

Gaelic4Teens Programme Evaluation Wicklow 16th July 2018 Dr. Wesley O'Brien (wesley.obrien@ucc.ie)



Gaelic4Teens – Programme Evaluation

Report compiled by Dr. Wesley O'Brien

Evaluation Acknowledgements:

The Wicklow Gaelic4Teens programme is a joint project between the **Ladies Gaelic Football Association and Wicklow Sports Partnership**, and is funded by dormant account funding secured through **Sport Ireland**. The programme aims to assist clubs to retain their current playing bases while also recruiting players in the 15-17 age bracket, which has been identified as a group with a high drop-out rate.

Report Background

As part of this Gaelic4Teens programme evaluation, a mixed methods research surveillance was undertaken between March and May 2018. The two key stakeholders involved in this specific research evaluation were:

- 1. The female 'teenager' i.e. the 'adolescent'**
- 2. The respective local 'club coach' i.e. a volunteer**

In the report that follows, **questionnaire data** regarding the Wicklow female teenagers participation in physical activity, the psychosocial correlates of sport participation (motivators, barriers, physical self-worth, self-efficacy etc...), and their levels of understanding club coach behaviours, specifically as part of the teenagers engagement within the Gaelic4Teens programme will be presented.

Furthermore, **focus group data** regarding the respective local club coaches from Wicklow Ladies Gaelic Football Clubs will be presented. Specifically, the focus groups were used as a strategic means of understanding coaches engagement within the Gaelic4Teens programme, their level of coach development, and their particular understanding of the 'teenager' within sport practice.

It is important to note that the teenager questionnaires and the coach focus groups were each collected on two occasions:

- 1. At the beginning of the Gaelic4Teens programme**
- 2. At the end of the Gaelic4Teens programme**

The reason that all measurements were collected on two occasions was to evaluate the impact of the Gaelic4Teens programme over time– in other words, was there any behavioural changes from participating in the Gaelic4Teens programme

Descriptive information to the Teenager Questionnaire

Clubs from the Wicklow region represented: Baltinglass, Tinahely, Rathnew

Mean age of teenagers: 14.86 ± 0.80 years (39 questionnaires completed)

Post-primary school years involved: 1st year to 5th year

Part I: Descriptive Results for the Player Questionnaire

Result 1 Physical Activity and Sport Participation:

At the beginning of the Gaelic4Teens programme, **0%** of teenagers were meeting the recommended daily minimum of 60 minutes moderate-to-vigorous physical activity/sport participation on all 7 days in the week. On average, the teenagers were reporting to meet the 60 minute physical activity guidelines on approximately **4 days in the week**.

Following the teenagers participation in the Gaelic4Teens programme, it was encouraging to observe that **8%** of teenagers were meeting the recommended daily minimum of 60 minutes moderate-to-vigorous physical activity/sport participation on all 7 days in the week. Furthermore, and on average, the teenagers increased their ability to meet the 60 minute physical activity guidelines to approximately **5 days** in the week.

Overall, it can be reported that participants increased their participation in physical activity and sport from the inception to the end of the Gaelic4Teens programme.

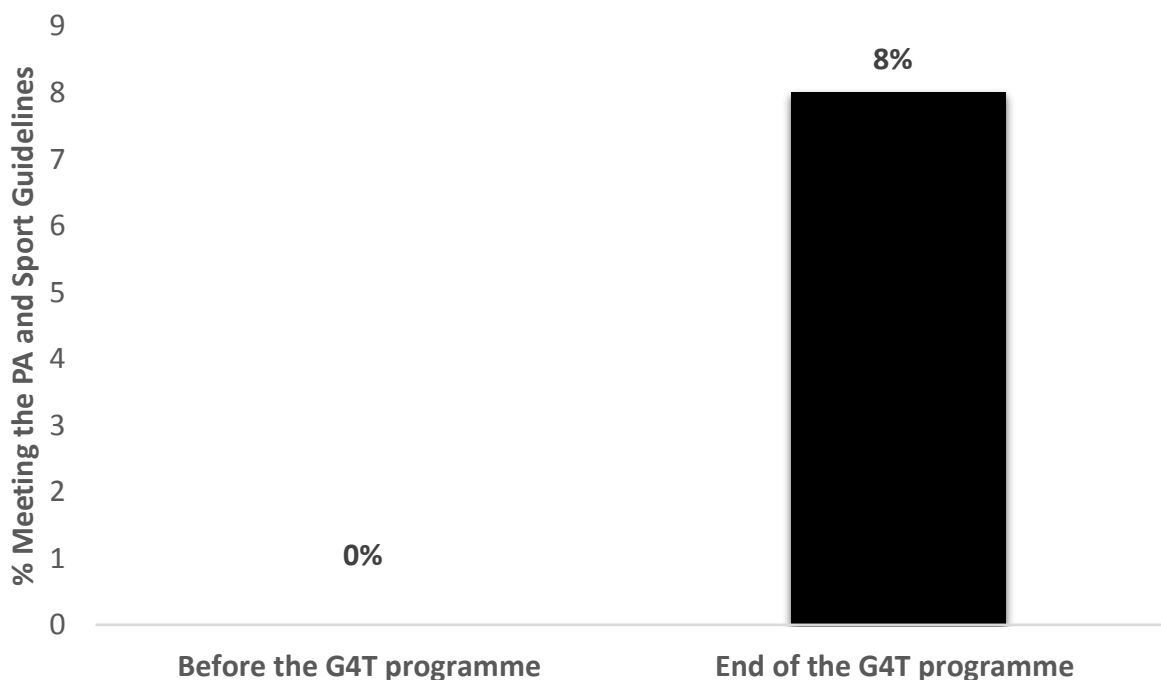


Figure 1. Percentage of participants meeting the weekly physical activity and sport guidelines before and after the Gaelic4Teens programme.

Note. PA = physical activity; G4T = Gaelic4Teens;

Result 2 Preferred Sport Participation:

At the beginning of the Gaelic4Teens programme, the three most popular sports and physical activities for the teenagers in three Wicklow clubs were:

1. Ladies Gaelic Football
2. Running/Jogging
3. Soccer.

Before the beginning of the Gaelic4Teens programme, the prevalence of sport participation in the previous 7-days week were as follows; **91%** had participated in '**Ladies Gaelic Football**', **34%** had engaged in '**Running/Jogging**' types of physical activities, and **26%** had reported to have participated in '**Soccer**'.

Following the teenagers completion in the Gaelic4Teens programme, the prevalence of sport participation in the previous 7-day week increased to the following; **100%** had participated in '**Ladies Gaelic Football**', **51%** had engaged in '**Running/Jogging**' types of physical activities, and **31%** had reported to have participated in '**Soccer**'.

Overall, it can be reported that participants increased their participation in their preferred sports from the inception to the end of the Gaelic4Teens programme.

