” (Spencer, 1998). In contrast to this, Spencer also found that teachers could be positive role models by being competent, credible and responsible and by showing respect to the students. In attempting to understand the place of role models and how the mechanism of role modelling appears to operate, some theoretical perspectives of four general headings will be reviewed. Three of these will show specific theories which provide reasonable clues as to why role modelling occurs while the fourth section will briefly touch on few related theories which could, in part, have some additional relevance to the topic.

2.5.4 Peers

In the transition to adulthood, the peer group has been regarded as an important context for the growth to independence for many adolescents. There are many reasons to suggest that peer relationships may be important to adolescents’ decisions about the

extent to which they become involved or continue to become involved in physical activity. In early childhood, parents and siblings occupy the most important behavioral role models, and the role of peer influence is believed to increase with age (Eccles, 1999). During adolescence, the peer group becomes more salient to adolescents and their social roles and relationships within the family and within peer networks typically become redefined.

Sports and physical activities are usually social events for children. Similarly, physically active adolescents tend to socialise with friends who are also active. Whilst a peer group can act as powerful enforcer of norms and behaviours for both boys and girls, there is evidence that they use and view friendships in different ways. Studies suggest that a key factor in whether girls engage in and sustain physical activities was whether they had a same-sex friend with whom to participate. This may, in part, be due to the support structure such shared experiences can offer, especially during adolescence, when many girls consider reducing their commitment to physical activities that they are most anxious about being rejected or excluded from same-sex friendships. For girls, physical activities often become less important in their lives as they, encouraged by pressure from their peer group to seek other activities associated with their preferred perceptions of femininity.

Peer influence can occur in the form of direct and indirect influence. Direct peer influence occurs in the form of encouragement, dares, or actual offers. Indirect peer influence is defined as the effects on specific behaviours and attitudes by means of their impact on other attitudes held by the individual. It also refers to the association with peers who exhibit similar behaviours, providing role models, establishing behaviour as normative, and creating the perception that behaviour might increase social acceptance (Simons-Morton et al., 2001).

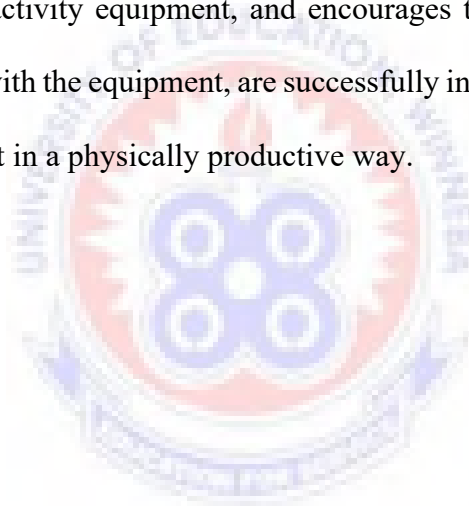
2.6 Physical Activity

Physical activity simply means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing the night away are all good examples of being active. For health benefits, physical activity should be moderate or vigorous intensity. Participation in regular physical activity can increase self-esteem and reduce stress and anxiety. Physical activity can help play a role in preventing mental health problems and improve the quality of life of those experiencing it.

Encouragement by others, social influences, and past performances all impact task choice, how much effort is expended, and expectations for success, which in turn influence competence beliefs, intentions to exercise, and ultimately involvement in physical activity. Research has clearly shown that students who intend to exercise will exercise (Greenockle, et al., 1990). There is some evidence to suggest that children who are active throughout childhood are more likely to be active adults. There is ample data showing that students who find value and meaning in an activity will try harder to succeed and feel more competent. In physical activity, when the activities offered are viewed as appropriate and meaningful, expectancies for success increase thereby raising students' expectation.

People's attitudes to physical activity are usually formed during their early years of childhood. Childhood is when most people try their first physical activity at school or through local community groups. Primary school students participate in regular physical activity during school hours. Schools offer a variety of activities to try to accommodate students' different needs and encourage students to be active. The activities range from competitive sports to social physical activities such as walking, handball and dance. The early development of positive attitudes towards physical

activity is essential to reverse the increasing trend of sedentary behaviour among children. Students also obtain psychosocial benefits through participation in physical activity including improved mental health (Barr-Anderson et al., 2007); more positive feelings towards school and school staff; improved social skills; and increased cooperation and collaboration with their peers. Children and adolescents who are physically active on a daily basis report fewer incidences of anxiety and depressive states. Researchers also discovered that when teachers activated games along with physical activity equipment (Dzewaltowski et al., 2009) student physical activity levels were positively and significantly influenced. Thus, any school that provides student access to physical activity equipment, and encourages teachers to facilitate physical activity associated with the equipment, are successfully influencing a student's decision to use the equipment in a physically productive way.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section presents an overview of the methods to use in the study. Areas covers include the research design, population, sample and sampling techniques, validity and reliability, instrumentation, data collection, procedure and analysis.

