

Sports nutrition knowledge of female GAA players

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Background

Gaelic football and camogie are two of the most popular sports played by women in Ireland.

Nutrition knowledge has been highlighted as a key factor for dietary interventions, due to its easily modifiable nature (Spendlove et al., 2012).

Assessment of a small cohort of female Gaelic football and Camogie players previously revealed they had poor nutrition knowledge overall (55.2%) (Magee et al., 2017).

Aims: to evaluate the nutrition knowledge of players, compare between demographic characteristics, and identify players preference for information and future support.

Methods

Sample

- Female Gaelic sport athletes (n = 328)

Measurement

- Nutrition Knowledge assessed using the A-NSKQ (Trakman et al., 2018)

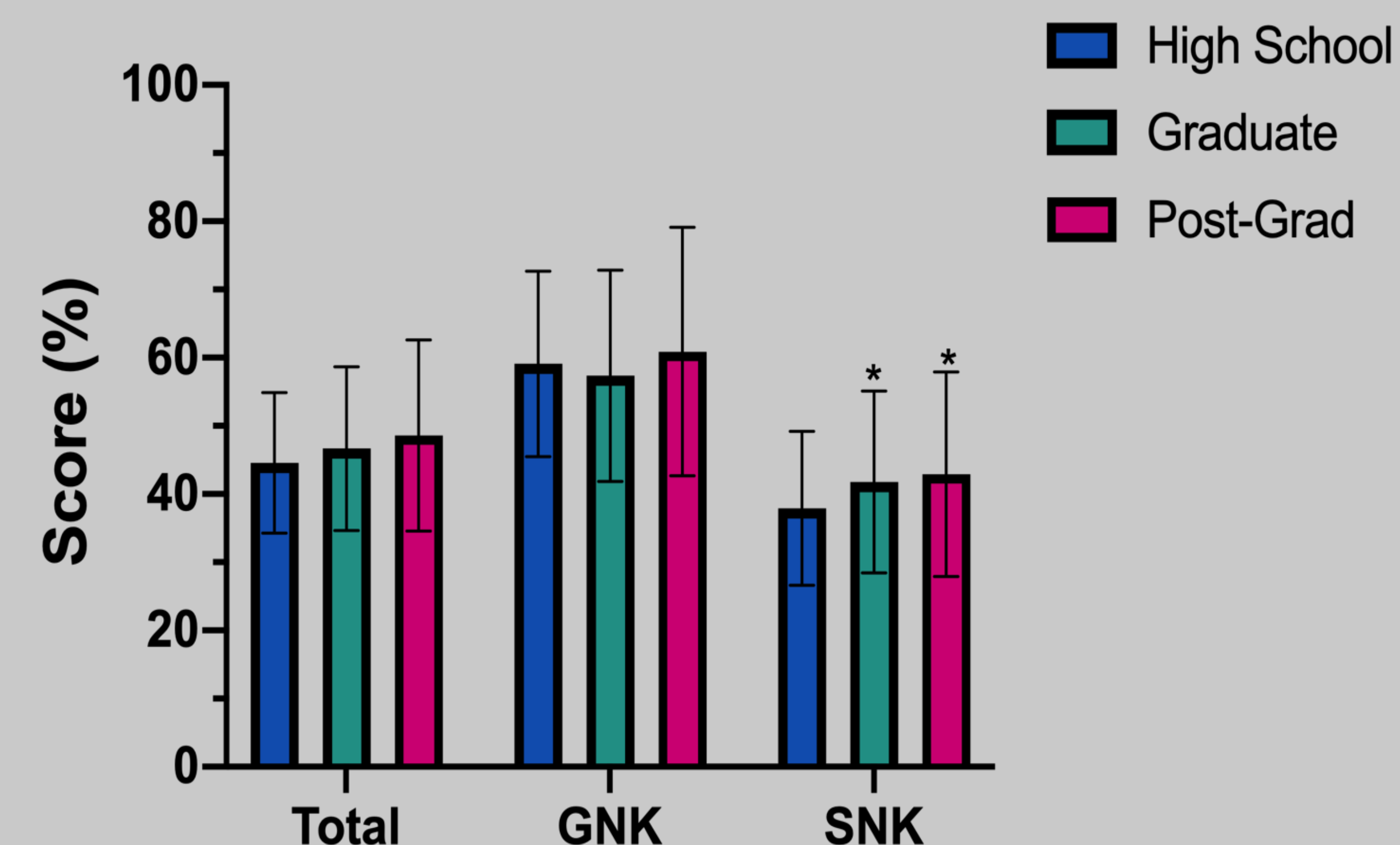
Analysis

- Analyses for group differences performed using T-test/ANOVA or non-parametric alternative

