SPORMETRE
The Journal of Physical Education and Sport Sciences
Beden Eğitimi ve Spor Bilimleri Dergisi

EXPERIENCES OF STUDENT ATHLETES WITH DUAL CAREER REGARDING OFFICIAL LEAVE PROBLEMS IN FORMAL HIGHER EDUCATION

Zeki Taş[1]*

[1]Sakarya University of Applied Sciences, Faculty of Sport Sciences, SAKARYA

Abstract: For athlete students in Turkey, practising professional sports brings along a number of problems. It is seen that the main source of these problems is the legislation regarding the official leave period. Focusing on the relevant legislation regarding the official leave period in formal education, this study aimed to reach the experiences of dual-career students and to reveal the problems in this direction. Phenomenological design was adopted in the study in which qualitative research methods and techniques were used. To evaluate the problems in various aspects, the study group was formed from 20 students of the faculty of sports sciences using the maximum diversity sampling method. The criterion sampling technique was also used to determine the participant group. The data were obtained from face-to-face interviews through a semi-structured interview form prepared by the researcher. The data were analysed by content analysis technique using MAXQDA qualitative data analysis software. As a result of the analysis, it was determined that Athlete students face academic, physical, psychological, social, sportive, family and economic problems due to official leave problems during the formal education process. This research suggests that legislative arrangements should be made to solve the problem.

Keywords: Formal education, higher education, official leave, students athlete, dual career

ÖRGÜN YÜKSEKÖĞRETİMDE RESMİ İZİN SORUNLARINA YÖNELİK ÇİFT KARİYERLİ ÖĞRENCİ SPORCULARIN DENEYİMLERİ

Öz: Türkiye'de öğrenci sporcular açısından profesyonel spor yapmak birtakım sorunları da beraberinde getirmektedir. Bu sorunlara kaynak oluşturan ana unsurun resmi izin süresine ilişkin mevzuatların olduğu görülmektedir. Örgün eğitimdeki resmi izin süresine ilişkin ilgili mevzuatın odak noktaya alındığı bu çalışmada çift kariyerli öğrenci deneyimlerine ulaşmak ve bu doğrultudaki sorunları ortaya koymak amaçlanmaktadır. Nitel araştırma yöntem ve tekniklerinin kullanıldığı çalışmada fenomenolojik desen benimsenmiştir. Sorunların çeşitli yönleriyle değerlendirilebilmesi için çalışma grubu maksimum çeşitlilik örnekleme yöntemi kullanılarak 20 spor bilimleri fakültesi öğrencisinden oluşturulmuştur. Katılımcı grup belirlenirken ayrıca ölçüt örnekleme tekniği de kullanılmıştır. Veriler araştırmacı tarafından oluşturulan yarı yapılandırılmış görüşme formu aracılığı ile yüz yüze yapılan görüşmelerden elde edilmiştir. Veriler MAXQDA nitel veri analiz programı kullanılarak içerik analizi tekniğiyle analiz edilmiştir. Analiz sonucunda öğrenci sporcuların örgün eğitim sürecinde resmi izin sorunlarına bağlı olarak; akademik, fiziksel, psikolojik, sosyal, sportif, ailevi ve ekonomik sorunlarla karşılaştıkları tespit edilmiştir. Bu araştırma, sorunun çözümüne yönelik mevzuata ilişkin düzenlemeler yapılmasını önermektedir.

Anahtar Kelimeler: Örgün eğitim, yükseköğretim, resmi izin, öğrenci sporcu, çift kariyer

INTRODUCTION

Higher education represents the highest level of the education system and responds to the needs of society by training a qualified workforce. At the same time, it contributes to the development of society by producing new knowledge and technology within the framework of scientific research (Yüksel, 2002). Through higher education and other educational institutions, the

---

* *Corresponding Author: Zeki TAŞ, Doç. Dr., E-mail: zekitas@subu.edu.tr*

accumulation of society is transferred from generation to generation. The continuity of the activities shaping the mind, character and physical skills of the individual, which are considered within the broad meaning of education, reveals the formal side of education (Ergüneş, 1998). Formal education is the act of realizing the content within a determined curriculum and planning in an appropriate place with appropriate methods. It also refers to formal education in schools. Formal education is the education provided to students of a certain age range participating in education and training activities in primary, secondary and higher education in appropriate places by using education programmes created according to the objectives of National Education (Fidan & Erdem, 2001). As formal education institutions, schools play an active role in the academic success of the new generation. However, today, in addition to academic success, being respectful and honest, knowing the rules of courtesy, paying attention to human relations and participating in physical activities are among the needs of individuals and society. In this respect, National Education policies aim to improve the academic and human characteristics of the individual (Aydın, 2010). When the general aims of Turkish national education are examined, it is emphasized that the individual should be handled as a whole and that education is not only about mental processes. Raising people physically, mentally, spiritually and morally healthy and mature personality and character structure is among these aims (Basic Law on National Education, 1973).

In education, problems arising in areas such as policy, program, philosophy, educator quality, administrator and economy (Sarıbaş & Babadağ, 2015) continue despite some updates and regulations (Yılmaz & Altınkurt, 2011). These regulations carried out through legislative amendments can reflect positively or negatively on the structures within the Turkish Education System, which is a quantitatively large system (Nayir, 2017). Legislative changes that are not in line with the living conditions affect the general environment of education such as teachers, administrators, families and society as well as the students who are the subjects of education. In terms of using official leave, "student athletes[†]" can be considered among the student groups that are negatively affected by the legislation. When the basic legal provisions are examined, it is seen that there is no restriction on student athletes, but the legislation introduced within the context of educational planning and programming studies contains articles that may cause problematic situations in front of the coexistence of a sportive career and an academic career. It is seen that with the legislation regulating the education and physical education activities related to sports implemented at school, the activities that the individual will perform to specialize in the preferred sports branch from an early age are evaluated in the same category with the justification of "compulsory attendance to education".

Student athletes, who carry out school education and sports life at the same time, operate in a sports branch within a sports club as national athletes, performance athletes or professional athletes. Since they receive a certain salary depending on a contract, they have to participate in training, camps and competitions following the work programme of the sports club to which they are affiliated. These students are required to train regularly from primary school age until the end of the compulsory education period and even throughout their education in higher education. Considering this situation, the duration or method of leave for these students emerges as a problem. According to the relevant legislation in higher education, a student is obliged to attend 70% of theoretical courses and 80% of practical courses such as laboratories and

---

[†] Student athlete; The concept used to refer to students who are studying in primary, secondary or higher education and who are also professional athletes, national athletes, performance athletes or active licensed athletes.

workshops. In foreign language and Turkish preparatory programmes, at least 80% attendance is required.

At the end of this process, student athletes who are absent more than the period of leave of absence specified by the legislation are considered unsuccessful in the course and even their formal education may be terminated. At this point, maintaining the academic and sportive process at the same time in the lives of student athletes brings along a number of problems. The fact that many student athletes who continue higher education have to maintain and improve their performance level to meet the expectations causes pressure and stress on them (Cosh & Tully, 2015). Professional athletes in intensive training and competition programmes in Turkey have to overcome the difficulties that arise while carrying out both their sportive and academic careers together (Çağlayan, 2019).

