

The Influence of Professional Athletes as Role Models on Young People

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ABSTRACT: Professional athletes would need to recognize their role model position. They may offer numerous beneficial effects in many ways. They may assist to build high school pupils' personal personalities. Pro sportsmen offer the kids someone they can connect to and interact with, somebody they saw themselves as. This paper deals with the theoretical evaluation of the usefulness of role models and celebrities for young people in general, and in particular. We then examine the results of current research. As the study shows, the overwhelming majority of idols and in particular sporting heroes are males and sports stars are boys. In the second part of the paper we questioned the students about their role models, and a pilot study will be presented. Sport heroes or action stars were regarded by a large number of youngsters who admired them when they were able to accomplish anything because of their power, aggressiveness and talent. On the other side, sports stars were not functioning as role models for interviewed females. The film and music scene performers and stars have been admired. In the end, it examines the future implications of these norms and asks what answers pedagogy may provide.

KEYWORDS: Athletes, Education, Sports, Sportsmen, Role Models.

1. INTRODUCTION

The involvement of young females in sport and physical activity is one of the major barriers to physical education (PE). PE instructors have a history of looking as a young girl who loves sports, but cannot be physically active in late teens. At this time, she decided that her sports and physical activity were no longer possible. Several Australian studies show the tendency of females to lose physical and sport throughout puberty. Over and beyond the general low level of adolescent female physical activity, in a recent study in central Queensland, there was a reduction in the percentage of girls aged 16-17 in year 11 who were moderately engaged compared to girls aged 13-14 years. The Western Australian Women's Sports Foundation's findings show that women attended school at the age of 15. By 60 years of age 60% of participants seem to have dropped. Australia is not the only country with low attendance and significant withdrawals.

An Australian participation rate study is supported by a foreign benchmark report. This study has examined the patterns of young athletes in 20 countries in a collaborative effort with the ICSSPE Sports and Leisure Committee. Researchers discovered that females are less active than boys and found that this is particularly true for traditional sports and team sports, in which competition is essential. The drop-off rate was also characterized as one of the most current sports and PE issues among teenagers. This has been observed in all nations where academics have investigated this and is regarded as a worldwide issue in emerging countries. Since athletic and physical activity may have significant benefits for fitness, mental health and social development, a key issue is to encourage young people to engage in sporting activities or to continue. The current study examines the role model for sport, which may empower and encourage sport and physical exercise for young females. Initially, a theoretical approach was suggested focusing on social education and gender theory. The authors then develop a profile of the female sports role model using quantitative and qualitative data collected through focus group interviews and surveys. Improving the image of a sport model position may improve education and sport plans and services for young girls[1].

1.1 Professional Athletes as an Excellent Role Models:

According to study published in the January 2011 edition of the "Journal of Adolescent Health," 59 percent of teenagers can identify a role model in their life. Those who looked at sportspeople were more likely to make good health choices among teenagers with role models. In reality, not every athlete is a good role model. Some athletes unfortunately participate in adverse conduct; however, the athletic lifestyle is generally a good role modelling position for young people[2].

1.1.1 Physical Activity:

Athletes must participate in frequent, intense activities to remain on top of their game. In a rather sedentary society, where life centers on television programmes and computer games, sportsmen really shape the advantages of physical exercise for children and teenagers. Athletes are fit, healthy and powerful to live. Just by taking the field or court, sportsmen offer youngsters a chance to learn that they can pay off physical activity.

1.1.2 Confidence:

One reason girls should do sports is because they get confidence from the Teens Health website. This trust may be shown when you look at elite athletes. On and off the field, players have a feeling of trust in themselves and their team. One of the reasons why sportsmen are excellent role models is because they teach young people how essential it is to trust in themselves and the people around them.

1.1.3 Work Ethic:

Athletes must work hard to keep up with their game. Baseball players spend much more than two or three hours of everyday practice. They take time to stretch, review tape and improve on their swing. They then visit the fitness center and lift weights or hit the field to work at their pace. You can spend 6 to 8 hours a day on baseball alone, plus bus time and double-headed play on the weekends. Teens who view athletes as role models learn to imitate the work ethics needed to become a top athlete.

