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**ADOLESCENT STUDENT-ATHLETES' DUAL CAREER
CONSTRUCTION AND WELL-BEING IN DUAL
CAREER DEVELOPMENT ENVIRONMENTS:
THE ROLE OF ENVIRONMENTAL FACTORS**

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Abstract. The purpose of the scientific research was to study the career growth and well-being of adolescent athletes in conditions of dual career growth. The study revealed the features of adaptability to a career in high school of sports school. The article presents data on the extent to which self-esteem and gender are associated with adaptability to a dual career, the profiles of adaptation to the career of adolescent athletes have been defined, it is also revealed how the expectations of student-athletes depending on their success in sports and studies and the corresponding expectations of their parents are associated with their profiles of adaptation to a career. The new data on how the organizational culture of a sports school affects the career development of teenage athletes have been obtained.

Keywords: student-athletes, dual career, youth; career constructions, development environments, well-being

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ПОДРОСТКИ-СПОРТСМЕНЫ СТРОЯТ ДВОЙНУЮ КАРЬЕРУ И БЛАГОПОЛУЧИЕ В УСЛОВИЯХ ДВОЙНОГО КАРЬЕРНОГО РОСТА: РОЛЬ ФАКТОРОВ ОКРУЖАЮЩЕЙ СРЕДЫ

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Аннотация. Цель исследования заключалась в изучении карьерного роста и благополучия спортсменов-подростков в условиях двойного карьерного роста. В исследовании выявлены особенности адаптивности к карьере в старших классах спортивной школы. В статье представлены данные относительно того, в какой степени самооценка и пол связаны с адаптивностью к двойной карьере, определены профили адаптации к карьере спортсменов-подростков, выявлены как ожидания студентов-спортсменов в зависимости от их успехов в спорте и учебе и соответствующие ожидания их родителей связаны с их профилями адаптации к карьере. Получены новые данные относительно того, как организационная культура спортивной школы влияет на построение карьеры спортсменов-подростков.

Ключевые слова: студенты-спортсмены, двойная карьера, подростки, карьерные конструкции, среда развития, благополучие.

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Introduction: Special arrangements in the form of dual careers (i. e., integration of sport with education) have been recommended to enhance young athletes' well-being and prepare them for life after sports (European Commission, 2012) [1]. Especially, adolescence is a time when student-athletes face a unique range of stressors, including role strain, career exploration, and transitions (Stambulova & Wylleman, 2019) [4]. For adolescent student-athletes to manage transitions, achieve vocational tasks, and solve a range of challenges in the course of their life trajectories, support should be provided for a broad range of skills.

For example, career adaptability refers to an individual's readiness to and resources for achieving vocational development and overcoming the complex challenges (Savickas, 2013) [3].

Although many risk and resilience factors affecting youth athletes' development in dual careers have been recognized (Ryba et al., 2016) [2], the influence of career construction has received less attention. The purpose of the present research was to investigate adolescent athletes' career development and well-being in dual career development environments.

Research Questions: How does career adaptability develop across sports high school years, and to what extent are self-esteem and gender associated with career adaptability? (Study 1) What distinct career adaptability profiles can be identified among youth athletes in the transition phase to high school after controlling gender and the level of performance in academics and sports? (Study 2). How do student-athletes' sport and academics success expectations and their corresponding parental expectations relate to their career adaptability profiles? (Study 2) How organizational culture of the sports high school impact student-athletes career construction? (Study 3)

Methodology and methods: In the first two studies, the participants were from six sport high schools in Finland (T1N = 391). In study 1, the data were collected at four measurement points throughout high school, that is, at the beginning of the first grade (T1), at the end of the first grade (T2), at the end of the second grade (T3), and at the end of the third year (T4). In study 2, the data were collected at T1 and T2. Finally, in study 3, the data were collected using semi-structured interviews (N = 14) and on-site observations (58 h) in one of the six sport high schools. Both person- and variable-oriented approaches were used to analyze the data, in addition to a qualitative approach in study 3.

Results: The results showed that individual differences in student-athletes self-esteem and career adaptability were relatively stable across high school and that self-esteem and career adaptability were positively associated with each other. In the beginning high school, five distinct career adaptability profiles were found: stable very low adaptability, stable low adaptability, stable moderate adaptability, stable high adaptability, and increased adaptability. Furthermore, student-athletes' high success expectations in sports and school, and mothers' high success expectations in school, increased the probability of student-athletes showing higher adaptability profiles. Males demonstrated higher levels of both career adaptability and self-esteem compared to females across high school, and girls had a greater chance of demonstrating lower adaptability profiles, while boys demonstrated higher adaptability profiles. Finally, the organizational culture of the dual career development environment and basic assumptions of the actors in the environment influenced student-athletes' dual career construction by emphasizing athletic development over educational development.

Implications and conclusion: These findings indicate that support for career-related activities should be individually targeted early on during dual career. It needs to be considered that not only students' high school expectations, but also high sports expectations, are related to career adaptability, indicating that student-athletes career related skills are not only facilitated by education-related beliefs, but also by sports beliefs. Moreover, gender differences should be considered when supporting student-athletes' development, and females may benefit from self-care and empowerment rather than career-related activities per se. Further, as the individual overall level of control was positively associated with the individual overall level

of self-esteem, student-athletes who feel that they are in control of their future may develop not only career adaptability, but also high self-esteem. Hence, actors in the student-athletes' lives should adopt empowering and a whole-person approach to support student-athletes' holistic development. Finally, considering that dual career provides the resources for student-athletes to develop a balanced life and the prerequisites to attain academic/vocational dreams, our findings suggest that basic assumptions of the gatekeepers, the integration of the efforts between the different domains, the education of the stakeholders, and the development of a support system in the environment are crucial factors.

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