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Dual career for student-athletes: A longitudinal study of adaptation during the first six months at the sport gymnasium in Sweden

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Abstract

The purpose of this study was to gain understanding of the student-athletes' transition to a sport gymnasium (sport high school). The objectives were: (1) to explore the Dual Career Survey and Student Identity Measurement Scale, (2) to examine the dynamics during the first six months at the sport gymnasium in student-athletes (a) *transition variables*, (b) *personal variables*, (c) *importance/satisfaction with various spheres of life variables*, and (3) to explore how these variables contribute to the quality of the student-athletes' adjustment during their first six months at the sport gymnasium. This study had a quantitative longitudinal design with two measurements made three and six months into the first year at the sport gymnasium. The participants (N=91) were student-athletes at Malmö Sport gymnasium in Sweden. Four instruments were used: Dual Career Survey, Student Identity Measurement Scale, Athletic Identity Measurement Scale and The Task and Ego Orientation in Sport Questionnaire. The results showed a statistically significant increase in perceived transition demands associated with decreases in adjustment to the dual career and life satisfaction between the first and the second measurements. Predictors for a quality of adjustment included: personal recourse as a positive predictor, current need for help/support as a negative predictor (at the first measurement), and support in sport as a positive predictor (at the second measurement). Positive predictors were also athletic identity at both measurements and student identity at the first measurement. Importance of, and satisfaction with, different spheres of life were positive predictors at both measurements. The results are discussed in relation to theoretical frameworks and previous research.

Keywords: Dual career, student-athlete, career transition, adaptation, sport gymnasium

Introduction

Sport gymnasium contributions to Swedish elite sport are very important. Sport gymnasium is another word for sport high school and it is the 10-12 years of the Swedish school system. To have the opportunity to study and train at sport gymnasiums (RIG) in Sweden produces results. As much as 85% of the Swedish participants who won medals at the Olympic Games in Vancouver 2010 have studied at Swedish sport gymnasiums (RF, 2011a). Gymnasium years are important for when the elite specialization begins and one of the sport gymnasiums goal is to help students who want to combine education and sport at the elite and lower level (Eriksson, 2007; RF, 2009; Uebel, 2006). At sport gymnasiums the student-athletes are surrounded by support of qualified coaches, teachers and other staff who are interested in sports and appreciate them not just as student-athletes but also as a person (Malmö stads idrotts gymnasium, 2010/2011; RF, 2009, 2011b). Eriksson (2007) mean that the safe and harmonious environment can be one of the causes of the great sporting success that this scheme/system has given to the Swedish elite sport.

To have the opportunity to get to train and compete with many of the best in the same age group affects student-athletes not just in a positive way, they also face a set of challenges related to dramatic change in their educational, sporting, and social environment, and lifestyle in general. The first year at a sport gymnasium is expected to be a transitional period requiring student-athletes' adaptation to the new conditions of studying, training, living, new physical and social environment, and high demands both in studies and sport. Many student-athletes are not prepared for these challenges. Some student-athletes might have moved far from home and live in own apartments or at school students home/ student housing (internat) (Petitpas, Champagne, Chartrand, Danish & Murphy, 1997).

This thesis will particularly deal with the transition and adaptation for student-athletes' first six months at sport gymnasium. The concept of transition and adaptation is viewed in a holistic, lifespan perspective, which includes transition and adjustment in the athletic career as well as transitions and adjustment occurring in other domains of athletes' lives (academic and private). The study explores two new instruments; Dual Career Survey and Student Identity Measurement Scale.

Key terms

Dual career

Dual career is a career with two major foci e.g. studies and sport (Stambulova, 2010). A student-athlete at a sport gymnasium possesses a dual career while they compete in their sport parallel to attending school classes in order to obtain a gymnasium degree (Uebel, 2006). A dual career is coordinative stages and transitions in athletes' academic and athletic development and in their psychosocial and psychological development (Stambulova, 2010).

Career Transition

Transition can be either a special event or a combination of events and it is a process over time (Wylleman & Lavallee, 2004). *“Transition come with a set of specific demands related to practice, competition, and lifestyles that athletes have to cope with in order to continue successfully in sport or adjust to the postcareer”* (Alferman & Stambulova, 2007, p.713)

There are two different types of transition; normative and non-normative. Normative transitions are expected and can be planned in advance, such as the transition from junior high to sport gymnasium, junior to senior level of sport. The non-normative transitions are “non-expected” events and these events can’t be predicted and it is difficult to plan in advance for them; these events could be the loss/change of a coach/teacher, getting injured, not being selected to senior team etc. (Wylleman, Theeboom & Lavalée, 2004b). During a career transition the student-athletes are facing many changes. How the student-athletes perceive these changes and the extent of the changes, determines how he/she will adjust to the change. Several factors contribute to adaptation. In this study we have defined adaptation to dual career as; when student-athletes manages to balance between resources and demands and feel control, belonging and adjustment to the new level in sport, school and private life.

Identity

There are many different aspects of the concept of identity. In this study we discuss athletic and student identity. Athletic identity is defined as “*the degree to which an individual identifies with the athlete role*” by Brewer, Van Raalte and Lindner (1993, p. 237). With help from Brewer et al (1993) definition we define student identity as “*the degree to which an individual identifies with the student role*”.

Theoretical frameworks

Different models can be used to explain the athletic career transition and adaptation (Bloom, 1985; Bronfenbrenner, 1979; Henriksen, 2010; Schlossberg, 1981; Stambulova, 1994; Taylor and Ogilvie, 1998; Stambulova, 2003, 2004; Wylleman & Lavalée, 2004). In this study we used Wylleman and Lavalée (2004) developmental model (see Figure 1) to explain the student-athletes dual career transitions. This model explains the different stages a student-athlete has during his/hers academic and athletic career, and parallel it describes the stages in their psychosocial and psychological development. The model describes the normative transition a student-athletes faces but not the process of the transition. The Athletic Career Transition model by Stambulova (2003, 2004) explains the transition process and will be used in this study to explain the student-athletes process of the transition. The model describes how a student-athlete copes with the transition demands and barriers and how they use their individual internal recourses (e.g. skills, motivation, talents etc.) and external support (e.g. parents, teammates, coaches etc.) to adjust to the new level.

The Developmental Model of Transition Faced by Athletes

This model is developed by Wylleman and Lavalée (2004) and gives an overview from a holistic perspective where it describes the normative transition the athletes face during the athletic career. The model is divided in four levels: athletic, psychological, psychosocial and academic vocational. The specific ages when the transitions occur may differ depending on the development in and outside sport and between individuals’ abilities. In the athletic level there are four stages; it starts with initiation where the athletes are introduced to competitive sports. Development is the next stage where the young athletes are more dedicated to the sport and the training is more intensive and specialized. Mastery is the third stage where the

athlete participation in the sport is at the highest competitive level. At the last stage discontinuation is described by the elite athletes' transition out of competitive sport. In the second layer the psychological level it reflects on three stages; childhood, adolescence and adulthood. In adolescence the athletes develop a stronger identity. The third layer indicates the transition of an athlete psychosocial development and describes the importance of parents, siblings, peers, coaches, and partner. The last layer is the academic level where the educational development is shown; from primary education, secondary education, and higher education to professional occupation.

AGE	10	15	20	25	30	35	
Athletic Level	Initiation		Development		Mastery		Discontinuation
Psychological Level	Childhood		Adolescence		Adulthood		
Psychosocial Level	Parents Siblings Peers	Peers Coach Parents	Partner Coach	Family Coach			
Academic Vocational Level	Primary education	Secondary education	Higher education	Vocational training Professional occupation			

Figure 1. The Developmental model of transitions faced by athletes (Wylleman & Lavallee, 2004).

The Athletic Career Transition

The Athletic Career Transition model is developed by Stambulova (2003, 2004). It focuses on resources, demands, barriers, coping and the outcome of a transition in athletes. The upper part of the model (see Figure 2) shows the requirements that must be managed and the factors that influence coping, while the lower section describes two possible outcomes and consequences of a career transition. A positive transition is associated with effective coping when the athlete is able to mobilize their resources and manage career transition barriers. Athletes' resources can be personal factors such as knowledge and motivation while environmental factors can be social support. The barriers can be personal factors such as low self-esteem or low motivation. Environmental factors can be difficulties in combining school and sport or lack of social support. In order to meet a normative transition requirement the athlete has to develop recourse skills that are needed to adapt effectively with the specific requirements of the transition. The second alternative is a negative outcome (crisis) transition, which is associated with an athlete that cannot handle the transition by himself. In order to modify ineffective coping, athletes often need external help. If the intervention (e.g., psychological counseling, psychological education, psychological assessment and mental training) has a positive effect on the athletes, she/he will have a delayed but positive transition. Some athletes do not receive assistance or the intervention does not lead to positive effects and it can lead to negative consequences such as injury, overtraining, poor performance, premature end of athletic career, etc.

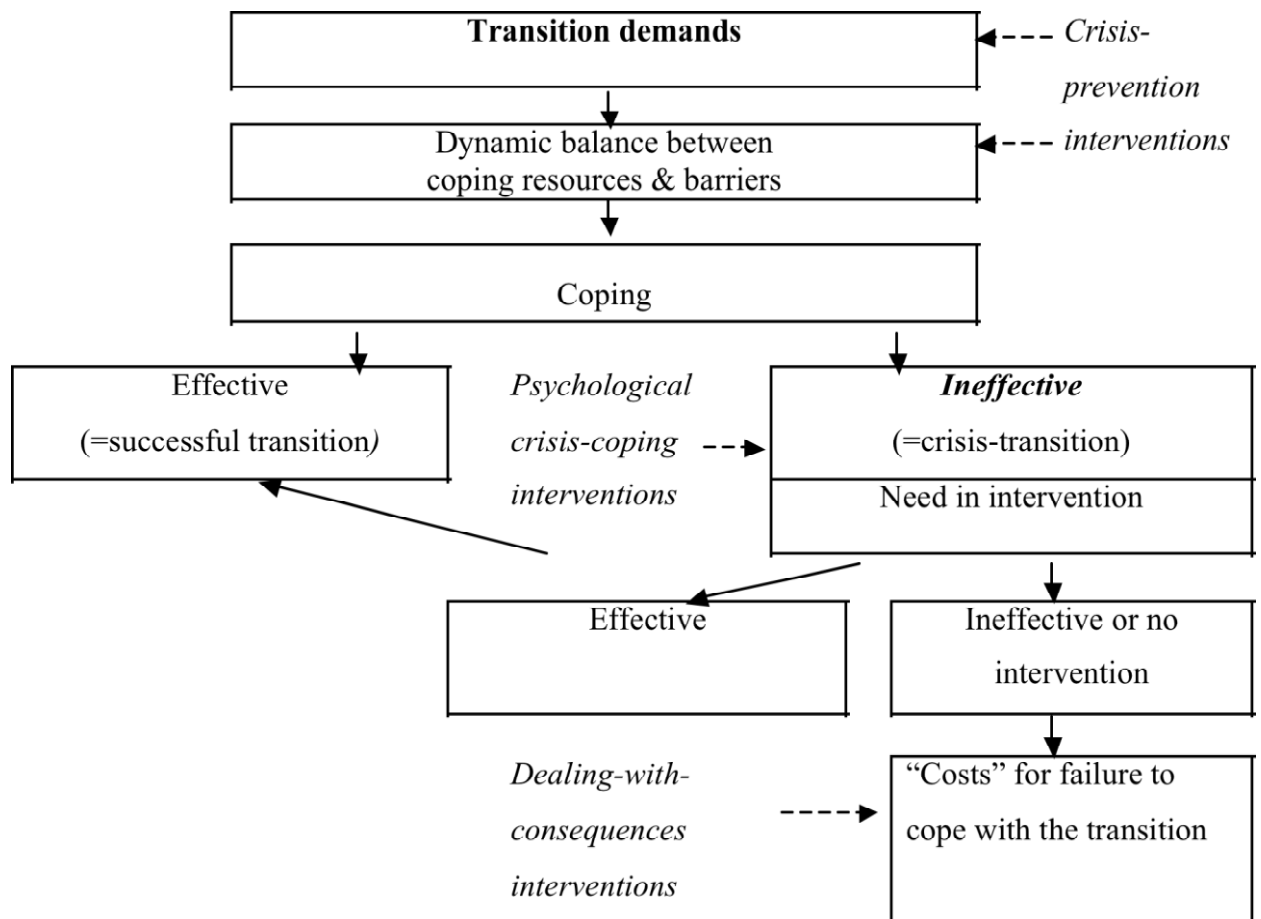


Figure 2. The Athletic Career Transition model (Stambulova, 2003, 2004)

Previous research

Swedish Sport gymnasium

The concept sport gymnasium in Sweden emerged in the early 1970s. Since then there have been many different variations on how the system has been organized (Eriksson, 2007). Today the student-athletes can be accepted on three different levels: national (RIG), regional (REG) and local. The difference between these is that RIG student-athletes have more time to pursue their sport during school hours and the Swedish National Sport Federations (RF) are responsible for elite sports gymnasium so-called RIG. Student-athletes that are accepted to REG and local level have less time for training during school hours than RIG students. Regional and local alternatives are primarily handled by the respective municipalities. RIG student-athletes are also at a higher sport level than REG and local student-athletes. All student-athletes (RIG, REG and Local) follow the same educational plan as non-athlete students (RF, 2011b; RF, 2009).

