

Voitto pitkällä aikavälillä: kohti psykososiaalista kestävyyttä kaksoisuralla



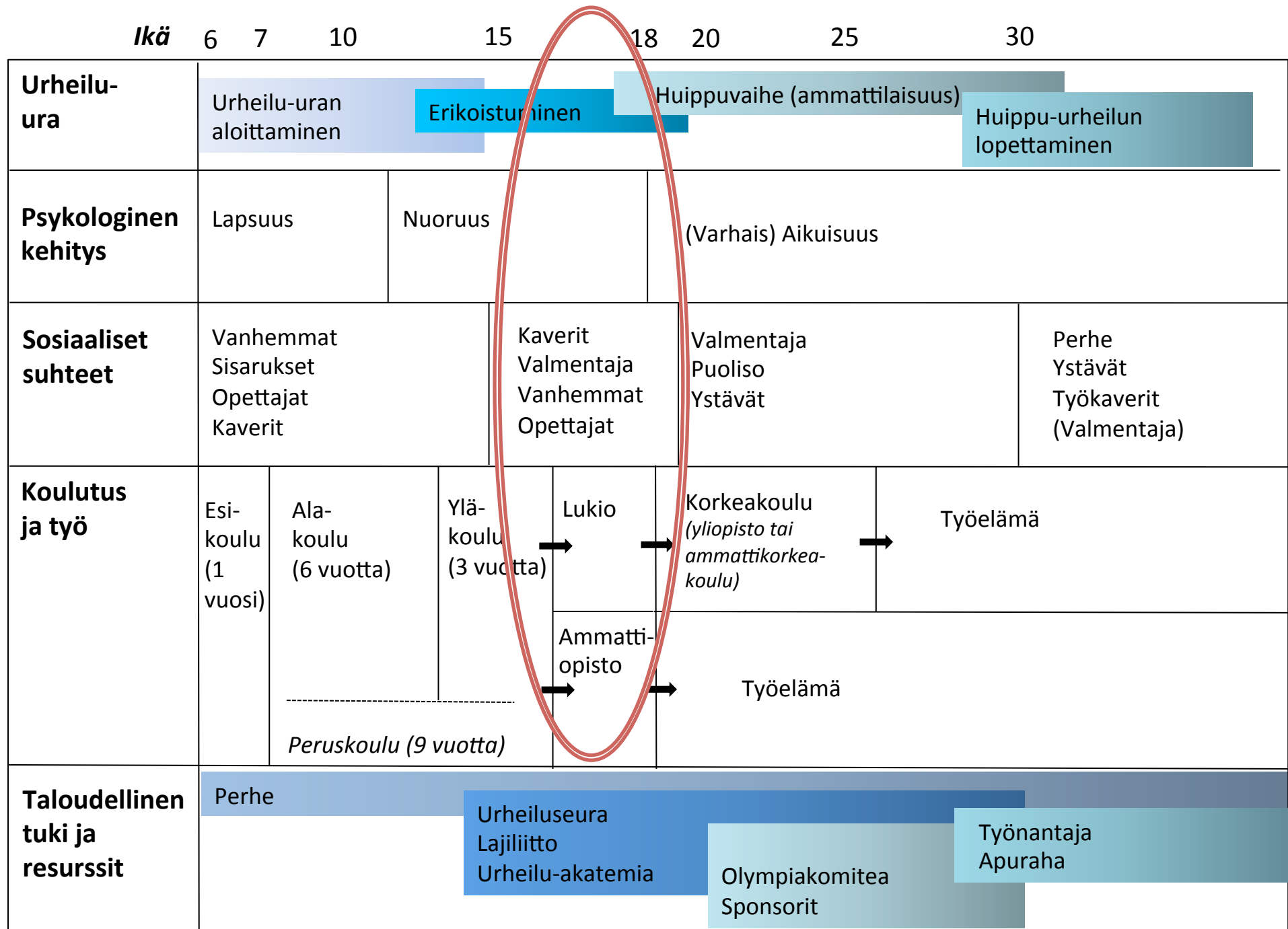
Tatiana Ryba, FT, dosentti, Jyväskylän
yliopisto

