International Journal of Sport Culture and Science
March 2020 : 9(1)
ISSN : 2148-1148
Doi : 10.14486/IntJSCS.2021.622

Adaptation of Dual Career Scale to Turkish in the Elite Athletes

Ceren YAMAN YILMAZ[1]
[1] Ankara Hacı Bayram Veli Üniversitesi, Ankara, Türkiye
https://orcid.org/0000-0002-6922-0664
Email: ceren.yaman@hbv.edu.tr

Type: Research Article (Received:04.12.2020– Accepted: 21.12.2020)

Abstract

This study aims to make the adaptation of Dual Career Scale to the Turkish in the Elite Athletes and to examine the dual career phenomenon by considering the views of international students- athletes. "Dual Career Scale in the Elite Athletes" is a valid, reliable and suitable for measurement tool in terms of dual career planning of athletes. 111 student-athletes have participated in this study consist of taekwondo, karate, volleyball, basketball, kickboxing, weightlifting, fencing, rugby, shooting, ice hockey, muaythai, bocce, judo, darts, handball, wrestling, table tennis, athleticism and wushu branches, 51 of them are woman (45,9), while 60 of them are man (54,1). Total 30 questions have been asked to the participants and these questions cover the demographic information (1-7), sports and university participation (8-12), the familiarities of student-athletes to dual career policies, programs, initiatives, ability to use the documents and dual career support at the personal, sports and academic levels (13-21). The student-athletes have stated that they suffered from long-term absenteeism to university courses (64,9%), missing the university courses due to training periods (60,4%), limited leisure time (59,5%) and overload due to double responsibility (46,8%) while they continue their dual careers. In addition to this, the participants have expressed that they were not familiar to the policies, programs or measures supporting the dual career process (61,3%) and that they were not aware of the dual career policies or initiatives (70,3%), and the existence of dual career policy documents (65,8%). Their responses have been collected through electronic communication tools and processed in SPSS v.25 package program.

Keywords: Dual Career, Elite Athlete, Scale Adaptation

Introduction

Individuals are obliged to make important and critical decisions during the time period when they live. One of these critical decisions is about the career choices of individuals (Ivancevich, 2004). Career emerges as a concept which continues to protect its importance increasingly both within the scope of businesses and individuals. It is stated that it is very important in terms of career planning for individuals receiving education at universities to have short and long-term goals for their future, to make discoveries about their careers during their education, to make a career route and to progress in this direction (Orhan, 2016; Pala, 2016). Based upon the findings in the literature, it can be seen how career concept occupies an important place in people's daily life.

Career is defined as a process that includes the works performed by the individuals during their studies and all activities regarding the developments, they have achieved in their business life. (Güney, 2015). At the same time, this concept is also expressed as the efforts that an individual exhibits to promote from the lower level to the higher levels in field of study chosen by him/her and to gain high wages, responsibility, place and appreciation in this process (Şimşek et al., 2007). It is stated that career satisfaction also increases as long as the status increases in working life (Karakullukçu, 2018).

In other words, career consists of the attitudes and behaviours perceived by people about the experience that they have gained during their life. Career covers not only working life, but also it covers the roles outside of working life (Şimşek, 2007).

While only individuals give importance to career in the past, in the recent times organizations have begun to think people-oriented and to develop strategies related to the career (Mathis & Jackson, 1997). Only individuals, who can improve themselves and make their career planning in their business life, can be successful (Fenwick & De Cieri, 2004).

Career planning is a preparation process of individuals serving at different levels in the business to succeed at the specified purposes or process of using of their individual abilities in the future" (Mucuk, 2013).

When the career planning is handled from a different viewpoint, it is a process that enables the individual to determine his / her professional goals and to reach these goals by means of choosing the most convenient route (Özgen & Yalçın, 2010).

Stambulova et al. (2009) has defined the sports career as a long-term sports activity that is voluntarily preferred by the individual and that aims to reach the highest level of personal success in sportive performance in one or more sports branches.

As regards to career planning in sports, it is a problem-solving and decision-making process that aims to establish the most convenient connection between the values and needs of athletes and their sports experiences and opportunities (Bingöl, 2011).