3.1 Research Design

Descriptive survey will be used for the study. The main idea behind using this type of research is to better define an opinion, attitude, or behaviour held by a group of people on a given subject. Instead, grouping the responses into predetermined choices will provide statistically inferable data. This will allow the researcher to measure the significance of your results on the overall population you are studying, as well as the changes of your respondent's opinions, attitudes, and behaviours over time.

3.2 Population

Population is the group of interest to the researcher for the study. A research study population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Since the study will cover three out of the six Senior High Schools encompassing two single sex and one mixed schools. The population for the study is one thousand nine hundred and fifty (1,200) students.

3.3 Sample and Sampling Technique

Sample is usually the subset of the population of interest to the researcher. In research, it is not reasonable to involve all the entire population and therefore the need to select some of them which will constitute one third of the population. According to Avoke (2005) the sample should have identical characteristics with the rest of the population.

The sample size will be use is four hundred (400) students which represent thirty percent (30%) of the total population. Snowball sampling, in general application, is a type of convenience sample. Since the researcher is trying to recruit people who are difficult to identify or have to meet certain criteria to participate, then snowball sampling will be the appropriate sampling technique to be used to ease data collection. You have to identify one person who qualifies to participate, ask him or her to recommend several other people who have the same traits you are looking for, and participant list can grow from there. This use of snowballing is a type of purposive sampling. After using snowball sampling the researcher then use random sampling to select students who will be used for the study.

3.4 Validity and Reliability of Instruments

Validity is the degree to which a test measures what it is supposed to measure cit. Descriptive research design was used for the study. To ensure validity and reliability of the research instruments; the content and language clarity were corrected, evaluated and measured by the researcher's supervisor and other lectures in the Health, Physical Education, Recreation and Sports (HPERS) Department who were experts in research writing. The validity and reliability of the data was conducted using the Cronbach's Alpha. The Cronbach's alpha is generally used to measure the internal consistency of questionnaire.

Key indicators of the quality of a measuring instrument are the reliability and validity of the measures. The process of developing and validating an instrument is in large part focused on reducing error in the measurement process. Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments, and interpreter reliability of instrument scores. Validity is the extent to which the

interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve.

3.5 Instrumentation

The instrument used in the study is questionnaires. Questionnaire was used for the data collection from the students. Closed and open ended items were included in the questionnaire to enable respondents give their views. Questionnaire were used to enable the researcher obtain results within a considerably short time. Researchers confirm the usefulness of questionnaires in terms of their simplicity, time used and fetch variety of data for a researcher to administer. Questionnaire will be used to the address all the research questions. The questionnaire was developed in a 5-point Likert-type scale for respondents.

3.6 Data Collection Procedure

The researcher took an introductory letter from the H.O.D in the Health, Physical Education, Recreation and Sports Department to introduce himself to the respective Headmasters of various schools where the research will be conducted. With permission, the researcher added valid ID card to the introductory letter and went to Senior High Schools within the study area, carried out interviews, avail copies of questionnaires to the respondents with the help of other P.E. masters/mistresses. The respondents were given some hours to complete the questionnaires after which they were collected.

3.7 Data Analysis

Data collected will be group according to the research questions after which the researcher will use Statistical Package for Social Science (SPSS) to analysed the data and bring up its findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

The chapter talks about the data analysis of the results, interpretation, findings and discussion of the data collected. The research was designed to examining the influence of role models in physical activity among students at senior high schools in the Ho Municipality. It is also to know how role modelling improve physical activities and attract students into a specific physical activities, and to identify what type of role modelling influences students in participating in physical activities. A descriptive analysis was employed using percentage frequency distribution, bar graph and a pie chart to explain the results from the data and also to answer the research questions. The data was analysed using SPSS. Bar graph and pie chart can be seen in appendix B.

