



Finnish high school student athletes' perceptions of the implementation of dual career

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Background of the study

- A dual career refers to a situation where elite sport persons are combined with studies/training or work (Ryba et al. 2016a; Stambulova et al. 2020).
- Sports high schools play important role in Finnish competitive sports system, which aim is that all athletes should complete a grade in secondary education

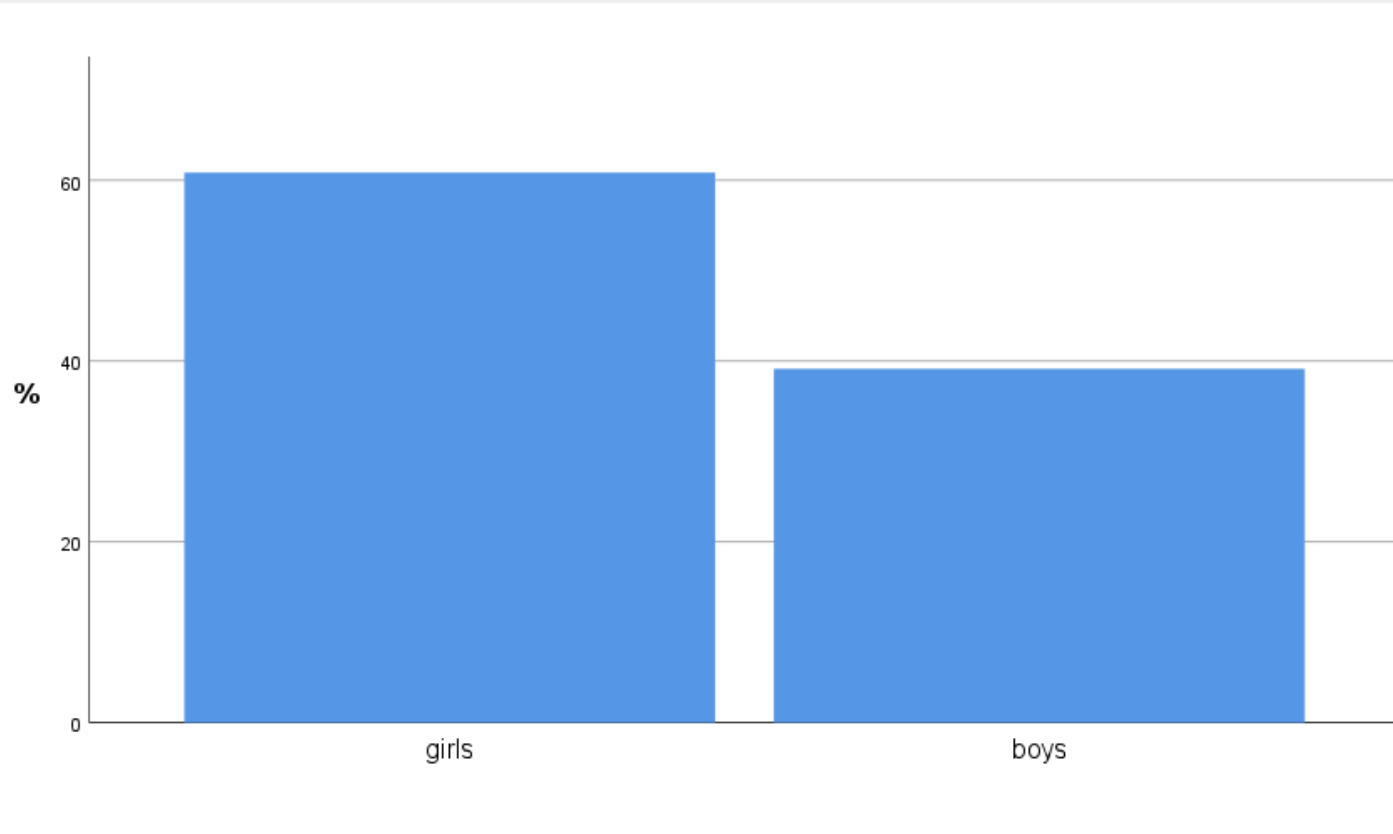


Aim of the study

- The aim of this study was to study high school students' perceptions of the implementation athletic career with high school studies.
- Students' perceptions of the implementation were compared according to gender, grade level and the sport.