Harri Selänne, Lääket. ja kir tri,
Jyväskylän yliopisto

Opetus- ja kulttuuriministeriö
Ministry of Education and Culture

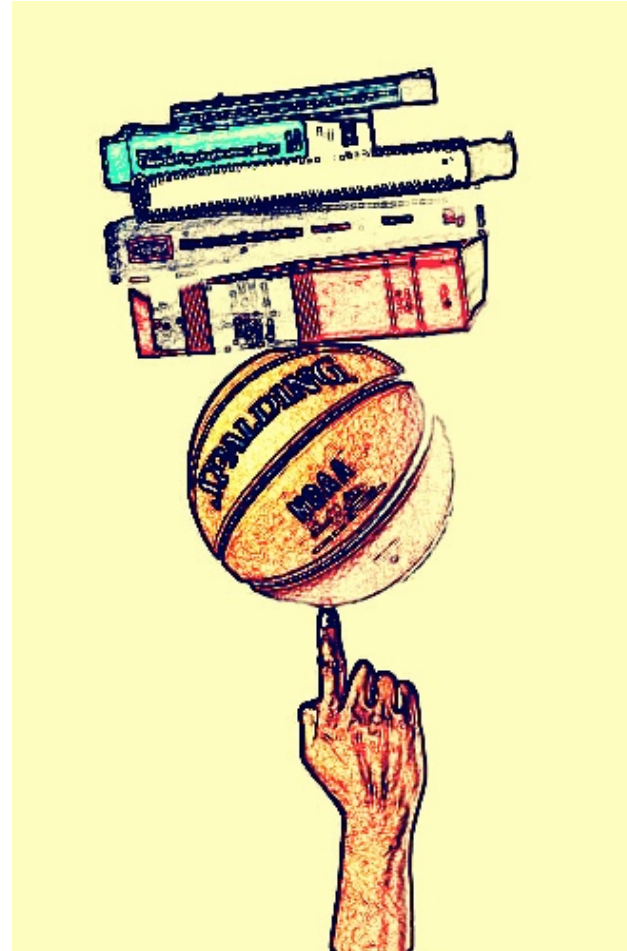


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Key aims

- To broaden our understandings of the risk and resilience factors underpinning the construction of a dual career pathway in sport high school.



Focus areas

- **Development of athletic and academic burnout**
 - E.g., The role of individual and parental expectations for athletic and academic success.
- **Development of task motivation in sport and school**
 - E.g., The role of future expectations.
- **Development of athletic and student identity**
- **Ice hockey coaches' attitudes towards dual careers of athletes**
- **Gender differences in the construction of a dual career pathway**
 - Development & validation of the Dual Career Form of the Career Adapt-Abilities Scale

Longitudinal mixed methods

Procedures	Grade 1		Grade 2	Grade 3	Grade 4	
	2015 Fall	2016 Spring	2017 Spring	2018 Spring	2018 Fall	2019 Spring
Athlete Questionnaire (N≈430)	X	X	X	X	X	X
Athlete Interviews (N=18)	X	X	X	X	X	X
Parent Questionnaire	X			X		
Coach Interviews Ice hockey (N=10) Skiing (N=10) Athletics (N=10)	X					