BIO – DATA OF THE RESPONDENTS

Table 4.1: Sex distribution of respondents

| Sex | Frequency | Percentage (%) |
|---------------|-----------|----------------|
| Male | 250 | 62.5 |
| Female | 150 | 37.5 |
| Total | 400 | 100 |

Table 4.1 showed the percentage frequency distribution of sex of the respondents (students). Of 400 students 250(62.5%) were males and 150(37.5%) were females. This reveals that males show interest in models regarding physical activities than females. But they all have role model(s).

Table 4.2: Age distribution of respondents

| Age | Frequency | Percentage (%) |
|--------------|------------------|-----------------------|
| 15 – 18 | 120 | 30.0 |
| 19 – 21 | 130 | 32.5 |
| 22 – 25 | 150 | 37.5 |
| Total | 400 | 100 |

Table 4.2 illustrated the age distribution of respondents (students) in the Ho municipality. It was shown that 120 of the students representing 30% were between the ages of 15 – 18 years, 130 of them representing 32.5% were between the ages 19 – 21 years and 150 of them were between the ages of 22 – 25 years.

DATA ANALYSIS AND DISCUSSIONS

Table 4.3: Who is your role model?

| Responds | Frequency | Percentage (%) |
|--------------------------------|------------------|-----------------------|
| Physical Education (PE) | 242 | 60.5% |
| Teacher | 102 | 43% |
| Athletes | 43 | 10.8% |
| Family Member | 13 | 3.2% |
| Peer | | |
| Total | 400 | 100 |

From table 4.3, illustrated the responds from the respondents answering question one (1). It was revealed that 242(60.5%) students said PE teachers are their role model. According to them this was because they had a lot of time with the PE teachers during

physical activities especially sports seasons in the senior high schools were most of these PE teachers themselves show their abilities in almost all the games. 102(43%) said Athletes are their role model and this was because they wish to be like them in future and just having interest when people are taking part in athletics. 43(10.8%) said Family members are their role model. Because they saw them indulging physical activities in their childhood they taught it wise to take after them when they grow. 13(3.2%) said peers.

Table 4.4: Why is he/she your role model?

| Responds | Frequency | Percentage (%) |
|--|------------------|-----------------------|
| Because of the behaviour | 152 | 38.0% |
| Because of the physique | 50 | 12.5% |
| Because of the support he/she gives to people | 47 | 11.8% |
| Because of the physical activity he/she indulges in | 151 | 37.8% |
| Total | 400 | 100 |

Table 4.4, showed the percentage distribution stating the reasons for which have various people as their role model. It was indicated in table 4.4 that, respondents consider the following as the reasons for their role model. Behaviour, physique, support for people and physical activity he/she indulges in. These reason were distributed as 152(38.0%), 50(12.5%), 47(11.8%) and 151(37.8%) respectively.

Table 4.5: What physical activity does your role model indulges in?

| Responds | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Football | 248 | 62.0% |
| Running | 56 | 14.0% |
| Jumping | 41 | 10.2% |
| Dancing | 55 | 13.8% |
| Total | 400 | 100 |

Table 4.5 indicated the type physical activities the respondents' role models indulge in. It can be seen that 248(62.0%) of the respondents had footballers as their role model, 56(14.0%) had runners as their model, 41(10.2%) had jumpers as their role model and 55(13.8%) had dancers as their role model. It is very clear that majority of the respondents representing 62% like football as physical activity and hence had them as role model.

Table 4.6: How many times do you involve yourself in any Physical Activity in a week?

| Responds | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| 1 – 2 times | 244 | 61.0 |
| 3 – 4 times | 129 | 32.2 |
| 5 times and Above | 27 | 6.8 |
| Total | 400 | 100 |

Table 4.6, showed the distribution for the number times respondents involve him/her self in any physical activity per week. From the table it can be seen that 244(61.0%) involved themselves for only once or twice in a week, 129(32.2%) also involved themselves 3 – 4 times in a week and only 27(6.8) involved themselves 5 times and above in week. This

revealed that many senior high students in the Ho municipality do not involved themselves in physical activities.