Swedish and international research on Dual Career (student and athletes)

Integrating academic career and a personal life with a high-performance sporting career is a challenge (Bruner, Munroe-Chandler, & Spink, 2008; MacNamara & Collins, 2010). The experience of student-athletes varies from school to school and from individual to individual.

Something that all student-athletes have in common is to constantly balance their academic, athletic and social roles. To manage all the required demands can easily be overlooked and distinguishing them from other students that not has dual career (Etzel, Watson, Visek, & Maniar, 2006; Gaston-Gayles, 2004; Lorenzen & Lucas, 2003).

The Swedish sport federation (RF) did a longitudinal study (2002-2004) at RIG (Uebel, 2006). They measured the participating student-athletes when they were first year students and when they were last year students. RF asked the student-athletes about their experience of how it is to be a student-athlete at a sport gymnasium. Results showed that they felt that the school schedule was less suited for training sessions in year one than year three. The flexibility of the study design was also worse in year one than year three. School workload is unevenly distributed over the gymnasium years and over each semester. Results relate equally between the two measured occasions; student-athletes feels that the training takes so much time that it is difficult for them to focus on school. As for the reverse situation the school takes so much time that their sport performance is suffering. This is a major problem over the gymnasium years. When student-athletes travel to compete or are away for training camp they miss classes as well as the flow of materials a student can get from regular class attendance. Fifty % of student-athletes answerer that it is difficult to make up for the school-work they miss out on and that it is difficult to get extra help with their studies after they have been away from school. Gustavsson, Kentää, Hassmén, Lundgvist (2007) showed in their research at RIG that most of the student-athletes are feeling good, however the study showed that 1-9% student-athletes showed sign of burnout and overtraining. Most of these individuals that show signs of fatigue are very motivated, very ambitious and many very successful athletes. They concluded that there were few individuals that showed signs of fatigue, however some of these student-athletes were the most talented athletes.

International research by Gaston-Gayles (2004) and Lorenzen and Lucas (2003) conclude that pressure resulting from their dual career can easily be overwhelming for two primary reasons: (1) Varsity sports, require students to accommodate heavy practice and travel schedules, pre- and post practice needs, mandatory meetings, national competitions, rehabilitation, and treatment in case of injury; and (2) School requires student-athletes to take a full class schedule, maintain a minimum grade point average in order to be eligible to participate, and make overall progress toward their degrees. All of these demands consume the majority of the free time these students have, leaving little time for social interaction.

To enter an elite sport school the student-athletes are facing transitional changes at academic, athletic, psychological and psychosocial levels (Bruner et al., 2008, MacNamara & Collins, 2010; Miller & Gretchen, 2002; Wylleman & Lavalley, 2004). During the critical time period of entry into a sport gymnasium/elite sport, Wylleman and Lavalley (2004) framework (see Figure 1) suggests that the student-athletes may be in the second stage of athletic development (layer 1), the psychological level of adolescence (layer 2), engaging in salient interpersonal relationship with parents, coaches and peers (layer 3), and attending secondary education school (layer 4). Wylleman, Reints, Wanters & Beyens (2007b) investigated what type of changes a group of young talented swimmers and tennis players experience when they start a “top sport school” in Flanders. Results in their study show that the swimmers experience most changes in their academic level, for example the assistance from a tutor and after school activities. The tennis players show on most changes at their

athletic level for example change in intensity of training sessions and amount of training sessions. Swimmers reported that changes in after school activities and home environment were most difficult to adapt to. While the tennis players reported a combination of school and tennis as most difficult to adapt to.

Swedish research on the transition from junior to senior sport

The transition from junior high to sport gymnasium is a major change for many athletes (Petitpas et al, 1997). Many student-athletes also start their transition from junior to senior level during this time. Several studies on the transition from junior to senior have been conducted in Sweden. These studies have focused on the athletes' athletic transition. Results from Frödbergs (2007) qualitative study of female elite gymnasts' (n=17) and how they experience the transition, shows that athletes experience the transition as negative. The negative experiences were based in the experience of higher demands that were required, feeling fear of the transition and the feeling of not being prepared for the transition. Cacija (2007) studied transition from junior to senior sport among basketball players (n=9). Jorlén (2007) studied golf players (n=9) transition from junior to senior level and both studies show that transitions from junior to senior level include increase in training and competition level. Support from coach, family and friends are important recourses to cope with the transition. They used different coping strategies to cope with the demands (e.g., combining sport with other activities like schoolwork and friends) they were facing during the transition. Franck and Tuovila (2008) did a qualitative study of differences and similarities between athletes who were in the beginning and middle of the transition from junior to senior sport (n=135). Results show that the athletes that were in the beginning of the transition had different demands, coping strategies, and perceived stress differently than the athletes that were in the middle of transitions. Athletes that were in the beginning of the transition used coping strategies like: I try to give 100%, I try to be patient and to see my progress as step by step process more than athletes that are in the middle of the transition. The athletes that were in the middle of the transition were more adjustable to the transition process. In another study by Franck (2009) on the transition from junior to senior sport compared individual and team athletes (n=195), results show that coping strategy, athletic identity, body attractiveness and physical self-value were predictors for the quality of adjustment to transition for individual athletes. Ego orientation, physical self-value and coping strategy were predictors for team athletes. Eriksson (2010) studied football players' transition from junior to senior (n=126). Results show that satisfaction with sport participation and importance of different aspects of sport was predictors for their quality of adjustment to senior sport level. Athletic identity, environmental pressure and personal resources were positive predictors for unhealthy sport participation.

Research on career development and career assistance

Researches discuss what influence significant others (coacher's and parents, peers, clubs/origination) have on athlete's motivation to participate in sport (Bloom, 1985) and their transition development in sport (Schlossberg, 1981; Henriksen, Stambulova, & Roessler, 2010b). How well a student-athlete is able to combine school, sport and other activities might depend on the environment around them (e.g., support from parents, coaches, teachers,

school, clubs etc.) (Petitpas et al., 1997). The transition from junior high to sport gymnasium might be very demanding for the student-athletes and requires additional resources to cope with. School environment are in some cases a resource for the athletic development of student-athletes, whereas for others it is a barrier (Henriksen, Stambulova, & Roessler, 2010a). Wylleman, Reints and Dom (2007a) found that communication and the relationship between coaches and athletes changes throughout their sporting career. During the development stages (as what the first year student are in) coaches and judoka athletes have shown to have a closer relationship, the coaches support their athletes more at tournaments and the athletes show more trust in their coaches. Outcome and result also became more important during this stage. Keegan, Spray, Harwood and Lavallee (2010) study show that coaches influence the athletes motivation by giving them instruction and feedback. Positive feedback results in more adaptive form of motivation and negative feedback undermine their motivation. Parents influence the athlete's motivation by giving them support and reinforcement. Parents and coach influence was related to their specific roles. Other research also report that higher amount of parental involvement; various form of support, develop the athletes socially and psychologically through sport etc influence the athletes motivation and transition development (Kadlcik & Flemr, 2008; Lauer, Gould, Roman & Pierce, 2010; Pummell, Harwood & Lavallee, 2007; Wuerth, Lee & Alfermann, 2004). Parents' negative behaviors for example being critical, over pushy, emphasizing winning and controlling, influence the athletes' development negatively (Lauer et al, 2010). Teammates influence the motivation climate through competitive behavior, social relationships collaboration behavior and evaluation communication (Keegan et al., 2010). Pummelle et al. (2008) studied young event riders (n=10) show that peers were a source of motivation for the transition. Participants in this study felt support from their school but some participants expressed it was difficult to combine school and sport. The riders (athletes) indicate a strong intrinsic motivation and high sport commitment to make the transition. They also report that they voluntary sacrifices school events and social events for the commitment to their sport. Riders indicated to high athletic identity. Athletes' strong commitment to their sport can limit themselves in role experimentation and personal identity development. Sport psychology research shows that high and exclusive athletic identity can lead to an exclusive focus on sports and so called athletic identity foreclosure. Some young athletes with athletic identity foreclosure can experience an identity crisis because of an unexpected reason such as not being selected to national team or injury, and it might lead to a dropout from sports. (Lally, 2007; Richard, 2008).

Duda and Nichools (1992) research on causes of success in school and sport among high school student (n=207), shows that success was related to the participant's personal goals. The task orientation was associated with beliefs that success requires effort, interest and collaboration with peers, whereas the ego-involved goal of superiority was associated with the belief that success requires high ability. Ryska and Vestal (2004) examined high school's student-athletes (n=323) the relationship between their dispositional goal orientations in sport and various academic strategies and attitudes. Mixed orientation athletes (i.e., high task-high ego), reported the highest levels of educational goals and academic self-efficacy and among the task-oriented sport participants had the greatest impact on academic strategy use.

Program that help athletes to combine their athletic and academic career exists in many countries. Countries that have developed programs for athletes are Australia, Canada, UK, USA and many countries in Europe (Hill, Burch-Ragan, & Yates, 2001; Wylleman, Alfermann & Lavallee, 2004a; Wylleman et al., 2004b). United States National Collegiate Athletic Association supports the student-athletes by a life skills program. The program covers four years of college education, during these years the student-athletes participate in the sport for the college at the same time as they are taking an academic degree. The program supports the athletes in five areas such as academic, athletic, personal development, career planning and community service. The goal for the program is to help the athletes to develop resources to cope with relevant transitions in and outside of sport (NCAA, 2011). The goal for the career programs is more or less equal all over the world, such as provide the athletes with support and education to making athletic and not athletic transitions (Wylleman et al, 2004a). Prior research stresses the need to accommodate the busy lifestyle of student-athletes. This includes creating an effective environment that helps maintain a balance between academic, sport and social life. Additionally, any proposed solution should help athletes when they have intense travel and competitions schedule and the effects of missed classes (Etzel, Ferrante, & Pinkney, 1991, Wylleman et al., 2004a). Online Education may be one solution for these problems suggest Krebs (2008). Krebs made a study about taking online education with student-athletes in college. Krebs found that the student-athletes preferred the convenience of online courses, but also desired regular contact and interaction with faculty and others class members (social component). One group (revenue) of student-athletes preferred taking online classes when they travelled, for time issues or for easy credit, the other group (non-revenue) were willing to take more online classes to help ease their schedule. According to Krebs (2008) a purely online education program would not result in balance in order to satisfy academic and athletic responsibilities.

Successfully coping with a transition in sport and outside sport allows greater opportunity for an athlete to be able to adjust to (dual) career. Failure in coping with a transition might be followed by negative consequences for example early drop out, alcohol/drug abuse etc., (Stambulova, Alfermann, Statler & Côté, 2009). Suggestion of intervention in career transitions has shifted from use of traditional therapeutic approaches to cope with the possible traumatic experience of the transition within sport and outside sport, to provide athletes with life skills program (Jones & Lavallee, 2010; Miller & Kerr, 2002; Wylleman et al., 2004a).

Summary

Dual career is a career with two major foci e.g. studies and sport. Dual career is coordinative stages and transition in athletes' academic and athletic development and in their psychosocial and psychological development (Stambulova, 2010). Sport gymnasium years are important for when the elite specialization begins. Sport gymnasiums give young athletes the opportunity to develop their athletic skills while they are combining academic education. Dual career and lifestyle issues include overcoming barriers and demands relating to career decision making, time pressures and pressure of combining schoolwork, sport participation and private life. One importation limitation on earlier research in sport is that it has focused on individual's transition out of competition (Alferman, Stambulova & Zemaityte, 2004; Harrison & Lawrence, 2004; Kadlick & Flemr, 2008), it has not being a focused on entry a

sport gymnasium as a student-athletes (dual career). Wylleman and Lavallee (2004) has identified the transition in to elite sport to be potentially important period, relative little is known about of the experience the student-athletes during this period. This study is about to understanding the factors importance to the student-athletes during the entry in to sport gymnasium/elite sport and adaptation during their first six months and exploiting the strong points and find out if there are some weak points during their first six months at sport gymnasium. Utilizing a quantity longitudinal study may beneficial in the initial explore of topic.