Various career problems arising from the individual or occurrence of organizational management or undesirable situations are encountered due to the expanding organizational structure and the system malfunctions consisting of reasons such as competitive enterprises and decrease of level of control as a result of globalization and developing technologies (Kol,

2011). One of the special problems encountered in the career field is the dual career concept (Aydın, 2007). Dual career is defined that an individual has more than one expertise and receives education and gains experience in different fields (Bayraktaroğlu, 2008). Although having dual career is considered as a way in order for the individual to receive education in more than one field and to gain experience and to reach his/her goal, it is a more logical action for an individual to concentrate on one of his/her professional fields in terms of his/her success in the business life. For decision making at this stage, the fact that the individual focuses on the field with which individual is interested very much in accordance with his / her goals will make it easier to reach the targeted career by increasing his/her work satisfaction and motivation (Aytaç, 2005).

Normally, the student, who has a sports background before he starts university education, tries to continue his/her sports career coming from the past throughout his/her school life. Accordingly, most of the students receiving education in the field of sports sciences are also athletes. Because athletic students are very much interested in sports, whether they continue their active sports life or not, they make application and work for jobs related to their branch or sports field to which they show interest in order to earn money even during their student years. It is known that students in this situation attend short-term certificate and document (coaching, being a trainer, refereeing, life coaching, etc.) programs before they finish their university education. It is an undeniable fact that the education received at the university and the diploma obtained after graduation are much more valuable than the programs and documents received to get a start in the business life in a short time (Bozyiğit & Gökbaraz, 2020).

When the literature is reviewed, it is observed that there are very few studies about the career planning of athletes. At this point, Giancarlo Condello et al. (2019) have developed a valid, reliable and suitable for purpose dual career scale towards dual career planning of elite athletes (Condello et al., 2019).

Within the scope of this research, it has been aimed to carry out Turkish Adaptation of Dual Career Scale in the Elite Athletes developed by Giancarlo Condello et al. (2019) and to perform its validity and reliability study.

Material and Method

This research aims to make Turkish adaptation of dual career scale in the elite athletes and to ensure its equivalence in terms of language and structure. In the scale adaptation process of the research, the English form, which is the original language of the scale, and Turkish form, which was adapted and controlled by field experts, has been applied to a study group consisting of 111 people to ensure the validity of language. By taking the parametric test assumption into the consideration, minimum sample size has been aimed to be at least 90 in the calculation of the correlation between two forms to ensure the validity of language (Köklü et al., 2007). In this context, thanks to the sampling method, which can be found easily, the application has been made on the participants who were volunteers and had the command of both languages.

Dual Career Scale in the Elite Athletes: Within the scope of the research, "Dual Career Scale in the Elite Athletes" has been used to evaluate dual career plans for students and athletes who are interested in sports.

Total 30 questions consisting of single or open-ended questions have been asked to the students and athletes participating in the research. These questions cover the following issues;
• Demographic characteristics which include the information about the branch, age, gender, educational background, professional field and previous sports experience (S1-7),
• Time spent for sports participation and transportation from home to the training area, time spent for transportation from the education and education place to the training area, sports and university participation which includes the problems encountered while performing the education and sports life together (S8-12),
• Familiarity and awareness of student and athletes about dual career policies, programs, initiatives and the availability of documents in their country and existing possible sources of information (Q13-21),
• Dual career support that athletes receive in person, sports and academic levels (S21-30)

In addition, it has been enable the participants to provide more detailed information about their responses to questions asked regarding their previous sports experience, the problems emerging in combining of sports and education, dual career policies, possible sources of information for programs and initiatives, bodies responsible for dual career and monitoring systems, dual career support and anticipated improvements at the corporate and personal levels.

Participants have been reached via social media, and they have been allowed to answer questions online and voluntarily. The athletes have been informed that they could withdraw from this study at any time without showing any reason.

Sport typology is categorized as individual in the form of (for example, karate, kickboxing, weightlifting, shooting, muaythai, bocce, athletics, fencing, judo, darts, table tennis, taekwondo, wrestling and wushu) and as team sports in the form of (for example, basketball, rugby, ice hockey, volleyball and handball) and as age in the form of 18-22, 23-27,> 27.

Department of the university is categorized as Social and Human Sciences (for example, business and management, communication, environmental sciences, human sciencesas , language-foreign languages, law, political-international sciences and psychological-pedagogical- social sciences) and as Physical Sciences and Engineering (for example, computer science, engineering and architecture, mathematics and physics) and as Life Sciences (for example, biomedical sciences, medicine and sports sciences) according to the European Research Council (2019).