Table 4.7: Responds on Questions which answered YES/NO

| Items | Yes (%) | No (%) |
|---|----------------|---------------|
| Does his/her doings serve as motivation to you? | 351(87.8) | 49(12.2) |
| Do you like your physical education teacher because of his or her involvement in physical activity? | 251(62.8) | 149(37.2) |
| Does your attachment to a role model attract other students to you as you perform an activity? | 362(90.5) | 38(9.5) |
| Does this improve your involvement in participation in other physical activities? | 372(61.0) | 28(7.0) |
| Do you invite other students when you are having you are any physical activity? | 356(89.0) | 44(11.0) |
| Those who joined you, do they enjoy the physical activity with you? | 243(60.8) | 157(39.2) |
| Do you have any support from your role model? | 39(9.8) | 361(90.0) |
| Do you have any other role model(s)? | 391(97.8) | 9(2.2) |
| Do you like involving yourself in physical activity? | 391(97.8) | 9(2.2) |
| Do you get congratulated anytime you involve yourself in any physical activity? | 390(97.5) | 10(2.5) |
| Are you encouraged by your role model to participate in any physical activity? | 393(98.3) | 7(1.7) |
| Are you pressured by your role model to involve yourself in any physical activity? | 21(5.2) | 397(94.8) |
| Have you ever been accompanied by your role model? | 306(76.5) | 94(23.5) |

Table 4.7 showed the responds to questions which answered Yes/No from the questionnaire. It was realised that 351(87.8%) of the respondents said role models serve as motivation to them while 49(12.2%) said they do not. 251(62.8%) responded positively that they like their physical education teacher because of the nature of their

involvement in physical activity while 149(37.2%) had a negative view it. 362(90.5%) of the respondents yes, that their attachment to a model attract other students to them as they perform an activity but 38(9.5) respondents said to this item. It was also indicated that 372(61.0%) respondents improve their involvement in participation in other physical activities while 28(7.0%) do not. 356(89.0%) respondents invite other students when they are having any physical activity, that is trying make others happy while 44(11.0%) do not had any experience like that. 243(60.8%) of the respondents said that they enjoy physical activities with their colleagues who joined them but 157(39.2%) responded no. 39(9.8%) respondents have support from model while 361(90.0%) do not. It was also identified that respondents have more than one role model and this was shows as 391(97.8%) who responded yes and 9(2.2%) responded no. Similarly, 390(97.5%) respondents said they are congratulated for any physical activity that they involved themselves in while 10(2.5%) said they do not receive congratulation their involvement. 391(97.8%) like to involve themselves in physical activities while 9(2.2%) do not like to involve themselves. It also shown from the table that 393(98.3) respondents were encouraged by role models to participate in any physical activity but few of them that is 7(1.7%) were not encouraged to take part in any physical activity. 21(5.2%) respondents were also pressured by role models to involve themselves in physical activities but most of the respondents 397(94.8%) do not go through any pressure to involve themselves in any physical activity. 94(23.5%) respondents said they have never been accompanied by their role model but 306(76.5%) said they have ever been accompanied by their role model.

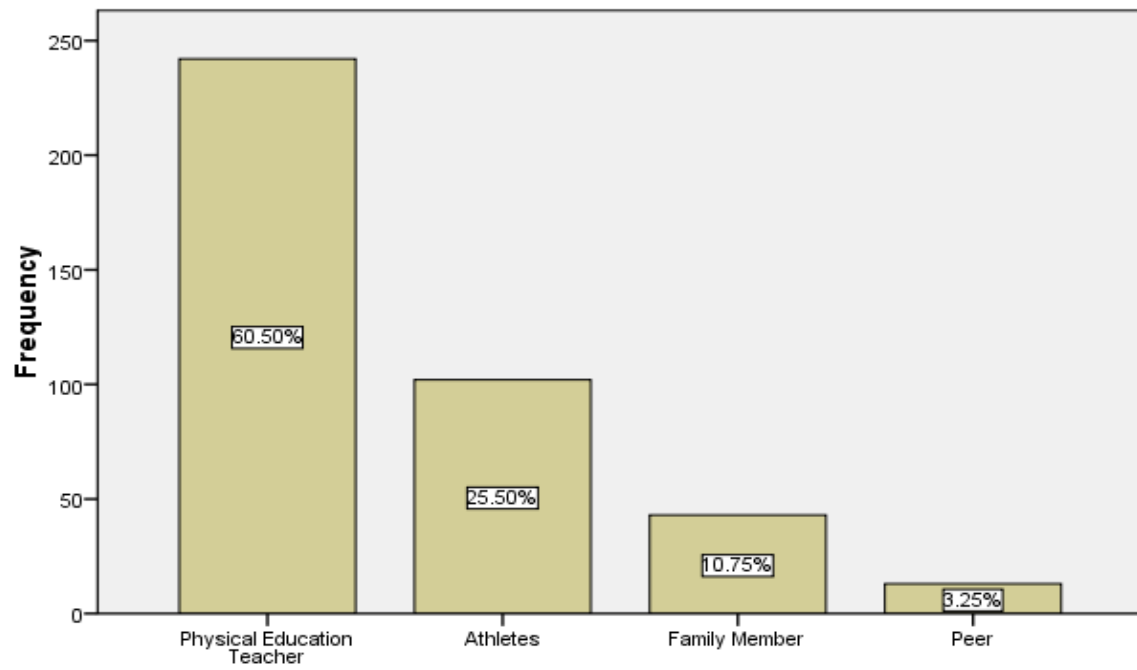
From the analyses, it was generally revealed that role modelling help improve physical activities among senior high students in the Ho municipality. It was indicated by most