Objectives:

1. To explore two new instruments: (a) Dual Career Survey; (b) Student Identity Measurement Scale.
2. To examine longitudinally a dynamics during the first six months at sport gymnasium in:
 - (a) student-athletes' *transition variables*, such as perceived demands, resources, barriers, coping strategies, and stress level in regard of their sport, studies and private life. Measured by Dual Career Survey.
 - (b) student-athletes' *personal variables*, such as athletic identity, student identity and achievement motivation. Measured by Student Identity Measurement Scale, Athletic Identity Measurement Scale and The Task and Ego Orientation in Sport Questionnaire.
 - (c) student-athletes' *importance/satisfaction* with various spheres of life variables. Measured by Dual Career Survey.
3. To explore how the *transition variables*, the *personal variables*, and the *importance/satisfaction variables* contribute to the quality of student-athletes' adjustment during their first six months at sport gymnasium.

Method

Research design

The first step was to develop/create two new instrument; The Dual Career Survey (DCS) and Student Identity Measurement Scale (SIMS). Second step was to test these two new instruments in a pilot study. The third step was to combine these two new instruments with two other instruments: Athletic Identity Measurement Scale (AIMS) and the Task and Ego Orientation in Sport Questionnaire (TEOSQ) and transform all questionnaires into a web version. A group of five people tested the battery of questionnaires before the main study was conducted. Step four was to do the main longitudinal study. The first measurement took place three months (November 2010) and the second at six months (February 2011) into the student-athletes first year at the sport gymnasium. The battery of questionnaires will be presented later and the paper version is shown in appendix 1.

Pilot study

The purpose of the pilot study was to test the comprehension of the two new instruments; The Dual Career Survey and Student Identity Measurement Scale, and to ensure that these two new instruments were comprehensible. Seventeen participants (10 female and 7 male) completed the survey. The participants in the pilot study were student-athletes who were in the transition and adaptation to first year at sport gymnasium in the south of Sweden. The participants were between 14-16 years old. They were located through personal contact. The participant's teacher was contacted by email. The author met the student-athlete at their sport gymnasium and the study was conducted there during a lecture. When the participant did the survey they had the opportunity to ask questions. After completion of the survey there was a discussion about what could be improved to make the survey better. The viewpoints from the participants were debriefed during a meeting between supervisor and the authors. The changes that were done on the DCS are presented below. No changes were done to SIMS.

In the second part *The transition process*, question 11 improve section school question, communication skills were excluded, section training/competitions/games, communication skills, self control under competitions, recovery between training, and recover after competitions/games were excluded, section lifestyle living conditions were excluded. Question 13 (support) gymnasium support and financially support were excluded, Question 14 (demand) gymnasium demand was excluded, relation/ life style was changed to private life.

Main study

Participants

The participants were students recruited from Malmö Sport gymnasium. The school is organized by two sport gymnasiums; Malmö Latin school (n=37) and Malmö Borga school (n=54). These schools are national sport-related sport gymnasium schools (in Swedish: Riksidrottsgymnasier or RIG). They offer a program that balance education with high level sport for young elite athletes (RF, 2009). Malmö Sport gymnasium is a modern gymnasium, with high facility standard. The school provides wireless internet in all rooms at the school. Both schools use the same school and training facilities. In every class there are students that are represented from all three levels (RIG, REG and local). This sport gymnasium was selected based on location and it being a relatively new school. The participants were first year student-athletes at sport gymnasium ranging in age from 15-17 years old. At the first measurement occasion 122 student-athletes were at the school, some students didn't want to participate and responds from three athletes had to subsequently be discarded because they were incomplete. This leaving us with 110 participants that made the first measurement. One hundred eleven participants completed the second measurement, however 20 of them did not participate at the first measurement and had to be discarded from the study, this resulting in 91 participants that completed the first and second measurements and these are the participant in this study. The participants represented 14 different sports (tennis, football, short track, basketball, floor ball, track and field, handball, taekwondo, ice hockey, swimming, badminton, water polo, squash, figure skating) eight individual (n=21) and six team sports (n=70). In this sample four of 91 participants had moved away from home.

Table 1

Descriptive Statistic for the Whole Sample

<i>Characteristics of samples</i>	First measurement	Second measurement
Mean age (SD)	15.91(.354)	16.25 (.437)
Gender; Female/Male	31/60	31/60
School level RIG/REG/Local	10/60/21	10/60/21
Individual/Team sports ratio	21/70	21/70
Sport participation Mean (SD)	8.01 (2.61)	8.21(2.68)
Sport specialization Mean(SD)	4.02 (2.79)	4.58 (3.34)
Competition level Junior:		
Regional	19	17
National	29	29
International	43	45
Status in level Senior:		
Not started	27	27
Less than 6 months	8	9
6-12 months	14	11
1-2 years	24	23
More than 2 years ago	18	21

Table 1. Show that almost half (47% first measurement and 49% second measurement) of the student-athletes compete at international junior level. And 70 % had started to compete at senior level.

Instruments

Participants were presented with a battery/package of four instruments; (a) Dual Career Survey (DCS) (©Engström & Stambulova, 2010) was used to measure different transition and adaptation variables. To measure the personal variables three instruments were used (b) School Identity Measurement Scale (SIMS) (©Engström & Stambulova, 2010), (c) The Athletic Identity Measurement Scale (AIMS) (Brewer et al., 1993), and (d) The Task and Ego Orientation in Sport Questionnaire (TEOSQ) (Duda, 1989). All instruments are the Swedish version of the survey/questionnaires.

Dual Career Survey (DCS; © Engström & Stambulova, 2010; Developed based on the Transition Monitoring Survey (TMS; Stambulova, Weibull, Franck & Tuovila, 2008; see in Franck & Tuovila, 2008).

The DCS is based on Developmental model of transition faced by athletes (Wylleman & Lavallee, 2004), and The Athletic Career Transition Model (Stambulova, 2003). This is the first time DCS is used in a research project. DCS showed acceptable *Cronbach's alpha*. The DCS is structured in three parts it will be briefly described below.

Introduction, the first part of the DCS questionnaire, consisted of questions about general background information such as age, gender and sport event (team or individual) examines. There is a possibility for the athletes to specify both which sport they participate in and for how many years they have been participating in this sport, as well as specify for how many years they have been specialized in their sport. For which sport level they had been accepted to sport gymnasium the athletes could choose between RIG, REG, and LOKAL level. On the question which highest level they have competed in at junior level they had three alternatives: local, national and international. There are four alternatives to how long ago they started competing at the senior level: not started, less than 6 months, between 6 and 12 months ago, between 1 and 2 years ago, more than 2 years ago. For how motivated the athletes are to adapt/handle dual careers (studies and sport) they used the scale ranges from 1-10 where 1=not at all and 10= very much. There is also a “yes” and “no” question if the athletes have moved away from home.

In the second part of DCS, entitled *The Transition Process*; different aspects of transition processes are presented as the following separate subscales: transition demands, coping strategies, environmental support, environmental pressure, personal resources, current stress level and current need for additional help/support. Transition demands (question 12) consists of 18 items, where the student-athlete must evaluate to what extend he/she currently needs to improve in various areas (school, sport, relation/communication and private life) in order to adjust to dual career. The scales ranges from 1-10, where 1= no need and 10= very strong need. The student-athlete can choose the option (not applicable) if he/she feel that an item is not relevant. Coping strategies (question 13) consists of 16 items and the student-athletes have to evaluate to what extend he/she is using coping strategies. First they have to answer the question concerning school, second concerning sport and third concerning private life. A scale from 1-10 is used where 1= not at all and 10= use it very much. The student-athlete can choose the option (not applicable) if he/she feel that an item is not relevant. Environmental support (question 14) consists of 6 items and the student-athletes has to evaluate how much support he/she receives from for example teachers, classmates etc. on a scale ranging from 1-10, where 1=very low and 10= very high. The student-athlete can choose the option (not applicable) if he/she feel that an item is not relevant. They have to evaluate all items three times, first concerning support in school, second sport and third private life. Environmental pressure (question 15) has 8 items where the student-athlete has to evaluate for example the pressure from teachers, classmates, teammates etc. This question has the same structure as question 14. Personal resources (question 16) consist of 11 items, for example motivation, self-confidence, self-discipline. Question 16 has the same structure as question 14 where the student-athlete have to evaluate the question three times, and used the same range of scale as in question 14. Current stress level and current need for additional help/ support (question 17) has two subscales; first the student-athlete have to evaluate how he/she perceived stress in different spheres of school, sport and private life on a scale from 1-10 where 1= very low, and 10= very high. Then the student-athlete have to evaluate how much additional help/support he/she need to cope with the stress on scale 1-10, where 1= no need and 10= very strong need. The student-athletes can choose the option (not applicable) if he/she feel that an item is not relevant. In question 18 the student-athletes have to answerer if they have received any

help from a sport psychologist to adjust to sport gymnasium during the last six months. With a “yes” and “no”. If they answerer is yes the student-athletes go to question 19 and value how much this help from a sport psychologist help them to adjust to sport gymnasium. On a scale from 1-10 where 1= not at all, and 10= very much.

In the third part of DCS, entitled *Current situation in sport, school and private life*, the athletes have to evaluate how they adapt, how important of, and how satisfied they are with different spheres of their current life (e g., school, sport, friends, family, living condition). The adaptation scale ranges from 1-10, where 1= don't manage it at all and 10= manage it completely. On both importance and satisfaction the scale ranges from 1-10 where 1= very low and 10 very high. If not any aspect was relevant to the student-athlete the option (not applicable) could be used.

Student Identity Measurement Scale (SIMS; © Engström & Stambulova, 2010; Developed based on AIMS; Brewer et al., 1993).

The SIMS measures a persons identification with the student role. SIMS has ten items and is evaluated on a seven-point scale. One item example is “School / studies are the most important part of my life”. Low scores on the SIMS indicate low student identity and high scores on the SIMS indicates high student identity. The SIMS has not been used in other studies. SIMS showed acceptable *Cronbach's alpha*.

The Athletic Identity Measurement Scale (AIMS; Brewer et al. 1993).

The AIMS measure a persons identification with the athlete role. AIMS has ten statement/items and is evaluated on a seven-point scale, “I consider myself as an athlete” is an example of a typical statement. Low scores on the AIMS indicate low athlete identity and high scores on the AIMS indicates high athlete identity. The Swedish version of AIMS has been used in several other studies (Franck, 2009; Richard, 2008) and shown acceptable psychometric value.

The Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda, 1989; Duda & Nicholls, 1992).

The TEOSQ indicate Task and Ego Orientation and has 13 statements/items. Seven of the statements/items measure task orientation, for example; “I feel the most successful in sport when I learn something new by working hard”. Six statements/items measure ego orientation, for example; “I feel most successful in sport when I am the best”. The student-athlete evaluates the statements/items on a five-point scale ranging from strongly disagree (1) to strongly agree (5). The Swedish version of TEOSQ has been used in several studies, (Franck, 2009; Gestranus, 2006) and has provided evidence of acceptable internal consistency.

Procedure

The author first contacted the school's development coordinator and informed him about the study. Second, he contacted both of the schools headmasters and informed them about the study. Third, the headmasters contacted their teachers before the author was contacted and given a day and date when to come to the school's first year's student-athletes and do the

measurement. When it was time for the second measurement the author emailed the headmaster and they contacted the teachers again who provided time from their teaching hours and emailed back to the author to agree on a day and time to come to the classes. At the first measurement all students were given information about the aim of the study and were explained the ethical standards of American Psychological Association (e.g., confidentiality and their right to withdraw from the study at any time). The student-athletes who subsequently agreed to participate in the study provided informed written consent and were asked to complete a battery of questionnaire. The schools have the parents' approval to let the student-athletes to participate in study like this. This battery of questionnaire was web based and the student-athletes were given link to the questionnaire. Every student-athlete was also given an individual code that they use in the questionnaire. Confidentiality was obtained by the student-athletes use of personal codes. Before the repeated measurements all the student-athletes received an email where information on the new link to the battery of questionnaire and their individual code. Athletes completed a questionnaire involving items related to various aspects of transition, students' and athletes' identity and task and ego. First measurement session took part three months into their first year at the sport gymnasium and then at the second time six months into their first year. The student-athletes that were not in school when the author was in their class were not able to do the questionnaire the first time. When the author came to the classes the second time and if there was a new student, he/she was informed about the key aspects of the study and signed an agreement to participate in the study. The student-athletes that not were in school for the second measurement received an email from the author with the link and code to enter the web based questionnaire. Four student-athletes made the questionnaire at home. If athletes had any questions about the survey/questionnaire they could ask the author. The student-athletes that only made one measurement were discarded from the study. The data collection was conducted during school time and the student-athletes needed 30-45 min to complete the battery of questionnaires.