Authors who developed the scale, original language of which is English, have been contacted by e-mail and permission has been requested them to carry out its Turkish adaptation. After the permission was obtained, the scale has been translated into Turkish by three experts who were familiar with the language of the scale developed in English and who are interested in the field of the developed scale. The translations made by the experts have been brought together and transformed into a single form, after they were evaluated in terms of their suitability to Turkish culture, the opinions of Turkish language experts as well as experts in the field of measurement and evaluation have been taken. Following the last changes, the final form of the scale, which was adapted to Turkish, has been translated into the original language by three other language experts, other than the experts who had the command of English language who were first determined. The translation made has been compared with

the original scale, which was made into a single form, and its consistency has been examined in terms of language. It has been reached the conclusion that there was no incoherency between the articles of scale in the original language and the articles of the scale which was translated back from Turkish to English (Hambleton et al., 2004).

While the application was carried out by the researcher himself/herself, it has been collected through electronic communication tools. In the application form, the participants have been given information about the purpose and importance of the research, the measurement tool used in the research has been introduced, and those who accepted to participate in the study on a voluntary basis have been included in the scope of the study.

This study has obtained approval from the Ethics Committee of Gazi University Assessment and Evaluation Ethics Sub-Working Group pursuant to the meeting dated 06.06.2020 and numbered 06 and the decision with 2020-355 research code.

At the analysis stage, the statistical significance level has been selected as $p < 0.05$ for all calculations and the data have been processed in the Statistical Package for the Social Science (SPSS) v.25. Single answer system (for example, 1,2,3,4,5,6,17,24,25) has been implemented in some of the questions asked to the participants, while multi-answer system has been implemented (for example; 7,12,18,19,20,21,22, 23,26,27,28,29,30) in other some questions. It has been allowed the participants to process their own values in the questions asked in the context of the sports and university participation and in the analysis phase, 3 classes (<11, 11-20 and 20 <hours) for questions 8 and 10, and 4 classes for questions 9 and 11 (<30, 31- 60, 61-90 and 90 <minutes) have been established.

A two-sided approach method has been used for inferential statistics. Firstly, Kolmogorov-Smirnov test has been applied to determine the normality of data distribution for the data obtained from questions 8-12. By taking into the consideration that data have not been normally distributed, paired comparisons for sports typology (e.g. individual and team sports) and department of university (e.g. social and human sciences, physical sciences and engineering and life sciences) and for sports and university attendance (weekly hours) and for the time required to travel from home and university to the training facility (in minutes in each direction) have been performed via Kruskall Wallis.

Cohen's effect (d) coefficient has been calculated for the differences observed in the parametric statistical analysis by taking into account insignificant (≤0.2), small (0.3-0.6), medium (0.7-1.2), and large (1.2 <) information (Cohen, 2013).

Findings

The findings belonging to the study are presented under four headings.

Question 1-7: Demographic information

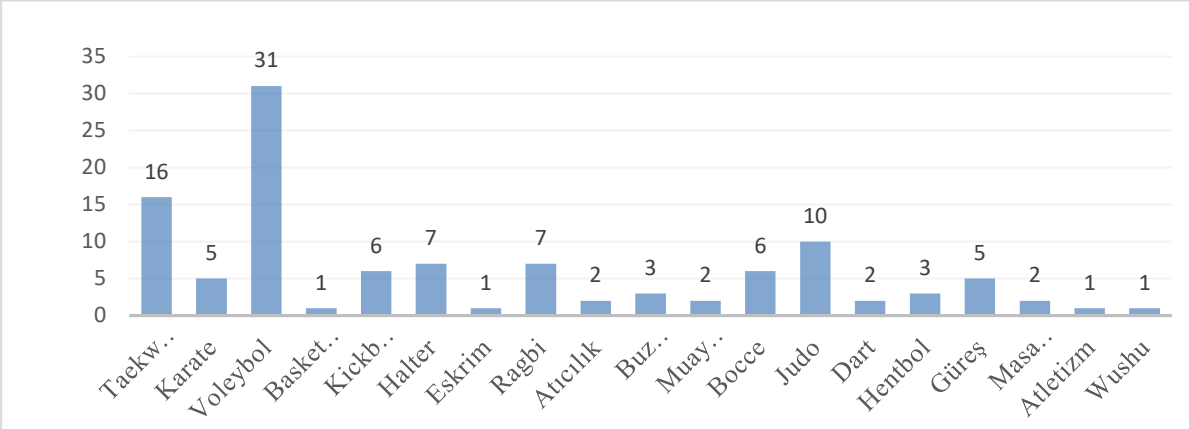
111 athletes take place in the research. 45,9% (n = 51) of the athletes participating in the research are women and 54,1% (n = 60) of them are men. When Graphic 1 is examined, it is seen that the athletes participating in the research engage in 19 different branches. These branches consist of karate, volleyball, basketball, kickboxing, weightlifting, fencing, rugby, shooting, ice hockey, muaythai, bocce, judo, darts, handball, wrestling, table tennis, athletics

and wushu. Volleyball is the most preferred branch with 27.9%, while taekwondo takes place on the second rank with 14.4% and judo takes place on the third rank with 9%.