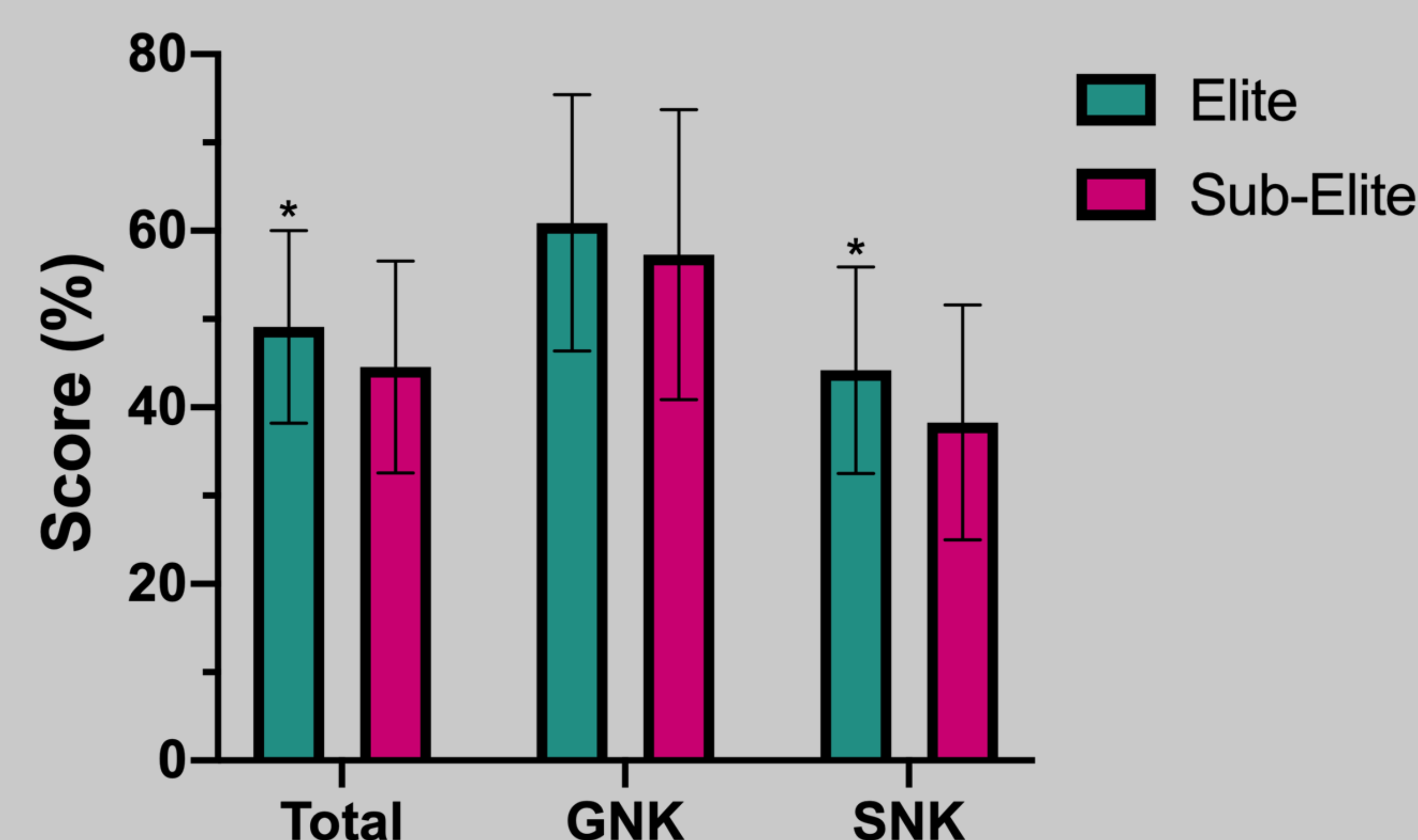
Results

Group	Total (%)	GNK (%)	SNK (%)
Total Sample (328)	46.0	58.2	40.4
Playing Level			
Sub-elite (218)	44.6	57.3	38.3
Elite (110)	49.1*	60.9	44.2
Level of Education			
High School (132)	44.6	59.1	37.9
Graduate (138)	46.6	57.3	41.7*
Post-Graduate (58)	48.6	60.9	42.9*
Previous Advice			
Nutritionist (140)	48.3*	60.0	42.9
Family (124)	45.4	58.2	39.6
Friends (115)	46.6	60.0	41.3