Participants

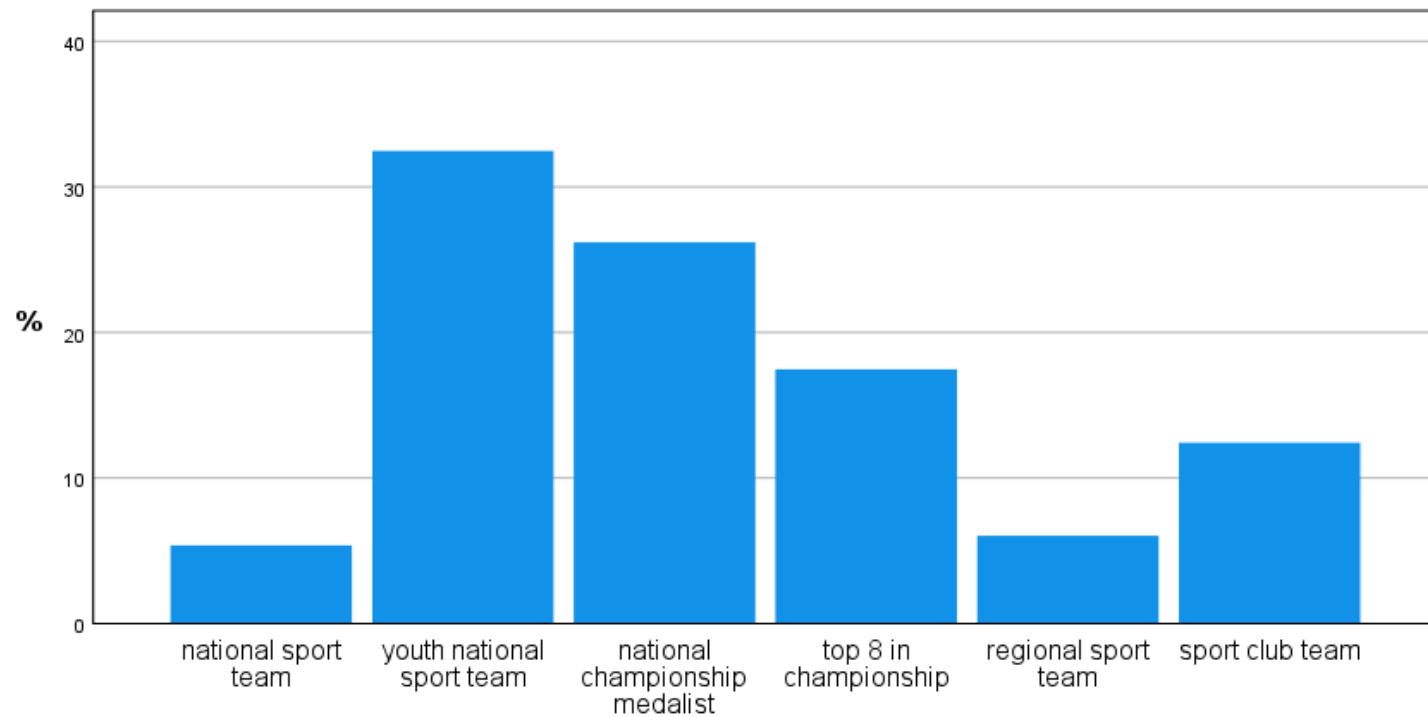


The data was collected from Finnish sport high school students in spring 2021.

- The basic sample included 912 sports high school students (girls N= 555, boys N= 357) from 13 sports high schools around Finland.



Participants / level of athletics





Measurements

- Student athletes' perceptions of the integration athletic career with high school studies were investigated using a questionnaire which contained 4 likert-scale items related to the students' perceptions of **1) Received guidance to high school studies 2) Received guidance related to further studies 3) Received guidance and support for being a sport high school student and 4) cooperation between the actors of coaching and study guidance to support the implementation of dual career**



