



2020 FINAL REPORT

FEBRUARY 16, 2021



Sport Industry Research Center

The Sport Industry Research Center (SIRC) at Temple University is a leading voice in harnessing the power of sport for the good of communities, providing advanced research services and seeking to engage with all stakeholders in the sport industry to expand the definition of success to include positive and measurable societal impacts.

SIRC was created in 2008 and is a collaborative research network providing innovative marketing and management strategies to enhance the economic, social, and environmental sustainability of sporting events and programs. The center has provided opportunities for academics, students, and professionals to explore the potential of sport to impact local communities. SIRC conducts and disseminates research, educates and trains executives, and functions as a think tank and informational resource for those involved in the sport industry.

Included among the initiatives that SIRC is involved in are: executive workshops; graduate student training; community based programming; event management and program consulting; and academic dissemination of cutting-edge research and managerial best practices. Areas of expertise include outcome-based measurement systems, social responsibility evaluation, and sport consumer and participant-based research.

Sport Industry Research Center

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Executive Summary

This report provides a comprehensive analysis of the 2019 Student Run Philly Style (SRPS) Marathon Model (MM) program. Data was collected at two time points. A pre-program (pre) survey was collected between March-April 2019 and a post-program (post) program survey was collected at the All City 10 & 20 Mile Qualifier in November 2019. After filtering out blank responses, a total of 529 'pre' surveys and 118 'post' surveys were collected. From this total, a matched sample of 72 respondents was created based on birthdate, representing approximately 13% of 2019 Marathon Model participants.

The first key element of the evaluation focused on the development of self-regulation. Respondents reported strong levels of self-regulation related to running, and advanced analysis suggests the development of running self-regulation was positively associated with self-regulation in both life and academic domains.

This process was significantly influenced by the social support received from running leaders. Perceived social support from running leaders was found to promote stronger resilience in participants, which positively influenced running self-regulation. In addition, participants reported a stronger sense of belonging to their SRPS team than their school, further highlighting the strong social environment created by running leaders.

Pre-post analysis also indicated significant changes in key indicators of positive youth development. Specifically, participants reported significant increases in academic competence, school belonging, resilience, and civic beliefs and values. In addition, participants reported a significant decrease in perceived stress. Advanced analysis indicates that these outcomes were significantly influenced by the development of self-regulation, which emphasizes the importance of developing this trait through SRPS programming.

Although no significant pre-post changes were found for health indicators (i.e., general health, health attitudes, physical activity), it should be noted that responses to many of these questions were positively skewed on the pre-survey, which afforded little room for change over the course of one program season.

Finally, comparisons with the 2018-2019 School District of Philadelphia (SDP) Student Survey indicated SRPS respondents reported significantly stronger academic competence, school belonging, health perceptions, and physical activity than the SDP average.

PRE-POST ANALYSIS

The following section analyzes changes in key variables between the pre and post survey. The three forms an analysis are described below:

Description

Percent Change: The percentage of respondents that maintained or increased their average score pertaining to each variable of interest.

Symbology

Maintain

%

Increase

%

"Significant" Differences: The statistical significance of changes in average scores between the pre and post survey.¹

Not
'Significant'



Nearly
'Significant'



'Significant'



Group Differences: Tests for differences in pre-post changes based on gender (i.e., male vs. female) and tenure (i.e., first-time vs. returning participants).

Gender



Tenure



¹Statistical significance was based on the following thresholds: Significant = $p < .05$; Nearly Significant = $p < .10$; Not Significant = $p > .10$

²Statistical significance was based on the following thresholds: Significant = $p < .05$; Nearly Significant = $p < .10$; Not Significant = $p > .10$. Graphics colored accordingly.

PRE-POST ANALYSIS

Self-Regulation

	% of Respondents		Sig.	Gender	Tenure
	Maintain	Increase			
Running Self-Regulation n= 39	33%	46%	✓ ¹		
Academic Self-Regulation n= 39	41%	33%	✓		
Life Self-Regulation n= 38	31%	41%	✓		

¹ There was a significant difference between pre (3.72) and post (3.95)

Not
'Significant'

Nearly
'Significant'

'Significant'

PRE-POST ANALYSIS

Social Support

	% of Respondents		Sig.	Gender	Tenure
	Maintain	Increase			
Family Social Support n= 39	39%	36%	✓		
Peers Social Support n= 39	33%	26%	✓		
¹ Running Leader Social Support n= 28	43%	30%	✓		

¹ Pre-post analysis for this dimension was only conducted with participants that have at least 1 year of experience. There was no significant difference in perceived social support from SRPS Coach at the end of the program season.