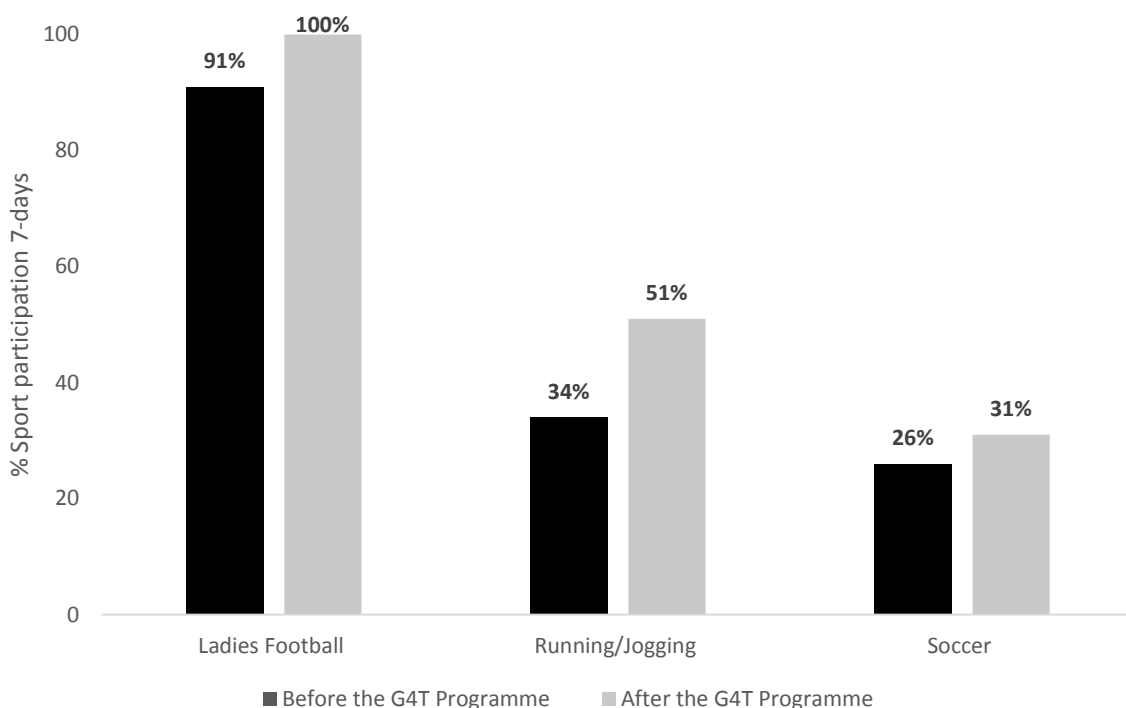


Figure 2. Percentage of participants who engaged in specific sports and physical activities over the past 7-days. Note. G4T = Gaelic4Teens

Result 3 Screen Time:

In the current programme evaluation, screen time activities were classified as time in minutes spent engaged in the following:

1. Television viewing,
2. Playing video games and using the computer.

Healthy screen time guidelines of <120 minutes per day exist for teenagers.

Before the beginning of the Gaelic4Teens programme, teenagers reported to be accumulating approximately **73.61 (\pm 37.45) minutes** of screen time per day. It was found that **17%** of teenagers **accumulated >120 minutes** of screen time per day.

Following the teenagers completion in the Gaelic4Teens programme, a reduced engagement in overall daily screen time occurred, with approximately **72.45 (\pm 42.82)** minutes of screen time per day reported. In total, a reduction in the proportion of those exceeding the screen time guidelines were found, with **12%** of the teenagers **accumulating >120 minutes** of screen time per day.

Overall, it can be reported that participants reduced their overall screen time engagement from the inception to the end of the Gaelic4Teens programme.

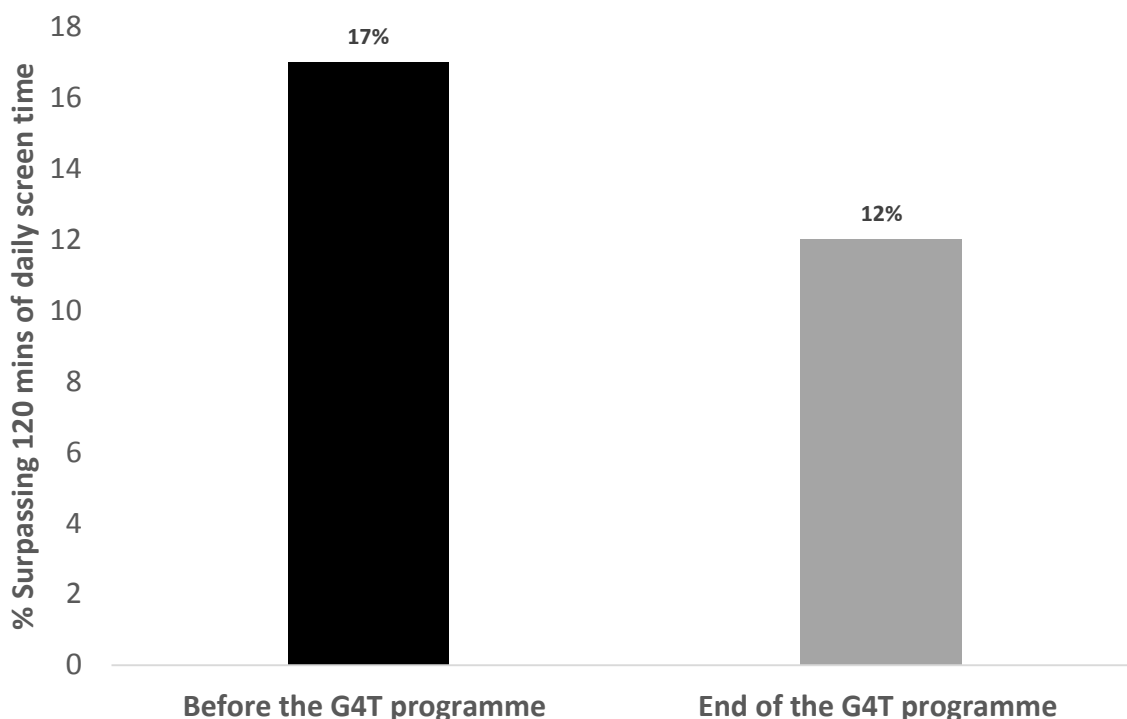


Figure 3. Percentage of participants not meeting the recommended daily screen time guidelines (>120 minutes per day). Note. G4T = Gaelic4Teens;

*** It is important to note in result 3 that time spent sitting with friends in school, using a mobile phone, completing homework, and listening to music were not measured as part of overall sedentary behaviour in this report.*

Result 4 Overall Enjoyment when Physically Active

Before the beginning of the Gaelic4Teens programme, teenagers reported a mean score of **44 (± 8.53)** for overall enjoyment during physical activity – the maximum score possible using this scale was **50**. These responses included statements such as *'When I am active, I enjoy it'*, *'When I am active, it feels good'*, and *'When I am active, it makes me sad'*

Following the teenagers' completion in the Gaelic4Teens programme, an increased overall enjoyment during physical activity was reported amongst the teenagers, with a mean score of **47 (± 3.88)** observed. In total, it was very encouraging to observe that **97.5% of teenagers disagreed a lot with the statement that *'When I am active, it makes me sad'***, indicating that the Gaelic4Teens programme may have impacted the teenagers' emotional health during physical activity.

Overall, it can be reported that participants increased their overall physical activity enjoyment from the inception to the end of the Gaelic4Teens programme.