Data Analyses

The data were analysed and treated in SPSS version 18. The analyses were made in six steps:

Step 1: Cronbach's alpha values were explored for the questions in DCS and SIMS. The factors that were tested during this study were; *transition demands (school, sport, communication, life)*, *coping strategies (school, sport and private life)*, *environmental support (school, sport and private life)*, *environmental pressure (school, sport and private life)*, *personal resources (school, sport and private life)*, *current stress level and current need for additional help/support*, *importance of different spheres of school, sport and life and satisfaction with different sphere of school, sport and life and SIMS*. If the alpha value exceeds 0.70 it is considered to be an indicator for good reliability and internal constancy.

Step 2: Descriptive statistics were calculated on the background information from the first part of DCS. Descriptive statistics for the whole sample (means and standard deviation) were calculated for all items of DCS (Appendix 2).

Step 3: The subscale means and standard deviations were computed for all DCS subscales: *transition demands*, *coping strategies (school, sport and private life)*, *environmental support (school, sport and private life)*, *environmental pressure (school, sport and private life)*, *personal resources (school, sport and private life)*, *current stress level*, *current need for help/support*, *quality of adjustment to the dual career*, *importance of different spheres of school, sport and life* and *satisfaction with different sphere of school, sport and life*. Mean scale scores were calculated for SIMS total, AIMS total and TEOSQ (task total and ego total).

Step 4: Paired-samples t-tests were conducted between first and second measurements Subscale mean on *transition variables*, *personal variables* and *importance/satisfaction variables*. The difference was considered significant if the p-value was under/or equal 0.05.

Step 5: Multiple regression analyses were used to test if the *transition variables; such as transition demands (school, sport, communication, life)*, *coping strategies (school, sport and private life etc.,* and *personal variables; such as SIMS total and AIMS total and importance/satisfaction with various sphere of life variables* are predictors to the criterion variable “*quality of adjustment to be student and athlete*” (*adaptation*).

Results

The results have been structure according to the three objectives of this study. First, the exploring of the DCS and SIMS and its internal reliability and internal consistency will be presented. Second the results present the longitudinally dynamics during the first six months at sport gymnasium between *transition variable*, *personal variables* and *importance/satisfaction variables*. Third, the results present the predictors for the quality of student-athletes adjustment during the first six months.

Exploring of the Dual Career Survey (DCS)

In exploring the DCS, Cronbach’s alpha was calculated to test internal consistency and reliability. In Table 2 alpha value, means and standard deviation are present.

Table 2

Cronbach’s Alpha, Means and Standard Deviation Value for the Main Scales in Dual Career Survey (DCS)

Variables	Items	Cronbach’s alpha	Mean	SD
Currently need to improve school	3	0.899	13.22	6.57
Currently need to improve sport	6	0.844	24.98	10.82
Currently need to improve communication	4	0.896	12.49	7.62
Currently need to improve privet life	5	0.870	21.04	9.86
Coping strategy school	16	0.844	100.31	22.45

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Variables	Items	Cronbach's alpha	Mean	SD
Coping strategy sport	16	0.928	112.38	26.84
Coping strategy privet life	16	0.929	101.20	27.69
Amount of support from environmental school	8	0.886	48.91	14.57
Amount of support from environmental sport	8	0.894	53.82	15.53
Amount of support from environmental privet life	8	0.886	46.44	15.17
Amount of demands/pressure from environmental school	8	0.892	46.50	14.62
Amount of demands/pressure from environmental sport	8	0.899	49.82	16.14
Amount of demands/pressure from environmental privet life	8	0.907	40.61	14.91
Self-evaluation of personal factors and earlier experience school	11	0.934	75.58	18.95
Self-evaluation of personal factors and earlier experience sport	11	0.949	87.17	17.76
Self-evaluation of personal factors and earlier experience privet life	11	0.969	77.45	21.98
Currently perceived stress level	10	0.907	53.65	19.67
Currently perceived needed additional help/support	10	0.957	40.86	23.07
Adaptation school, sport and privet life	5	0.951	32.68	10.57
Importance of different aspect of school sport and privet life	4	0.803	32.27	7.10
Satisfaction in difference aspects of school, sport and privet life	4	0.771	30.54	6.74

Table 2. Shows that *Cronbach's alpha* for DCS values are over 0.70. The results indicated that the survey has good reliability and internal consistency.

Exploring of the Student Identity Measurement Scale (SIMS)

To explore SIMS, Cronbach's alpha was calculated to test internal consistency and reliability. In Table 3 alpha value, means and standard deviation are present.

Table 3

Cronbach's Alpha, Means and Standard Deviation Value for the Main Scales in Student Identity Measurement Scale (SIMS)

Variables	Items	Cronbach's alpha	Mean	SD
SIMS				
Student Identity	10	0.892	42.33	13.03

Table 3. Show that Cronbach's alpha for SIMS are over 0.70 and it is indicated a good internal consistency and reliability of the questionnaire.

Cronbach's Alpha value for Dual Career Survey and Student Identity Measurement Scale at second measurement show that all values are over 0.70. This indicates that the new instrument has good internal consistency and reliability at first and second measurement.

Summary of backgrounds information

The result from *Introduction* of the DCS questionnaire show at three months the student-athletes value their motivation to handle dual career M=8.04 (SD=2.06) and at six months M=7.65, (SD=2.42). More result is showed in table 1.

DCS variables highest score at first and second measurement and most dynamics changes between the measurements

The descriptive data show that the student-athletes felt that they needed to improve their preparation for exams, physical ability, and recovery skills at both measurement and a need to improve their communication with teachers at first measurement and communication with the coach at second measurement to manage their dual career. This item had the highest scores first and second time, however all item shows an increase between first and second measurement. The item that show the highest dynamic changes between first and second time were, preparation for competition, performance in competition and communication with coach. The coping strategies the student-athletes have used most to manage dual career is; "I try to give 100%", "I continue fight despite setbacks", this coping strategies the participants used in all three areas school, sport and private life. In school and private life they also have used "I try to learn from past experience" and in sport they have used "I have clear goals". The item that shows the highest dynamic change between first and second measures were; "I try to avoid difficulties and stressful situation" coping strategies/school this item increase, in coping strategy/sport "I try to give 100%" decrease, and in coping strategy/private life "Being in a stressful situation I express my negative feelings" increase most. The student-athletes felt most support from their family in all three areas school, sport and private life. The family also gives them most demands/pressure in areas school and private life. The student-athlete felt both support and demands/pressure from their coach in the area of sport and from their friends they felt support and demands/pressure in regards of school and private life. The student-athletes felt demands/pressure from teachers in the area of school and demands/pressure from team members in regards to sport. The support items that show the highest dynamic changes between first and second measures were; "coach" support/school

decrease, “Media” support/sport decrease, and teacher support/private life decreased the most. For pressure/demands the items that show the most dynamics were; “Friends” pressure/school increased, “Teacher” pressure/sport decreased, and “Coach” pressure/private life decreased most. The student-athletes’ strongest personal resources were self-expectation in the area of school and sport, in sport it also was their motivation, in private life it was currently health and communication ability. Currently health and communication ability was also recourse for the student-athletes at first measurement and currently health at the second measurement in regards of school. The items that show the highest dynamic between first and second measures were; “Motivation” decreased both in school and sport and in private life “Current communication abilities” increased. The areas that the student-athletes felt most stress for were their studies and school-work at both measurements. The items that show the highest dynamic changes between first and second measurement were sport “recovery”, “overtraining/injury rehabilitation” and these items increased the most. They felt most currently need for additional help/support in the area of rehabilitation after injury/overtraining and recovery in regards to sport. “School recovery” was the item that showed the highest dynamic changes between first and second measure. The student-athletes felt that training/competition and family is what they are most adjusted to and they value sport and family as the most important in their life and they were most satisfied with their family and their sport. The item that show the highest dynamic between first and second time in the student-athletes adjustment was “living condition” it decreased, in most importance “sport” increased the most, and in satisfaction “friends” decreased the most. The descriptive statistics result for the whole sample of the first and second measurement can be found in Appendix 2.

Dynamics during the first and second measurement transition variables, personal variables and importance/satisfaction variables

To compare the measurement for three months and six months on the *transition variable, personal variables and importance/satisfaction variables* a paired-sample t-test was used. The results are present in the table 4.

Table 4

Means, Standard Deviation, t-values, df, p-values for Variables First and Second Measurement on Dual Career Survey (DCS)

Variable	First M (SD)	Second M (SD)	t	df	p
<i>Transition variables</i>					
Currently need to improve school, sport and private life					
Transition demands Total	3.96 (1.56)	4.62 (1.74)	-3.804	87	.000
<i>Coping strategy/process</i>					
Coping School Total	6.31 (1.36)	6.35 (1.39)	-.280	87	.780
Coping Sport Total	7.14 (1.62)	7.08 (1.64)	.293	87	.770
Coping Private Life Total	6.33 (1.70)	6.58 (1.62)	-1.226	86	.224

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Variable	First M (SD)	Second M (SD)	t	df	p
Amount of support from environmental					
Support School Total	6.46 (1.76)	6.33 (1.69)	.695	87	.489
Support Sport Total	7.04 (1.83)	6.93 (1.66)	.615	87	.540
Support Private Life Total	5.95 (1.93)	5.86 (1.88)	.381	87	.704
Amount of pressure from environmental					
Demands School Total	5.74 (1.82)	5.78 (1.70)	-.156	86	.876
Demands Sport Total	6.44 (1.85)	6.14 (1.77)	1.600	87	.112
Demands Private Life Total	5.01 (2.08)	4.80 (1.97)	.963	83	.338
Self-evaluation of personal factors and earlier experience					
Personal Recourse School Total	6.86 (1.72)	6.66 (1.57)	1.295	87	.199
Personal Recourse Sport Total	7.93 (1.60)	7.68 (1.55)	1.465	86	.147
Personal Recourse Private Life Total	7.08 (1.97)	6.97 (1.77)	.714	83	.477
Perceived stress					
Stress Total	5.39 (1.88)	5.67 (2.01)	-1.163	86	.248
Perceived needed additional help/support					
Help/support Total	4.17 (2.28)	4.23 (2.04)	-.242	84	.809
<i>Importance/satisfaction variables</i>					
Quality of adjustment to dual career					
Adaptation Total	7.23 (1.86)	6.88 (1.70)	2.141	87	.035
Different sphere of school, sport and privet life					
Importance Total	8.06 (1.77)	7.84 (1.80)	1.241	87	.218
Satisfaction Total	7.63 (1.68)	6.95 (1.93)	3.707	86	.000

In *The Transition process* part of DCS; The result show that there is a statistically significant increase in *transition demands* score between first measurement (M=3.96, SD=1.56) and second measurement [M=4.62, SD=1.74, $t(87)=-3.804$, $p=.000$.] Results indicate that the student-athletes need to improve their skills in areas of school, training, communication and private life, to be able to manage dual career (both school and sport). The results from *transition variables*; coping strategies (school, sport and private life), environmental support (school, sport and private life), environmental pressure (school, sport and private life), personal resources (school, sport and private life), current stress level and current need for additional help/support show *no* statistically significant difference between first and second measurement.

In *Current situation in sport, school and private life* part of DCS, the *adaptation variable* score show that there is a difference between first (M=7.23, SD=1.86) and second [M=6.88, SD=1.70, $t(87)= 2.141$, $p=.035$] measurement. It is a statistically significant decrease in student-athletes perception of how well they are adjusted to dual career. The student-athletes

felt more adjusted to dual career three months into the first year than they did six months into the first year. The result shows *no* statistically significant difference between first and second measurement in *importance of life variable*. The result show that student-athletes satisfaction (*satisfaction variable*) changes from first (M=7.63, SD=1.68) to second [M=6.95, SD=1.93, $t(86)= 3.707$, $p=.000$] measurement. The result indicated a statistically significant decrease in student-athletes satisfaction in areas of school, sport, friends and family. The student-athletes were more satisfied three months into the school year than six months into the first year.

Dynamics during the first and second measurement personal variables

To compare the measurement for three months and six months on the *personal variables* a paired-sample t-test was used. The results are present in the table 5.