Not 'Significant' Nearly 'Significant' 'Significant'

PRE-POST ANALYSIS

Academic Assets

		% of Respondents		Sig.	Gender	Tenure
		Maintain	Increase			
Academic Competence n= 39		51%	18%	✓		
School Belongingness n= 39		77%	16%	✓		
SRPS Belongingness n= 28	¹	86%	7%	✓		

¹ Pre-post analysis for this dimension was only conducted with participants that have at least 1 year of experience. There was no significant difference in perceived social support from SRPS Coach at the end of the program season.

² There was a significant difference between male participants' sense of belonging with SRPS (3.96) compared to female participants (3.92).

Not
'Significant'

Nearly
'Significant'

'Significant'

PRE-POST ANALYSIS

PYD Assets

	% of Respondents		Sig.	Gender	Tenure
	Maintain	Increase			
Civic Beliefs and Values n= 39	31%	39%	✓		
Self-Worth n= 39	28%	41%	✓		
Resilience n= 39	26%	39%	✓		

Not
'Significant'

Nearly
'Significant'

'Significant'

PRE-POST ANALYSIS

PYD Assets

	% of Respondents		Sig.	Gender	Tenure
	Maintain	Increase			
Educational Aspirations n= 39	62%	23%	✓		
General Aspirations n= 39	59%	26%	✓		
Perceived Stress n= 39	31%	28%	✓		

Not
'Significant'

Nearly
'Significant'

'Significant'

PRE-POST ANALYSIS

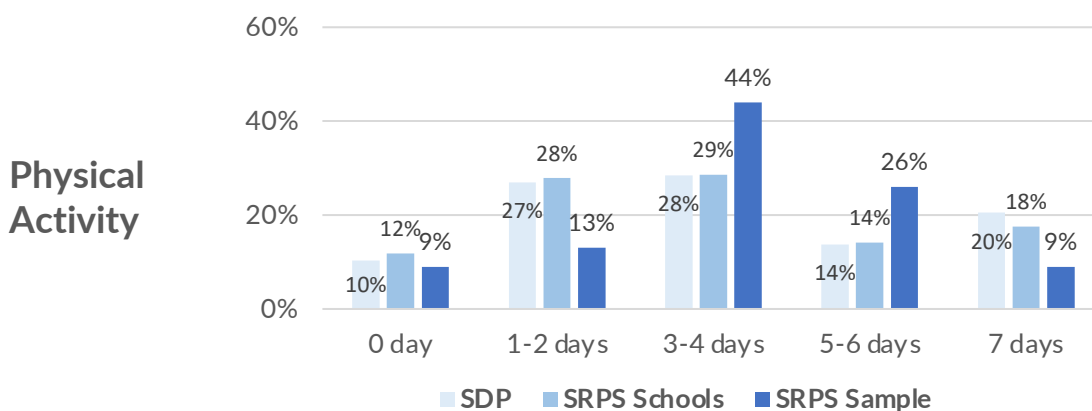
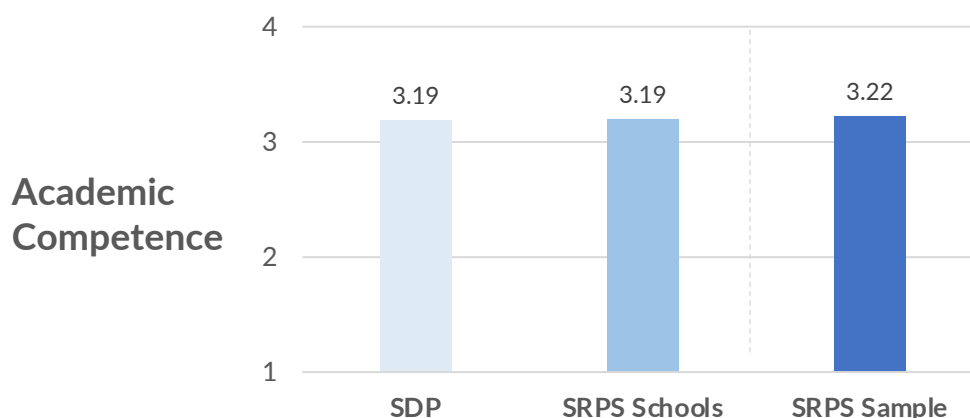
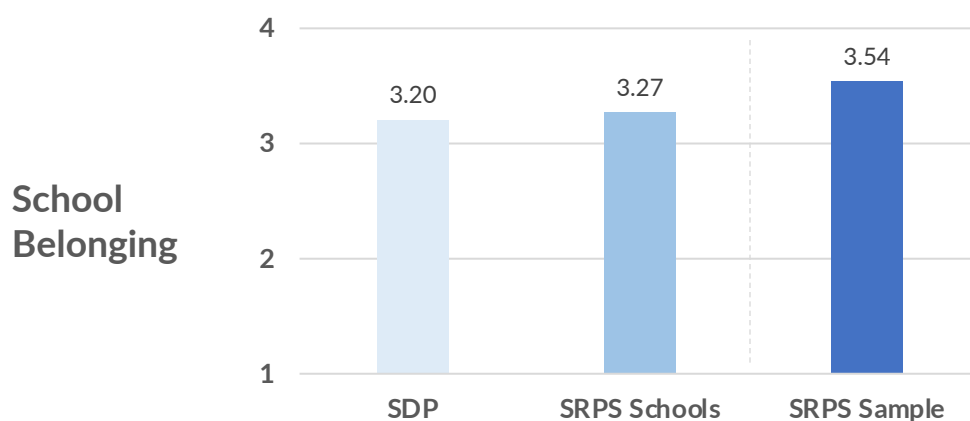
Health Assets

