

# Athletic Migration in Dual Career (AMiD): These characteristics help to identify the student-athletes' challenges and required services

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## Introduction

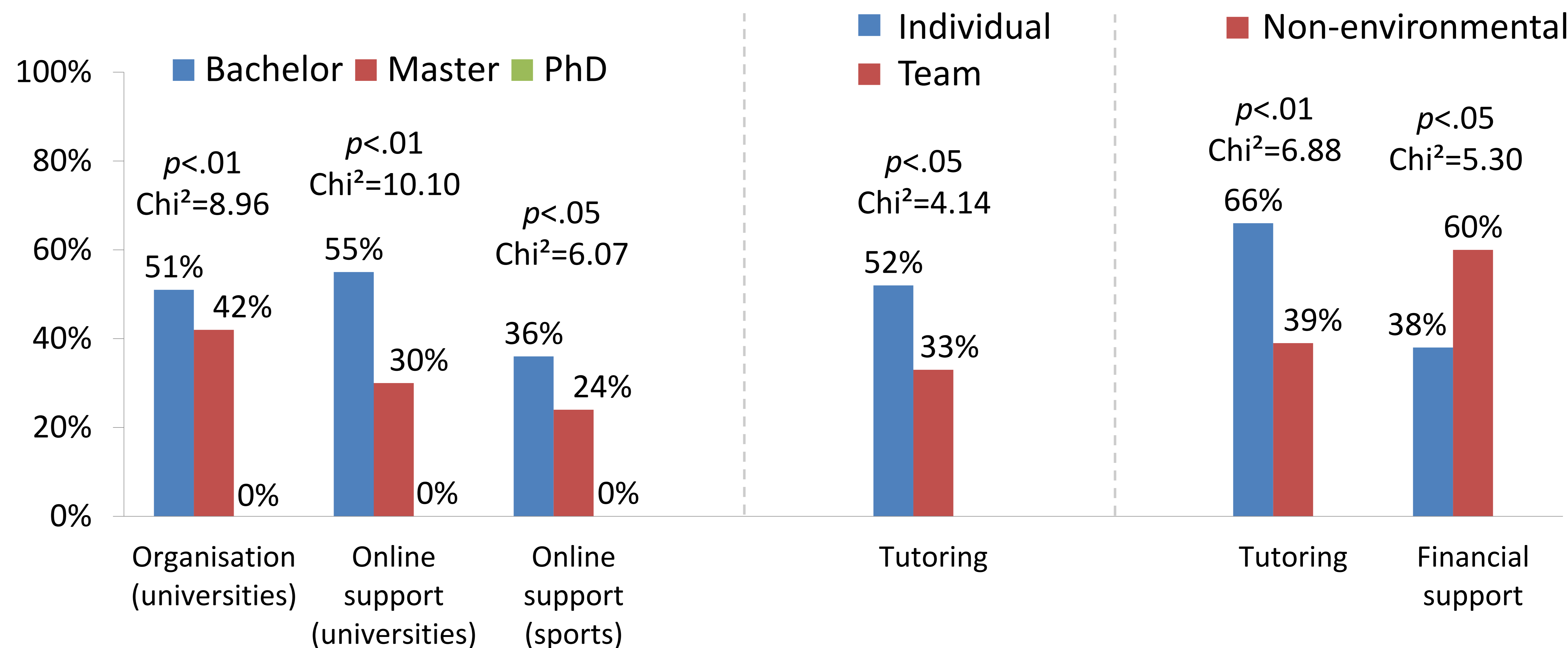
Dual Careers (DC; sports and education) migrations are associated with challenges and increased numbers of drop-outs because of insufficient support services. The objective of the study was to assess characteristics of DC migrations and existing support services.

## Methods

- 245 student-athletes in Europe
- 140 who experienced DC migration
- 50-items questionnaire
- 5pt-Likert scaled and metric data
- Kruskal-Wallis- and Spearman-tests
- Significance level at  $p < .05$

| ITEM    | TEXT   | ANSWER TYPOLOGY |
|---------|--|-----------------|
| Item 1  | Are you able to meet the requirements for students at your university? | Scale (1-5)     |
| Item 2  | Do you have a regular training schedule?                               | Scale (1-5)     |
| Item 3  | Do you have a regular study schedule?                                  | Scale (1-5)     |
| Item 4  | Do you have a regular social life?                                     | Scale (1-5)     |
| Item 5  | Do you have a regular work schedule?                                   | Scale (1-5)     |
| Item 6  | Do you have a regular family life?                                     | Scale (1-5)     |
| Item 7  | Do you have a regular financial situation?                             | Open comment    |
| Item 8  | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 9  | Do you have a regular mental health situation?                         | Scale (1-5)     |
| Item 10 | Do you have a regular physical health situation?                       | Scale (1-5)     |
| Item 11 | Do you have a regular social health situation?                         | Scale (1-5)     |
| Item 12 | Do you have a regular family health situation?                         | Scale (1-5)     |
| Item 13 | Do you have a regular financial health situation?                      | Scale (1-5)     |
| Item 14 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 15 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 16 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 17 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 18 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 19 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 20 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 21 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 22 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 23 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 24 | Do you have a regular health situation?                                | Scale (1-5)     |
| Item 25 | Do you have a regular health situation?                                | Scale (1-5)     |

## Results



Correlations: Age with received tutoring ( $p < .01$ ,  $r = .28$ ); training hours with received tutoring ( $p < .001$ ,  $r = -.41$ ) and decreased sports performance ( $p < .05$ ,  $r = -.21$ ).

## Discussion

Increased support from universities for lower study levels can be reasoned by requirements in attendance, which is a primary obstacle in DC and should be accounted for during planning stages. Team and non-environmental sports show deficits in tutoring and benefit from financial support. This, in addition to the comparable effectiveness of support services ( $3.9 \pm 0.9$  points), suggests to select support services based on the deficits of specific target groups.