Meet the athletes

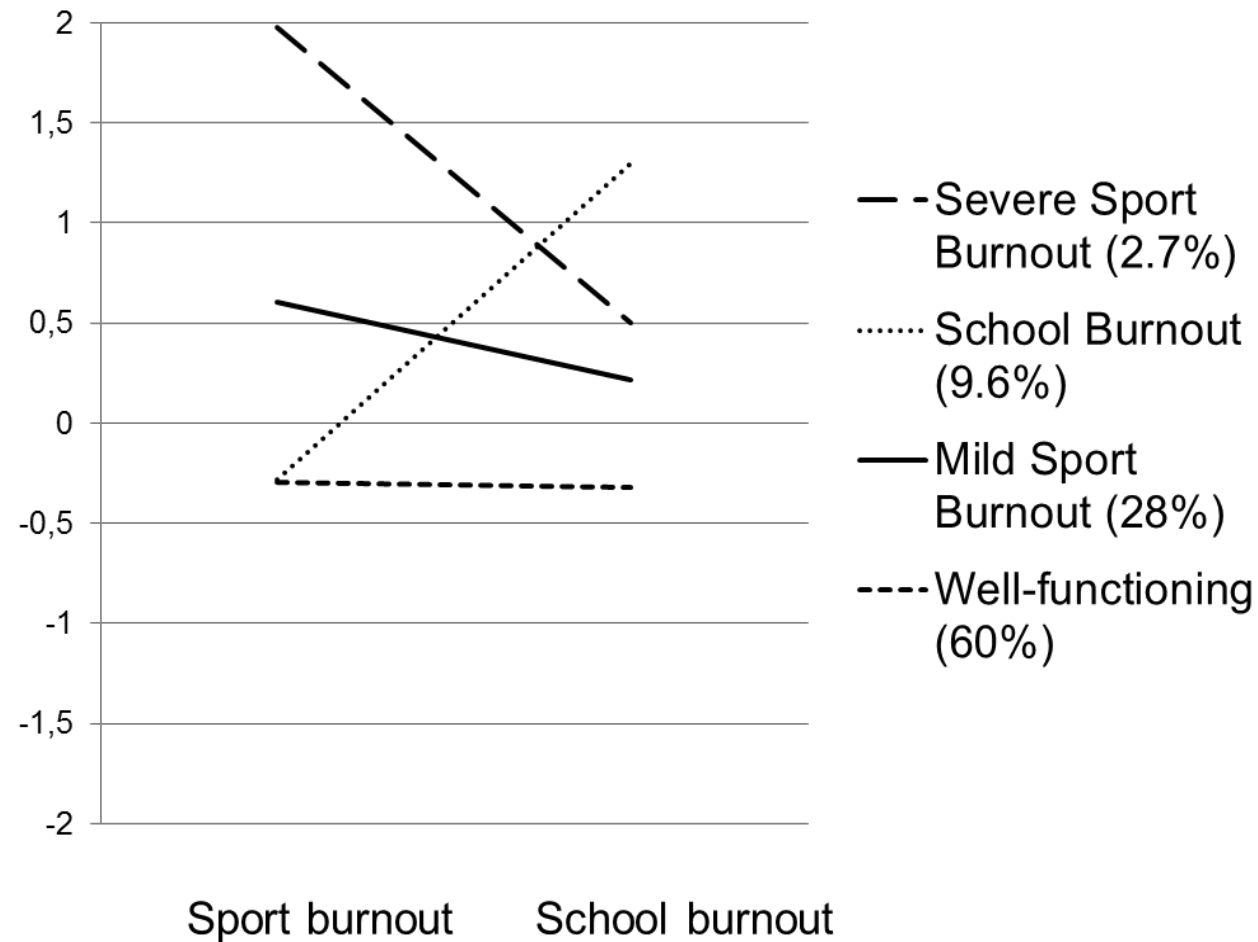
- N=391 (51% females), aged 15-16, from 6 elite sport schools, time on sport 25 hours/week
- Team sports (50%); winter Olympic (20%), summer Olympic (52%), non-Olympic (28%)
- Athletic status: GPA=8.85 (SD=.62;
– Regional level (6.1%) Range=7.25 – 10.00)
– National level (44.2%)
– European level (37.9%)
– International level (8.7%)
- 77% aspired to be professional athletes
- 68% expect to have a university Master's degree

Why study burnout in Dual Career athletes?