	% of Respondents		Sig.	Gender	Tenure
	Maintain	Increase			
Good Health Practices n= 39	36%	36%	✓		
Health Perceptions n= 39	54%	24%	✓		
Physical Activity n= 39	26%	44%	✓		

¹ There was a significant difference between male participants' physical activity (4.74) compared to female participants (3.75).

SCHOOL COMPARISONS

The charts below compare the school belongingness, academic competence, and physical activity of SRPS respondents to the general student body of schools served by SRPS, as well as the overall SDP system during the 2019-2020 academic year.

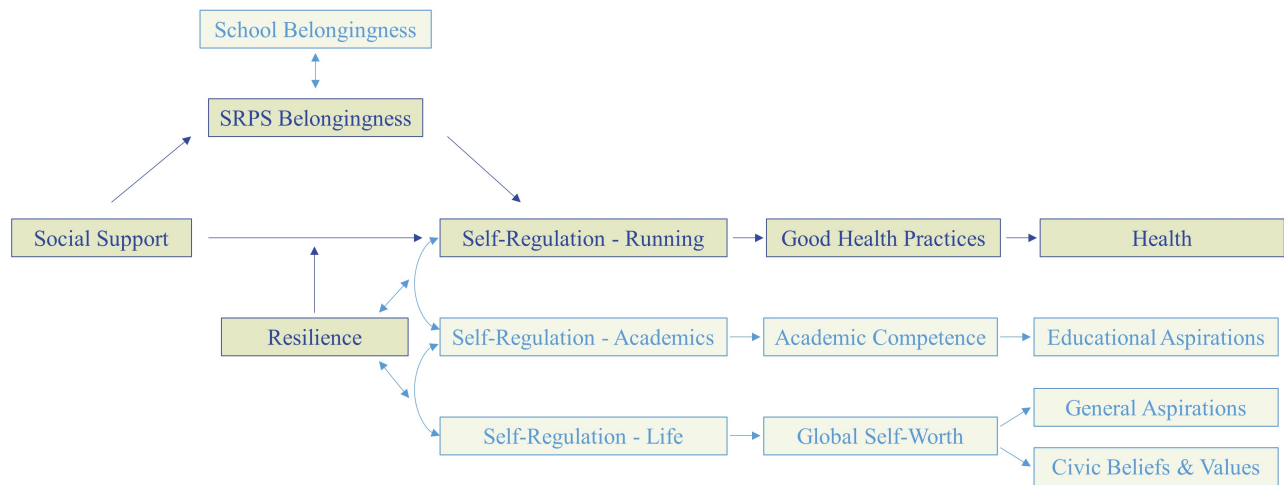


ADVANCED ANALYSIS

This section presents the results of advanced analysis that assessed the interrelationships between key variables. The evaluation model below informed this process since it reflects the program theory guiding SRPS.