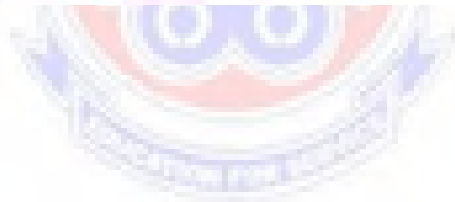
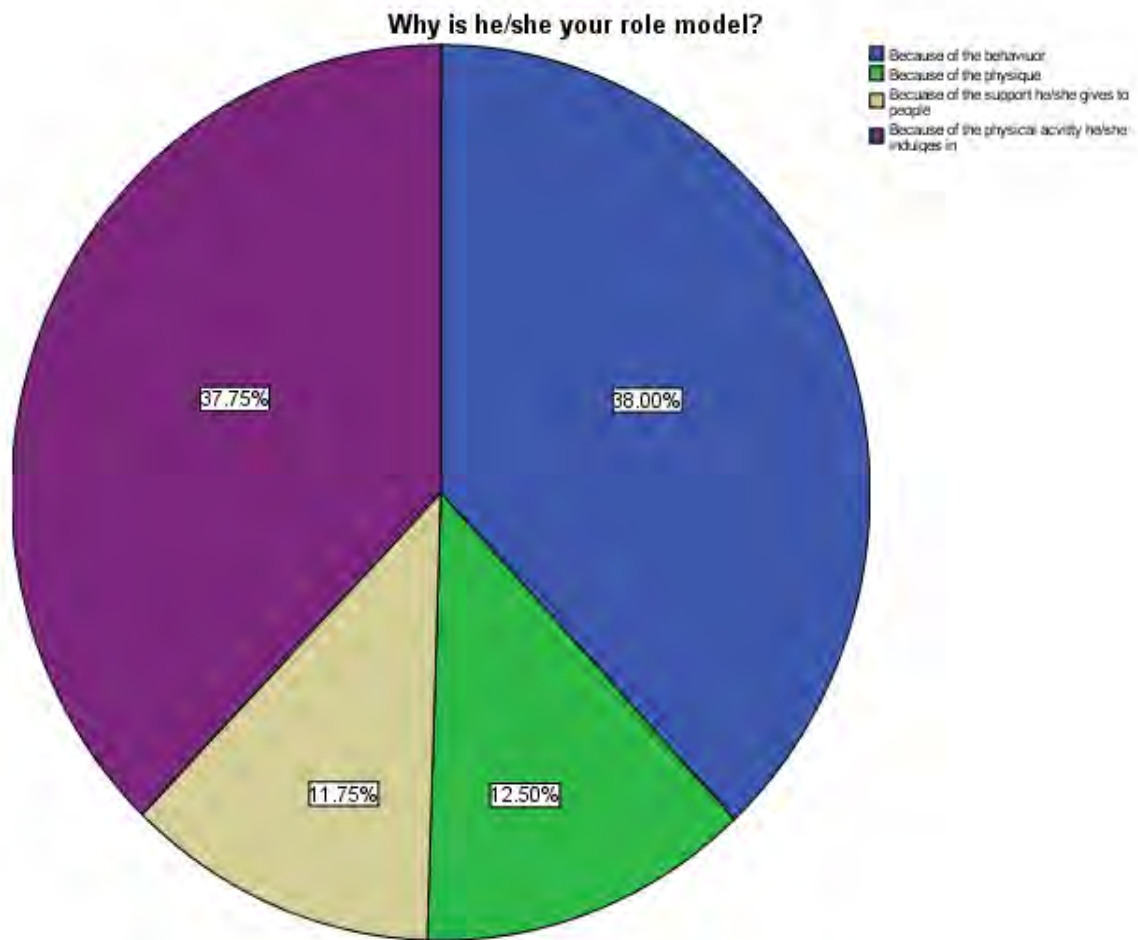
of the respondents with a percentage frequency distribution of about 90% of the sample size for the study are influenced by role models against 10% who said they are not any way influenced by role models. The respondents (students) indicated that were help to by motivation, receiving support from few model, experienced word encouragement and sometimes pressured by model to indulge in any physical activities. Despite the numerous numbers of role models regarding physical activities, PE teachers were said to be recommended by the respondents as the ones who help them to improve the physical activities.