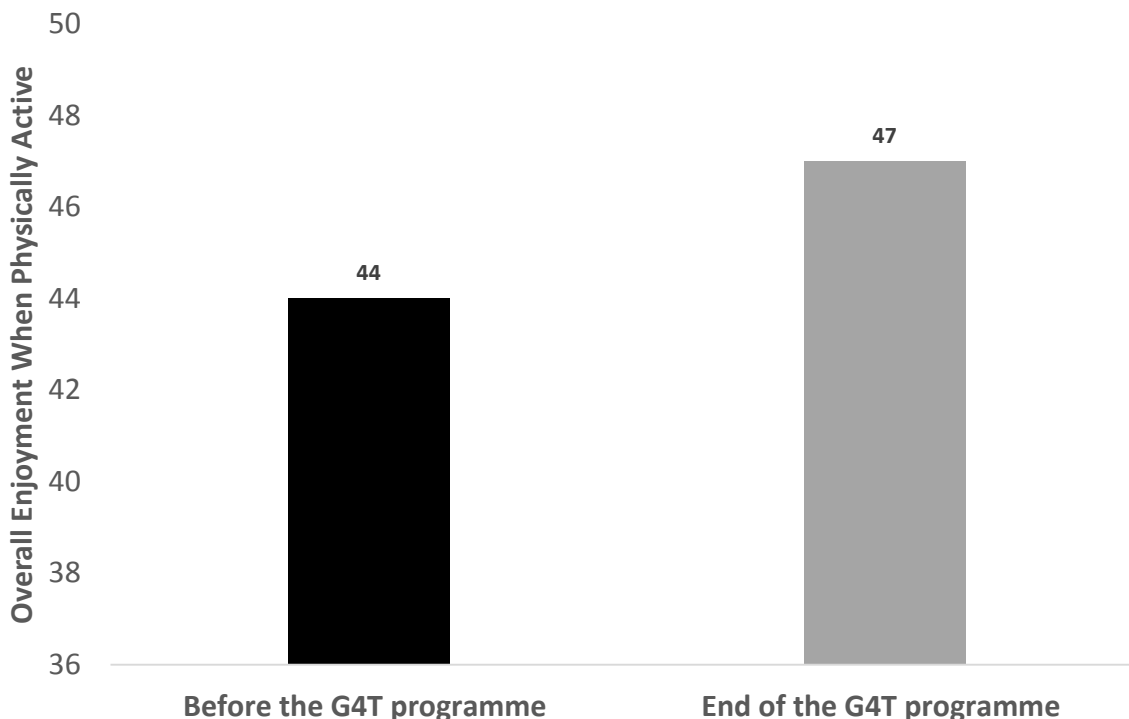


Figure 4. Overall Enjoyment When Physically Active (Maximum Score=50)

Note. G4T = Gaelic4Teens

Result 5 Overall Physical Self-Worth

Before the beginning of the Gaelic4Teens programme, teenagers reported a mean score of **30 (\pm 3.98)** for overall physical self-worth – the maximum score possible using this scale was **40**. These responses included statements such as '*I am happy with how I am and what I can do physically*', '*I feel positive about myself physically*', and '*I feel confident about myself physically*'.

Following the teenagers' completion in the Gaelic4Teens programme, an increased overall physical self-worth was reported amongst the teenagers, with a mean score of **32 (\pm 4.85)** observed.

Also, it was very promising to observe at the end of the Gaelic4Teens programme that **95% of teenagers strongly supported the statement '*I feel positive about myself physically*'**, in comparison to **80% of teenagers** prior to their inception of the programme.

Overall, it can be reported that participants increased their overall physical self-worth in a positive manner from the inception to the end of the Gaelic4Teens programme.

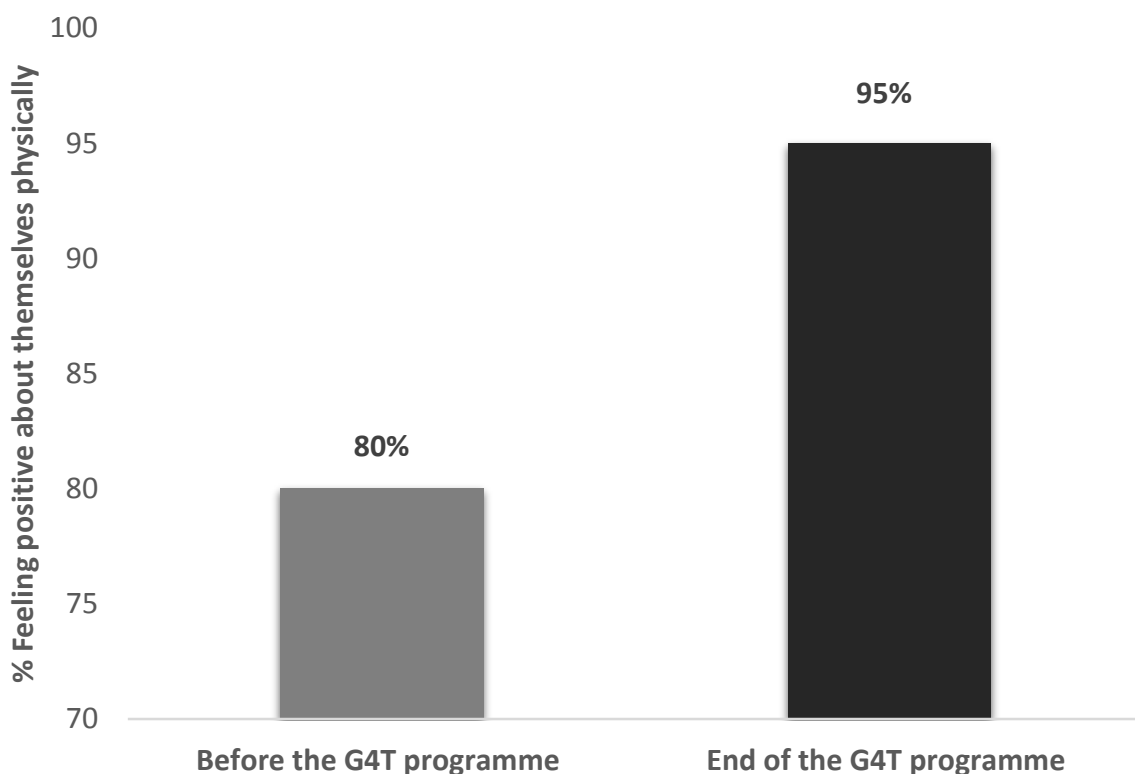


Figure 5. Percentage feeling positive about themselves physically

Note. G4T = Gaelic4Teens

Result 6 Overall Physical Activity and Exercise Intentions

Before the beginning of the Gaelic4Teens programme, teenagers reported a mean score of **39 (± 7.60)** for overall physical activity and exercise intentions – the maximum score possible using this scale was **44**. These responses included statements such as *'Doing physical activity is fun'*, *'Doing physical activity makes me look better'*, and *'Doing physical activity helps me cope with stress'*.

Following the teenagers' completion in the Gaelic4Teens programme, an increase for overall physical activity and exercise intentions were reported amongst the teenagers, with a mean score of **41 (± 3.18)** observed.

Also, it was very promising to observe at the end of the Gaelic4Teens programme that **100% of teenagers strongly supported the statement *'Doing physical activity helps me cope with stress'***, in comparison to **85% of teenagers** prior to their inception of the programme.

Overall, it can be reported that participants increased their overall intentions to engage in physical activity from the inception to the end of the Gaelic4Teens programme.