Student athletes with dual careers face many challenges as they have to pursue both their academic and sporting careers simultaneously. Various studies have been conducted on this topic in the literature and the results reveal various dimensions of these challenges. Kristiansen and Houlihan (2017) found that student athletes with dual careers have difficulties in time management and coping with stress. Balancing sports and academic requirements increase students' stress levels, which may negatively affect their academic performance. Pallarés, Azócar, and Torregrossa (2011) emphasised that educational institutions should develop supportive policies for student athletes to maintain their academic performance. Flexible course programmes and special counselling services for student athletes may be effective in increasing the academic achievement of dual-career athletes. Wylleman and Lavallee's (2004) study revealed that the strong social support systems (family, friends, coaches) of dual-career student athletes positively affect their psychological health. Lack of social support may cause athletes to feel lonely and under pressure. Stambulova and Ryba's (2014) study addressed the difficulties and uncertainties experienced by athletes in post-career planning processes. It is important for athletes to make early career planning to be successful in their careers after their active sports life ends.

This research on the difficulties faced by dual-career student-athletes and the solutions provided to these difficulties will provide important information for policy makers and educational institutions in both academic and sporting fields. This research also focused on a comprehensive examination of student athletes' experiences regarding the problems they face in time management, stress, academic performance, social support, and career planning. A better understanding of the issues experienced by student athletes is necessary to improve their academic and athletic success. It is thought that the results will contribute to the development of supportive policies and practices for educational institutions and sport organisations to include student-athletes. The regulations to be obtained in this direction will help to create strategies to protect the psychological health of student athletes. The research will also reveal the importance of counselling services that will support the planning of student athletes during their careers. The research was conducted in accordance with the following problem question:

'What experiences do student athletes with dual careers have when they encounter official leave problems in formal higher education and how do they perceive these experiences?

METHOD

Research Design
In this study, phenomenological design, one of the qualitative research approaches, was used to examine the experiences of student athletes regarding official leave problems in formal higher

education. Qualitative research aims to examine perceptions and events in a realistic and inclusive way in a natural environment (Yıldırım & Şimşek, 2018). Phenomenology is a qualitative research method preferred to describe how the phenomenon or concept under investigation is understood or perceived by people, to allow them to explain their feelings about the subject, and to reveal how they experience this phenomenon (Rose, Beeby & Parker, 1995). The data obtained from this research consisted of the experiences of student athletes in this process in which they carry out their education and sports life at the same time.

Participants
The purposeful sampling method was used while forming the study group. The reason for using the purposeful sampling method was that "it enables in-depth study of the research subject with the data to be obtained from people who are thought to have detailed information" (Yıldırım & Şimşek, 2013). Moreover, maximum diversity and criterion sampling techniques were used depending on the sampling method. The maximum diversity sampling technique was used to "create a relatively small sample and to reflect the diversity of individuals who may be a part of the problem being studied in this sample to the maximum extent" (Yıldırım & Şimşek, 2013). The criterion sampling technique was used to "study situations that meet a set of predetermined criteria" (Yıldırım & Şimşek, 2013). Considering this information, to ensure maximum diversity, the study group consisted of 20 athletes studying in different sports sciences faculties in Turkey (suitable for convenience sampling), athletes in different sports branches, different class levels, and different ages and sports experiences. Besides, to be suitable for the criterion sampling technique, the following criteria were considered while forming the study groups. These criteria were: Being a student in formal education, being a professional athlete or national athlete, and being a licensed athlete in any sports club from any sports branch. Information about the study group is explained in Table 1.

Table 1. Study group

Participant code	Gender	Age	Sport experience	Branch	Grade
P1	Male	27	14	Football	4
P2	Male	26	13	Karate	3
P3	Female	21	10	Karate	2
P4	Male	23	11	Taekwondo	1
P5	Male	20	13	Athleticism	2
P6	Male	23	12	Basketball	2
P7	Female	25	13	Wrestling	3
P8	Female	22	10	Volleyball	1
P9	Male	26	16	Wrestling	4
P10	Male	25	14	Wrestling	3
P11	Male	24	10	Rowing	4
P12	Male	23	11	Boxing	1
P13	Male	24	10	Shooting Sports	2
P14	Female	26	9	Rowing	4
P15	Male	24	13	Athleticism	3
P16	Male	26	12	Football	4
P17	Female	25	13	Boxing	2
P18	Female	22	12	Karate	1
P19	Male	24	8	Canoeing	3
P20	Female	24	7	Canoeing	4

According to Table 1, 13 participants were male and 7 were female. Moreover, their age range was 20-27, their grade levels were between 1-4, and their sports branches were shooting,

athletics, basketball, boxing, football, wrestling, canoeing, karate, rowing, taekwondo and volleyball.

Preparation of Data Collection Tool

The data of this study were analysed in the context of the research topic "to enable athlete students to describe the world they perceive with their own thoughts" was obtained using a semi-structured interview form developed by the researcher (Merriam, 2018). While creating the semi-structured interview form, which "allows the interviewee to express himself/herself" (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012), the following procedures were followed respectively.

1- Domestic and foreign literature on the subject was reviewed and the prominent issues were identified accordingly (Cosh & Tully, 2015; Çağlayan, 2019; Kristiansen & Houlihan, 2017; Wylleman & Lavallee, 2004; Stambulova & Ryba, 2014).
2- Interviews were conducted with student athletes (national, professional and performance athletes) studying in higher education.
3- Following the information obtained from these interviews, 13 questions were prepared, which were thought to be suitable for the methodology and aim of the research, to provide content validity, not to force the participants in terms of time (Creswell, 2013). The questions were evaluated regarding the Delphi technique with two faculty members who were experts in the field and qualitative research. The Delphi technique is a method that allows expert opinions to be collected in more than one round to reach a consensus (Hsu & Sandford, 2007). Accordingly, the questions that were repetitive or similar in terms of meaning were merged. Questions of indirect or secondary importance that did not directly contribute to the main focus of the research questions were removed. In pilot studies or pre-tests, the responses of the participants to the questions and the duration of the questions were analysed, and questions that were too long or challenging were removed. If repetitive answers were received on certain topics during the interviews and data saturation was reached, excessive questions on these topics were removed. Finally, questions that were thought to make it difficult to analyse the data were removed and the number of questions was reduced to nine.
4- The questions sent to the Turkish language expert were corrected in terms of spelling and meaning.
5- The content validity of the questions was checked by interviewing three more student athletes who were not included in the study group (pilot study). At this stage, two more questions that were thought to bring repetitive information were cancelled. As a result, it was decided to ask seven questions to the participants within the framework of academic, physical, psychological, social, sportive, family and economic issues. In addition to the answers received, the participants were asked follow-up questions (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2012).

The questions in the semi-structured interview form created to obtain data from the participants are as follows.

1- What is your name and surname?
2- What is your age?
3- In which university and in which department are you studying?
4- In which sports branch are you actively pursuing a career?

5- How long have you been carrying out your education and sports career together?