Table 5

Means, Standard Deviation, t-values, df, p-values for Variables First and Second Measurement on Student Identity Measurement Scale (SIMS), The Athletic Identity Measurement Scale (AIMS), The Task and Ego Orientation in Sport Questionnaire (TEOSQ)

Variable	First M (SD)	Second M (SD)	t	df	p
<i>Personal variable</i>					
SIMS					
Student Identity	4.23 (1.30)	4.23 (1.23)	.000	90	1.00
AIMS					
Athletic Identity	5.76 (1.20)	5.82 (.96)	-.505	90	.614
TEOSQ					
Ego Orientation	3.40 (.81)	3.54 (.90)	-1.394	90	.167
Task Orientation	4.01 (.85)	4.13 (.64)	-1.275	90	.206

The finding on the *personal variables* show that *student identity* (SIMS) variable show *no* difference between first (M=4.23, SD=1.30), and second [M=4.23, SD=1.23, $t(90)= .000$, $p=1.00$] measurement. We can conclude that student identity did not change between first and second measurement. *Athletic identity* (AIMS) score show result at first (M=5.76, SD=1.20) and second measurement [(M=5.82, SD=.96, $t(90)= -.505$, $p=.614$]. The results indicate that there are *no* statistically significant differences in student-athletes' perception of their athletic identity between three and six months into sport gymnasium. Achievement motivation to sport participation (TEOSQ) *task orientation* show *no* statistically difference on student-athletes first (M=4.01, SD=.85), and second [M=4.13, SD=.64, $t(90)= -1.394$, $p=.206$] measurement. Achievement motivation to sport participation ego orientation show *no* statistically significant difference between first (M= 3.40, SD=.81), and second [M=3.54, SD=.90, $t(90)= -1.394$, $p=.167$] measurement. The result indicate that the student-athletes achievement motivation to participate in sport task or *ego orientation* do not change during their first six months in to their first year at sport gymnasium.

Predictors for student-athletes adjustment to the dual career

Multiple regression analyses were used to explore how *transition variables*, *personal variables* and *importance/satisfaction variables* were predictors for quality of perceived adjustment to dual career. Three multiple regression analyses were explored at the first measurement and three on the second measurement, one at each measurement on *the transition variables*, *personal variables* and *importance/satisfaction variables*.

The multiple regression analyses on transition variables at the first measurement. The results showed that *transition variables*; transition demands, coping strategies (school, sport and private life), environmental support (school, sport and private life), environmental pressure (school, sport and private life), personal resources (school, sport and private life), current stress level and current need for additional help/support, $R^2 \text{ adj.}=0.63$, $F(15, 67)=7,79$, $p<.0005$. The significant predictors were *personal resources private life* (Beta=0.399, $p=.009$) and *current need for additional help/support* (Beta=-0.237, $p=.014$). These results mean that predictors explain 63 % of adjustment to dual career. Current needs for additional help/support shows negative value, this indicates that it is a negative predictor. The other transition variables show *no* significance therefore they are not predictors to student-athletes quality of adjustment.

The multiple regression analyses on personal variables at the first measurement. The results showed that *personal variables*; SIMS total AIMS total, TEOSQ (ego total and task total), $R^2 \text{ adj.}=0.29$, $F(4, 83)=8,71$, $p<.0005$. The significant predictors were *SIMS* (Beta=0.322, $p=.001$) and *AIMS* (Beta=0.328, $p=.010$). This means that predictors explain 29 % of the student-athletes adjustment to dual career. TEOSQ (task and ego orientation) variable show *no* significance and was therefore not a predictor to adjustment.

The multiple regression analyses on importance/satisfaction variables at the first measurement. The result showed that *importance/satisfaction variables*; motivation to handle dual career, importance of different spheres of life and satisfaction with different sphere of life, $R^2 \text{ adj.}=0.62$, $F(3,83)=45.35$, $p<.0005$. The significant predictors *importance of different spheres of life* (Beta=0.403, $p=.000$), *satisfaction with different sphere of life* (Beta=0.401, $p=.000$). This means that predictors explain 62% of student-athletes adjustment to dual career. Motivation was not significant and is not a predictor to adjustment.

The multiple regression analyses on transition variables at the second measurement. The results showed that *transition variables*; transition demands, coping strategies (school, sport and private life), environmental support (school, sport and private life), environmental pressure (school, sport and private life), personal resources (school, sport and private life), current stress level and current need for additional help/support, $R^2 \text{ adj.}=0.49$, $F(13, 71)=5.15$, $p<.000$. The significant predictors *support sport* (Beta=0.393, $p=.013$). This means that predictors explain 49 % of the student-athletes adjustment to dual career. The other transition variables show *no* significance, therefore they are not predictors to student-athletes quality of adjustment.

The multiple regression analyses on personal variables at the second measurement. The results showed that *personal variable* SIMS total AIMS total, TEOSQ (ego total and task total), $R^2 \text{ adj.}=0.17$, $F(4, 84)=4.35$, $p<.003$. The significant predictor was *AIMS* (Beta=0.298, $p=.010$). This means that predictors explain 17 % of the student-athletes adjustment to dual

career. SIMS and TEOSQ (task and ego orientation) variables show *no* significance and were therefore not predictors to adjustment.

The multiple regression analyses on importance/satisfaction variables at the second measurement. The results showed that *importance/satisfaction variables*; motivation to handle dual career, importance of different spheres of life and satisfaction with different sphere of life, $R^2 \text{ adj.}=0.72$, $F(3, 85)=75.97$, $p<.0005$. The significant predictors *importance of different spheres of life* (Beta=0.418, $p=.000$), *satisfaction with different sphere of life* (Beta=0.522, $p=.000$). This means that predictors explain 72% of student-athletes adjustment to dual career. Motivation shows *no* significance and is not a predictor to adjustment.

Discussion

The purpose of this study was to gain understanding of the transition and adaptation for student-athletes' first six months at sport gymnasium. The concept of transition is currently viewed in a holistic, lifespan perspective which includes transitions and adjustment in their athletic career, as well as transitions and adjustment occurring in other domains of athletes' lives (academic and private). The first objectives of the study were to explore the Dual Career Survey (DCS) and Student Identity Measurement Scale (SIMS). The second one was to examine the dynamics during the first six month at sport gymnasium in; (a) student-athletes' *transition variables*, (b) student-athletes' *personal variables*, (c) student-athletes' *importance/satisfaction* with various spheres of life variables. Third was to explore how the *transition variables*, the *personal variables*, and the *importance/satisfaction variables* contribute to the quality of student-athletes' perceived adjustment during their first six months at sport gymnasium.

Exploration of the DCS and SIMS

Up to now there was no existing developed survey or questionnaire that explores the transition and adaptation to dual career and student identity. Therefore our aim was to develop a self-report instrument based on the theoretical framework, which we believed could provide a better explanation of the transition process and adjustments to dual career at sport gymnasium and student identity. The first step was to develop two new instrument DCS and SIMS, the second was to explore the psychometric qualities of these new tools. The result in this study indicated that these two instruments has good psychometric basis, with good internal consistency and reliability. DCS and SIMS have achieved the quality of criteria of high reliability (test-retest reliability, internal consistency) and validity (content validity, concurrent validity) for survey and questionnaires (Shaugnessy, Zechmeister & Zechmeister, 2006; Stangor, 2007). One of the reasons why DCS show on high cronbach's alpha value, may be because the instrument is based on theoretical framework; The Developmental Model of Transition (Wylleman & Lavallee, 2004) and The Athletic Career Transition Model (Stambulova, 2003, 2004). Another reason is that DCS is developed based on The Transition Monitoring Survey (TMS; © Stambulova, Weibull, Franck & Tuovila, 2008; see in Franck & Tuovila, 2008). The TMS has been used in several research projects (Eriksson, 2010; Eriksson, 2009; Frank, 2009; Franck & Tuovila, 2008) and it has shown acceptable

psychometric value. DCS is also based on the international research on transition and adaptation. SIMS is based on AIMS (Brewer et al., 1993). AIMS have been used in several researches (Eriksson, 2010; Franck, 2009; Lamont-Mills & Christensen, 2006; Samuel & Tenenbaum, 2011) and it has shown acceptable psychometric value. The third step in our research design was to combine DCS and SIMS with AIMS and TEOSQ. These four instruments are corresponding to be theoretically relevant to the categories event that occurs in student-athletes lives. We can conclude that combining these four instruments shows to be a good combination when you want to do research on transition and adjustment to dual career. These tools can also be used in counseling situations as a relatively rapid screening device to clarify the diagnosis/status of the student-athletes, to help determine appropriate intervention strategies and to offer student-athletes psychological support with individual counseling. However the usefulness of the tools needs to be explored in future applied intervention and research, to validate the tools.

Dynamics in the transition variables throughout the first six months at sport gymnasium

There are many things happening in and around the student-athletes lives when they start at sport gymnasium. According to Wylleman and Lavallee's (2004) framework showed that the student-athletes in the present study have transition and adaptation in four spheres of life: athletic development (new athletic demands, junior to senior sport level etc.,) the psychological (adolescence etc.,) psychosocial (new school peers and teammates etc.,) and academic (new academic demands, junior high to sport gymnasium etc.). The student-athletes have to cope and adjust to all spheres of life to have a successful dual career. The student-athletes in the present study shown that they need to improve their skills in different areas; schools, sport and private life to deal with dual career. The skills in which the student-athletes show the most dynamic changes between first and second measurements were preparation for exams and competition, performance in competition, communication with coach to manage their dual career. Skill that may be applied to various domains is described as transferable skills, and to identify skill that can be used both in and outside is helpful for career transition (Petitpas et al., 1997; Stambulova et al., 2009). The descriptive finding in the presents study showed that the student-athletes are using some coping strategies in all three areas (school, sport and private life); "I try to give 100%", "I continue fight despite setbacks", to manage dual career.

Among their use of personal resources to manage dual career the student-athletes express they were relay most on their self-expectation in the areas of school and sport, and in sport it was also their motivation, and in private life it was currently health and communication ability. The highest dynamic changes in their use of personal resources between the first and second measure showed that the student-athletes "Motivation", decrease most in both school and sport, and in their private life their personal resource "Current communication abilities" increased. Previous research on the transition from junior to senior level of sport showed that the level of training and competition increase as well as the demands (Cacija, 2007; Jorlén, 2009; 2007). In our descriptive result the student-athletes experience demands from teachers and family in school and from the coach in sport and from their friends in regards of both school and private life. The demands and pressure from school, sport and private life can by one reason why the student-athletes motivation decreased between first and second

measurement. Support is an important environmental resource in the transition process (Kadlcik & Flemr, 2008).

The student-athletes in present study felt support from their coach in sport and also experience support from their family regarding all three areas; school, sport and private life. The student-athletes friends support them regarding school and private life. These findings that significant others are a support to the student-athletes dual career are corresponding with results from previous research (Keegan et al., 2010; Lauer et al., 2010; etc). Others previous research shows that student-athletes rely on their external support (e.g. from parents, friends, teammates, coach, etc.) and their individual recourse (e.g., motivation, skills, talent, etc.) in the coping process and adjustment (Stambulova, 2003; 2009; Taylor & Ogilvie, 1998; 2001).

In a study by Uebel (2006) the student-athletes felt that their training takes so much time that it was difficult for them to focus on school. In present study the student-athletes felt most stress for were their studies and school-work at both measurements and the student-athletes felt most currently need for additional help/support in the area of rehabilitation after injury/overtraining and recovery regards sport. In Uebel (2006) study the student-athletes also express that it is difficult to get extra help with their studies after they have been away from school. One potential interpretation of findings in present study and study by Uebel (2006) is the student-athletes need more help to develop transferable competencies (e.g., goal setting, time/stress/energy management, planning) that can work as a resource in coping with transition and adaptation to their dual career.

In most of our result we could not see a dynamic change between first and second measurements. It seems that between three and six months it is little dynamic in student-athletes life. However, in the result from descriptive result and what skills the student-athletes need to improve to manage with their dual career it was showed that student-athletes dual career is affected from all the three area; school, sport and private life. And this is in line with Wylleman and Lavallee (2004) framework where the development model (see figure 1) describe a student-athletes transition in four spheres of life: athletic, psychological, psychosocial, and academic. The student-athletes need to adjust to all four sphere of life to successful manage their dual career.

Dynamics in the personal variables throughout the first six months at sport gymnasium

In terms of the present study no statistical significance dynamics were found in student-athletes' student identity and athletic identity during three and six months. However the descriptive data showed that the student-athletes' student identity mean value shows a moderate value and the student-athletes athletic identity shows a high score at both measurements. The findings from the student identity cannot be compared with previous result because this is the first time this measurement tool is used. Therefore we can just draw our conclusion between the first and the second measurement and the mean value. The scale range is from 1-5 and our results from both measurements show a value over the middle and therefore we conclude our findings as moderate result. However more research has to be done on larger samples to draw any further conclusions. The findings in the present study of the athletic identity correspond with Brewer et al (1993) that show that higher scores reflect greater identification with the athlete role and that their athletic identity is the most visible. The result in the achievement motivation task orientation and achievement motivation ego

orientation (TEOSQ) variable in present study did not show any dynamic changes between the measurements. However the mean value results show high value on task orientation and moderate value on ego orientation at both measurements.

