European Sport Tutorship model for the dual career of athletes

-ESTPORT-

Sánchez-Pato, PhD
The European Athlete as Student (E.A.S)
15th -17th of September 2016

[Project number: 557204-EPP-1-2014-1ES-SPO-SCP]
The project partner are...

UCAM-Universidad Católica de Murcia (Spain)

University of Rome Foro Italico (Italy)

University of Malta (Malta)

Leeds Trinity University (United Kingdom)

Europa Community Ltd. (United Kingdom)

University of Thessaly (Greece)

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The specific aim of this project is...

To develop, transfer and implement an innovative EU Sport Tutorship programme in different European Universities, involving public authorities, sport-related organisations and educational actors, as a key stakeholders to accomplish the EU Guidelines on Dual Careers for Athletes.

http://www.sporttutorship.eu

‘European Sport Tutorship model for the dual career of athletes’
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‘Design and validation of a questionnaire about the perceptions of dual career student-athletes (ESTPORT)’

(Sánchez-Pato, Calderón, Arias-Estero, García-Roca, Bada, Merono, Isidori, Brunton, Decelis, Koustelios, Mallia, Fazio, Radcliffe, & Sedgwick, 2016)
‘Background’

At European level there are programs pursuing implement the main guidelines to optimize the dual career. The figure of the personal sports tutor originated, with the final purpose to offer personal counseling according to academic studies and sport practiced, as it could be the key to success in dual career.

(Álvarez, Pérez, López & González, 2014; European Commission, 2012; López de Subijana et al., 2014; Vilanova & Puig, 2013)
The **purpose** of this paper was...

to **design and validate** a questionnaire about the **perceptions** of **elite student athletes** at **university** relating to their dual career

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**‘Method’**

1. **Initial Creation of the Instrument**
   - Justification of the Study
   - Conceptual Definition of Construct
   - Item Construction and Qualitative Assessment
   - #ESTPORT Survey (v1)
   - (1) Socio-demographic variables [17 questions]
   - (2) Dual Career [12 questions]
   - (3) Academic life [36 questions]
   - (4) Sporting life [23 questions]
   - (5) Sports tutor [26 questions]

2. **Content Validity (N = 30)**
   - ‘Back Translation’ and Expert Review
   - #ESTPORT Survey (v2)
   - Item Analysis
   - [85 questions]

3. **Comprehension Validity (N = 73)**
   - #ESTPORT Survey (v3)
   - International Structure of the Test
   - [85 questions]

4. **Construct Validity (N = 73)**
   - #ESTPORT Survey (v4)
   - Reliability and Validity
   - [85 questions]

5. **Final Version**
   - #ESTPORT Survey (v5)
   - [85 questions]
The results of exploratory and confirmatory factor analysis (CFA) showed optimal values of reliability of content.

chi²/g.l.: 2.03
CMIN/DF: 2.01
NFI: 0.93
TLI: 0.95
CFI: 0.91
GFI: 0.91
PNFI: 0.74
RMSEA: 0.05
SRMR: 0.04
AIC: 760.63

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### Results

The ESTPORT - survey

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socio-demographic and contextual variables</strong></td>
<td><strong>Dual Career Issues</strong></td>
<td><strong>Academic Life</strong></td>
<td><strong>Sporting Life</strong></td>
<td><strong>Sports Tutor</strong></td>
</tr>
</tbody>
</table>

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A Socio-demographic and contextual variables

In this block, the questions are related to variables of interest to know about the context of student-athletes.

6. Which level in sport do you participate? (tick all applicable)

- Local Championships
- National Championships
- University Championships
- European championships
- World Championships
- Olympic Games
- Other?
B

Dual Career Issues

In this block, the questions are related to specific aspects of your dual career (as a student-athlete)

20. How easy/difficult is it for you to balance your sporting life with your academic life?

- Very easy
- Easy
- Neither easy nor difficult
- Difficult
- Very difficult

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In this block, the questions are related to specific aspects of your academic life (as a student-athlete)

48. I get more satisfaction from getting high marks in a subject than winning a game in my sport:

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree
D  Sporting Life

In this block, the questions are related to specific aspects of your sporting life (as a student-athlete)

62. How strongly do you disagree/agree that your sporting career helps you to cope with your studies?

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree
Sports Tutor

In this block, the questions are related to the sports tutor

74. How highly do you value these services and features of the dual career at your university ‘Dual career sports tutors’?

- Not highly at all
- Somewhat highly
- Neither disagree nor agree
- Neutral
- Highly
- Very Highly
Some finding...

The perception is the same about the dual career according to gender?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Life</strong></td>
<td>3,21</td>
<td>2,93</td>
</tr>
<tr>
<td><strong>Sporting Life</strong></td>
<td>2</td>
<td>2,23</td>
</tr>
<tr>
<td><strong>Sports Tutor</strong></td>
<td>3,13</td>
<td>3,41</td>
</tr>
</tbody>
</table>

Statistically significant differences were not found in any dimensions of the dual career when analyzed according to gender.

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The perception is the same about the dual career according to amateur, semi-professional or professional level?

Statistically significant differences were found in the dimension "sports tutor" when the perception was analyzed according to academic, semi-professional and professional level.

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The perception is the same according to beginning of the dual career, in the high performance of the dual career or ending of the dual career?

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Beginning</th>
<th>High-performance</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Life</td>
<td>3.13</td>
<td>3.12</td>
<td>3.05</td>
</tr>
<tr>
<td>Sporting Life</td>
<td>2.51</td>
<td>1.92</td>
<td>2.12</td>
</tr>
<tr>
<td>Sports Tutor</td>
<td>3.75</td>
<td>3.1</td>
<td>3.19</td>
</tr>
</tbody>
</table>

Statistically significant differences were not found in any dimensions of the dual career when analyzed according to the beginning, high performance or ending of the dual career.
‘Design and validation of a questionnaire about the perceptions of dual career student-athletes (ESTPORT)’

(Sánchez-Pato, Calderón, Arias-Estero, García-Roca, Bada, Meroño, Isidori, Brunton, Decelis, Koustelios, Mallia, Fazio, Radcliffe, & Sedgwick, 2016)

You can download this questionnaire here...

http://ccd.ucam.edu/index.php/revista/article/view/713/368
Examples of student-athletes UCAM...

The **UCAM** medals...**5** Gold medals + **3** Silver medals + **4** Bronze medals!

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Thank you for your attention!

http://international.ucam.edu

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