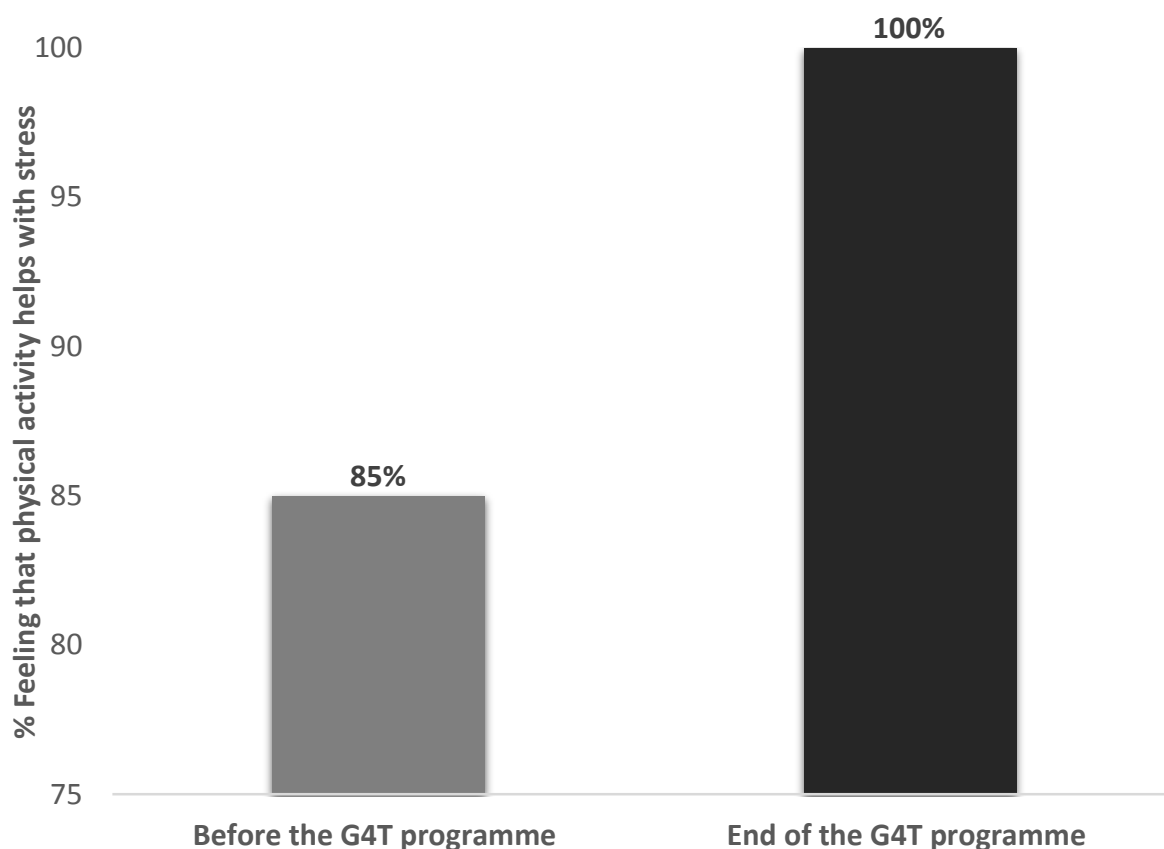


Figure 6. Percentage feeling that physical activity helps with stress coping

Note. G4T = Gaelic4Teens

Result 7 Overall Barriers to Physical Activity

Before the beginning of the Gaelic4Teens programme, teenagers reported a mean score of **32 (\pm 7.79)** for overall barriers to physical activity– the maximum score possible using this scale was **40 (*the higher the score, the less related barriers to physical activity)**. These responses included statements such as *'I don't have enough time to do physical activity'*, *'I am not as good at sports as other kids'*, and *'I'm afraid I might injure myself'*.

Following the teenagers' completion in the Gaelic4Teens programme, an increase in identifying less overall barriers were reported amongst the teenagers, with a mean score of **35 (\pm 3.43)** observed.

Also, it was very important to observe at the end of the Gaelic4Teens programme that **21% of teenagers identified that *'I don't have enough time'***, in comparison to a substantially higher **49% of teenagers** prior to their inception of the programme.

Furthermore, in terms barriers to physical activity, specifically perceived physical competence, it was notable to observe at the end of the Gaelic4Teens programme that **28% of teenagers identified that *'I am not as good at sports as other kids'***, in comparison to a higher **34% of teenagers** prior to their inception of the programme. Overall, it can be reported that participants reduced their overall barriers to physical activity and exercise from the inception to the end of the Gaelic4Teens programme.