While 59,5% (n = 66) of the athletes participating in the research are interested in team sports, 40,5% of them are interested in individual sports (n = 45).

While 61.3% (n = 70) of the athletes participates in an international competition for the first time, 36.9% (n = 41) of them takes place in an international competition before. There are single and multi-participants in international competitions from among these athletes. It has been stated by athletes that while 1.8% of them have participated in the Olympic Games, 17.1% of them have participated in the World Championships, 90.9% of them have participated in the World Cups, 94.5% of them have participated in the World University Championships and all the participants n = 111 have participated in other international competitions.

Graphic 1. Distribution of the participants according to their branches

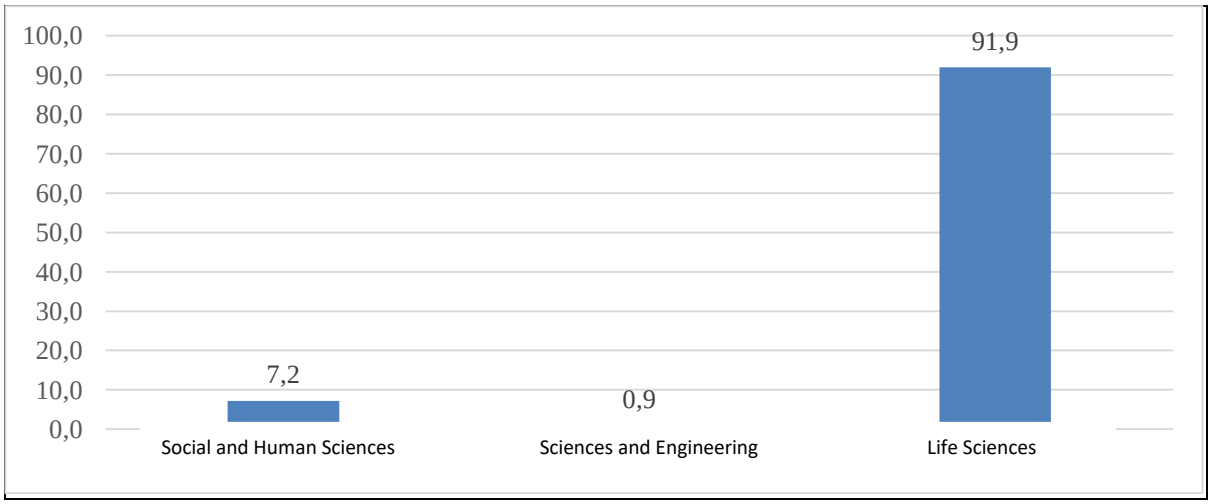


When distribution of the participants according to the age is examined; It has been determined that 40,5% of them (n = 45) were between 18-22 years old, 31,5% (n = 35) were between 23-27 years old, and 27,9% (n = 31) were above 27 years old.

When the education status of the participants shown in Graphic 2 is examined; It has been determined that 86,5% (n = 96) of the student-athletes had a bachelor's degree, 9% (n = 10) of them had a master's degree and 4,5% (n = 5) of them had a doctorate degree.

When the graduation status of the participants is examined; It has been determined that 7,2% of them (n = 8) graduated from social and human sciences, 0,9% of them (n = 1) graduated from science and engineering field and 91,9% of them (n = 102) graduated from life sciences.

Graphic 2. Distribution of the participants according to the department of the university



Question 8-12: Sports and university participation

It has been determined by the Kolmogorow-Simirnov test that the data did not show normal distribution. Then, Kruskall Wallis test has been used for two-sided comparisons. In two-sided comparisons, while the independent variables have been determined as sports typology (e.g. individual and team sports) and university department (e.g. social and human sciences, physical sciences and engineering, and life sciences), dependent variables have been determined as sport and university participation (in hours per week) and the time required (in minutes for both) to transfer from home and from the university to the training place have been determined (in second for both of them).