One reason why there were no dynamic changes among the personal variables can depend on the time between the two measurements, maybe it was too short time between the first and the second measurement for any dynamic changes to have appeared in the personal variables.

Dynamics in the importance/satisfaction variables throughout the first six months at sport gymnasium

There are dynamic changes between the student-athletes adjustment and satisfaction during the first six months. The student-athletes in current study felt less adjustment to dual career and less satisfaction with different sphere of life after six months than they did three months into the first year. This is not consistent with the findings by Frank and Tuovila (2008): Their findings show that athletes that were in the middle of the transition were more adjustable to the transition process than athletes that were in the beginning. The descriptive findings of the present study show that the student-athletes felt that training/competition and family is what they are most adjustable to and they value sport and family as the most important in their life and they were most satisfied with their family and their sport. A possible reason could be that when student-athletes was selected to combine study and do sports at sport gymnasiums they feel proud and inspired by the new opportunities they are offered. Also, during the first six months they experience that to be student-athlete at a sport gymnasium and manage a dual career at this level requires higher demands in the areas of school, sport and private life. These are demands that the student-athletes don't have the complete skills for or that they were not fully prepared to cope with. A need for preparation of transition might have been underscored among student-athletes, coaches, teachers and parents.

The student-athletes adjustment to dual career

The predictors to adjustment to dual career among the transition variables; was the student-athletes personal resource in private life that helped them adjust to dual career at three months, and support from significant others in the arena of sport was a predictor at six months. A negative predictor to the student-athletes perceived quality of adjustment was their need for additional help and support. The result indicates that in the beginning of the year the student-athletes mean that they do not need help to better handle dual career, however that changes after six months they mean that support in sport was a positive predictor for their perceived adjustment to dual career. Previous research shows that social support from friends, but not from family, was a predictor for adjustment to University among first year undergraduates (Friedlander, Reid, Shupak, & Cribbie, 2007).

The result from the personal variables show that both student and athletic identity was a predictor at three months but only athletic identity at six months for the student-athletes to adjust to dual career. Athletic identity has show to be a predictor for quality of adjustment in previous research (Franck, 2009, Eriksson, 2010).

The predictors that show to have the highest influence on the student-athletes ability to adjustment were their satisfaction with and importance of different aspects of life (e.g. studies, sport, friends and family). In Eriksson (2010) study satisfaction with different aspects

of life was a positive predictor, but importance of different aspects of life was a negative predictor to the quality of the adjustment to the senior level of sports.

According to *Athletic Career Transition Model* (Stambulova, 2003, 2004), each transition is a process with its own demands, barriers, resources, coping, outcomes and long-term consequences. Our result cannot support to this model completely. The model describes a transition as a process and most of our subscales finding did not show dynamic results between the first and the second measurement. However what our result showed was in the beginning the student-athletes use their internal recourses; personal recourse, student and athletic identity, and their range of what is important and satisfaction with life to cope with the transition demands and barriers. Then after six months this study results indicates that the student-athletes receive external support, and they also used their internal recourses athletic identity and their range of what is important of and satisfaction with life as a predictor to cope with the transition and adjustment with dual career. Our descriptive findings indicate how they use their individual internal recourses (e.g. skills, motivation, talents etc.) and external support (e.g. parents, teammates, coaches etc.) to adjust to the new level. The student-athletes in this sample are not finish with their transition and adjustment with dual career after six months at sport gymnasium.

In summary, the battery of questionnaire (DCS, SIMS, AIMS and TEOSQ) appears to provide a promising tool to assess the pattern of reasons, which lead student-athletes to have a successful dual career. However the usefulness of the tools needs to be explored in future applied intervention and research, to validate the tools. Interpretation of the results from the study by Uebel (2006) and present study can show as a sign of a possible growing problem in a risk that more student-athletes will show sign of burnout and overtraining than in it were revealed in Gustavsson et al. (2007). Gustavsson et al. (2007) study's results showed that 1-9% student-athletes at RIG showed sign of burnout and overtraining. A chance for early drop out among the student-athletes can be a result if the student-athletes don't receive more knowledge and help to manage dual career better. Indeed, although there has been considerable discussion about transition and adaption processes among professionals in the field, there has been relatively little systematic theoretical exploration in this area. Consequently, it can be hoped for that the present study will provide the impetus for future inquiry.

Methodological reflections

This study had a quantitative longitudinal design. A quantitative approach was chosen for this study because it is possible to test a large group of participants and get more statistical answers. The prospective longitudinal design was chosen to study the changes in student-athletes behavior over time. However, with a qualitative approach it is possible to get more in-depth answers. Not to cover significant others perspective of the student-athletes transition and adjustment could be a limitation of the study. A quantitative and qualitative approach should be used in future research. The participants in the study were all student-athletes at Malmö Sport gymnasium. A benefit to this selection was that everyone was at the school and the data collection was not that time consuming. The limitation of this selection method is the possibility to generalize the result to other sport gymnasiums.

Limitations of the study

There are some problems associated with self-report measurement. It is impossible to control that the answers of self-report questionnaires reflect the truth. There is always the possibility of social desirability bias or demand characteristics (Shaugnessy, Zechmeister & Zechmeister, 2006). A better way to gain information and understanding of the transition process and adjustments to dual career at sport gymnasium can be to also include performing and behavioral measurement such as school grade and/or athletic result. A second limitation is that the battery/package of instruments used is also rather long, (10 page paper and 12 web version). It is possible that not all the questions were answered after proper reflection. Three questionnaires were removed before the analyses because they were incomplete. There is no guarantee that the rest were adequate answered even if completed. Some participants verbally expressed complaints about the questionnaire being so long. This increases the likelihood of some participants getting tired and just ticking neutral options. A third limitation is the sample, all participants in the present study are student-athletes, however, the number of individuals in every level group (RIG, REG and Local) was uneven, and therefore there were not analyses according to their level groups. Not to analyze the different groups could affect the result of the study. Previous research show that sport levels affects the student-athletes' identity (Lamont-Mills & Christensen, 2006). A fourth limitation is that we conducted this research with a sample from the two schools, even if our objective was not to test the role of age, years of experience, particularly gender, individual and team sport, further research should provide further evidence to validate the factorial structure of the battery of questionnaire among samples that vary across these characteristics. A fifth limitation, is the number (four of 91 participants) of student-athletes moving away from home being so small that it is difficult to conclude the effect it has had on the student-athletes transition and adaptation. Many RIG gymnasiums have more student-athletes that move away from home.

Applications

Helping athletes prepare for or/and cope with transitions should be the primary concern for schools, coaches and athletes' parents. The difference between athletic and academic achievement can be addressed in a variety of ways. The programs that are designed to meet the academic and athletes need of student-athletes also need to provide services that not only address the needs of the student-athletes to manage dual career but also to prepare prospective student-athletes to continue their dual career (academic success prior to university or work). More research has to be done, to give specific suggestion to what kind of intervention that is needed. However, to start to increase the student-athletes knowledge of what it means to have a dual career and to give them some assistance to help them cope with the transition and dual career should be possible to perform at every sport gymnasium in Sweden. If a sport gymnasium can't provide the student-athletes with career assistance a suggestion is to have extern consultants come to the school to provide career assistance. Another intervention is to offer online education for student-athletes when they are away for competition to make it easier for the student-athlete to do academic work during high season in their sport (Kreb, 2008). A third intervention is to work with teachers, coaches, clubs/organizations and parents and increase their knowledge in dual career transition and

adaption and provides significant others with tools on how to help the student-athletes during their dual career journey. And fourth intervention is for the students that move away from home may need more assistance to cope with the transition and adjustment to sport gymnasium, this is something that both teacher, coaches and parents should be well aware of and some intervention program to help the student-athletes cope with transition and adjustment should be available at every RIG gymnasium.

Future research

Clearly, there is still much work to be done to examine the student-athletes dual career during their first year at sport gymnasium in Sweden. Further research on dual career should consider the role of the environmental factors, factors such as support from teacher, coaches, parents and the administration role in student-athletes adjustment to dual career. This present study have just covered the student-athletes perception of significant others' role to their transition and adjustment. There is a need to also have significant others' perception of student-athletes transition and adjustment to dual career. There is a need for a more qualitative approach too. This study can be considered as a preparation stage for a qualitative and quantitative longitudinal study that is planned to start autumn 2011. The planned study will give information about dual career experiences of adolescent Swedish athletes at RIGs. This planned project will particularly deal with how athletes start at RIG, what they expect, and how they cope/adjust during their first year. Another interesting future research would be to follow student-athletes' dual career throughout their sport gymnasium years, to see the similarity and difference during these three-four years that Swedish student-athletes goes to sport gymnasium.

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Informationsbrev och förfrågan till idrottare angående medverkan i en studie gällande övergången och anpassningen till dubbla karriärer som student och idrottare.

Denna studie är en longitudinell studie om övergången och anpassningen till dubbla karriärer som student och idrottare. Studien är ett samarbete mellan Lunds Universitet, Högskolan i Halmstad, Svenska Olympiska Kommittén och Svenska Riksidrottsförbundet.

Karriärövergångar inom idrotten har stor betydelse för hur individer utvecklas som idrottare. Denna studie fokuserar på övergången mellan högstadium och idrottsgymnasium. Syftet är att följa en grupp idrottare för att undersöka hur de upplever övergången och hur de hanterar och anpassar sig till dubbla karriärer som student och idrottare. De enkäter som kommer att användas är följande;

- Enkät om övergången och anpassningen till dubbla karriärer som student och idrottare (©Engström & Stambulova, 2010)
- The Student Identity Measurement Scale (SIMS;© Engström & Stambulova, 2010)
- The Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte & Linder, 1993)
- The Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda, 1989)

Dessa enkäter kommer att fyllas i en gång under hösten (nov) 2010 och en gång under våren (feb) 2011. Varje enkät har ett kodnummer för att vi skall veta vem som lämnat in enkäten och för att senare kunna göra de uppföljande undersökningarna. Den information som samlas in kommer att bearbetas och redovisas på gruppnivå. Utomstående kan inte identifiera dina svar när studien redovisas. Endast den ansvarige för studien kommer att veta vilka personer som har besvarat enkäten och ha tillgång till kodnummerlistan. Kodnummerlistan kommer att förvaras inlåst. Du har rätt att dra dig ur studien när som helst utan att behöva ange skäl och du har även möjligheter att ställa frågor om du undra över något.

Kontaktperson- Student

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Huvudansvarig Forskare – Högskolan i Halmstad

Prof. Natalia Stambulova

Natalia.Stambulova@hh.se

 Informerat samtycke och bekräftelse att:

- Jag har blivit informerad om hur mina svar kommer behandlas.
- Jag kan dra mig ur studien när som helst
- Jag har möjlighet att ställa frågor

Jag är villig att delta i denna studie för att undersöka övergången och anpassningen till dubbla karriärer som student och idrottare.

Namnsteckning: _____ Datum: _____

Namnförtydligande: _____

Enkät om övergång och anpassning till dubbla karriärer som student och idrottare

(Engström & Stambulova, 2010; Utvecklats baserat på EKJS; © Stambulova, Weibull, Franck, & Tuovila, 2009)

Denna enkät är designad för att utvärdera idrottares övergångsprocess från högstadium till gymnasium, och deras förmåga att hantera dubbla karriärer som student och idrottare på idrottsgymnasium.

I. Introduktion

1. Personlig kod: _____
2. Datum: _____
3. Ålder: _____
4. Kön: Man Kvinna
5. Idrott: Individuell Lag
Var vänlig och specificera vilken idrott du utövar: _____
6. Hur länge har du utövat din idrott? (antal år): _____
7. Hur många år sedan är det sedan du valde att specialisera dig i din idrott: _____
8. Var vänlig och markera den högsta tävlingsnivå du har deltagit på som junioridrottare:
 - Lokalt (t.ex. distrikt, region tävlingar)
 - Nationellt (t.ex. nationella tävlingar)
 - Internationellt (t.ex. internationella tävlingar)
9. För hur länge sedan började du delta i träningar och/eller tävlingar på seniornivå i din idrott?
 - Har inte påbörjat övergången
 - Mindre än för 6 månader
 - Mellan 6 och 12 månader sen
 - Mellan 1 och 2 år sedan
 - Mer än 2 år sedan
10. Hur motiverad är du att lära dig att hantera dubbla karriärer (idrott och studier)?
1 2 3 4 5 6 7 8 9 10
Inte alls Väldigt mycket
11. Bor du på skolans internat/eget boende (dvs har du flyttat hemifrån pga av studier/skola på annan ort än hemorten)?
 - Ja Nej

II. Övergångsprocessen

12. Hur mycket **behöver du i nuläget förbättra dig** på följande områden för att klara både studier och idrott? Använd en 10-gradig skala där 1 = inget behov; 10 = väldigt stort behov. Använd alternativet i/a (inte aktuellt) om ett listat område inte berör dig.