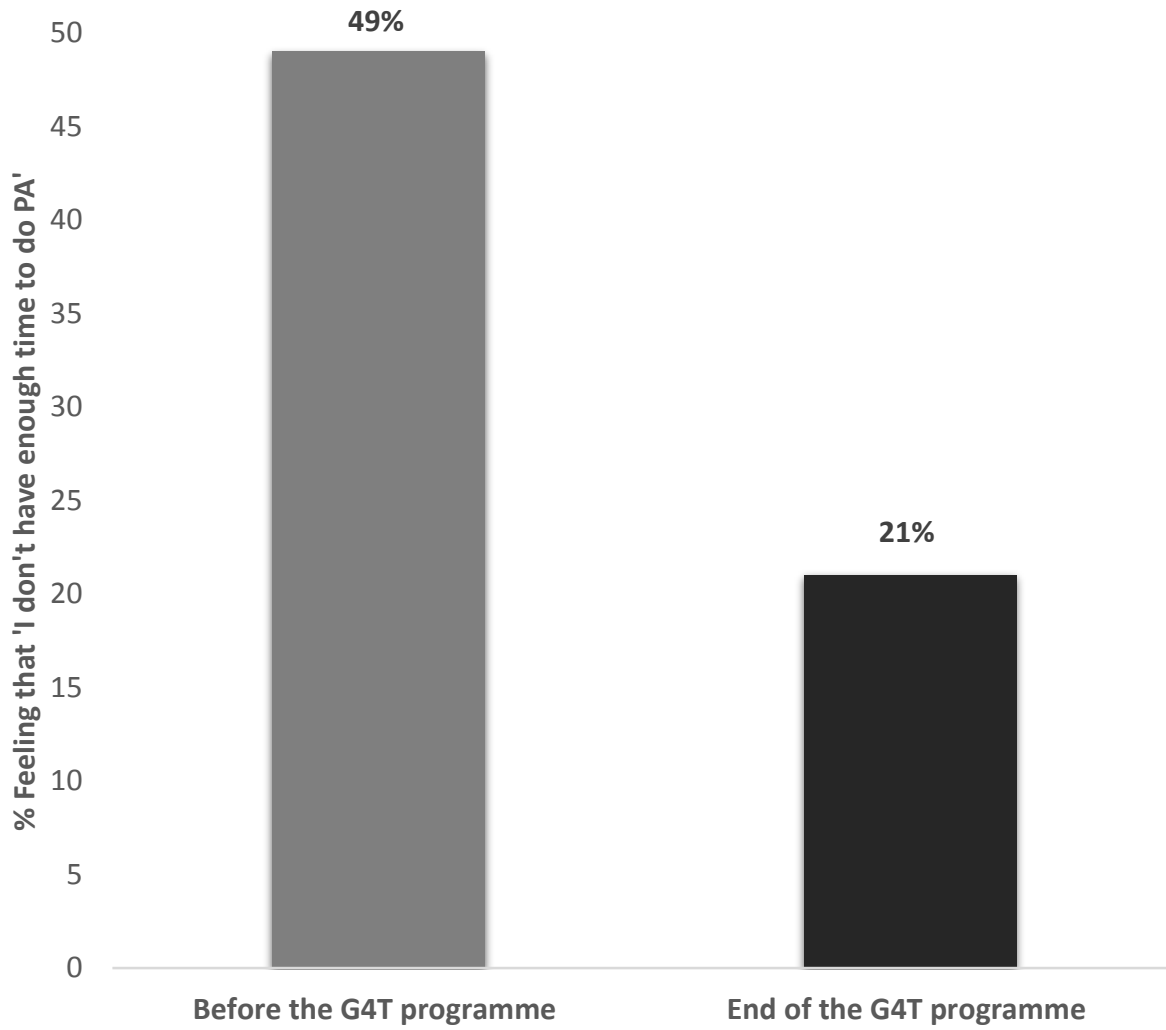


Figure 7.1 - Percentage feeling that time is a barrier to physical activity participation. *Note. G4T = Gaelic4Teens; PA = physical activity.*

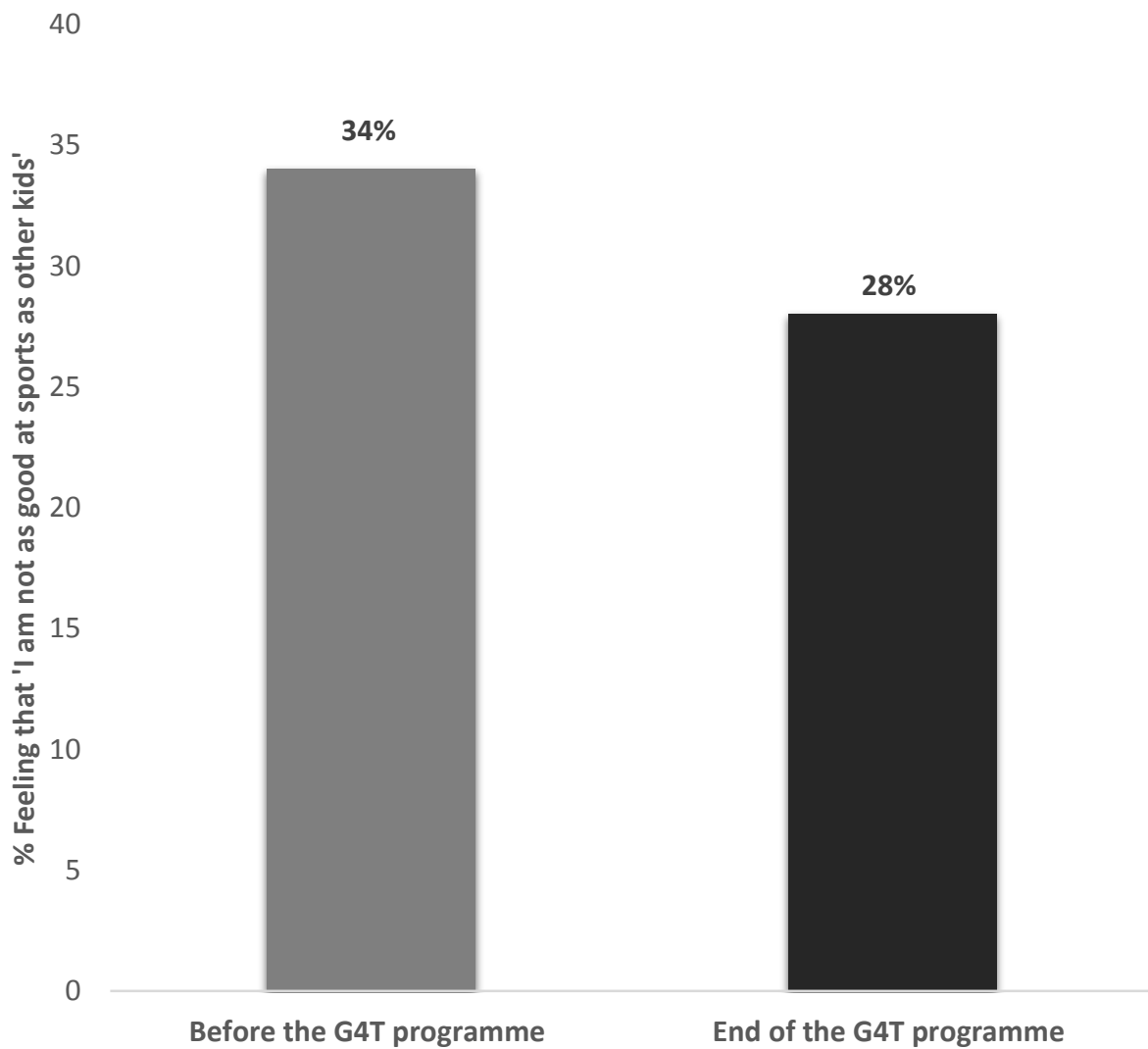


Figure 7.2 - Percentage with low perceived physical competence acting as a barrier to physical activity participation. Note. G4T = Gaelic4Teens;

Result 8 Overall Confidence in Coach Behaviour and Manner

Before the beginning of the Gaelic4Teens programme, teenagers reported a mean score of **57 (± 17.16)** for overall confidence in their coach in terms of behaviours and mannerisms – the maximum score possible using this scale was **75**. These confidence responses included questions relating to '*Knowledge of the game of Ladies Football*', '*Giving positive feedback to players*', '*Coming up with new ideas for training*', and '*Encouraging the players to play for fun*'. .

Following the teenagers' completion in the Gaelic4Teens programme, an increase for overall confidence in their coach in terms of behaviours and mannerisms were reported amongst the teenagers, with a mean score of **63 (± 9.35)** observed.

Also, it was very promising to observe at the end of the Gaelic4Teens programme that **46% of teenagers felt very confident in their coach to '*Use different equipment*'**, in comparison to **34% of teenagers** prior to their inception of the programme.

Furthermore, it was refreshing to find out at the end of the Gaelic4Teens programme that **41% of teenagers felt very confident in their coach to '*come up with new ideas for training*'**, in comparison to **25% of teenagers** prior to their inception of the programme.

Overall, it can be reported that participants increased their confidence in their respective coaches in terms of coach behaviours and mannerisms from the inception to the end of the Gaelic4Teens programme.