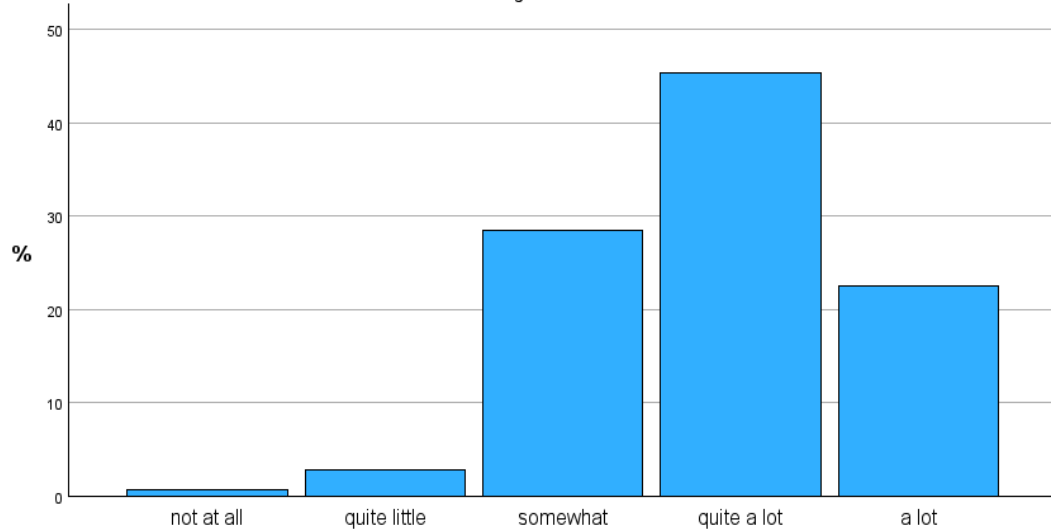
Statistical methods

- Distributions of the responses were explored for all items
- To study differences in perceptions of the implementation dual career between genders were used independent samples T-test and between grade level and sports one-way ANOVA.