Questions aimed at obtaining general experiences
1- What are your experiences in balancing your education and sports career?
2- How does being a student athlete reflect on your social life?
3- What are the most common problems you encounter during your official leave requests?
4- Do academic and sporting duties have an impact on your physical condition?
5- How does the rejection of your leave requests affect your psychological and emotional state?
6- How is your family's approach to you in the process of carrying out academic and sporting life at the same time?
7- What are the positive or negative financial consequences of dual career?
8- What suggestions can you make to improve the official leave processes for student athletes?
9- How do you think the official leave problems you encountered in your educational life will affect dual career students in the future?

Data Collection
The data were collected through face-to-face interviews with volunteer student athletes studying at the faculties of sport sciences of different universities in Turkey. Interview is the best way to collect information (Dexter, 1970) and interview is considered as the main data collection technique in phenomenological research (Creswell, 2007). The main aim is to collect specific information. The researcher wants to learn the information in the interviewee's mind through the interview (Patton, 2002).

The data were obtained between June 15 and July 25 2023 through a semi-structured interview form prepared by the researcher. Semi-structured interviews combine both fixed-choice answering and in-depth information gathering in the relevant field and provide the interviewee with the opportunity to express himself/herself (Büyüköztürk et al., 2012). Before the interviews, an interview agreement form was signed between the researcher and the participants. In this form, preliminary information that will clarify the participants on the subject was written, the purpose for which the data to be obtained from the interviews will be used and the commitment to be destroyed after the analysis was stated. In the interviews, a voluntary confirmation form was obtained to ensure that the participants voluntarily participated in the study. Besides, a voice recorder was used to prevent data loss by obtaining the consent of the participants. Interviews were conducted in offices determined by the researcher and deemed appropriate by the participant to eliminate disturbing factors such as noise etc. The interviews lasted 35-50 minutes on average.

Research Publication Ethics
Before the data were obtained, an application was submitted to the Ethics Committee of Sakarya University of Applied Sciences to determine that the research was ethically appropriate and an ethics committee certificate was obtained (decision dated 09.06.2023 and numbered 32).

Data Analysis
The interviews were obtained through a voice recorder and then transcribed by the researcher through the programme and turned into a text (Word document). At this stage, each interview text was sent to the interviewed participant and they were asked to report the sections they wanted to be corrected or added in terms of content. The texts were reorganised according to the information received.

The data were analysed using content analysis technique. The main purpose of content analysis is to explain the data and to reach concepts and relationships. At this stage, similar data are brought together under certain concepts and themes (Yıldırım & Şimşek, 2013, p. 259). Content analysis was analysed in the following order according to Creswell's (2013) suggestion: "preparing the data, organising, coding, associating the codes, reducing the codes to themes, and finally presenting and interpreting the results". The data were analysed by following the "triangulation analysts" strategy suggested by Patton (2000), i.e. by three different qualitative analysts. The inter-coder reliability of the resulting analyses was calculated using Miles and Huberman's (1994) reliability calculation formula and the inter-coder reliability was found to be 90%. Miles and Huberman (1994) emphasized that the inter-coder agreement rate should be 70% and above. The codes related to each other were grouped under certain sub-themes and themes. In the last stage, the themes were organised and defined according to the research questions.

Validity and Reliability

Validity and reliability refer to important issues that require establishing a conceptual framework in research regardless of its type, collecting, analysing and interpreting data, and presenting the results (Merriam, 2018). Kirk and Miller (1986) stated that validity means "the researcher's observation of the phenomenon as it was and as unbiased as possible". Long-term interaction with the participant is an effective strategy to increase the validity of a study. In this way, the trust environment between the participant and the researcher allows for the emergence of healthier information (Yıldırım & Şimşek, 2013). In this study, this strategy was used and the participants were contacted not only during the interview process but also from the moment the research idea was formed until the end of the study. The interviews, which were held in an office environment and for a long time, created a more sincere communication process.

Internal and external validity are two dimensions to be considered in validity. Yıldırım and Şimşek (2013) explain internal validity as the fact that a researcher's interpretations of the events he/she thinks he/she has observed or the phenomena he/she thinks he/she understands reflect the real situation. While establishing the internal validity of this research, the questions developed by Miles and Huberman (1994) regarding internal validity were considered. According to these questions; the voice recordings obtained from the participants were transcribed into text and coded conceptually in meaningful sections, and themes and sub-themes were formed according to the theoretical framework. By looking at the consistency of the results, it was determined that the emerging concepts formed meaningful unities. The concepts obtained were made the participants read and confirmation was obtained that they reflected the real situation, and in this way, internal consistency was tried to be ensured. Shenton (2004, pp.64-69) considered internal validity as credibility and emphasized the importance of the methods used in the research in addition to the trust relationship to be established with the participants. Accordingly, domestic and foreign literature was reviewed and similar research results were analysed and used in this study. At the same time, maximum diversity and criterion sampling techniques, which were among the purposeful sampling methods suitable for phenomenological studies, were used. To ensure credibility, the participants were identified voluntarily and the data were allowed to be checked by the participants. Finally, the analyses were examined by qualitative analysts.

External validity is related to the generalisability of research results (Yıldırım & Şimşek, 2013; 292). Merriam (2018: 200) states that in qualitative research, instead of answering the question of what the general truth is, the researcher should reach authenticity and understand the subject in depth through careful and meticulous research. Therefore, in this study, external validity was

tried to be ensured by selecting a single case and a non-random purposeful sample. At the same time, external consistency was strengthened by paying attention to the themes that emerged according to the result analysis to explain the data meaningfully. Shenton (2004;70) considered external validity as transferability and stated that it would be correct to fulfill some criteria for transferability. According to these criteria; in the method section of this research, information about the participants and the research method was given and information about access and analysis was explained in detail.

Reliability is related to the re-synthesis of the results obtained in the conducted research. However, Merriam (2018;211) questions that the same results cannot be obtained when the same study is performed again. Walcott (2005) states that the same results can be repeated if the researcher changes the conditions in a controlled manner. Lincoln and Guba (1985), on the other hand, stated that what was essential was not to reach the same results, but for other researchers who saw the data obtained by the researcher and analysed the results to draw a consistent and reliable meaning from them. In this study, to increase reliability, the data were analysed by two qualitative data analysts other than the researcher and compared with the codes, themes and sub-themes obtained by the researcher. Moreover, the audio recordings that were transcribed into text were presented for participant confirmation to increase reliability.

RESULTS

In this section, the themes and sub-themes that emerged according to the participants' views were presented in the form of tables showing the frequency density.

Table 2. Results related to academic life

Theme	Sub-theme	f
	Attendance	18
	Failure to understand the course content	17
	Academic failure	16
Academic impacts	Negative opinion of teachers	13
	Lack of academic career	12
	Dropping out of formal education	9
	Grade repetition	8

According to Table 2, under the theme of academic problems, the sub-themes of attendance, inability to understand the course content, academic failure, negative opinion of teachers, lack of academic career, leaving formal education and repeating the class were reached due to the official leave problems faced by student athletes.