Students are attracted to specific physical activities due to the help of role models. Again, PE teachers were recommended for as such positive results. That is about 85% of the respondents indulge in one or two physical activity against 15% who do not involve themselves into any physical activity. Football was the most interesting physical activity by respondents, which was not surprising at all, because students are known enjoyed games more than any other physical activity. Since football was the physical activity liked by most the respondents with about 85%. Footballers were noticed as the type of role modelling that influence senior high students in the Ho municipality.

The validity and reliability of the data was conducted using the Cronbach's Alpha. The Cronbach's alpha is generally used to measure the internal consistency of questionnaire. Reliability of 0.7 or higher would indicate that there are no problems regarding the data collected. The test for the respondents (students) gave Cronbach's Alpha value of 0.918 which is greater than 0.7, therefore the questionnaire were correctly piloted. This indicated that 91.8% of the variables were reliably piloted with a strong correlation between them.

Who is your role model?





CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Findings

According to research questions, it clear that role models help in the improvement of physical activities in our senior high schools, they attract other students into some specific physical activities and also different types of role models help in influencing students' participation in physical activities. Only that the role models have to be closer to the students always to motivate them so that they can frequently indulge in physical activities.

This section has shown that young people obtain their role models from a diversity of areas including family members, athletes and teachers. There is specific evidence to suggest that role model preferences change over the time of a child in particular.

In fact, the literature tends to focus mainly on students. Parents appear to play a key role as role models from birth through to secondary school. But at the secondary school level, the physical education teachers becomes more looked at perhaps it is because of how he or she always accompanies them during participation it every physical activity. Also, the later years of adolescence, athletes, celebrities or superstars especially for boys and fewer girls become the preferred target of their respect.

Parents are particularly influential in encouraging children to participate in physical activity. Those parents who participate in physical activity like farming or who have a positive attitude and belief in a physically active lifestyle are more likely prove a promoter for their children to engage in physical activities. A family environment which is positive towards exercise tends to influence many members of that family. This appears to confirm the implications from Bandura's (1997) self-efficacy theory where

superstars who are very dissimilar to role learners are not perceived as effective role models.

Conclusion

According to the questionnaire administer, findings shows that more students see their physical education teachers as their role model because they live, train and always accompany them during indulging in any physical activities. Students also, take some parents as their role model because they do follow them to farm and also participate in home choice. Some students prefer athletes and their peers who normally involve themselves in sporting activities as their role model. Some prefer to embroil themselves in more than one physical activities of which they it will benefit them.

Recommendations

Based on investigations and the findings on the topic under discussion the researcher recommends that there is the need to introduce some role model programs in our senior high schools which will help more students to involve themselves in more physical activities. As their role models get closer to them, it will motivates more students participate in physical activities which will improve their healthy lifestyle.

As discussed in the previous section, the most effective strategies for promoting physical activity in children are likely to be concept based and involve school and community interventions as well as significant family involvement. In addition, in order to achieve the goal of involving students in physical activity, there is a clear need to design programs that are culturally relevant and appropriate for the range of students regarding factors such as ethnicity, gender, age, and region. Clearly, these efforts will require concerted attempts among various role models, including teachers, parents, sports personalities and celebrities. The end result of this collaboration could include the development and universal provision of comprehensive physical and health

education curricula, changes in the school and community environment that promote enjoyable and safe physical activity before, during, and after school, the involvement of the family, and the training of personnel. In addition to the primary goal of increasing the frequency and enjoyment of physical activity, recommended interventions should also incorporate the goal of improving muscular strength and physical fitness. Improving muscular strength may be important because the effect of prolonged inactivity during periods of muscular growth may be detrimental to overall skeletal development. Interventions designed to increase physical fitness are particularly important. It is currently unknown whether aerobic capacity or physical activity patterns in children would affect long-term adult health outcomes, but given the argument that patterns of physical activity and fitness formed during childhood extend into adulthood, physical fitness and activity are likely to have direct and indirect health consequences later on in life.