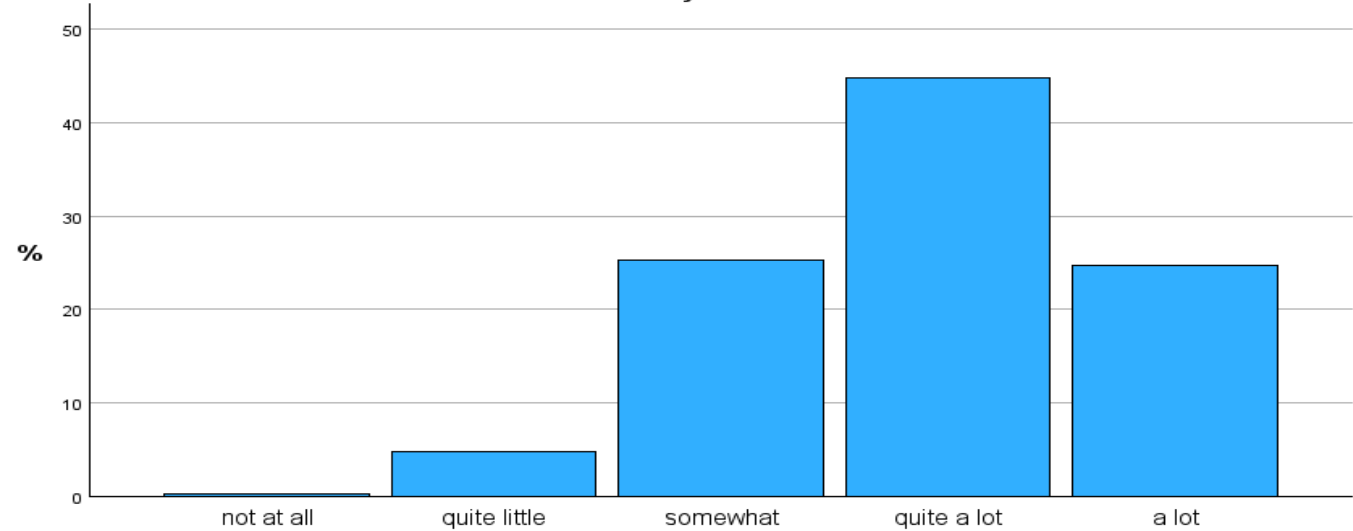


Perceptions of received guidance related to high school studies

Received guidance related to high school studies