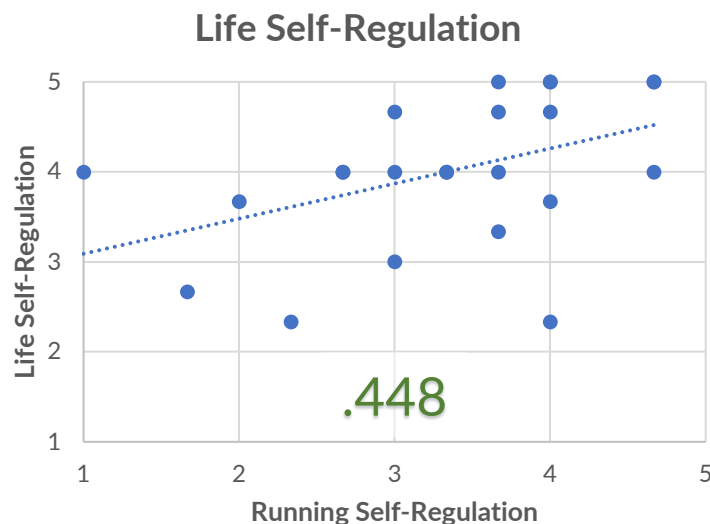
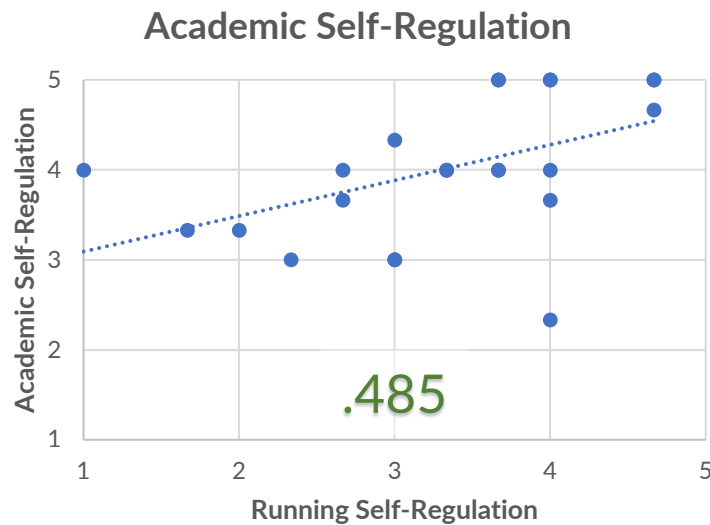


EVALUATION MODEL



TRANSFER OF RUNNING SELF-REGULATION

The charts below compare the school belongingness, academic competence, and physical activity of SRPS respondents to the general student body of schools served by SRPS, as well as the overall SDP system during the 2019-2020 academic year.