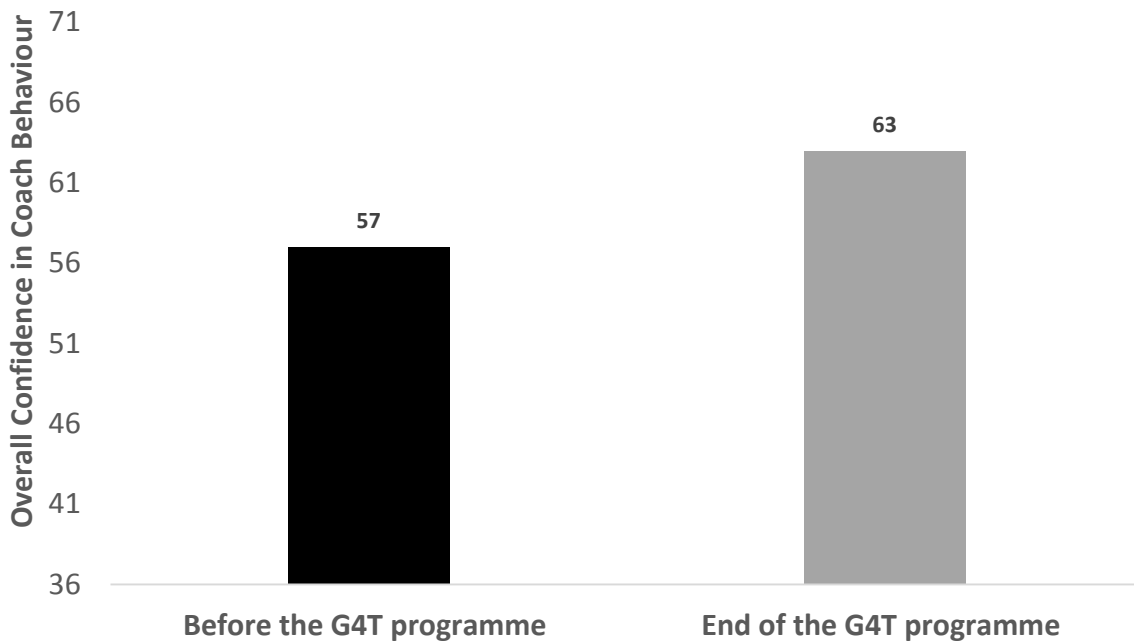


Figure 8.1. Overall Confidence in their Coach Behaviours and Mannerisms

Note. G4T = Gaelic4Teens

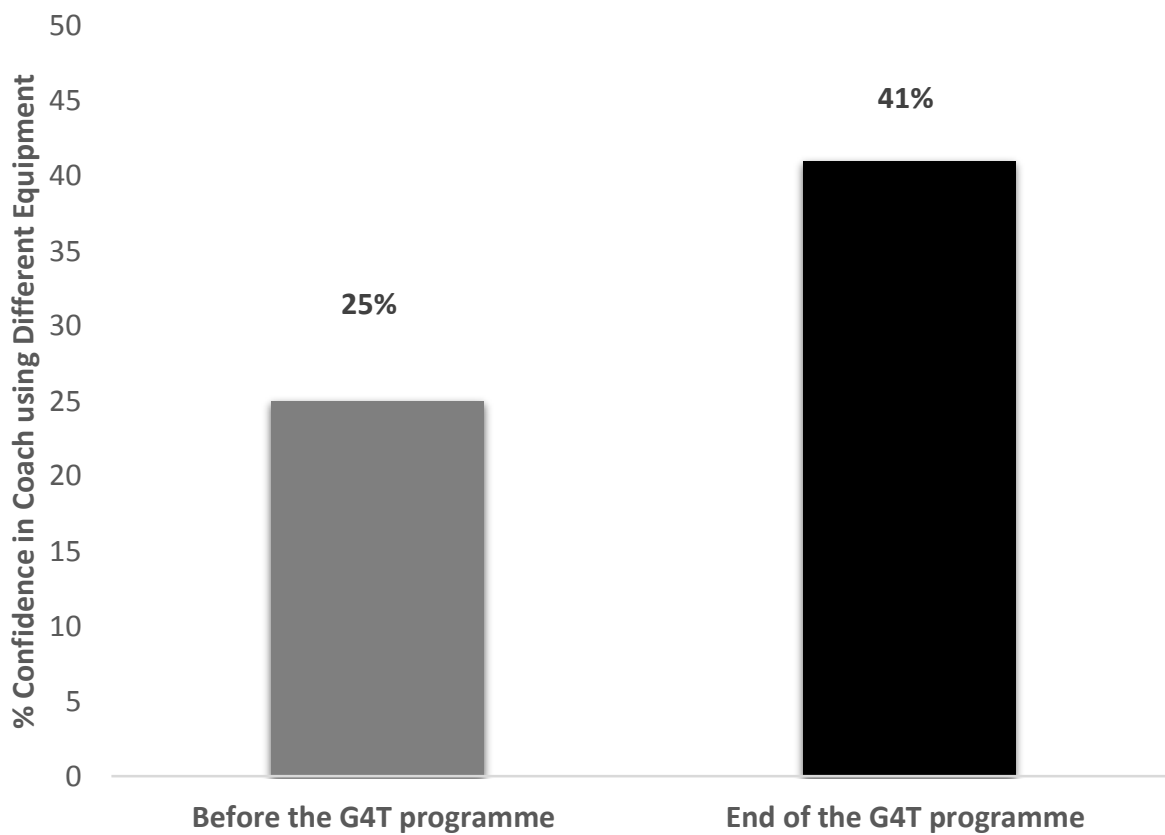


Figure 8.2. Overall Confidence in Coach's Ability to use Different Equipment

Note. G4T = Gaelic4Teens

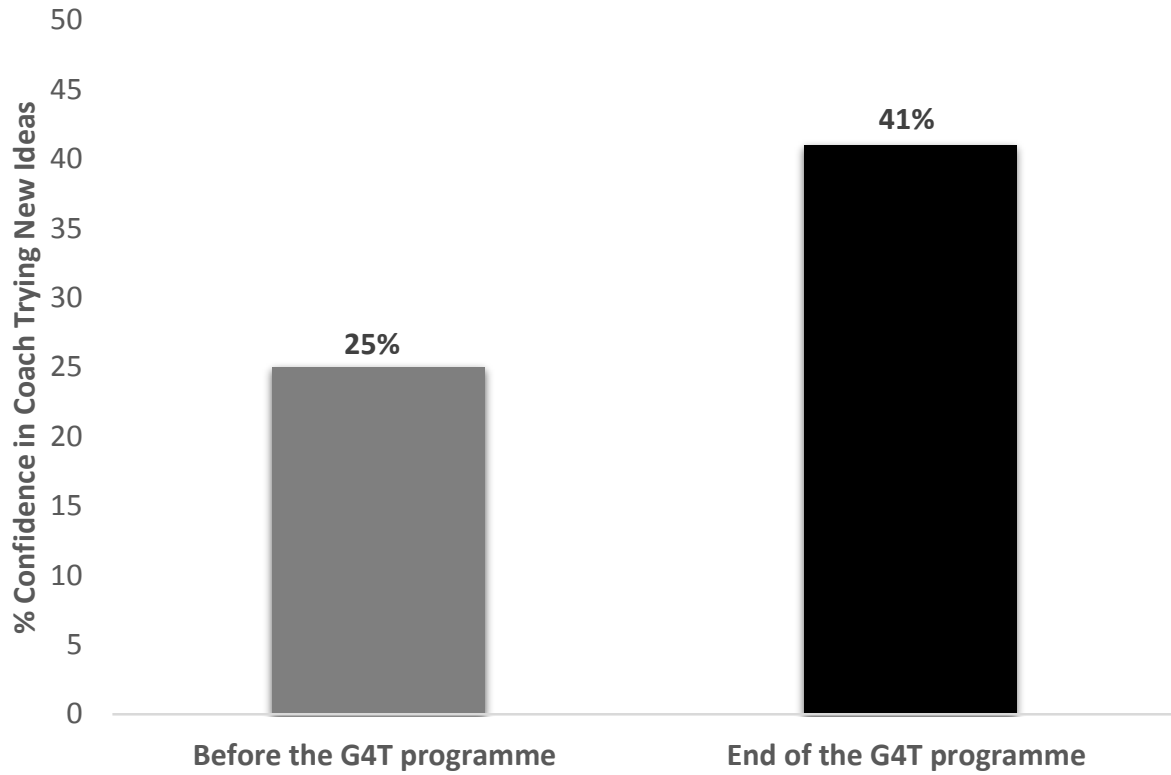










Figure 8.3. Overall Confidence in Coach's Ability to try New Ideas at Training

Note. G4T = Gaelic4Teens

Summary Overview of Main Gaelic4Teens Questionnaire Findings from the Players

- In summary, positive findings within the following areas were observed with the players engaging in the G4T programme within Wicklow 2018. Measurements were taken at the beginning of the G4T programme, and upon completion of the programme, which suggests possible effectiveness of the G4T initiative for the teenager in terms of the following eight areas in the table below:

Table: Summary of the questionnaire indicators, which resulted in specific changes over time

Physical Activity Participation	
Sport Involvement Participation	
Screen Time Engagement	
Enjoyment PA & Exercise	
Physical Self-Worth	
Physical Activity and Exercise Intentions	
Barriers to Physical Activity	
Confidence in Coach Behaviours	

Part II: Descriptive information to the Coach Focus Groups

Clubs from the Wicklow region represented: Baltinglass, Tinahely, Rathnew

Number of Focus Groups undertaken: 2

Number of Coaches involved: 10

Three key themes emerged from the focus group data that were pertinent to the long-term investment of the 'Gaelic4Teens' (G4T) programme, from both a coach and player development perspective. These themes were:

- 1) Coaches Thoughts and Viewpoints on G4T**
- 2) Coach Development**
- 3) The Teenager**

Nested under these three themes were a set of identified sub-themes, which specifically emerged from the data. In terms of theme one regarding the '*coaches thoughts and viewpoints of the programme*', the following five sub-themes prevailed:

1. Coaches 'Learning' for Life
2. Coaches view the G4T model as 'Player' centred
3. Coaches value the 'Role Models' used
4. Coaches question the G4T's 'Timing'
5. Coaches concern on the teenagers 'Age'

In terms of theme two regarding the '*coach development*', the following three sub-themes prevailed:

1. 'Innovative' coaching practices
2. Importance of 'Planning and Preparation'.
3. 'Happy' teenagers being present

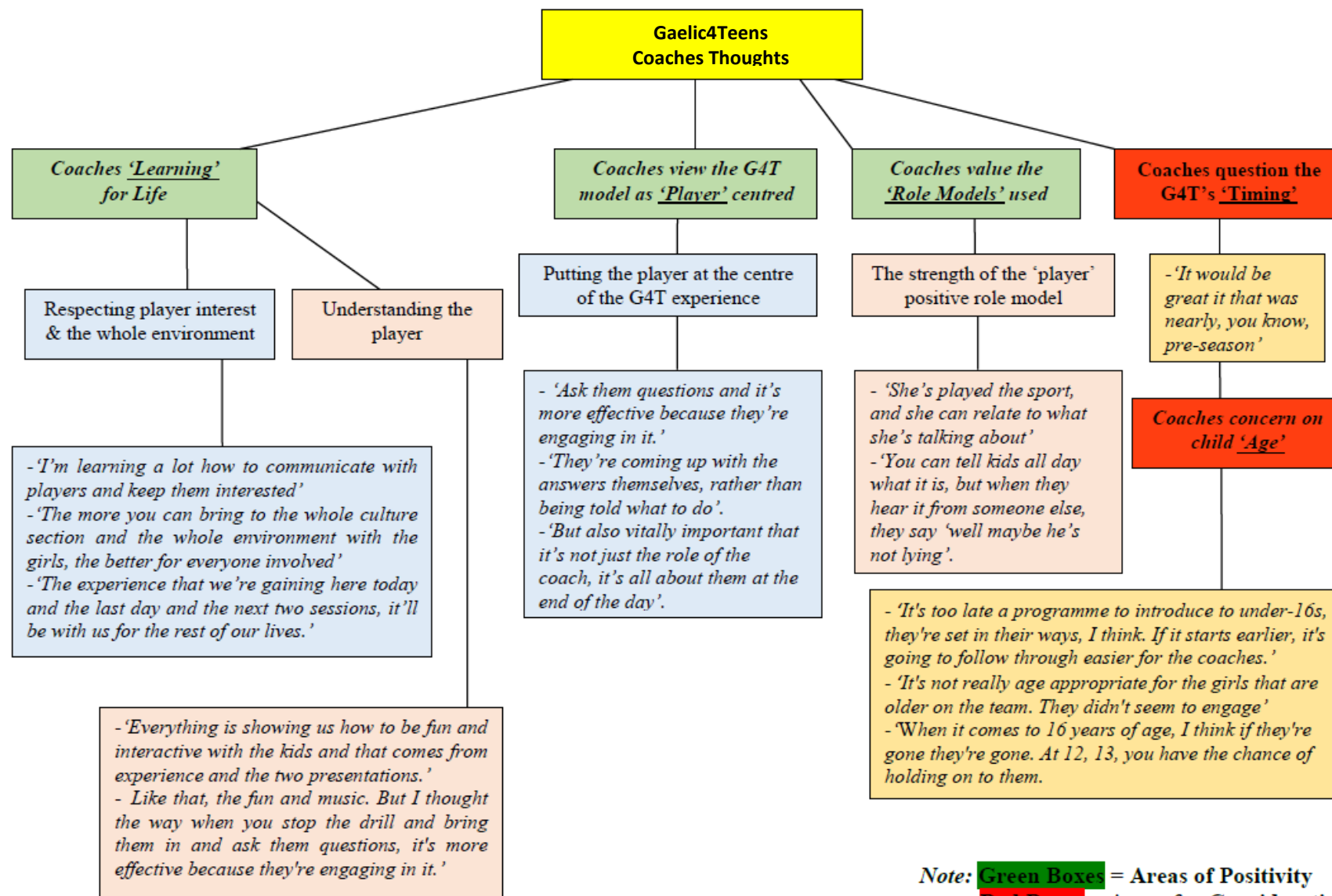
In terms of theme three regarding the '*teenager*', the following three sub-themes prevailed:

1. 'Inclusive and Cooperative' coaching styles effective
2. The on-site feedback from 'Active Role Model'
3. Exposure to 'Peer Pressure'