- School burnout (i.e., exhaustion, cynicism, & inadequacy at school)
 - Severe in 10% high school students (Salmela-Aro & Näätänen, 2005)
 - increased by **30%** in past 2 years among Finnish female students (Salmela-Aro et al., in press).
- **No** studies investigated **both** school and sport burnout **longitudinally**.



Burnout Profiles of Student-Athletes (T1)

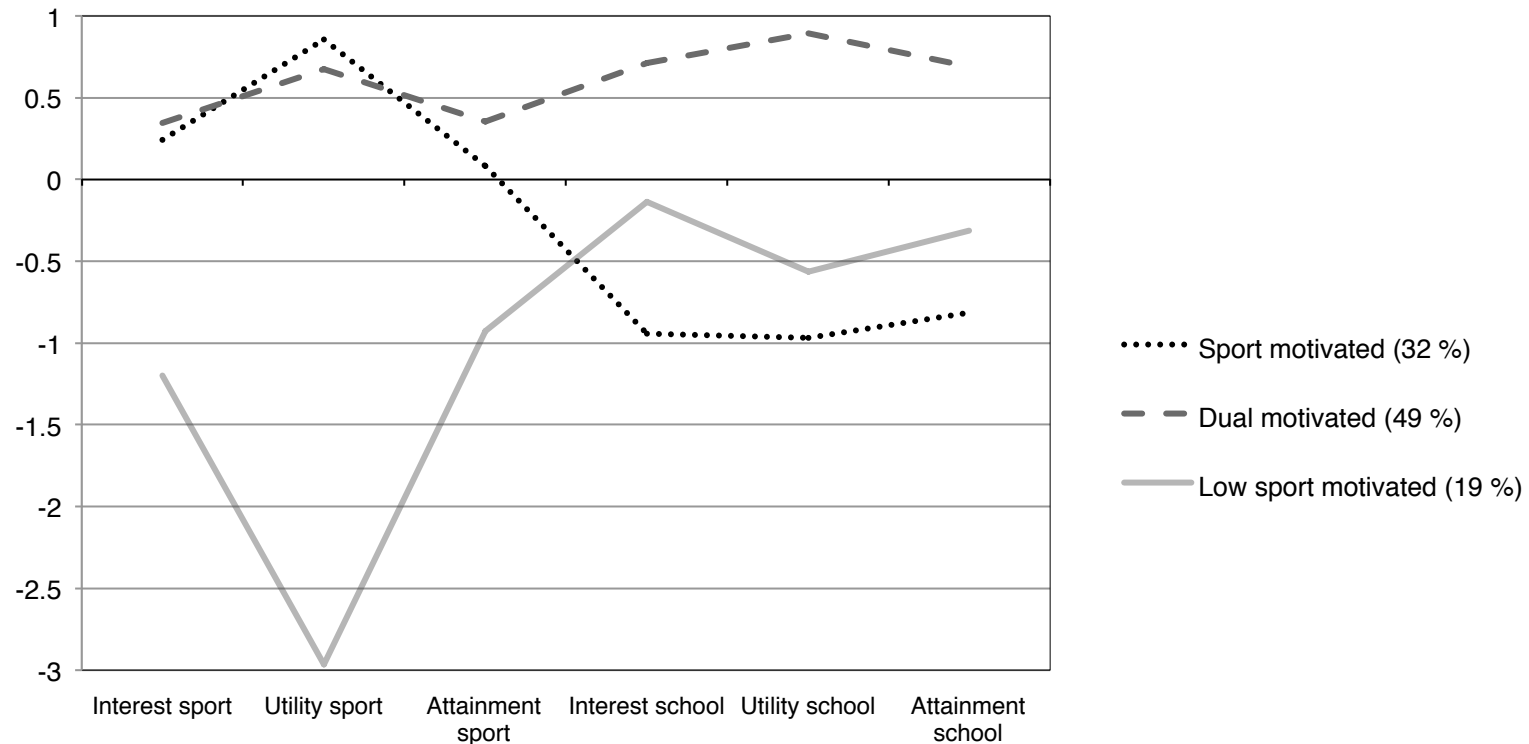


Source: Sorkkila, M., Aunola, K., & Ryba, T. V. (2017). A person-oriented approach to adolescent athletes' sport and school burnout: The role of individual and parental expectations. *Psychology of Sport and Exercise*, 28, 58-67.