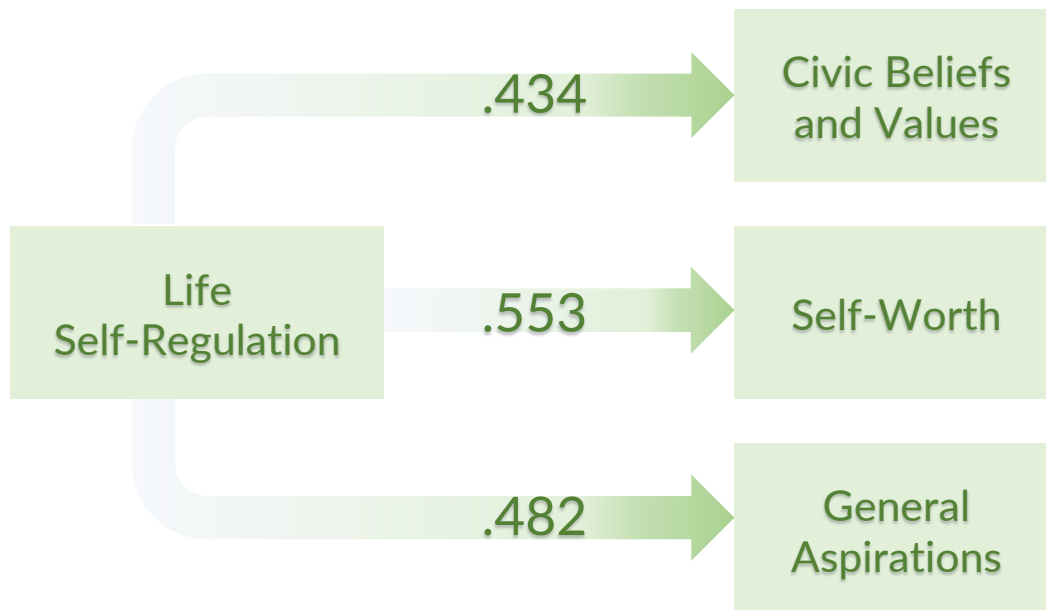
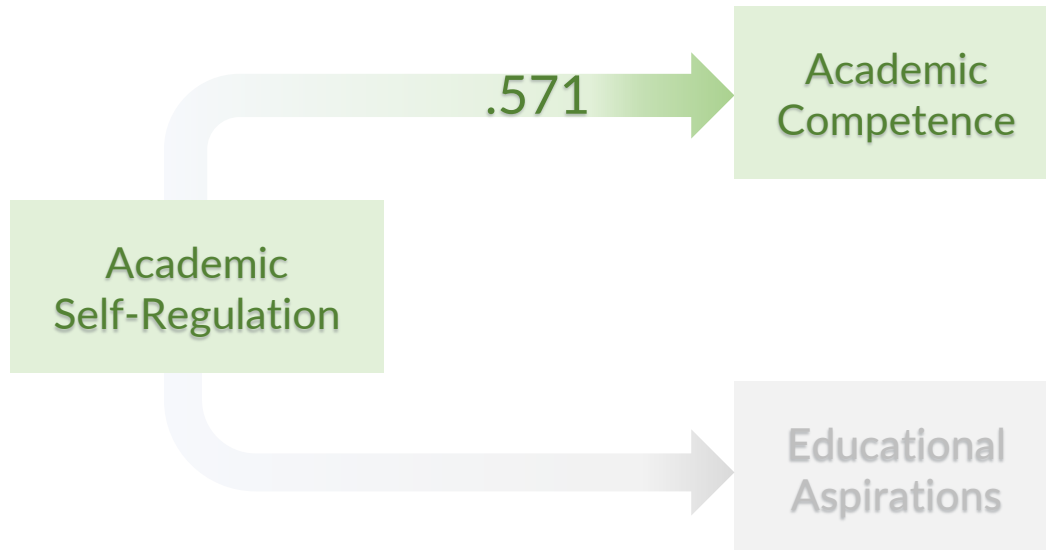


Perfect	Strong	Moderate	Weak	None	Weak	Moderate	Strong	Perfect
- 1.0	-.70	-.50	-.30	0	.30	.50	.70	1.0

Negative  Positive

TRANSFER OF SELF-REGULATION

The charts below compare the school belongingness, academic competence, and physical activity of SRPS respondents to the general student body of schools served by SRPS, as well as the overall SDP system during the 2019-2020 academic year.