Hur mycket behöver du i nuläget förbättra:	Väldigt litet behov	Väldigt stort behov
Skolfrågor		
<input type="radio"/> Studiefärdigheter	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Förberedelse till prov/tentamen	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Prestationer på prov/tentamen	i/a	1 2 3 4 5 6 7 8 9 10
Idrottsträning/tävling/matcher		
<input type="radio"/> Tekniska/Taktiska färdigheter	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Fysisk förmåga	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Mentala färdigheter	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Förberedelse för tävlingar/matcher	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Prestationer i tävlingar	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Rehabilitering efter skada/överträning	i/a	1 2 3 4 5 6 7 8 9 10
Relationer/kommunikation med		
<input type="radio"/> Lärare	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Klasskompisar	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Tränare	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Lagkamrater/träningskompisar	i/a	1 2 3 4 5 6 7 8 9 10
Livsstil		
<input type="radio"/> Kombinera idrott med skola	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Kombinera idrott/skola med fritid	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Återhämtning/vila	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Självdisciplin	i/a	1 2 3 4 5 6 7 8 9 10
<input type="radio"/> Tidsplanering	i/a	1 2 3 4 5 6 7 8 9 10

17. Var vänlig utvärdera **stressnivån** som du för nuvarande upplever i varje område i den vänstra kolumnen med en 10-gradig skala (1 = väldigt låg; 10 = väldigt hög). Var vänlig utvärdera hur mycket extra **hjälp/stöd du behöver** i de listade områdena i den högra kolumnen med en 10-gradig skala (1 = inget behov; 10 = väldigt stort behov). Använd alternativet i/a (inte aktuellt) om ett listat området inte berör dig.

←—————			—————→	
Din upplevda stress			Ditt upplevda behov av extra hjälp/stöd	
Väldigt hög	Väldigt låg		Inget behov	Väldigt stort behov
10 9 8 7 6 5 4 3 2 1	i/a		i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Skolan	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Skoluppgifter/läxor/prov	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Återhämtning inom skola	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Relationer i skolan	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Idrotten	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Idrottstävlingar/match	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Relationer i idrotten	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Rehabilitering av skada/överträning	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Återhämtning inom idrotten	i/a 1 2 3 4 5 6 7 8 9 10	
10 9 8 7 6 5 4 3 2 1	i/a	Kombinera skola/idrott med andra aktiviteter i ditt liv	i/a 1 2 3 4 5 6 7 8 9 10	

18. Har du fått någon hjälp av en idrottspsykologisk rådgivare med att anpassa dig till idrottsgymnasiet under de senaste 6 månaderna?

Ja

Nej

19. Om ja, var vänlig och utvärdera hur mycket arbetet med den idrottspsykologiska rådgivaren hjälpte dig att anpassa dig till idrottsgymnasiet:

1 2 3 4 5 6 7 8 9 10

Inte alls

Väldigt mycket

III. Nuvarande situation i idrott, skola och ditt liv

20. Hur väl känner du idag att du klarar av gymnasielivet att samtidigt vara student och idrottare på gymnsiet? Var vänlig och gå igenom listan och utvärdera varje område. Utvärdera **hur väl du hanterar** varje område. Använd en 10-gradig skala utvärderingarna, där 1 = Klarar inte av det; 10 = Klarar av det fullständigt. Använd alternativet i/a (inte aktuellt) om ett listat området inte berör dig.

	Hanterar										
	Klarar inte av det					Klarar av det fullständigt					
Studier	i/a	1	2	3	4	5	6	7	8	9	10
Träning/tävling	i/a	1	2	3	4	5	6	7	8	9	10
Vänner	i/a	1	2	3	4	5	6	7	8	9	10
Familj	i/a	1	2	3	4	5	6	7	8	9	10
Eget boende/ Skolinternat	i/a	1	2	3	4	5	6	7	8	9	10

21. Nedan finns en lista på olika områden i idrottande ungdomars liv. Var vänlig och gå igenom listan. Utvärdera först **betydelsen** varje område har för dig i nuläget; i den andra delen anger du hur **tillfredsställd** du är med varje område. Använd en 10-gradig skala för båda utvärderingarna, där 1 = väldigt låg; 10 = väldigt hög. Använd alternativet i/a (inte aktuellt) om ett listat området inte berör dig.

	Betydelse										
	Väldigt Låg					Väldigt hög					
Studier	i/a	1	2	3	4	5	6	7	8	9	10
Idrott	i/a	1	2	3	4	5	6	7	8	9	10
Vänner	i/a	1	2	3	4	5	6	7	8	9	10
Familj	i/a	1	2	3	4	5	6	7	8	9	10

	Tillfredsställelse										
	Väldigt Låg					Väldigt hög					
Studier	i/a	1	2	3	4	5	6	7	8	9	10
Idrott	i/a	1	2	3	4	5	6	7	8	9	10
Vänner	i/a	1	2	3	4	5	6	7	8	9	10
Familj	i/a	1	2	3	4	5	6	7	8	9	10

School Identity Measurement Scale (SIMS)

(Engström & Stambulova, 2010; Utvecklats baserat på AIMS; © Brewer, Van Raalte, & Linder, 1993)

Detta är ett frågeformulär som handlar om skolidentitet och hur DU ser på skola/studier. Var vänlig ringa in den siffra för varje påstående som BÄST överensstämmer med Dig. Glöm inte att svara på ALLA påståenden. Det finns inga rätta eller felaktiga svar.

	Stämmer inte alls					Stämmer precis	
1. Jag betraktar mig själv som en student	1	2	3	4	5	6	7
2. Jag har många mål som har samband med min skolgång	1	2	3	4	5	6	7
3. De flesta av mina vänner studerar	1	2	3	4	5	6	7
4. Skolan/studier är den viktigaste delen av mitt liv	1	2	3	4	5	6	7
5. Jag tänker mer på skolan/studier än på någonting annat	1	2	3	4	5	6	7
6. Jag behöver kunna studera och lära mig något för att känna mig nöjd med mig själv	1	2	3	4	5	6	7
7. Andra människor betraktar mig i huvudsak som en student/skoltyp	1	2	3	4	5	6	7
8. Jag känner mig missnöjd med mig själv när jag presterar dåligt i skolan	1	2	3	4	5	6	7
9. Skola/studier är det enda viktiga i mitt liv	1	2	3	4	5	6	7
10. Jag skulle bli mycket deprimerad om jag inte kunde fortsätta studera vidare	1	2	3	4	5	6	7

Athletic Identity Measurement Scale (AIMS)

(Brewer, Van Raalte, & Linder, 1993)

Detta är ett frågeformulär som handlar om idrottsidentitet och hur DU ser på träning/motion. Var vänlig ringa in den siffra för varje påstående som BÄST överensstämmer med Dig. Glöm inte att svara på ALLA påståenden. Det finns inga rätta eller felaktiga svar.

	Stämmer inte alls					Stämmer precis	
1. Jag betraktar mig själv som en idrottare/träningstyp	1	2	3	4	5	6	7
2. Jag har många mål som har samband med mitt tränande/idrottande	1	2	3	4	5	6	7
3. De flesta av mina vänner idrottar/tränar	1	2	3	4	5	6	7
4. Träning/idrott är den viktigaste delen av mitt liv	1	2	3	4	5	6	7
5. Jag tänker mer på träning/idrott än på någonting annat	1	2	3	4	5	6	7
6. Jag behöver kunna träna och tävla för att känna mig nöjd med mig själv	1	2	3	4	5	6	7
7. Andra människor betraktar mig i huvudsak som en träningstyp/idrottstyp	1	2	3	4	5	6	7
8. Jag känner mig missnöjd med mig själv när jag presterar dåligt i min idrott	1	2	3	4	5	6	7
9. Träning/idrott är det enda viktiga i mitt liv	1	2	3	4	5	6	7
10. Jag skulle bli mycket deprimerad om jag blev skadad så att jag inte kunde fortsätta träna/idrotta	1	2	3	4	5	6	7

Motivationsfaktorer för idrottsdeltagande (TEOSQ)

(Duda, 1989)*

*Översatt och bearbetat av: Björn Carlsson: *Institutionen för tillämpad psykologi (ITP)*, - *Lunds Universitet & Centrum För Idrottsvetenskap (CIV)*, - *Högskolan i Halmstad*. ©1997.

Läs påståendena nedan och ange i vilken utsträckning du personligen håller med om varje påstående genom att ringa in det alternativ som stämmer bäst in på dig.

När känner du dig framgångsrik idrott. Med andra ord, när känner du att en idrottsaktivitet har gått riktigt bra för dig?

Jag känner mig mest framgångsrik i idrott när...

	Tar helt avstånd	Tar avstånd	Neutral	Instämmer	Instämmer helt och hållet
1. Jag är den enda som klarar spelet eller färdigheten.	--	-	0	+	++
2. Jag lär mig en ny färdighet och det får mig att vilja träna mer.	--	-	0	+	++
3. Jag kan göra bättre ifrån mig än mina kompisar.	--	-	0	+	++
4. De andra inte är lika bra som jag.	--	-	0	+	++
5. Jag lär mig något som är roligt att göra.	--	-	0	+	++
6. Andra gör bort sig men inte jag.	--	-	0	+	++
7. Jag lär mig något nytt genom att träna hårt.	--	-	0	+	++
8. Jag arbetar riktigt hårt.	--	-	0	+	++
9. Jag gör flest mål.	--	-	0	+	++
10. Något jag lär mig får mig att vilja träna mer.	--	-	0	+	++
11. Jag är bäst.	--	-	0	+	++
12. En färdighet jag lär mig känns helt rätt.	--	-	0	+	++
13. Jag gör mitt allra bästa.	--	-	0	+	++

Table 6

Means and Standard Deviation for all student-athletes at variable; Currently need to improve school, sport and private life at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Currently need to improve school, sport and private life</i>		
Study skills	4.11 (2.23)	4.56 (2.35)
Preparation for exam	4.76 (2.54)	5.10 (2.50)
Performance on exam	4.27 (2.42)	5.00 (2.52)
Technical/Tactical skills	4.45 (2.28)	4.91 (2.50)
Physical condition	4.76 (2.48)	5.22 (2.59)
Mental skills	4.40 (2.64)	5.09 (2.64)
Preparation for competition	3.45 (2.04)	4.55 (2.55)
Performance in competition	3.87 (2.42)	4.94 (2.73)
Rehabilitation after injury	4.39 (2.81)	5.07 (2.87)
Communication with teacher	3.35 (2.01)	4.15 (2.34)
Communication with classmate	2.89 (2.34)	3.79 (2.53)
Communication with coach	3.19 (2.13)	4.31 (2.67)
Communication with teammates	2.88 (2.03)	3.83 (2.80)
Combining sport with school	3.87 (2.37)	4.19 (2.32)
Combining sport/school with free time	4.09 (2.36)	4.80 (2.67)
Recovery/rest	4.92 (2.63)	5.21 (2.36)
Self-discipline	3.72 (2.24)	4.59 (2.64)
Time management	4.32(2.52)	4.73 (2.67)

Table 7

Means and Standard Deviation for all student-athletes at variable; Coping strategy/process school first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Coping strategy/process school</i>		
I have clear goal	6.68 (2.39)	6.28 (2.67)
I plan my development	5.68 (2.17)	5.83 (2.29)
I plan my time	5.44 (2.50)	5.78 (2.39)
I try to think positive in all situations	6.53 (2.45)	6.47 (2.13)
I try to give 100 %	7.76 (2.12)	7.65 (2.33)
I focus on my recovery	5.96 (2.28)	5.92 (2.29)
I persist in my task in spite of failures	7.60 (2.21)	7.39 (1.99)

Continue from previous page

Variable	First measurement	Second measurement
	M (SD)	M (SD)
I try to be patience and to see my progress as a step by step process	6.52 (2.40)	6.63 (2.26)
I rely mostly on myself in solving my problems	6.92 (2.19)	7.01 (2.29)
Being in difficulty, I search for help of other people	5.20 (2.26)	5.23 (2.20)
I try to anticipate difficulties and be prepared in advance	5.55 (2.37)	5.86 (2.14)
I try to learn from my previous experiences	7.15 (2.06)	6.85 (2.02)
I try to learn from others	6.78 (2.36)	6.69 (2.11)
Being in a stressful situation I express my negative feelings	5.34 (2.62)	5.47 (2.38)
Being in a stressful situation, I am trying to keep my head cool and to analyze the situation	5.65 (2.28)	6.03 (2.09)
I try to avoid difficulties and stressful situations	5.99 (2.24)	6.42 (2.09)