Some of the participant views obtained within the scope of this theme were as follows: "We have the right to leave for a certain period during the year... It is not possible for me to continue my sports life during this period" (P8). "The attendance obligation caused me to switch to open education..."(P13). '"We have a total of 15 days off. We do 4 trainings a week. This period expires in a few weeks" (P11). 'The club puts 4-5 trainings during the week. Since official leave is a problem, I cannot go to at least half of them..."(P19). 'We face this problem every year..."(P13). "I have difficulty in understanding the lessons due to absences caused by training and competitions... '(P6). "I do not understand the content of the lessons because I miss certain lessons every week."(P15).' Most of the teachers do not use positive judgement because of my absenteeism..."(P16). "I extended school for 2 years due to absenteeism."(P18).

Table 3. Results related to physical impacts

Theme	Sub-theme	f
Physical impacts	Irregular diet	14
	Skill loss	13
	Weight gain	12

According to Table 3, under the theme of physical impacts, the sub-themes of irregular diet, skill loss in the sportive branch and weight gain due to not being able to train regularly were found due to the official leave problems encountered by the athlete students.

Some of the participant opinions obtained within the scope of this theme were as follows: "My coach said that I was very talented at first.
I always disrupted the training due to the permission problem. Now he says that I have regressed..."(P2). "I gained weight when I could not attend the training regularly. This situation causes excessive loss of movement in me..." (P7). "Staying away from sports led to gain weight" (P10).

Table 4. Results related to psychological impacts

Theme	Sub-theme	f
Psychological impacts	Stress	19
	Feeling Sad	16
	Feeling down	12

According to Table 4, under the theme of psychological impacts, it was found that student athletes who faced official leave problems were under intense "stress" due to not being able to participate in training. "Feeling sad", and "feeling down" towards teachers at school and the technical team in training due to not being able to attend classes and trainings regularly were among the experiences related to these factors.

Some of the participant views obtained within the scope of this theme were as follows: "To be successful in the lessons, I meet with the lecturers and tell them that we expect understanding about absenteeism. I feel like a beggar" (P14). "I meet with the lecturers and ask them to manage" (P19). "My mind is always on my teammates. Not being with them makes me extremely sad." (P17). "When I meet with my friends, I feel overwhelmed" (P14).

Table 5. Opinions on social impacts

Theme	Sub-theme	f
Social Impacts	Demanding to be managed	16
	Disorganised life	14
	Problems of adaptation to the team	9

According to Table 5, under the theme of social impacts, it was found that the student athletes who faced official leave problems constantly "demanded to be managed" from academicians and trainers, and "experienced problems in adaptation to the team" due to participating in irregular training, and that this imbalance created an "irregular daily" life.

Some of the participant opinions obtained within the scope of this theme are as follows: "I have a life between school and training. My friends call me out in the evening, but I have no energy to participate in social life due to fatigue" (P14). "Since there are competitions on weekends, I

could not attend many picnics organised among family and relatives" (P16). "I sacrifice social life to be successful on both sides. If I don't do the homework, I will fail the course. If I don't rest, my performance will decrease" (P17).

Table 6. Opinions on sportive effects

Theme	Sub-theme	f
Sportive Impacts	Absence from training	19
	Insecurity of the trainer	15
	Transfer issues	14
	Not being preferred	14
	Lack of belief in a sporting career	14
	Late entry into professional sport	13
	Abandonment of professional sport	11
	Insecurity of club management	11

According to Table 6, under the theme of sportive impacts, the sub-themes of absence from training, insecurity of the trainer, transfer issues, not being preferred, lack of belief in a sportive career, late entry into professional sport, abandonment of professional sport, and insecurity of the club management were found.

Some of the participant opinions obtained within the scope of this theme were as follows: "I cannot attend most of the training that coincide with school hours on weekdays..."(P3). "Sometimes I can't go to school and sometimes I don't attend the training" (P4). "Because I sometimes cannot attend the training, my coach prefers someone else from the team instead of me..."(P12). "Not being able to participate in training caused me to fall out of favour with my coach" (P17). "My coach does not play me regularly because I sometimes cannot attend the training. This situation prevents me from transferring to higher leagues."(P20).

Table 7. Opinions on family influences

Theme	Sub-theme	f
Familial influences	Conflict in academic decision making	19
	Conflict in sporting decision making	14
	Failure to meet expectations	11

According to Table 7, under the theme of familial influences, it was found that student athletes who encountered official leave problems conflicted with their families in academic and sportive decision-making and could not meet the expectations in these two areas.

Some of the participant opinions obtained within the scope of this theme were as follows: 'My family wanted me to continue school when official leave was a problem, and prevented me from doing sports... ' (P2). 'My family chose between school and sports. They preferred school...' (P5). 'If my family had allowed me, I would be in a very different position now. But they did not send me when the school did not give official permission... '(P13). 'My family did not start sports when permission was a problem. When I insisted, they gave permission, but it cost me a few years..."(P9). 'Since I had to continue school, my competitors in Europe started sports 7 years before me' (P18). 'I gave up doing sports because it constantly interfered with

my education' (P8). 'The school was extended. I had to quit professional sports to graduate."(P16).

Table 8. Opinions on economic impacts

Theme	Sub-theme	f
Economic Impacts	Income loss	13
	Obligation to find a new job	8

According to Table 8, under the theme of economic impacts, it was observed that student athletes who encountered official leave problems experienced the loss of income due to non-attendance and performance, and thus the necessity to find a job that would bring new income emerged.

Some of the participant opinions obtained within the scope of this theme were as follows: 'I live without any economic burden on my family. If I quit sports, I need to find a new job to earn money" (P20). 'I am tired of trying to manage both school and sports. I don't know when and where I should be. I always experience disorganisation' (P15). 'I had a regular income. When I had to quit, we also lost that income' (P16). 'I had to continue earning money, so I left formal education.' (P14).

DISCUSSION

The results of this study can be summarised and discussed under the following topics based on the literature.

1. Academic Problems

Time Management: Student athletes with dual careers have great difficulties in time management when they have to balance their academic and sporting needs. This can negatively affect their academic performance (Cosh & Tully, 2014).

Attendance Difficulties: Not being able to attend classes regularly due to sports competitions and training may cause students to fail (Simons, Bosworth, Fujita, & Jensen, 2007).

2. Physical Problems

Fatigue and Injuries: Intensive training and competition programmes increase students' risk of physical fatigue and injury. This can negatively affect both their sports performance and their capacity to fulfil their academic tasks (Stambulova et al., 2015).

Health Problems: Continuous physical activity and stress can lead to health problems in the long term (Sæther, 2017).

3. Psychological Problems

Stress and Anxiety: Students who have to meet both academic and sporting expectations may experience high levels of stress and anxiety. This can negatively affect their overall psychological health (Nicholls et al., 2016).

Identity and Self-Esteem: Students who have difficulty balancing their sport and academic roles may experience identity and self-esteem problems (Wylleman & Lavallee, 2004).

4. Social Problems

Social Isolation: The busy schedules of athletes may cause them not to find time for social activities and spending time with friends. This may lead to social isolation (Cosh & Tully, 2014).

Support Systems: Lack of social support systems may reduce students' capacity to cope with these difficulties (Wylleman & Lavallee, 2004).