Sport and School Expectations as Predictors of Burnout Class

- Athletes' and parents' success expectations predicted the likelihood to show a certain kind of profile
- High expectations seemed to be protective in the same domain, but increase the risk for burnout in another domain
- Burnout needs to be investigated within and across context to gain a holistic understanding of student-athletes wellbeing

Task value profiles (T1)



Source: Selänne, A., Aunola, K., Selänne, H., & Ryba, T. V. (2016). *Activity values and performance expectations of adolescent athletes: A person-oriented approach on dual career behavior*. Poster presented at the International Society for the Study of Behavioural Development (ISSBD) biennial meeting, Vilnius, Lithuania, July 10-14.



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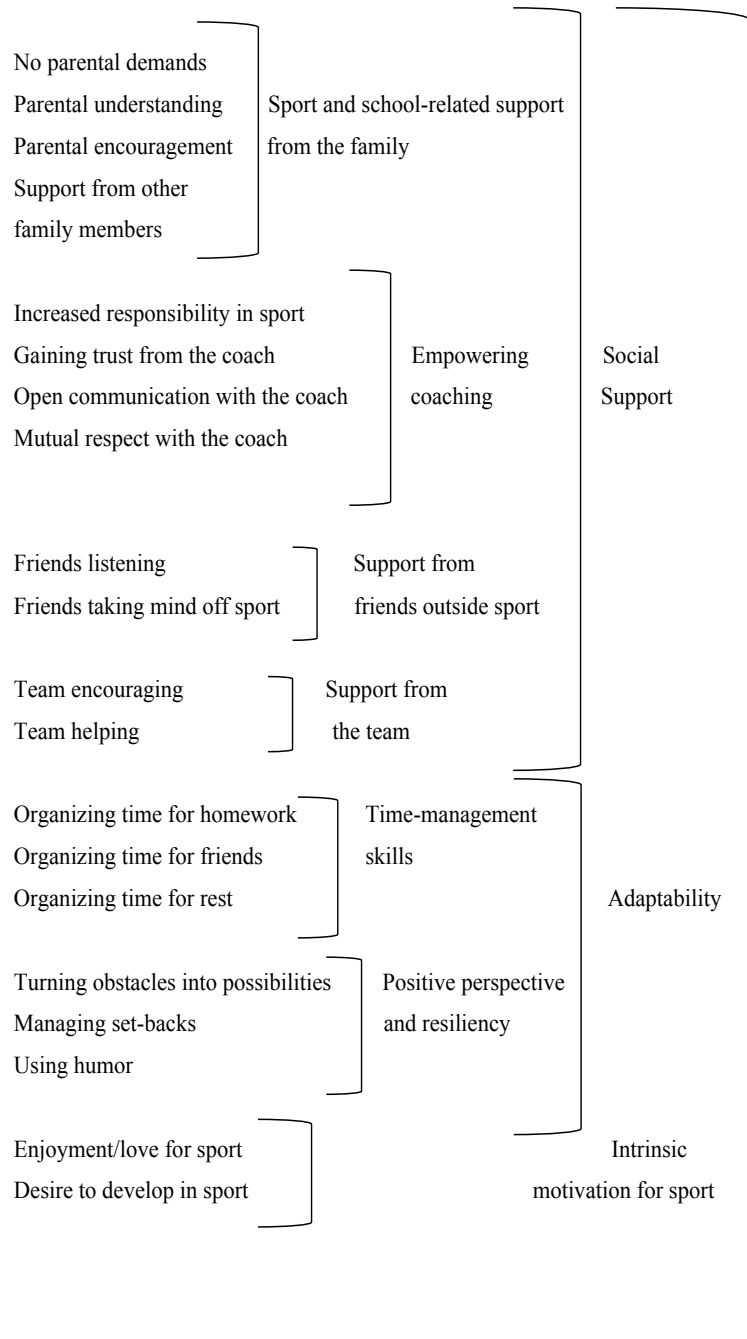
Background variables as predictors of profile probability