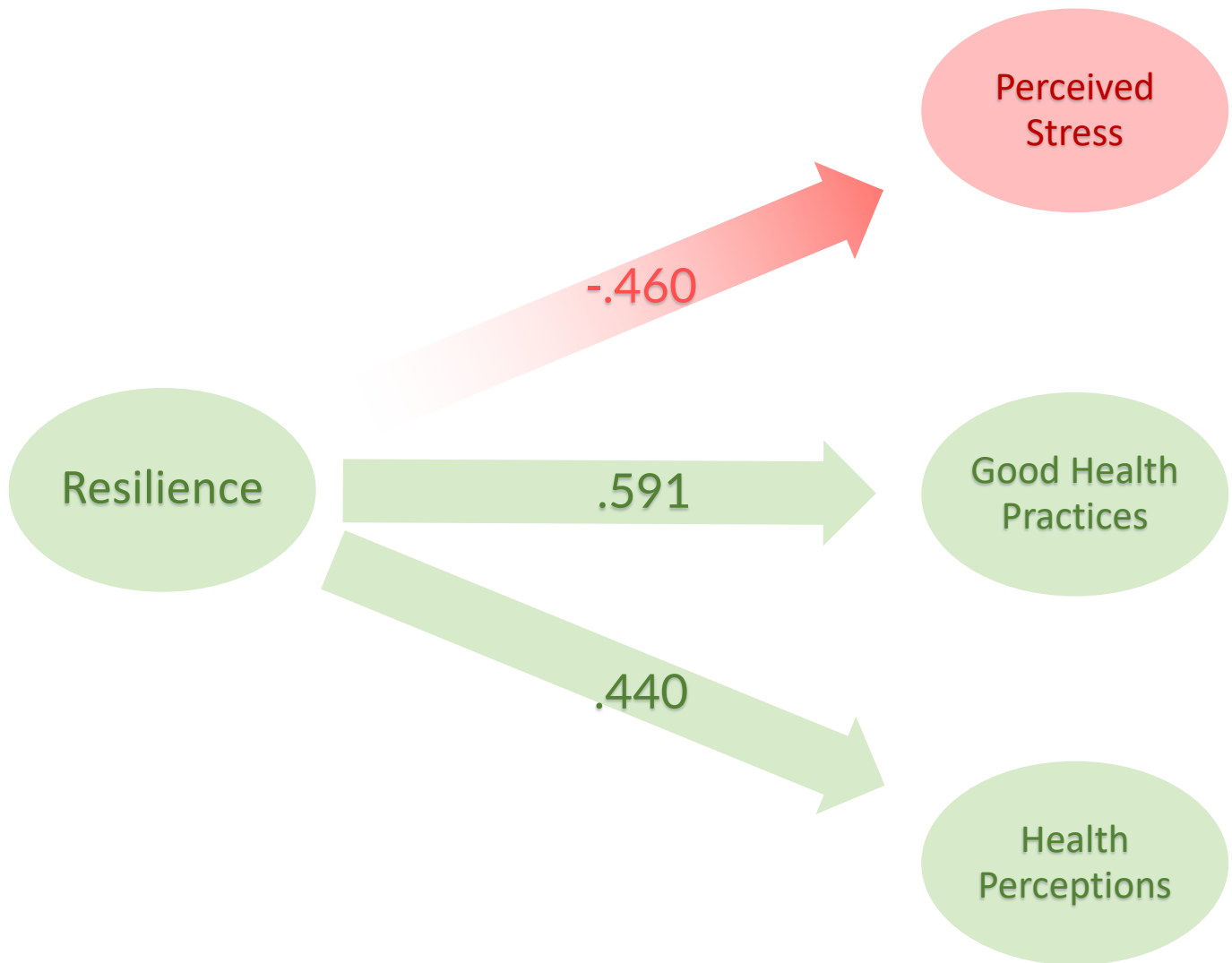


Perfect	Strong	Moderate	Weak	None	Weak	Moderate	Strong	Perfect
- 1.0	-.70	-.50	-.30	0	.30	.50	.70	1.0

Negative  Positive

IMPORTANCE OF RESILIENCE

The charts below compare the school belongingness, academic competence, and physical activity of SRPS respondents to the general student body of schools served by SRPS, as well as the overall SDP system during the 2019-2020 academic year.



Perfect	Strong	Moderate	Weak	None	Weak	Moderate	Strong	Perfect
- 1.0	-.70	-.50	-.30	0	.30	.50	.70	1.0

Negative  Positive

INFLUENCE OF SOCIAL SUPPORT

The charts below compare the school belongingness, academic competence, and physical activity of SRPS respondents to the general student body of schools served by SRPS, as well as the overall SDP system during the 2019-2020 academic year.

PYD Outcomes

Dimensions of Social Support	Civic Beliefs and Values	Self-Worth	General Aspirations
Family	.502	.558	.262
Peers	.602	.596	.173
Running Leader	.071	.208	.472

Perfect	Strong	Moderate	Weak	None	Weak	Moderate	Strong	Perfect
- 1.0	-.70	-.50	-.30	0	.30	.50	.70	1.0

Negative  Positive



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