5. Family Problems

Family Pressure: Families' expectations of academic or sportive success can put pressure on students. This pressure can increase students' stress levels (Knight et al., 2017).

Lack of Support: The inability of families to provide adequate support may make it difficult for students to maintain this intense pace (Knight et al., 2017).

6. Economic Problems

Financial Burden: The financial burden of student athletes, such as sports equipment, travelling and education costs, can cause them to experience economic difficulties (Fuchs, Wagner, Hannola, & Nordin-Bates, 2016).

Scholarship and Sponsorship: Lack of adequate scholarship or sponsorship opportunities can further exacerbate students' financial problems (Aquilina, 2013).

Student athletes, the participants of this study, reported that the most important effect of the official leave period on them was "Attendance" with a higher frequency under the theme of academic effects. Attendance, which was considered as an unacceptable behaviour for different reasons (Uğurlu, Usta & Şimşek, 2018), can be caused by family, school, teacher and economic factors at different levels of education (Adıgüzel & Karadaş, 2013; Aküzüm, Yavaş, Tan & Uçar, 2015). In Uğurlu, Usta, and Şimşek's (2015) study, "health problems, personal problems, sleep irregularity, the quality of the course instructor, the attractiveness of the course, and studying" were mentioned as reasons for non-attendance. The results of the analysis of this study were based on a different reason than the reasons for non-attendance emphasised in the literature, namely the conflict of the training and competition process required by student athletes with the education process in terms of working hours. According to the results of Uğurlu, Usta, and Şimşek's (2015) study; although it was revealed that students see non-attendance as an option and even as a need in academic life, non-attendance revealed managerial problems for an educational institution and can lead to high-risk situations in terms of education and training (Thornton, Darmodya & McCoya, 2013).

Another sub-theme that emerged under the theme of academic impacts is "school dropout". It is seen that failing the courses by using the leave periods completely brings students to the point of dropping out of school. It is seen that absenteeism also brings along the problem of academic adaptation. Even students who do not have an additional task such as professional sports have problems in adapting to academic activities (Bülbül, 2012). Academic adjustment has a strong effect on absenteeism (Allen, Robbins, Casillas & Oh, 2008). Besides, the results of Bean's (1980) study emphasised that social adjustment as well as academic adjustment prevents school dropout. At this point, the fact that athlete students cannot be sufficiently present in the school environment due to absenteeism also prevents them from achieving social cohesion with their peers, educators and the general environment of the school.

Absenteeism due to the training and competition programme causes athletes to fail academically. As in the general trend in the literature (Akaslan, 2017; Andrietti, D'Addazio, & Gomez, 2008; Urhan & Fişne, 2022; Uğurlu, Usta & Şimşek, 2018), the results of this study reveal that the increase in student absenteeism reduced school success. In Bayram et al. (2016)'s research on the problems of national team athletes, it was determined that "the camp programme and the academic calendar at the university overlap to a great extent, so this situation negatively affected the academic process and caused failure". In the results of the research conducted by Uğurlu, Usta and Şimşek (2015) on the phenomenon of absenteeism and its causes, it was reported that faculty members also saw absenteeism as a reason for failure. In Sarı's (2002) study, it was argued that the most important problem that athlete students face in their academic lives due to training, camps and competitions is the negative impact on their course success. Koçer (2015) reported that there was a failure situation arising from the fact that athlete students

spent the energy that the individual should spend on sports or academic careers on both, and in this case, the same efficiency could not be obtained from both fields.

Another consequence of absenteeism for athlete students was the lack of understanding of the course content. Absenteeism from the beginning of the semester to the courses taught by lecturers with a certain curriculum causes the subjects of that course not to be understood by the students. The result of Korkmaz's (2006) research revealed that students' learning would be possible with active participation in the lessons. In Özgen's (2011) research, it was stated that when students did not participate in practical training, they did not fully understand the subject and "perception problems" emerged. The analyses of this study also revealed that the reason for not understanding the course subjects was absenteeism. Moreover, it was observed that another factor triggering absenteeism was economic reasons. The results of Belloc, Maruotti, and Petrella's (2010) study showed that financial difficulties were shown as a reason for absenteeism for athletes. Professional athletes, who have to earn money, have a direct impact on the decision of not attending school by complying with the conditions of the club they are affiliated with in order not to lose income.

When the sub-themes under the theme of academic effects were analysed as a whole, it was seen that the problematic issues in a chain relationship triggered each other. At this point, the problem of absenteeism arose when student athletes could not attend classes due to training or competitions. The inability to understand the course content, which was directly affected by absenteeism, was another problem that emerged. The inability to understand the course content caused academic failure. The negative opinion used by academics towards students who do not attend classes was among the prominent problems. It can be seen that academic failure can lead the student to repeat the course or class, even drop out of school, and ultimately lead to a process that leads to the deprivation of an academic career. Uslu (2022) reported that athletes who cannot create an academic and sportive balance, who cannot adequately fulfill their duties in these two areas, who are weak in managing the process, and who maintain activities specific to these areas such as participation in training programmes, competitions and classes, compensation programmes and homework obligations with external motivations, faced more complex and accumulated problems in terms of mind.

Under the theme of physical problems, the sub-themes of skill loss, weight gain and irregular diet were found. Considering the results of this study, it was observed that the participants who encountered these problems were mostly those who had to disrupt their training by taking into account the official leave period. While regular physical exercise has many physical benefits (A.P.A, 2013; Baquet et al. 2001; Çakır, 2021; Kurt et al. 2009; Veale, 1995), irregular training of athlete students who have to train within a certain programme causes many physical regressions, especially loss of skills (Barber, 1994; Kaya, 1999). Therefore, student athletes have to do regular exercise with adjusted intensity, frequency and duration to reach the appropriate point physically (Korkmaz & Aslan, 2021). The reason for the problem experienced by the athletes at this point can be considered as not being able to participate in training regularly. The other sub-themes that the participants considered as a problem with a high frequency under the theme of physical effects were weight gain and irregular diet. Irregular training can be among the factors that occur due to irregular nutrition and lead to weight gain (Işık et al. 2013). For student athletes, weight gain, irregular diet and loss of skills can be seen as important factors that negatively affect professional sports life.

Under the theme of psychological problems, the sub-themes of feeling sadness, feeling down and stress were found. Stress, which was thought to be caused by the fact that the participants

had to manage both the school and the sports club to which they were affiliated, was among the sub-themes reported by the participants with a high frequency. Altungül (2006) stated that stress would harm athletes' self-confidence, physical energy, gains and achievements. Ayverdi (2005) explained the feeling of loser, which emerged as a result of the pressure felt by the student athlete against the school when he/she was absent and against his/her club when he/she did not go to training, as "the feeling of shame arising from falling into a defective situation or seeing himself/herself as such". Balancing different areas of life has become a more difficult responsibility for student athletes in higher education than their non-athlete peers (Britse & Varga Karlsson, 2017). According to the analysis results of this study, it was observed that the participants associated the process in which they were involved with stress, feeling of down and sad in order to carry out both their academic and sportive life in a healthy way. At this point, it can be seen that the participants fall into the situation of "the employee who cannot fully fulfill the requirements of his/her job due to personal problems, rules or other reasons, despite being in the organisation" (Oruç, 2015),

Compared to their peers, student athletes face more complex problems, conflicting situations and intense stress because they have to reconcile their tasks in two domains on a regular basis (Wilson & Pritchard, 2005). Research has shown that academic and sporting demands and stress in the lives of student athletes are related and that these factors negatively affect the mental health and well-being of young people (Rens et al., 2016; Slingerland et al., 2018). In another study conducted on student athletes, anxiety and depression were found to be among the important mental health problems identified in higher education (Edwards, 2018), which revealed the extent of psychological effects in the context of the research topic.