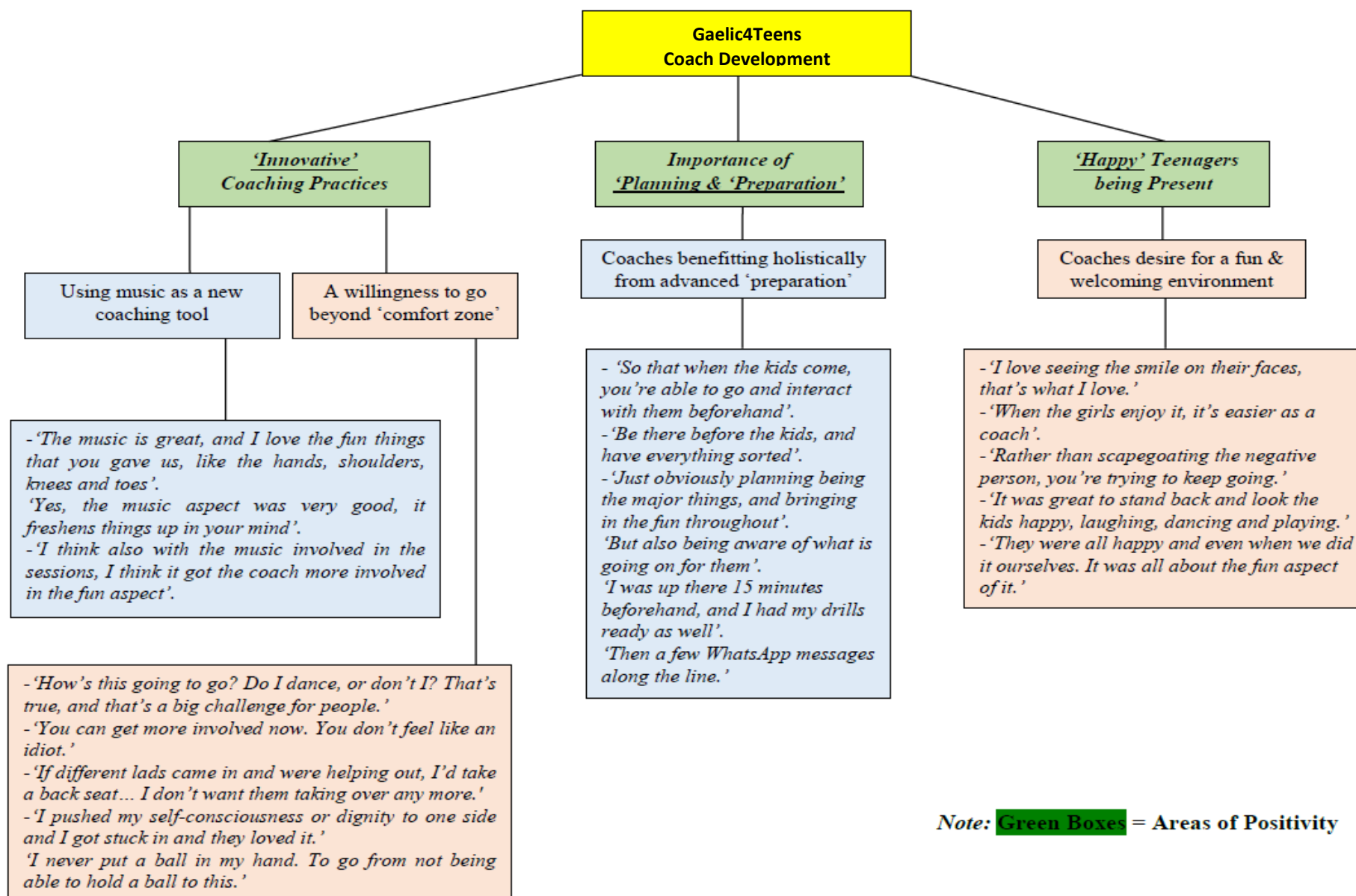
The following diagram visually illustrates the emergent themes and sub-themes from the focus group data with the coaches, following the completion of the G4T programme.

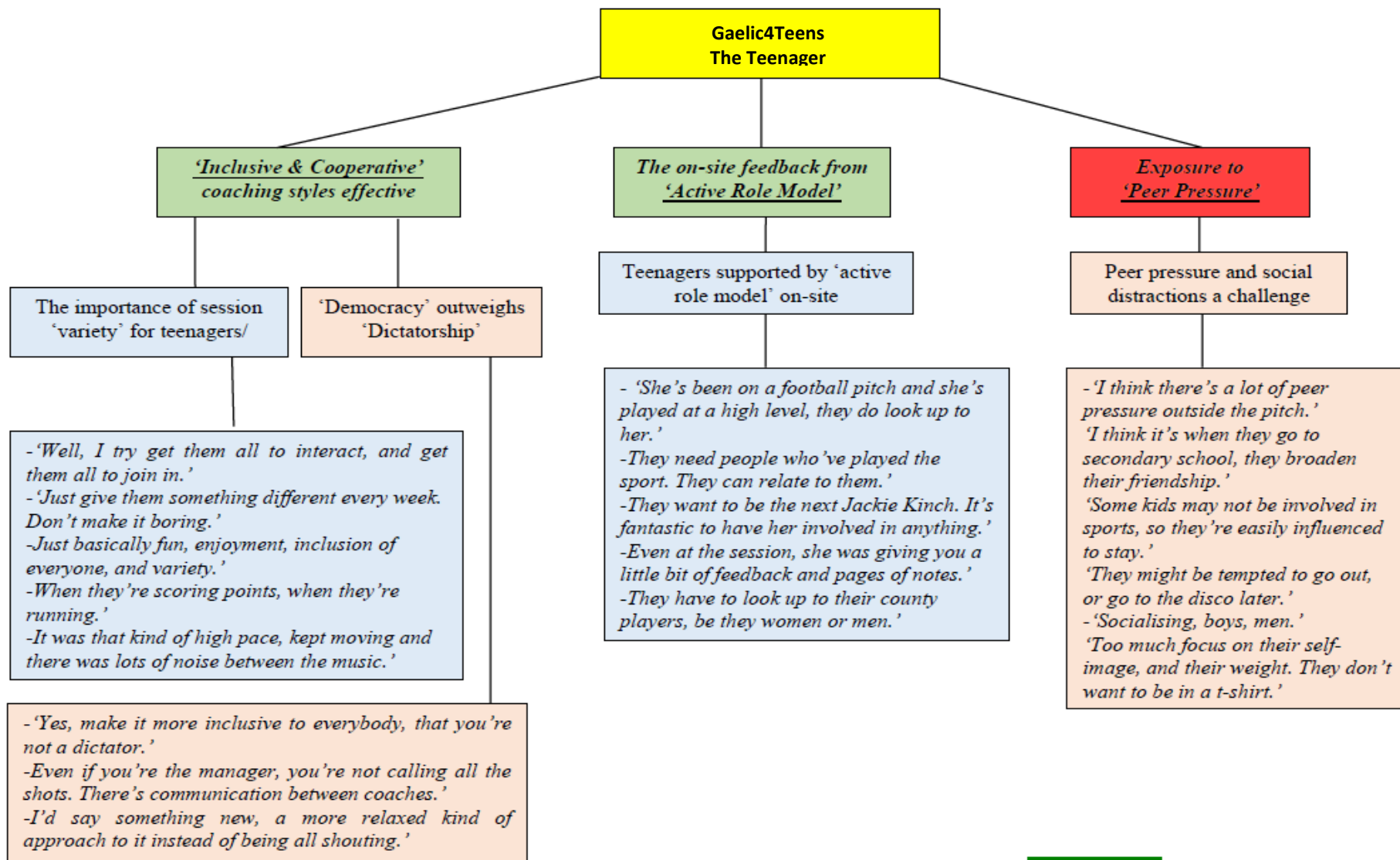


The following three pages provide a descriptive overview and a brief synopsis of the emergent themes and sub-themes from the focus group data with the coaches, following the completion of the G4T programme. The italicised quotes in the specific text boxes provide meaningful data which have informed the coaches in the development of their practice.



Note: Green Boxes = Areas of Positivity
 Red Boxes = Areas for Consideration





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