It is clear that promoting physical activity in students will have a crucial role in the life-long prevention of some diseases. However this is not as straightforward as it would appear, as the successful promotion of physical activity is complex and will require knowledge and incorporation of physiological, environmental, behavioural, cultural and financial factors. Students should be encouraged to participate in spontaneous physical activity which is well-integrated into daily life, rather than being directed towards regimented exercise programs. The physical education curriculum, in particular, should promote skills essential for developing physical activity patterns and instill a general appreciation for physical activity later in the adult years. A realistic approach to involving students in physical activity would be to have schools, families and communities provide an atmosphere that encourages a physically active existence in combination with sound nutritional practices. This atmosphere can be achieved by

having parents, teachers and sportsmen and women serve as role models themselves by participating regularly in physical activity and by providing ample opportunity for 'active free play' instead of encouraging inactive activities. Undoubtedly, the promotion of physical activity in students will require significant resources, major policy changes, environmental planning and educational efforts in schools and communities. Novel solutions must be developed to overcome the numerous barriers to promotion of physical activity.

There is also a need to develop a better understanding of the relationship between physically active role models and school-based physical activity opportunities in all school contexts, especially secondary schools. To date, limited qualitative evidence collected from secondary school members suggests that adult and student role models who value physical activity influence school-based physical activity and opportunities for physical activity.

It is important for students to see adults incorporating physical activity into their day and view this as a normal, fun and positive experience. Walking or cycling to school can be a great way to role model active living.

The early life period, from birth, assumes a fundamental role to acquire and improve motor skills, neuromotor capacities and healthy behaviours. During this period, the lack of appropriate physical and cognitive stimulation may lead to irrecoverable deficiencies or delays that will affect personal development and achievements throughout life. Participation in physical activity should, therefore, be promoted as from very early childhood with the aim of developing neuromotor skills, physical, psychological and social skills.

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APPENDIX A

EXAMINING THE INFLUENCE OF ROLE MODELLING IN PHYSICAL ACTIVITY AT SENIOR HIGH SCHOOLS IN THE HO MUNICIPALITY

QUESTIONNAIRE FOR STUDENTS

This questionnaire intends to find out whether role models have influence on students at Senior High School participation in physical activity. Respondents should note that information given is solely for academic purposes and would be treated very confidential.

PART ONE – PERSONAL PARTICULARS

Tick [] the appropriate item that illustrates your response

1. Gender: Male [] Female []
2. Age: 15-18 [] 19-21 [] 22-25 []
3. Level: SHS1 [] SHS2 []

1. Who is your role model?

[] Physical education teacher [] Athletes [] Family member [] Peers

2. Why is he/she your role model?

[] Because of the behaviour.

[] Because of the physique.

[] Because of support he/she gives to people.

Because of the physical activity he/she indulges in.

3. What physical activity does your role model indulges in?

Football Running Jumping Dancing

4. Does his/her doings serve as motivation to you?

Yes No

5. Do you like your physical education teacher because of his or her involvement in physical activity?

Yes No

6. Does your attachment to a role model attract other students to you as you perform an activity?

Yes No

7. How many times do you involve yourself in any physical activity with a week?

1-2 3-4 5 and above

8. Does this improve your involvement in participation in other physical activities?

Yes NO

9. Do you invite other students when you are having you are any physical activity?

Yes No

10. Those who joined you, do they enjoy the physical activity with you?

Yes No

11. Do you have any support from your role model?

Yes No

12. Do you have any other role model(s)?

Yes No

13. If yes why?

Their behaviour is similar

The support they give to other people

Because of the support he/she gives to people

Because of the physical activity he/she indulges in

14. Do you like involving yourself in physical activity?

Yes No

15. Do you get congratulated anytime you involve yourself in any physical activity?

Yes No

16. Are you encouraged by your role model to participate in any physical activity?

Yes No

17. Are you pressured by your role model to involve yourself in any physical activity?

Yes No

18. Have you been accompanied by your role model?

Yes No