- GPA and type of sport were significant
 - Girls were more likely to show "Dual motivated" than "Sport motivated" pattern ($p = .007$)
- The higher the GPA, more likely to show "Dual motivated" than "Sport motivated" ($p = .000$) or "Low sport motivated" pattern ($p = .001$)
- The lower the GPA, more likely to show "Sport motivated" than "Low sport motivated" pattern ($p = .002$)
- Team sport student-athletes more likely to show "Sport motivated" than "Low sport motivated" pattern ($p = .012$)

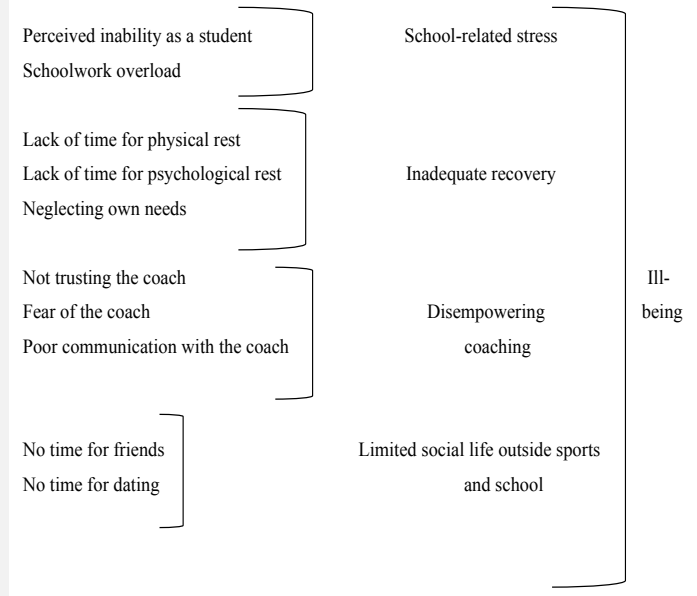


Development of burnout and task values

- Sport burnout increases statistically significantly from T1 to T2 among both genders ($p < .01$)
- Also school burnout increases statistically significantly among both genders ($p < .001$)
 - *A high initial level of **school** burnout predicts increase in **sport** burnout from T1 to T2*
- Interest (value) toward **sport decreases** ($p < .001$)
(marginally more among girls than among boys $p < .10$)
- Interest toward school remains to be the same as at the beginning.



Well-being



Ill-being

Figure 2. Hierarchical structure of the themes.