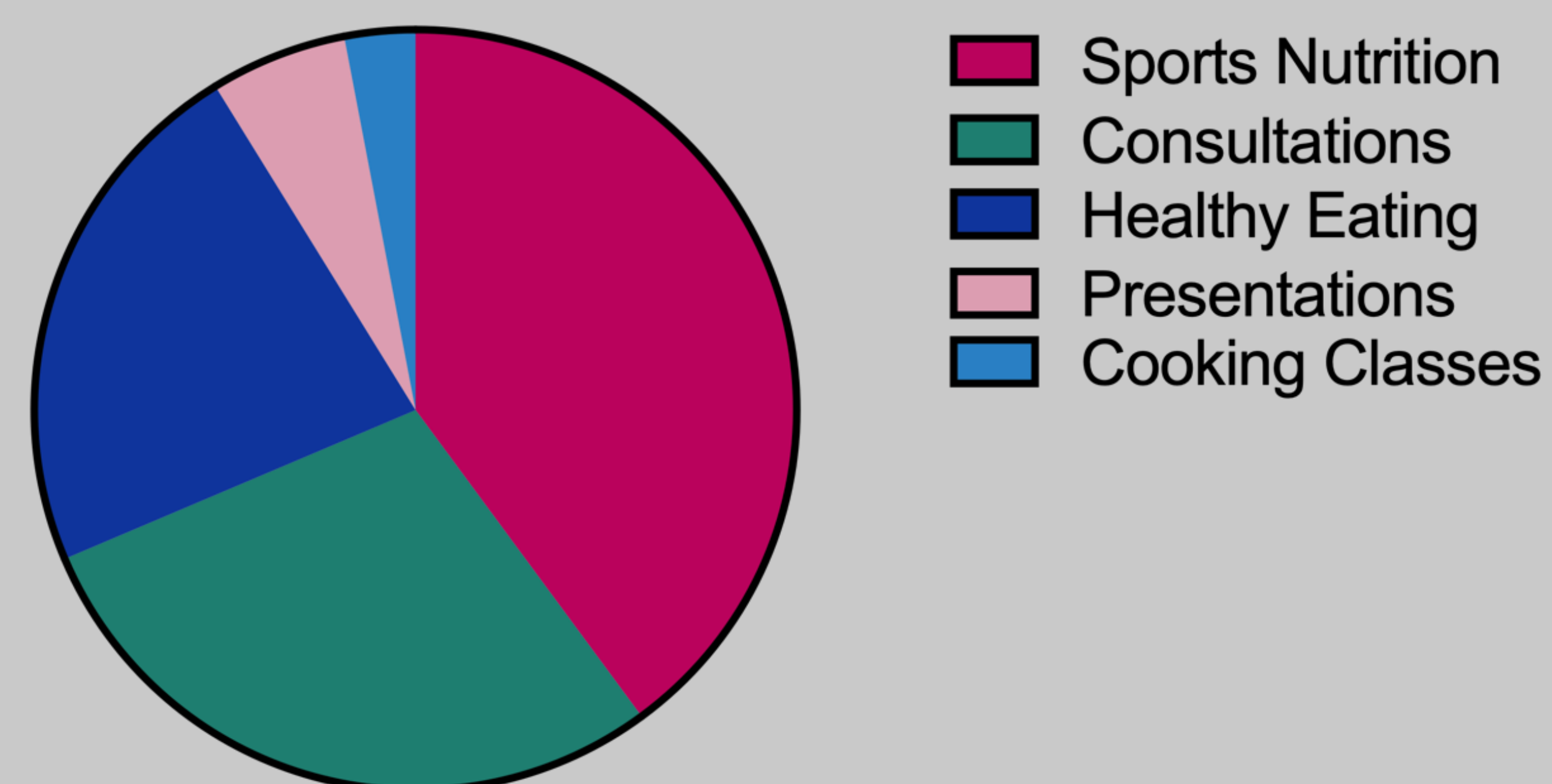
Education Level



Playing Level



Support Preference



* = P < 0.05

Practical Applications



- Focus should be given to improving the nutrition knowledge of players.



- Nutrition education should be stratified based on general education, previous nutrition education and playing level.



- Players preferences for sources of information and support should be considered.

Conclusion

- The nutrition knowledge of female Gaelic football and camogie players was classified as poor.
- If improved this may lead to beneficial changes in dietary behaviour as observed previously in volleyball players (Valliant et al., 2012).
- Future education interventions are likely to benefit by designing their content and delivery in accordance with players gaps in knowledge and preferences for information and support.



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References