girls



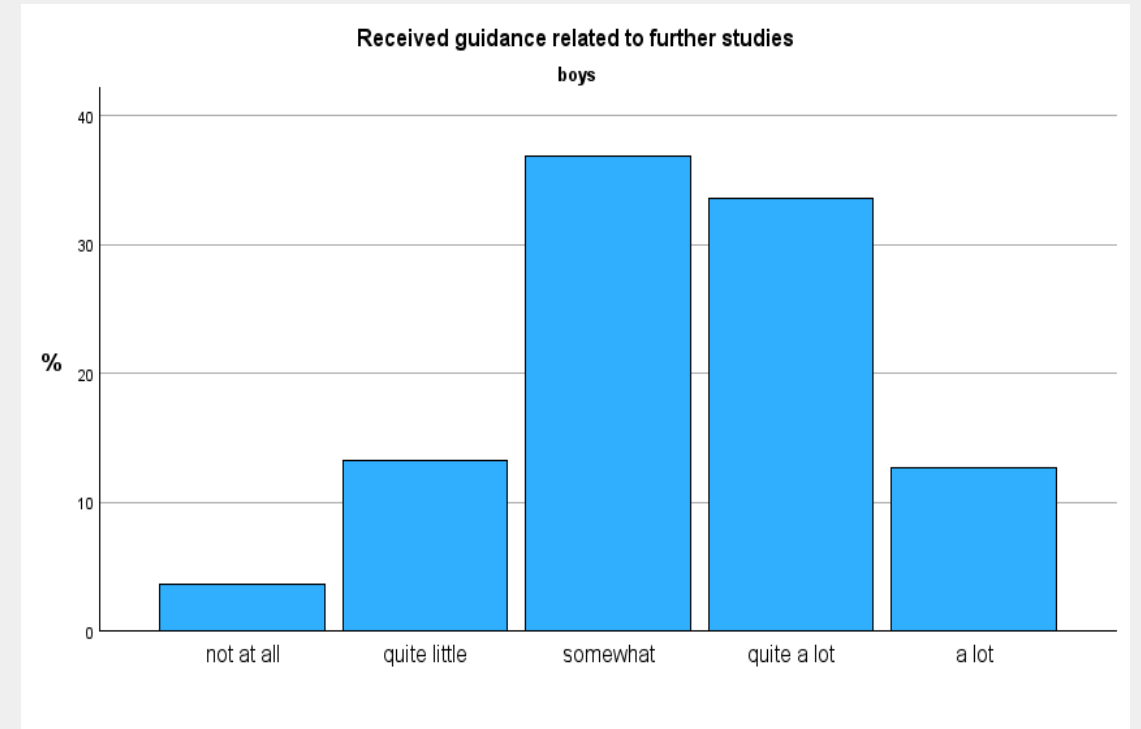
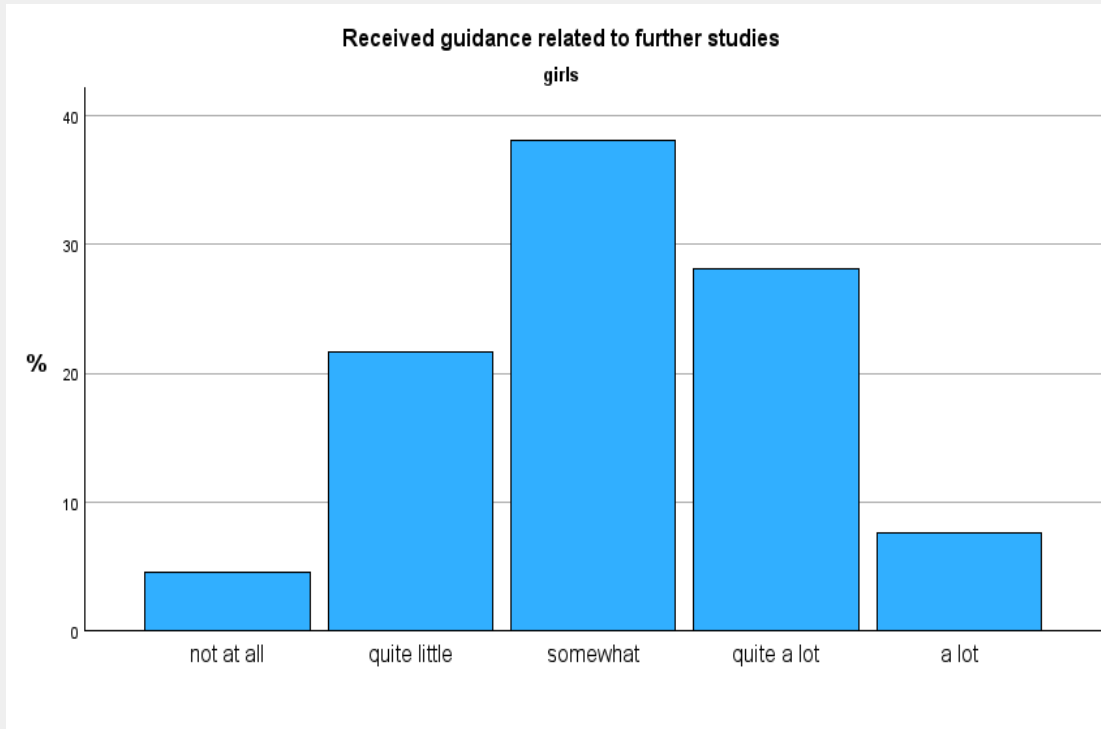
Received guidance related to high school studies
boys