1.1.4 Education:

Athletes knew quickly that they have to get the grades if they want to play the game. Even in middle school sports a deficient grade prevents an athlete from playing. When young people see secondary, college and professional athletes as role models, they realize that these athletes have to dedicate themselves to greatness on and off the field. Unless the grades are made, high school athletes will not play. Colleges recruit only athletes who can be admitted at their school, thus players can only participate if they complete their courses. And although some professional players are chosen directly from secondary school, many still have to prove to be college athletes to look at. It is a chain that demands at least some commitment to the success of academics as a financial athlete[3].

1.2 Sportsmen of Distinction as Role Models:

In light of this theory, it is uncertain if female athletes would be inspired to participate in sports as a result of witnessing the professional athlete's outstanding performance. Girls who have been compared to professional athletes should be welcomed, but this may not be the case for those who feel quite different from professional athletes. The observational investigations conducted by Kunda and Lockwood provide support to this hypothesis. When "super stars" are considered to be important, they are shown to be much more likely to be successful than when they are thought to be insignificant. They discovered that conservationists were only able to inspire and develop relevant celebrities as role models if their achievement seemed to be within reach; when it appeared to be out of reach, it resulted in self-deflation on their part. It was also thought that prominent or Olympian athletes serve as good role models for young females. However, according to their findings, females are more likely than exceptional athletes to be influenced by someone in their immediate proximity, whether it is a parent or a member of their family.

The importance of parents serving as role models was emphasized in a similar spirit to the importance of parental participation in child soccer. Parents who are seen as healthy role models for their children were shown to have a favorable impact on their children's involvement in soccer. A study on role models conducted at a school-based development center revealed that students had a strong preference for role models that come from ordinary and everyday situations. Through the use of cross-sectional methodology, the researchers discovered that, while the majority of adolescents did not have the same level of ability 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 the teenagers' decision to choose these teenagers as a role model[4].

1.3 Athletes Should Serve as Positive Role Models:

When it comes to young children in today's culture, everything from elder siblings to their favorite sports heroes may have an impact on them. Social media has a significant impact on the way we make choices and choose

our points of view on many issues. Having a role model to look up to may make or break the way children perceive events, particularly in the case of young athletes who look to experts for advice. Sporting athletes should start acting as better role models for people who look up to them in their respective sports. In a 1993 interview, former NBA player Charles Barkley said that he was not a role model for young people. Just because I can dunk a basketball doesn't mean I should be in charge of raising your children." It was fortunate for Barkley that, at the time of the interview, social media was not very popular at the moment. Barkley must be aware that, whether he likes it or not, he is portrayed as a role model. However, whether he plays a good or negative role is entirely up to the individual[5].

For example, according to the NBA, just one out of every 10,000 high school basketball players goes on to play professionally. So, what do the remaining 9,999 pupils do with their time? For starters, more than half of them are likely to have some kind of optimism that they will at the very least play in college, and those who do will likely pursue professional careers. High school and college basketball players look up to the stars, whether they are watching them on television or sitting courtside during a game, to learn plays, shots, and proper technique on the court. In this case, all professional athletes are considered to be role models, according to the definition of a role model as "someone who is looked to by others as an example to be emulated". The retired basketball player Karl Malone spoke out against Charles Barkley's arrogant remarks in a Sports Illustrated piece, writing, "Charles Barkley's arrogant words. I don't believe you have the authority to make this choice. We are not selected to be role models; rather, we are chosen to be role models. It is up to us whether we will be a positive role model or a negative one". Malone did a fantastic job, and we applaud him[6].

The simple-minded sports stars believe that no one in the younger generation wants to be exactly like them, despite the fact that they feel they should not "raise your kids." Because of the tiny proportion of children who go on to become professional athletes, it encourages them to become more interested in athletics. Consume the foods that they eat, lift the weights that they lift, and exercise in the same manner that they train. It is critical for youngsters who participate in athletics to have a role model to emulate. A kid should have someone in whom they may place their trust. It gives them hope to see their favorite athlete score a goal or smash a home run because it offers them hope. The hope that one day they will be able to emulate the athlete who has captured their attention[7].

