

Title: Dual Career Motivation and Athletic Identity of Elite Athletes

Author(s): López de Subijana, C., Barriopedro, M.I. & Sanz, I.

Year: 2015

Keywords: Education, High sport level athletes, Athletic identity, Motivation

Sport(s): Triathlon, shooting, gymnastics, track and field, swimming, hockey, basketball, football, volleyball, water polo

Journal: Revista de Psicología del Deporte.

Main Theme: Identity

Secondary Theme: Social Support

Aims: Holding a multi-dimensional identity has been suggested as being a benefit to athletes when their competitive sports careers end. The aim of the article was to assess whether there is a relationship between athletic identity and motivation to undertake a dual career, and whether gender and type of sport influence this relationship.

Method: To achieve this, 63 elite level athletes (combination of male/female and individual/team sports) who were all at university took part in the study. Questionnaires on athletic identity and student-athlete's motivation towards sport and academics were administered.

Results and Practical Implications: Results of the questionnaires suggest that males held stronger athletic identities than females, however, there were no differences regarding athletic identity within individual and team sports. The study suggests that monitoring of athletic identity may be key, as this could help support providers to determine the level of support that athletes need around their transition out of competitive sport. In addition, the results suggest that the type of sport affects athlete's levels of motivation to undertake a dual career. Athletes who were in team sports had higher levels of dual career motivation than athletes in individual sports. It is suggested that this may be due to individual athletes

training loads which were greater than the team sports athletes. Such results suggest that it may not be the type of sport that effects levels of motivation to achieve in sport and academics, but higher training loads may have a negative effect on dual career motivation. Support providers should therefore look to monitor training loads to assess whether this is causing low motivation, and the factors that may be linked to this (e.g., limited time to complete academic work, perception that they will become a full-time athlete). Finally, contrary to past studies, the results found no differences in academic motivation between genders.

TASS have produced this lay summary. The full article is available (permissions may apply):

<https://www.redalyc.org/pdf/2351/235143644012.pdf>