- two of third perceived that received quite a lot or lot guidance related to high school studies
- <10 % perceived to receive quite little or not at all guidance



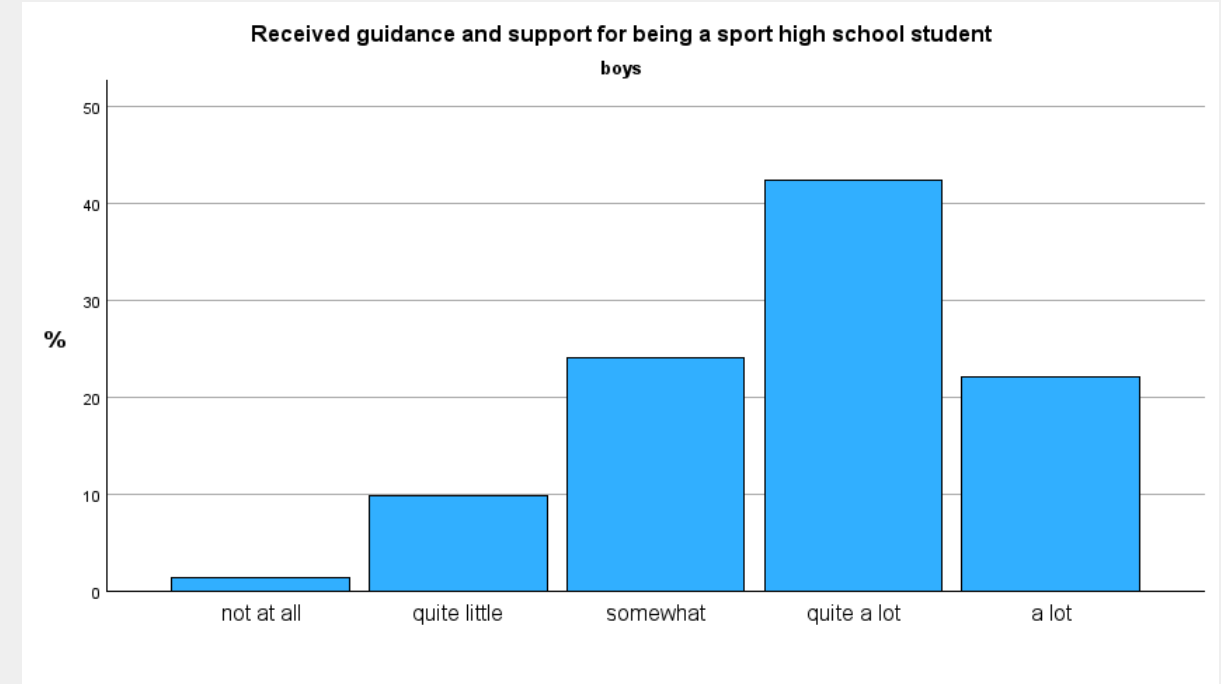
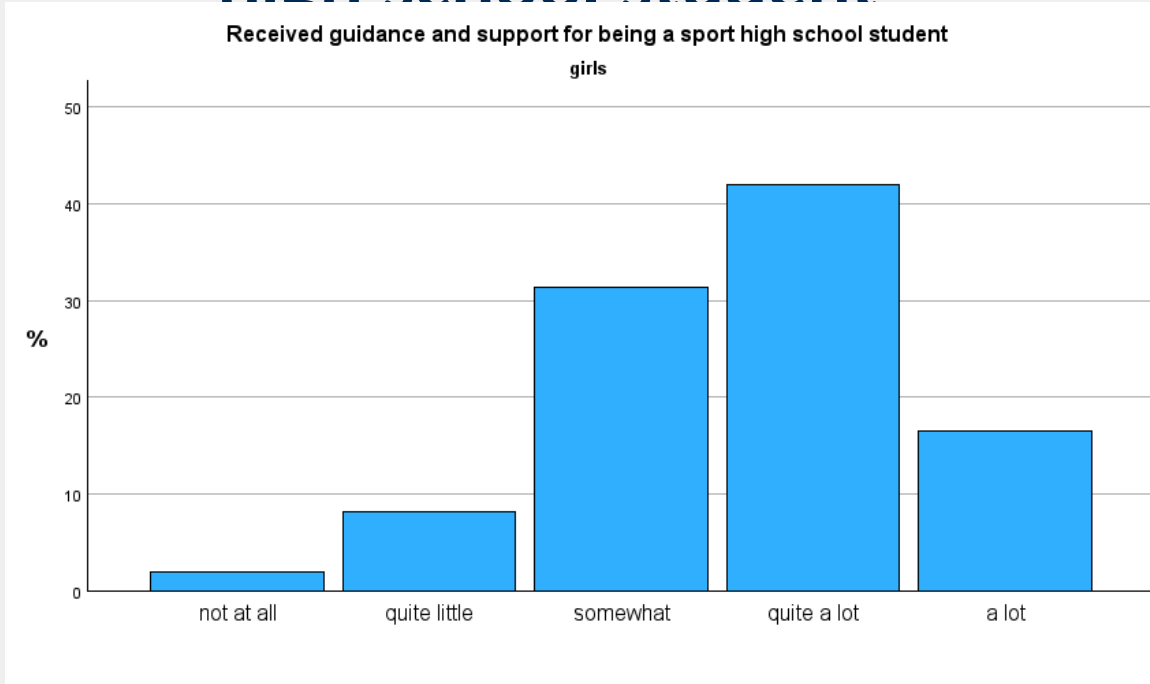
Perceptions of received guidance related to further studies