Table 8

Means and Standard Deviation for all student-athletes at variable; Coping strategy/process sport at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Coping strategy/process sport</i>		
I have clear goal	7.83 (2.27)	7.73 (2.26)
I plan my development	7.09 (2.31)	6.92 (2.29)
I plan my time	7.05 (2.41)	7.18 (2.28)
I try to think positive in all situations	7.53 (2.44)	7.45 (2.31)
I try to give 100 %	8.73 (2.12)	8.20 (2.33)
I focus on my recovery	6.74 (2.45)	6.83 (2.29)
I persist in my task in spite of failures	8.38 (1.93)	8.00 (1.96)
I try to be patience and to see my progress as a step by step process	7.31 (2.49)	7.47 (1.92)
I rely mostly on myself in solving my problems	7.24 (2.18)	7.12 (2.25)

Continue from previous page

Variable	First measurement	Second measurement
	M (SD)	M (SD)
Being in difficulty, I search for help of other people	5.67 (2.65)	6.06 (2.24)
I try to anticipate difficulties and be prepared in advance	6.50 (2.35)	6.80 (2.23)
I try to learn from my previous experiences	7.73 (2.09)	7.53 (2.19)
I try to learn from others	7.52 (2.24)	7.31 (2.14)
Being in a stressful situation I express my negative feelings	5.80 (2.85)	5.51 (2.79)
Being in a stressful situation, I am trying to keep my head cool and to analyze the situation	6.35 (2.31)	6.40 (2.35)
I try to avoid difficulties and stressful situations	6.46 (2.56)	6.61 (2.50)

Table 9

Means and Standard deviation for all student-athletes at variable; Coping strategy/process private life at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Coping strategy/process private life</i>		
I have clear goal	6.68 (2.50)	6.23 (2.43)
I plan my development	6.07 (2.58)	5.95 (2.30)
I plan my time	5.92 (2.59)	6.08 (2.38)
I try to think positive in all situations	6.76 (2.39)	6.97 (2.33)
I try to give 100 %	7.45 (2.43)	7.26 (2.34)
I focus on my recovery	6.17 (2.50)	6.36 (2.38)
I persist in my task in spite of failures	7.08 (2.59)	7.33 (2.27)
I try to be patience and to see my progress as a step by step process	6.37 (2.39)	6.67 (2.15)
I rely mostly on myself in solving my problems	6.89 (2.44)	7.02 (2.21)
Being in difficulty, I search for help of other people	5.40 (2.50)	5.76 (2.31)
I try to anticipate difficulties and be prepared in advance	6.04 (2.19)	6.45 (2.09)

Continue from previous page

Variable	First measurement	Second measurement
	M (SD)	M (SD)
I try to learn from my previous experiences I try to learn from others	6.80 (2.40)	7.33 (2.00)
Being in a stressful situation I express my negative feelings	6.42 (2.49)	6.68 (2.06)
Being in a stressful situation, I am trying to keep my head cool and to analyze the situation	5.48 (2.65)	6.20 (2.35)
I try to avoid difficulties and stressful situations	5.73 (2.26)	6.31 (1.97)
	6.15 (2.56)	6.67 (2.17)

Table 10

Means and Standard Deviation for all student-athletes at variable; Amount of support from environmental school at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Amount of support from environmental school</i>		
Teacher	6.11 (2.15)	6.16 (2.35)
Classmates	6.36 (2.22)	6.18 (2.10)
Coach	6.14 (2.61)	5.76 (2.85)
Teammates/training buddies	5.93 (2.61)	6.14 (2.57)
Club/Federation	5.14 (2.83)	5.19 (2.68)
Family	8.45 (2.08)	8.42 (2.01)
Friends	7.11 (2.30)	6.92 (2.41)
Media	5.11 (2.67)	5.35 (2.66)

Table 11

Means and Standard Deviation for all student-athletes at variable; Amount of support from environmental sport at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Amount of support from environmental sport</i>		
Teacher	5.35 (2.66)	5.22 (2.71)
Classmates	6.14 (2.54)	6.26 (2.46)
Coach	7.66 (2.36)	7.81 (2.20)
Teammates/training buddies	7.39 (2.54)	7.40 (2.35)

Continue from previous page

Variable	First measurement	Second measurement
	M (SD)	M (SD)
Club/Federation	6.61 (2.79)	6.51 (2.66)
Family	8.57 (2.09)	8.55 (2.01)
Friends	7.65 (2.14)	7.26 (2.18)
Media	6.85 (2.89)	6.02 (2.77)

Table 12

Means and Standard Deviation for all student-athletes at variable; Amount of support from environmental private life at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Amount of support from environmental private life</i>		
Teacher	4.32 (2.51)	3.82 (2.42)
Classmates	5.75 (2.37)	5.34 (2.24)
Coach	5.44 (2.41)	5.41 (2.74)
Teammates/training buddies	5.74 (2.73)	5.91 (2.51)
Club/Federation	4.59 (2.76)	4.44 (2.54)
Family	7.70 (2.49)	8.18 (2.33)
Friends	7.53 (2.22)	7.52 (2.25)
Media	4.92 (3.08)	4.36 (2.85)

Table 13

Means and Standard Deviation for all student-athletes at variable; Amount of pressure from environmental school at first and second measurement

Variable	First measurement	Second measurement
	M (SD)	M (SD)
<i>Amount of pressure from environmental school</i>		
Teachers	7.09 (2.23)	6.99 (2.08)
Classmates	5.13 (2.34)	5.09 (2.54)
Coach	5.96 (2.54)	5.94 (2.48)
Teammates/training buddies	4.72 (2.55)	4.84 (2.44)
Club/Federation	4.75 (2.70)	4.74 (2.58)
Family	7.63 (2.23)	7.57 (1.90)
Friends	4.90 (2.58)	5.15 (2.24)
Media	4.89(3.22)	5.02 (2.43)

Table 14

Means and Standard Deviation for all student-athletes at variable; Amount of pressure from environmental sport at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Amount of pressure from environmental sport</i>		
Teachers	4.47 (2.58)	3.97 (2.59)
Classmates	4.98 (2.67)	4.58 (2.52)
Coach	8.19 (1.74)	7.80 (2.16)
Teammates/training buddies	7.35 (2.24)	7.22 (2.18)
Club/Federation	6.99 (2.48)	6.87 (2.55)
Family	6.82 (2.55)	6.54 (2.50)
Friends	5.70 (2.64)	5.83 (2.45)
Media	5.42 (3.02)	5.16 (2.80)

Table 15

Means and Standard Deviation for all student-athletes at variable; Amount of pressure from environmental private life at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Amount of pressure from environmental private life</i>		
Teachers	3.71 (2.41)	3.78 (2.60)
Classmates	4.18 (2.23)	4.19 (2.28)
Coach	5.17 (2.36)	4.64 (2.30)
Teammates/training buddies	4.64 (2.58)	4.84 (2.45)
Club/Federation	4.27 (2.70)	4.51 (2.43)
Family	6.69 (2.58)	6.52 (2.44)
Friends	5.58 (2.63)	5.85 (2.52)
Media	4.29 (2.30)	4.70 (2.68)

Table 16

Means and Standard Deviation for all student-athletes at variable; Personal factors and earlier experience school at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Personal factors and earlier experience school</i>		
Motivation	6.48 (2.44)	5.83 (2.36)
Self-expectation	7.56 (2.04)	7.20 (1.99)
Self-confidence	6.83 (2.26)	6.84 (2.11)
Self-discipline	6.50 (2.24)	6.44 (2.27)
Abilities to plan time	5.78 (2.59)	5.96 (2.35)
Current physical conditions	6.88 (2.14)	6.69 (2.31)
Current mental abilities	6.68 (2.24)	6.56 (2.13)
Current technical/tactical abilities	6.93 (2.05)	6.59 (2.09)
Current health	7.42 (2.18)	7.48 (1.96)
Current communication abilities	7.42 (2.08)	7.11 (2.03)
Former experience	7.11 (2.11)	7.21 (1.83)

Table 17

Means and Standard Deviation for all student-athletes at variable; Personal factors and earlier experience sport at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Personal factors and earlier experience sport</i>		
Motivation	8.69 (1.83)	8.16 (1.99)
Self-expectation	8.86 (1.76)	8.45 (1.78)
Self-confidence	7.48 (2.21)	7.15 (2.26)
Self-discipline	8.03 (2.02)	7.90 (1.77)
Abilities to plan time	7.83 (1.98)	7.67 (1.91)
Current physical conditions	7.57 (1.98)	7.44 (1.97)
Current mental abilities	7.44 (2.11)	7.38 (1.98)
Current technical/tactical abilities	7.80 (1.75)	7.58 (1.71)
Current health	7.86 (2.05)	7.69 (2.04)
Current communication abilities	7.76 (2.04)	7.74 (1.85)
Former experience	7.94 (1.97)	7.76 (1.79)

Table 18

Means and Standard Deviation for all student-athletes at variable; Personal factors and earlier experience private life at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Personal factors and earlier experience private life</i>		
Motivation	7.23 (2.33)	6.94 (2.20)
Self-expectation	7.07 (2.17)	7.03 (2.11)
Self-confidence	6.93 (2.36)	7.06 (2.08)
Self-discipline	6.92 (2.28)	6.84 (2.11)
Abilities to plan time	6.61 (2.35)	6.48 (2.23)
Current physical conditions	7.18 (2.21)	6.93 (2.16)
Current mental abilities	6.89 (2.31)	6.91 (2.13)
Current technical/tactical abilities	6.89 (2.28)	6.80 (2.18)
Current health	7.40 (2.34)	7.21 (2.16)
Current communication abilities	7.46 (2.19)	7.12 (2.15)
Former experience	7.35 (2.11)	7.09 (2.00)

Table 19

Means and Standard Deviation for all student-athletes at variable; Currently perceived stress at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Currently perceived stress</i>		
School	6.20 (2.61)	6.07 (2.55)
Homework/exams	6.72 (2.61)	6.69 (2.68)
School recovery	5.78 (2.61)	5.65 (2.63)
Relationship in school	4.89 (2.43)	5.10 (2.52)
Sport	5.20 (2.65)	5.51 (2.57)
Sport competitions/games	5.13 (2.62)	5.49 (2.54)
Relationship in Sport	4.42 (2.65)	4.80 (2.46)
Overtraining/Injury rehabilitation	4.97 (2.88)	5.60 (2.78)
Sport recovery	4.92 (2.77)	5.57 (2.56)
Combining school/sport with other life activities	5.43 (2.82)	5.75 (2.59)

Table 20

Means and Standard Deviation for all student-athletes at variable; Currently perceived needed additional help/support at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Currently perceived needed additional help/support</i>		
School	4.01 (2.40)	4.15 (2.47)
Homework/exams	3.92 (2.38)	4.18 (2.49)
School recovery	3.61 (2.38)	4.32 (2.79)
Relationship in school	3.69 (2.54)	3.83 (2.47)
Sport	4.33 (2.79)	4.36 (2.52)
Sport competitions/games	4.39 (2.85)	4.37 (2.42)
Relationship in Sport	3.89 (2.86)	3.81 (2.48)
Overtraining/Injury rehabilitation	4.75 (2.94)	4.79 (2.67)
Sport recovery	4.59 (2.93)	4.74 (2.63)
Combining school/sport with other life activities	4.27 (3.05)	4.71 (2.68)

Table 21

Means and Standard Deviation for all student-athletes at variable; Quality of adjustment at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Quality of adjustment</i>		
Studies	6.56 (2.11)	6.49 (2.15)
Sport	8.06 (1.93)	7.52 (2.03)
Friends	6.93 (2.53)	6.35 (2.23)
Family	7.31 (2.47)	7.23 (2.11)
Living condition	6.79 (2.19)	5.87 (1.73)

Table 22

Means and Standard Deviation for all student-athletes at variable; Importance of different aspect at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Importance of different aspect</i>		
Studies	7.02 (2.50)	6.75 (2.57)
Sport	8.83 (1.75)	8.48 (1.98)
Friends	7.97 (2.31)	7.70 (2.28)
Family	8.45 (2.30)	8.47 (2.10)

Table 23

Means and Standard Deviation for all student-athletes at variable; Satisfaction in difference aspects at first and second measurement

Variable	First measurement M (SD)	Second measurement M (SD)
<i>Satisfaction in difference aspects</i>		
Studies	6.48 (2.31)	6.10 (2.29)
Sport	7.99 (1.90)	7.13 (2.28)
Friends	7.71 (2.42)	6.76 (2.56)
Family	8.36 (2.08)	7.82 (2.39)