Under the theme of social impacts, the sub-themes of demanding to be managed, team adaptation problems and irregular life were reached. Demanding to be managed refers to the situation of constantly asking for permission from the instructor of the school courses that the participants are absent from and the club officials to which they are affiliated. Not being able to participate in training regularly due to school lessons also negatively affects the athlete's harmony with teammates. In the study conducted by Bayram et al. (2016), it was reported that "when the camp durations of national athlete students in national teams were examined, 24.5% of them were in camp for 1-2 months, 34.4% for 5-6 months, and 8.6% for 7-8 months". When the school attendance times of national athlete students were analysed, it was found that 45% of them were at school during national team camp breaks, 38.4% were at school only during exam times, and 16.6% were at school when the coach gave permission. Lavallee and Wylleman's (2000) study revealed that "in sports branches that require high performance, making a choice between reaching the highest level of athletic performance and education created a high pressure on athletes". Semiz (2018) also found that student athletes who concentrate on one of sports or education encounter problems in the other. These results demonstrate the dilemma experienced by student athletes while carrying out two areas of duty and responsibility.

"Absenteeism from training", which is the sub-theme that emerged with the highest frequency under the theme of sportive effects, refers to the fact that the participants do not go to training to attend school. This negative situation was one of the views that some of the participants put forward as a reason for starting professional sports late and even leaving professional sports. In the study conducted by Nemutlu (1998), it was reported that sports students were worried about not being able to enter the university due to academic failure and the difficulties in obtaining a profession, and therefore, they may show attitudes such as not starting sports and abandoning sports. Özcanoğlu (1993), on the other hand, revealed a study that athletes avoid participating

in sportive activities due to the negative effects on their academic achievement. In a similar study, Canal (2008) reported that athletes had to take a break from sports due to insufficient time for academic activities and absenteeism from school lessons. The results of the analysis of this study show that the participants' attitudes of not being able to participate in training, starting professional sports late and even leaving professional sports lead them to negative processes such as disbelief in their sporting career, distrust of the management and coach of the club they are affiliated with, not being preferred in the team and not being able to transfer. The research of Bozyiğit et al. (2022) also revealed that "national athletes participants face difficulties especially in career planning due to reasons such as time and exhaustion. In Lavallee's (2006) study, it was reported that elite athletes who prioritise a sporting career may experience demotivation towards other career options. This simultaneous development process, which was expressed with the concept of "dual career" in the literature, was defined by Drucker (2004) not as abandoning an existing career and switching to a different career, but as continuing the second career in a coordinated manner. Şimşek and Öge (2014) have emphasised that instead of spending all their energy in a single field, those who want to rise in a dual career should make a superior effort and distribute their power to two different fields, which will negatively affect their success. Urhan and Fişne (2022) have stated that sports students who want to pursue a career in education and sports will face many problems throughout their lives and that these students will constantly face the dilemma of disrupting school due to sports and sports due to school. Moreover, sports students who cannot attend training regularly are not preferred by their trainers for competitions, and this situation prevents them from making new contracts with their clubs and creates sporting career problems such as the transfer of the athlete to higher leagues.

"Conflict in sportive and academic decision-making" was identified as the sub-theme that emerged with the highest frequency under the theme of familial influences. Families generally have the attitude of guiding, directing and managing the academic and social lives of their children of whom they are the parents. Canal (2008) and Pehlivan (2011) revealed that family problems were an important problem area for athlete students throughout their sporting careers. Bülbül (2012) emphasised that families had a significant effect on the department chosen by their children, and Kotan (2007) emphasised that some families put pressure on their children to quit sports. In the study of Alvurdu and Şenel (2010), it was reported that families did not want their children to play football due to factors such as the concern of not being able to win the university exams, the desire to have a different profession and the concern about health problems. These effects can also be seen in the analyses of this study, and it was observed that families experienced a conflict between the concern of academic failure and the option of their children to continue professional sports. Some of the participants did not meet the family expectations. At this point, it was determined that the expectations of the families who supported their children in their choice of professional sports or academic career options were not met in these decisions. The study of Sorkkila, Aunola, and Ryba (2017) revealed that the success expectations of athlete families and the career process can lead to burnout syndrome and even to quitting sports or school.

Loss of income and difficulty in finding a new job are the sub-themes that emerged under the theme of economic effects. The income obtained by professional athletes showed that they were highly motivated by their clubs and that they left their academic lives in the background. Durusoy (2018) stated that continuing a sportive and academic career at the same time was an advantage and that the negative situations caused by job loss were minimised. The results of the analysis of this study showed that student athletes prefer to pursue a sporting career due to the fact that they earn money from sports and cannot earn an academic income yet.

CONCLUSIONS

It was determined that student athletes face various difficulties while pursuing a sportive and academic career together. It was seen that the duration of the right of absence granted to students in formal education was the main factor that caused these difficulties. In general, the obligation to continue higher education at a rate of 70% and the obligation of athlete students to participate in training, camps or competitions in the same process were identified as two conflicting situations. In the face of this dilemma, it was determined that the athlete students mostly preferred the sporting career and put academic success and career in the second plan, and a significant number of them abandoned their sporting career for academic success and career.

Academic problems emerged as the most important problem faced by student athletes who want to carry out both fields at the same time. The fact that student athletes have to be present in training, camps and competitions has led to absenteeism from school and absenteeism from sportive activities during the time they have to be officially present at school. While absenteeism from school causes the course content to be incomprehensible for athlete students, as a result of this, course repetition and academic failure result. At the same time, it is among the results that the majority of academicians categorise student athletes as ordinary absent students and show attitudes accordingly. It was concluded that student athletes who experienced these negative processes avoided academic career planning and left sports for education or education for sports.

It was observed that the loss of branch-specific skills occurred due to irregular diet and weight gain in student athletes who could not continue training for education. It was concluded that student athletes who could not meet the requirements in two areas encountered psychological negativities such as sadness, feeling down and stress. At the same time, it was determined that student athletes demanded to be managed by their coaches for training and academicians for training, and faced adaptation problems in the team and school where they were studying. It was concluded that the inability to meet the requirements in two areas efficiently causes the student athlete to lose the trust of the coach, not to be preferred in the team and to face transfer problems in the long term.

The issue of preferring one of the fields of education or sports is the most important conflict between athlete students and their families at this point. It can be seen that families are worried about the future of their children in terms of sports careers, so they attach more importance to their educational careers. Moreover, academic failure and failure in the sportive career, which occur when the student athlete tries to manage both fields, show that they are contrary to the expectations of their families.