- 35,8 % of girls and 46,2 % of boys perceived to receive quite a lot or lot guidance related to further studies
- 26,3 % of girls and 16,9 % of boys perceived to receive quite little or not at all guidance to further studies



Perceptions of received guidance and support for being a sport high school student

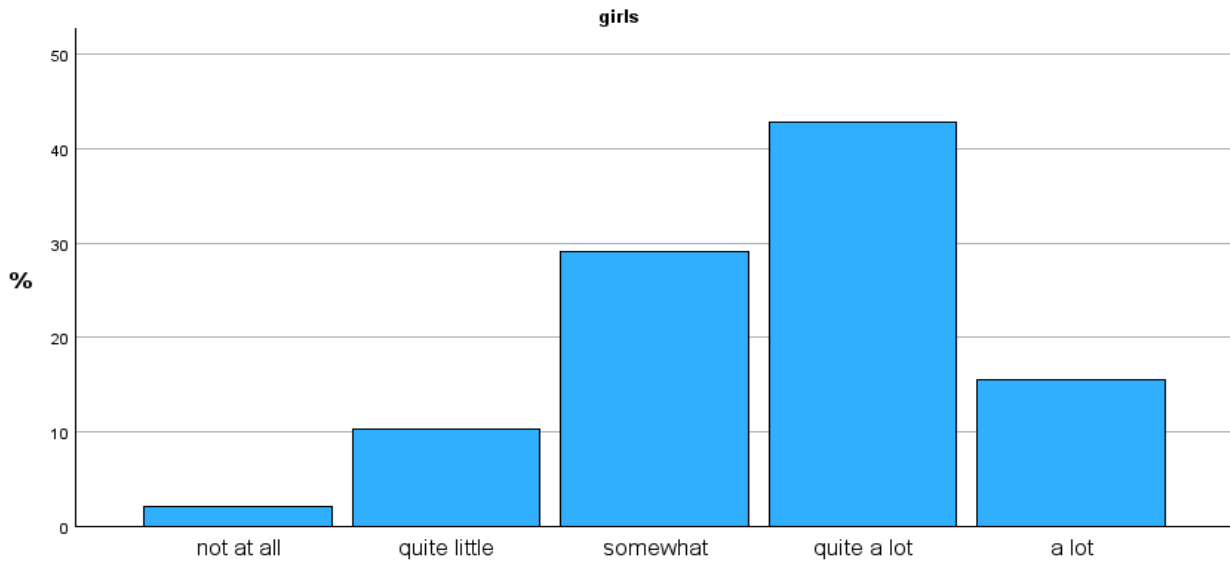


- 58,4 % of girls and 64,6 % of boys perceived to receive quite a lot or a lot guidance and support for being a sport high school student
- 10,2 % of girls and 11,2 % of boys perceived to receive not at all or quite little guidance and support for being a sport high school student

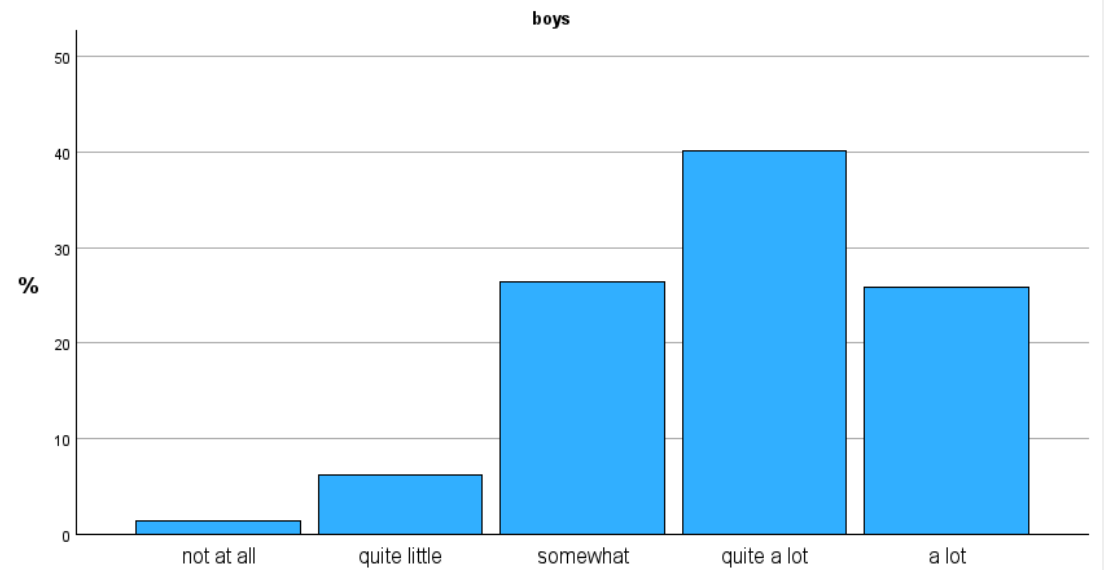


Perceptions of cooperation between the actors of coaching and guidance to support the implementation of dual career

Cooperation between the actors of coaching and guidance has supported the implementation of dual career



Cooperation between the actors of coaching and guidance has supported the implementation of dual career



- 58,4 % of girls and 66,0 % of boys perceived quite a lot or lot that cooperation between coaching and study guidance support the implementation of dual career
- 10,2 % of girls and 7,8 % of boys perceived that cooperation supported quite little or not at all the implementation of dual career



Perceptions of implementation of dual career; differences between girls and boys

	Mean Girls (N= 551)	Mean Boys (N= 355)	F	p-value	df
Guidance related high school studies	3,86 (±0,82)	3,89 (±0,84)	0,09	0,613	900
Guidance related further studies	3,13 (±0,99)	3,38 (±0,99)	1,36	<0,001	902
Guidance and support for being a sport high school student	3,63 (±0,92)	3,74 (±0,96)	0,12	0,075	905
Cooperation to support the implementation of dual career	3,59 (±0,94)	3,83 (±0,93)	1,46	<0,001	906

Boys perceived higher levels of guidance related further studies and similarly, the cooperation the actors of study guidance and coaching to supporting the implementation of dual career ($p < 0,001$).