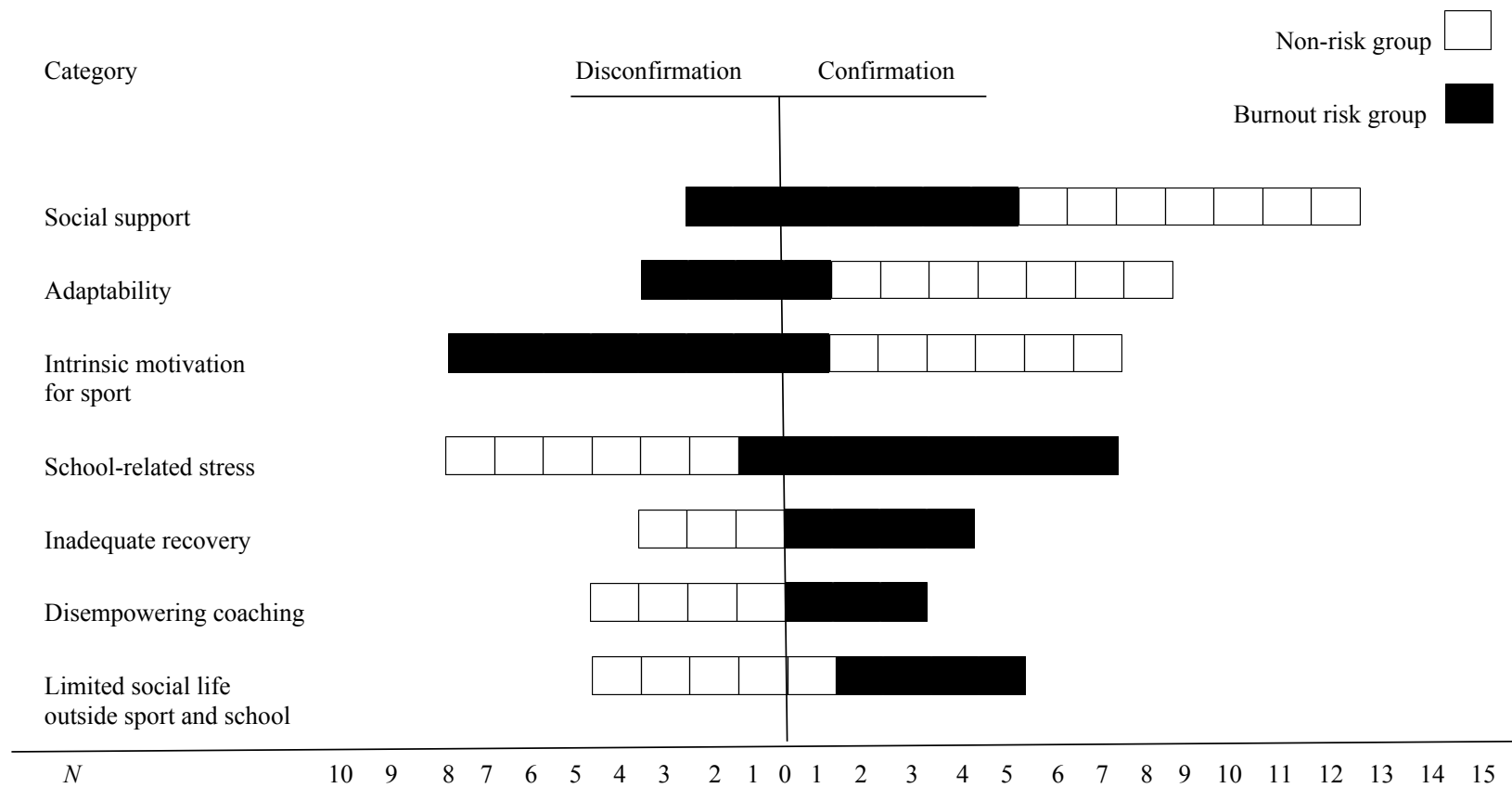
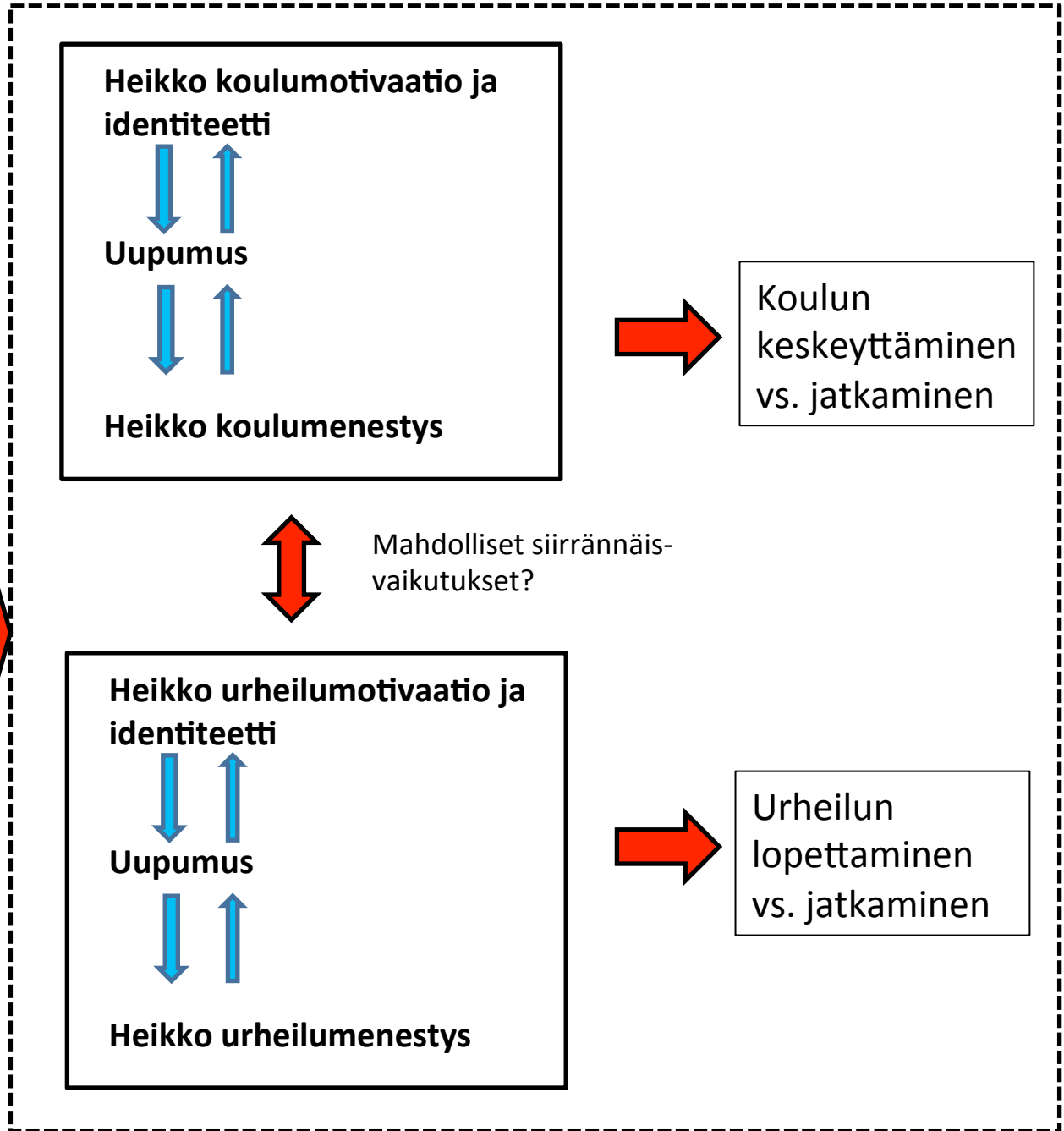


Figure 3. Categorization of descriptions related to ill-being and well-being among elite athletes in Burnout risk group ($n = 9$) and Non-risk group ($n = 7$)

**Riski- ja suojaavat tekijät
(esim.):**

- Urheiluun ja koulunkäyntiin käytetty aika
- Nuorelle tyypilliset adaptiiviset vs. maladaptiiviset ajattelu-, tulkinta- ja toimintamallit onnistumis- ja epäonnistumistilanteissa
- Itsetunto
- Kaverisuhteet
- Urasuunnitteluun saatu tuki
- Koulumenestys
- Vanhemmilta saadun tuen määrä ja laatu
- Vanhempien odotukset
- Valmentajalta saatu tuki
- Koulusta saatu tuki
- Jne.



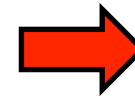
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Uupumus



Heikko koulumenestys



Koulun keskeyttäminen vs. jatkaminen



Mahdolliset siirännäisvaikutukset?

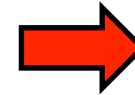
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Uupumus



Heikko urheilumenestys



Urheilun lopettaminen vs. jatkaminen

Thank you!



tatiana.ryba@jyu.fi

For project details, visit
<http://bit.ly/1UiBjw3>



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