Professional athletes have one of the highest wages of any profession in the United States. Cristiano Ronaldo, the soccer superstar, is at the top of the list with a salary of \$88 million per year, \$56 million in wins, and \$32 million in sponsorships, according to Forbes. This amounts to about \$176 million each year, and athletes are dissatisfied because of the children who look to them as role models. That doesn't make a whole lot of sense. Instead than focusing on themselves and their achievements, pros should pay attention to their fan base, which includes young athletes who look up to them as role models. They should demonstrate to them how to distinguish themselves from the competition and assist them along the process. After all, they wouldn't be renowned if no one was interested enough in their games to watch them.

1.4 Mentoring and Influencers:

Since the literature contains various interpretations, the concept of the role model needs explanation. A role model is considered for this study as someone who aspires to imitate or be like it. They must be an outstanding and worthy human being. This clearly distinguishes jobs from advisors. This is a description, and the definitions vary greatly. The trainer is in intimate contact with the mentor, advisor, teacher, guide or optimist. If the mentee is confronted with difficult or stressful circumstances, they participate actively. On the other hand, a model performs a more passive function, develops through time and does not have to be closely related to the person. You may not necessarily be aware that you are a role model for a particular person. From a developmental psychology point of view, role models may be significant, since teenagers are the ideal period for identity discovery and growth in particular. It's a moment to understand who you are, what you are and where you live. Other prominent people, like sports stars, will play an increasingly crucial part in the autonomy of their parents. The role models are an essential component of the phase of socialization in learning psychology[8].

In the philosophy of social cognition, sometimes called social cognitive theory, Bandura states: "Modeling has traditionally been considered one of the most successful ways for conveying ideas, attitudes and conduct patterns." People learn through observing the behaviors of others and their consequences. The observer may

continue to demonstrate similar behaviors, whether the activity is effectively rewarded or seen. The expectations of self-efficacy of the observer partly rely on the emergence of new behavioral patterns, which means one should act and succeed in every scenario[9]. The Bandura model observation similarity concept is especially relevant here. Similarity among model-observer refers to the degree to which models resemble observers in age, sex and motor skills. Similarities to model models have been shown to enhance the efficiency of observers and to motivate watchers to succeed when they believe that similar people must do so. The more comparable models are generally available to observers, the more probable the modelling can assist observer actions. An essential element of this theory is also the difference between mastery and coping models. Mastery models offer excellent outcomes from the beginning. Coping models, on the other hand, mistake but may fix their problems and enhance outcomes. Researchers suggest that seeing coping models may improve children's own efficiency rather than observing master's qualifications or expert models[10].

1.5 Motivational Process:

In observational learning, this phase, which refers to the desire to engage in a behaviour, is considered to be the most essential of the four processes. Without incentive, it is unlikely that the spectator will be persuaded to replicate the action. When it comes to observational learning, motivation may be considered to be the most important factor in all four phases or processes. Consider the attentional process: the model must be emotionally appealing enough to encourage the athlete to pay attention throughout this phase of the process. The athlete must be awake and interested (at an appropriate degree of arousal) in order to devote significant attentional capacity to studying the model. Following that, the athlete must be further encouraged to organize and cognitively retain the knowledge in the retention phase, as well as further motivated to replicate the observed behaviour in the motor reproduction process. Furthermore, if the perceived benefits exceed the perceived drawbacks (if there are any), the athlete is more likely to replicate the conduct in question. Furthermore, if the athlete does not consider the vicarious reinforcement to be of sufficient importance, he or she will not replicate the action in question.

1.6 Applying Observational Learning Theory in Coaching:

All of the ideas and notions associated with Bandura's social cognitive theory, especially those that are relevant to coaches, are of little use if they cannot be immediately applied to the processes of motor learning and coaching practice. To that end, this section describes specific methods in which coaches may use concepts such as behavioral models and observational learning in order to better and further expand their coaching toolkit, increase athlete performance, and foster programme greatness. A successful programme is built on the foundation of positive role models as well as a plentiful supply of reinforcement. Coaches must use operant conditioning techniques in order to recognize and reward positive role models as well as players who mimic positive conduct. Instead, coaches must constantly identify and punish bad role models, as well as players who imitate improper conduct in their own lives.