The decrease in the income obtained from the club to which the student athlete is affiliated due to absenteeism negatively affects them economically. At this point, since the student athlete cannot find the time to deal with another job, he/she prefers to be absent from school to avoid loss of income.

SUGGESTIONS

1. Providing Academic Support
Flexible class schedules and distance learning opportunities should be offered for student athletes with dual careers.

Educational institutions can offer flexibility in class times to allow athletes to manage their intensive training and competition schedules. Distance education options and online course materials can help students to continue their education without falling behind.

Additional educational activities can be organised for student athletes to compensate for course content during absences due to training, camps or competitions.

Educational institutions and sports federations can develop policies to meet the needs of student athletes.

By cooperating with sports federations, families and sponsors, educational institutions can help student athletes to overcome the challenges they face. These collaborations can lead to more effective use of resources and better coordination of services.

2. Establishing Physical Support Mechanisms

Physical therapist and sports physician support should be provided to reduce the health and fatigue risks of student athletes.

Universities can offer regular health check-ups and physical therapy services for athletes. Moreover, training programmes can be personalised taking into account the physical capacities of students.

3. Psychological Counselling and Support Services

Psychological counselling services should be provided to reduce the stress and anxiety levels of student athletes.

Educational institutions can provide special psychological counselling services for student athletes. These services can support students in stress management, time management and motivation.

Feedback mechanisms can be established to continuously monitor the experiences and needs of student athletes. These mechanisms can be used to evaluate the effectiveness of the services provided and make necessary improvements.

4. Strengthening Social Support Systems

Social activities and support groups should be established to prevent social isolation of student athletes.

Universities can organise social events and support groups for student athletes. These groups can help student athletes share their experiences with each other and strengthen their social bonds.

5. Supporting Family Relations

Information and counselling services should be provided for families to support student athletes.

Educational institutions can organise information meetings and guidance services for the families of student athletes. These services can help families better understand and support their children's education and sports life.

6. Providing Economic Support

Scholarship and sponsorship opportunities for sports students should be increased.

Universities and sports federations can develop scholarship programmes and sponsorship agreements for student athletes. These programmes can relieve the financial burden of students and enable them to focus more on their education and sports activities.

Universities can allocate the necessary resources to support student athletes. These resources can be used for counselling services, health services and scholarship programmes.

REFERENCES

Adıgüzel, A., & Karadaş, H. (2013). Ortaöğretim öğrencilerinin okula ilişkin tutumlarının devamsızlık ve okul başarıları arasındaki ilişki. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, *10*(1), 49-67.

Akaslan, D. (2017). Yükseköğretimde okul başarısını etkileyen faktörlerin incelenmesi. *Researcher; Social Science Studies*, *5*(4), 224-241.

Aküzüm, C., Yavaş, T., Tan, Ç., & Uçar, M. B. (2015). İlköğretim kurumu öğrencilerinin devamsızlık ve okul terki nedenleri. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, *8*(2), 167-192.

Allen, J., Robbins, S. B., Casillas, A., & Oh, I. S. (2008). Third-year college retention and transfer: Effects of academic performance, motivation, and social connectedness. *Research in Higher Education*, *49*, 647-664.

Alvurdu, S., & Şenel, Ö. (2010). Lise eğitimi sürecindeki futbolcu öğrencilerin sorunları (Ankara İli Örneği). *Spormetre, Beden Eğitimi ve Spor Bilimleri Dergisi*, *8*(1), 17-28.

Andrietti, V., D'Addazio, R., & Velasco, C. (2008). Class attendance and academic performance among Spanish Economics students. *Economic Series*, *38*, 1-24.

Aydın, M. Z. (2010). Values education at school. *Education Overview* (Ankara), *6*(1), 16-19.

Ayverdi, İ. (2006). *Kubbealtı lugatı asırlar boyu târihi seyri içinde misalli büyük Türkçe sözlük*. Redaksiyon: Prof. Dr. Ahmet Topaloğlu. İstanbul: Kubbealtı Neşriyat.

Aquilina, D. (2013). A study of the relationship between elite athletes' educational development and sporting performance. International Journal of the History of Sport, *30*(4), 374-392. https://doi.org/10.1080/09523367.2013.765723

Baquet, G., Berthoin, S., Gerbeaux, M., & Van Praagh, E. (2001). High-intensity aerobic training during a 10 week one-hour physical education cycle: effects on physical fitness of adolescents aged 11 to 16. *International journal of sports medicine*, *22*(04), 295-300.

Bayram, L., Keskin, D. Ö. Y., Kabadayı, M., & Bostancı, Ö. (2016). Üniversitede eğitim gören milli sporcuların sorunlarının incelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, *1*(2), 75-84.

Belloc, F., Maruotti, A., & Petrella, L. (2010). University Drop-Out: An Italian Experience. *Higher Education*, 60 (2) 127-138.

Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Boston, MA: Allyn & Bacon.

Bozyiğit, E., Kılıç, S. K., Öncü, E., & Gürbüz, B. (2022). Sporcu öğrenci kariyer farkındalığı envanteri: Faktör yapısı ve demografik farklılıklar. *Spor Bilimleri Araştırmaları Dergisi*, *7*(2), 237-251.

Britse, J., & Varga Karlsson, A. (2017). Entering higher education: Dual career transition experiences of Swedish student-athletes. *Psykologi inriktning idrott och motion* (61-90)

Bülbül, T. (2012). Yükseköğretimde okul terki: Nedenler ve çözümler. *Eğitim ve Bilim*, *37*(166).

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*, Ankara- Pegem Akademi Yayıncılık. 25.b., 121-126.

Çağlayan, B. (2019). *Türkiye olimpik hazırlık merkezlerindeki sporcuların gelecek kaygıları ile bireysel kariyer planlamalarının incelenmesi*, (Yayınlanmamış Yüksek Lisans Tezi). Kırıkkale Üniversitesi, Sağlık Bilimleri Enstitüsü, Kırıkkale.

Çakır, Z., & Erbaş, Ü. (2021). Spor bilimlerinde okuyan öğrencilerin sporcu uyku davranış tutumlarının bazı değişkenler açısından incelenmesi. *Uluslararası Güncel Eğitim Araştırmaları Dergisi*, *7*(2), 593-604.

Canal, E. (2008). *Spor liselerindeki öğrencilerin problemleri ve beklentilerinin belirlenmesi* (Yayımlanmamış Yüksek Lisans Tezi). Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Cosh, S., & Tully, P. J. (2015). Stressors, coping, and support mechanisms for student athletes combining elite sport and tertiary education: Implications for practice. *The Sport Psychologist*, *29*(2), 120-133.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). SAGE Publications.

Durusoy, M., & Apaydın, Ç. (2019). Öğretim elemanlarının kariyerde durgunluk kaynaklarına ilişkin görüşleri. *Yükseköğretim Dergisi*, *9*(3), 330-343.

Glesne C. (2020). Çev. (Ed.) Ersoy A. Yalcınoğlu P. *Introduction to qualitative research,* Memoir Publishing (Ankara). Ed.6:

Işık, E., Kanbay, Y., Aslan, Ö., Işık, K., & Çınar, S. (2013). Aile hekimliği birimine başvuran bireylerde obezite sıklığı ve ilişkili etmenler: Artvin ili örneği, *F.N. Hem. Dergisi, 21*(2),107-115.

Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research* (Vol. 1). Sage.

Koçer, C. (2015). *Kariyer yönetimi-iş stresi ilişkisi ve imalat sektöründe bir araştırma* (Yayınlanmamış Yüksek Lisans Tezi). Eskişehir Osmangazi Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir.

Korkmaz, İ. (2006). Öğrenci merkezli ders uygulamalarına ilişkin öğrenci görüşleri. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (17), 393-402.

Korkmaz, S., & Aslan C. S. (2021). Düzenli antrenman yapan ve yapmayan spor bilimleri fakültesi öğrencilerinin seçilmiş fiziksel ve motorik özelliklerinin karşılaştırılması. *Journal of International Social Research*, *14*(76).

Kotan, Ç. (2007). *İlköğretim okullarında okuyan sporcu öğrencilerin spor yapmalarında okul ve aile faktörünün etkisi (Sakarya İli Örneği)* (Yüksek Lisans Tezi). Sakarya Universitesi, Sosyal Bilimler Enstitüsü, Sakarya.

Kurt, İ., Dönmez, B., Kurt, M.K., & Akdenk, M., (2009). The effect of quick power training to 30 meters and 60 meters' sprint speed in the age group of 15-18 years, *J. Sports Sci. & Med,* 8(Supp.11), 228-229.

Lavallee, D. (2006). Career awareness, career planning, and career transition needs among sports coaches. *Journal of Career Development*, *33*(1), 66-79.

Lavallee, D., & Wylleman, P. (2000). *Career transitions in sport: International perspectives*. Fitness Information Technology.

Lincoln, Y.S, & Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA; Sage.

Merrıam, S. B. (2018). *Nitel araştırma: Desen ve uygulama için bir rehber* (Çev. S. Turan). Ankara: Nobel Akademik Yayıncılık.

Nayir, K. F. (2016). Pedagojik formasyon öğrencilerinin Türk eğitim sistemi'nde yaşanan sorunlara ilişkin farkındalıklarının incelenmesi. *Pegem Atıf İndeksi*, 775-790.

Nemutlu, D. (1998). Education problems of youth. *Çukurova University Journal of Education Faculty*, *2*(17), 165-175.

Özcanoğlu A. B. (1993). *Ortaöğretimde okul spor faaliyetlerine katılımın öğrencilerin akademik başarıları üzerindeki etkileri*. (Yüksek Lisans Tezi). Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Ankara.

Özgen, N. (2011). Fiziki coğrafya dersi öğretim metoduna farklı bir yaklaşım: gezi-gözlem destekli öğretim. *Marmara Coğrafya Dergisi*, (23), 373-388.

Patton, M.Q. (2002). *Chialitative research and evaluation methods* (3rd ed.) Thousand Oaks, CA: Sage.

Pehlivan, Z. (2011). Absenteeism at state high schools and related school management policies in Turkey (Ankara Case). *Procedia-Social and Behavioral Sciences*, *15*, 3121-3126.

Rose, P., Beeby, J., & Parker, D. (1995). Academic rigour in the lived experience of researchers using phenomenological methods in nursing. *Journal of Advanced Nursing, 21*(6), 1123-1129.

Sarı F. (2002). *Orta öğretim kurumlarında sportif faaliyetlere katılan öğrencilerin katılım amaçları ve karşılaştıkları problemlerin tespitine yönelik durum analizi*. (Yüksek Lisans Tezi), Gazi Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara. S. 75, 82.

Sarıbaş, S., & Babadağ, G. (2015). Temel eğitimin temel sorunları, *Anadolu Eğitim Liderliği ve Öğretim Dergisi*, *3*(1), 18-34.

Semiz K. (2018). Does sports and school run together? A needs analysis of university student-athletes. *Beden Eğitimi ve Spor Araştırmaları Dergisi*, *10*(2), 123-133.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63-75.

Şimşek, M. Ş., & Öge, H. S. (2014). *İnsan kaynakları yönetimi (6. b)*. Konya: Eğitim Yayınevi.

Thornton, M., Darmody, M., & McCoy, S. (2013). Persistent absenteeism among Irish primary school pupils. *Educational Review*, *65*(4), 488-501.

Uğurlu, C. T., Gonca Usta, H., & Salih Şimşek, A. (2015). Yükseköğretimde devamsızlık olgusu ve nedenlerine ilişkin öğretim üyeleri ve üniversite öğrencilerinin görüşleri. *Electronic Turkish Studies*, *10*(3).

Uğurlu, C. T., Usta, H.G., & Şimşek, S. A. (2018). Üniversite öğrencilerinin devamsızlık eğilimleri: lojistik yordayıcılık. *Kastamonu Eğitim Dergisi*, *26*(2), 345-354.

Urhan, Ş., & Fişne, M. (2022). Çift kariyer yapan milli sporcu öğrencilerin yaşadıkları problemlerin incelenmesi. *Sivas Cumhuriyet Üniversitesi Spor Bilimleri Dergisi*, *3*(3), 59-67.

Uslu, T. (2022). Sporda eş zamanlı (paralel) ve çift (dual) kariyer sorunu: beliren yetişkinlik dönemindeki öğrenci sporcuların okul-iş-yaşam arabağlamına yönelik görüşler. *Fenerbahçe Üniversitesi Spor Bilimleri Dergisi*, *2*(1), 36-54.

Van Rens, F.E., Borkoles, E., Farrow, D., Curran, T., & Polman, R.C.J. (2016). development and initial validation of the role strain questionnaire for junior athletes (Rsq-Ja). *Psychology Of Sport and Exercise*, *24*, 168-178.

Van Slingerland, K.J., Durand-Bush, N., & Rathwell, S. (2018). Levels and prevalence of mental health functioning in canadian university student-athletes. *Canadian Journal of Higher Education*, *48*(2), 149-168.

Veale, D. (1995). Does primary exercise dependence really exist. *Exercise addiction: Motivation for participation in sport and exercise*, 1-5.

Wilson, G., & Pritchard, M. (2005). Comparing sources of stress in college student athletes and non-athletes. athletic insight: *The Online Journal of Sport Psychology*, *7*(1), 1-8.

Wolcott, H.F. (2005). *The art offieldzvork* (2nd ed). Walnut Creek, CA: AltaMira Press.

Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11. bs.). Ankara: Seçkin Yayıncılık.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde araştırma yöntemleri*. (9. Genişletilmiş Baskı). Ankara: Seçkin Yayıncılık, 80-81.

Yılmaz, K., & Altınkurt, Y. (2011). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşleri. *Uluslararası İnsan Bilimleri Dergisi*, *8*(1), 942-973.

Yüksel, S. (2002). Yükseköğretimde eğitim-öğretim faaliyetleri ve örtük program. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, *15*(1), 361-370.

Ethics committee permission: Before starting this study, ethics committee permission was obtained from the Ethics Committee of Sakarya University of Applied Sciences with the decision dated 29.04.2022 and numbered -E.45916.