Perceptions of implementation of dual career; differences between girls and boys in different sports

Team sport summer	Mean Girls (N= 92)	Mean Boys (N= 76)	F	p-value	Team sport winter	Mean Girls (N= 205)	Mean Boys (N= 144)	F	p-value
Guidance related high school studies	3,85 (±0,82)	3,95 (±0,85)	0,11	0,443	Guidance related high school studies	3,88 (±0,80)	3,89 (±0,86)	0,18	0,870
Guidance related further studies	3,01 (±0,88)	3,49 (±0,98)	3,49	0,001**	Guidance related further studies	3,15 (±1,00)	3,36 (±1,01)	0,47	0,056
Guidance and support for being a sport high school student	3,57 (±0,82)	3,88 (±0,91)	0,01	0,022**	Guidance and support for being a sport high school student	3,62 (±0,91)	3,68 (±0,98)	0,78	0,572
Cooperation to support the implementation of dual career	3,55 (±0,90)	3,90 (±0,73)	5,77	0,005**	Cooperation to support the implementation of dual career	3,59 (±0,93)	3,83 (±1,00)	0,34	0,02*
Individual sport summer	Mean Girls (N= 178)	Mean Boys (N= 100)	F	p-value	Individual sport winter	Mean Girls (N= 64)	Mean Boys (N= 27)	F	p-value
Guidance related high school studies	3,85 (±0,82)	3,87 (±0,82)	0,03	0,896	Guidance related high school studies	3,89 (±0,80)	3,77 (±0,91)	1,19	0,532
Guidance related further studies	3,15 (±1,05)	3,35 (±0,97)	0,07	0,111	Guidance related further studies	3,17 (±0,89)	3,26 (±1,06)	0,94	0,697
Guidance and support for being a sport high school student	3,67 (±0,92)	3,73 (±1,00)	0,57	0,638	Guidance and support for being a sport high school student	3,63 (±1,01)	3,70 (±0,95)	0,04	0,749
Cooperation to support the implementation of dual career	3,58 (±0,94)	3,78 (±0,95)	0,10	0,095	Cooperation to support the implementation of dual career	3,67 (±1,04)	3,81 (±1,04)	0,05	0,551

Significant
differences
between genders
were found from
summer and winter
team sport



Athlete students perceptions of the implementation of dual career; differences grade level

	Guidance related high school studies					Guidance related further studies				
Grade	N	Mean	95 % CI	F= 3,15 Bonferroni, p	Grade	N	Mean	95 % CI	F= 15,42 Bonferroni, p	
1	363	3,84	3,75-3,92	n.s.	1	366	3,01	2,91-3,11	1 < 2: p<0.001 1 < 3: p<0.001	
2	335	3,83	3,74-3,92		2	334	3,35	3,24-3,45		
3 or 4	205	4,00	3,88-4,12		3 or 4	205	3,42	3,29-3,55		
	Guidance and support for being sport high school student					Cooperation to support the implementation of dual career				
Sport	N	Mean	95 % CI	F= 0,74 Bonferroni, p	Sport	N	Mean	95 % CI	F= 1,01 Bonferroni, p	
1	366	3,71	3,62-3,80	n.s	1	367	3,74	3,64-3,84	n.s.	
2	337	3,63	3,53-3,73		2	337	3,66	3,56-3,75		
3 or 4	205	3,69	3,56-3,82		3 or 4	205	3,63	3,49-3,77		

Significant difference were found only item guidance related further studies between grade 1 and the grades 2 or 3-4 ($p<0.001$)



Conclusions

- Most of high school athletes perceived that they receive guidance and support for pursuing a dual career during their high school studies.
- One reason for this could be long-term efforts have been made in Finland to develop sports high school system.
- In the future, it would be interesting to study the implementation of dual careers in higher education.



References

- Ryba et al. 2016
- Stambulova et al. 2020



Collaborators

**Finnish Sport High School Network and coordinator Ismo Miettinen / Risto Keskitalo Kastelli
Sport High School, Oulu**