2. DISCUSSION

It has been a regular habit to steal major league baseball from the National Basketball Association's achievements. In contrast to a one-day event, Rookie development seminars, All-Star weeks, even home run batters from All-Star N.B.A. recall. So it seems logical to deepen the game into the N.B.A. pet problem of the year too: should players be role models? No baseball player has decided to reflect Charles Barkley's sound-bite feelings. It created a huge controversy, when in the first line of a TV commercial he stated he was not the role model, an otherwise interesting message urging parents to establish standards for children was missed. It was the finest of TV advertising, arousing attention and a tremendous discussion. And who knows, he possibly even sold some shoes, and some little athletes may not choose to influence differently. Dave Winfield, the Minnesota Twins' veteran outfielder, disagrees. He has been an advocate for children and a role model throughout his career. He believed the Barkley commercial was a sweet marketing trick.

"Athletes are a significant role model for many individuals and may and should be," Winfield added, "but not the main in an ideal scenario. The parent should be the second and maybe the athletes or other non-family people. Many individuals can fit within this final group." Unfortunately, it doesn't necessarily operate like that

in this day and age. Athletes have an effect and influence on many, whether or not the athlete desires." Some feel that the degree of this effect was overstated to the point where it was ludicrous. "It was always a strange argument," said Donald Fehr, president of the union of baseball players, "When someone says, 'You, professional athlete, have done so, and thus another kid or group of kids would be less well.' It's not his responsibility to raise children from someone else. This is the end of the line." On the other hand, Fehr cannot disregard, like Winfield, the facts of how society establishes its order for heroes and role models. He also admits that "anyone in the public spotlight is stupid if he or she does not realize that other people and children care whether you are in sports or entertainment". At the same time, he said, "we must all acknowledge that some individuals are well-suited and others are not. Some players are parents with children, while some of them are 19 and 20 years old and are nothing more than new children".

Ken Griffey Sr. believes that it may be difficult, who observes everyday how his son, Ken Jr., the Seattle Mariners All-Star Center fielder, seeks a balance between personal and public duties. "The truth is, they're playing baseball here, and I believe that they're a role model at home," Griffey Sr., a coach with the Mariners and a former big leaguer said. I was a junior role model because that's how it should be. I'm not concerned about parenting children from someone else. This is not his duty. That is his obligation. He will be responsible to his own children, just as I had a duty to my children." The son of the Hall of Fame outfielder, Roberto Clemente Jr., likewise thinks that an athlete is obliged to the family. But Clemente understands that his father has lived and died, believing that the whole family deserves help and direction. Elder Clemente died in an accident in 1972, while the relief supply was being sent to Managua, Nicaragua, after an earthquake. His son, who works in the Roberto Clemente Sports City for youngsters in Carolina, Puerto Rico, along with his mother Vera, thinks that this idealism still exists.

"Youngsters certainly gravitate to sport figures; my dad understood this, and he was in his own class, the way he looked after children on and off the field," Clemente remarked. "I always believed that children were a very important element of society and should be looked after and positively impacted. I thought this because children are having such a difficult time in society nowadays, and since sportsmen earn so much cash and are so exposed. You should take care of yourself and your pictures outside the game." But while all this and more may be achieved, reality remains reality. "What we must remember," Fehr said, "is that whatever else anybody can do, if parents and the family and other close bodies don't do the work, nothing else counts".

3. CONCLUSION

The severe absence of references to their instructors as role models and the selection of boys and girls for their preferences by athletes and celebrations related to their outcomes. There is no indication that these girls or boys relate to their instructors, men or women. Teachers should not be seen as role models. School pupils may be recommended to have chosen role models that represent or at the beginning of the whole description of the study. Some guys will focus on legends at high standards of athletes and other sporting figures, but all of them are loving friends and caring families. Teachers, males or females, may not be prominent in either group, but might accomplish more if youngsters were informed who "looked" and "respected" rather than just "wished" and "following". However, it may be concluded that male instructors in Hertfordshire, England, are not seen as role models in general for females, given arguments made opposite to the government and media. It is presently a non-runner for the correction of abduction and laddish behaviour. But footballer marketing as a role model for boys may be beneficial somehow because it links literacy to a present, well-known and profitable image rather than attempting to create a fresh picture that will attract boys as models in companies or a strong men's equivalent. Additional studies are required that clearly explain and differentiate between each possible role model to help students express their views on particular role models.

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