It has been understood that sports typology (team / individual) did not have any significant effect on sports participation ($p = 0.193$, Cohen's $d = 0.25116$) and university participation ($p = 0.343$, Cohen's $d = 0.01628$). Similarly, sports typology has no effect on going from home to the training facility ($p = 0.901$, Cohen's $d = 0.011003$) and going from school to the training facility ($p = 0.629$, Cohen's $d = 0.008616$).

In addition to these, it has been observed that university area did not have any significant effect on sports participation ($p = 0.182$, Cohen's $d = 0.065996$) and university participation ($p = 0.528$, Cohen's $d = 0.019633$) and going from home to the training facility ($p = 0.870$, Cohen's $d = 0, 009258$) and going from school to the training facility ($p = 0.040$, Cohen's $d = 0.059115$).

When the results were examined, it has been determined that all participants experienced problems in the dual career process. Moreover, the majority of the participants have reported more than one problem. These problems may be listed like long-term absenteeism to university courses (64.9%), missing the university courses due to training periods (60.4%), limited leisure time (59.5%) and overload due to double responsibility (46.8%).In addition, it has been stated by participants that 35.1% of them suffered from extension of university graduation year, 33.3% of them suffered from less allocation of time for trainings due to their university education and 27.9% of them suffered from financial uncertainty.

36.9% of the participants have stated that they are actively interested elite sports requiring high performance less than 11 hours per week in the peak time of the season and 29,7% of them between 11-20 hours per week and 33,3% of them more than 20 hours per week.

70,3% of the student-athletes have stated that they participated in university studies less than 11 hours a week, 22,5% of them participated between 11-20 hours and 7,2% of them participated more than 20 hours per week.

In addition, 39,6% and 94.6% of the participants has expressed that they need less than 30 minutes to go from home to the training facility and from the university to the training facility respectively. On the other hand, 25,2% and 5,4% of the student- athletes need 91 minutes or more to go to the training facility from home and from the university to the training facility respectively.

Questions 13-21: Familiarities and awareness of student-athletes about dual career policies, programs, initiatives and availability of documents

When the results are examined, the majority of the participants has stated that they were not familiar with policies, programs or measures that facilitate the combination of elite sports and studies (61,3%) and that they were not aware of dual career policies or initiatives (70,3%), and that they did not have any information about availability of dual career policy documents (65,8%).

In general, the internet has been accepted as a possible source of information about the dual career by the participants (31,5%). Despite this, 57,7% of the student-athletes have stated that they did not have any information about access to the documents related to dual career. Some student-athletes also have marked more than one option (4,5%) and 6,3% of them has stated that there are other ways of obtaining information.

In general, student-athletes have predicted that the area of activity of dual career policies consists of university (34,2%), sports (28,8%), national (6,3%) and national-regional (30,6%) levels.

23,4% of the participants has expressed that there is more than one competent authority regarding dual career policies. In addition to this, 33,3% of the student-athletes have stated that sports / education institutes are competent authority regarding dual career policies and 13,5 % of them have stated that state agencies are competent authority and 7,2 % of them have stated that private organizations are competent authority.

The majority of the sample (55,9%) within the scope of the research has stated that they were not aware of the public authorities which are active in the dual career policies, and 17,1% of them has stated that this responsibility belongs to the public institutions at the national level.

40.5% of the student-athletes have stated that the dual career monitoring criteria is ignored, 50.5% of them stated that it is evaluated on the basis of athletic and academic success, 5.4% of them have stated that it is evaluated on the basis of only athletic success and 3.6% of them have stated that it is evaluated on the basis of only academic success.

Questions 22-30: Dual career support at personal, sports and academic levels

48,6% of the participants of this questionnaire have stated that people who manager together their school and sports life received support in the field of education, 46,8% of them has

stated that they received financial support, and 3,6% of them has stated that received the support in the form of allocation of sports facilities in or near the university.

46,8% of the student-athletes have predicted that there would be improvements in terms of educational flexibility, 41.4% of them predicted as financially and 38.7% of them predicted in terms of legal regulations.

Students-athletes, who are interested in elite sports and received higher education, have stated the ratio of elite athletes who manage sports and school life together as 5,4% (81-100%), 15,3% (61-80%), 20,7% (41- 60), 19,8% (21-40%), 32,4% (<20%) and 6,3% of them have expressed that that they had no idea in this subject.

While 30% of the participants did not report any information about the actual number of students-athletes benefiting from dual career support, the highest estimates were associated with <20% (36%) and 21-40% (22,5%) categories.

It has been reported that support at the sports level is mostly received in the fields of trainers / strength / conditioning / improvement (51,8%), sports facilities (36,4%) and physiotherapy (32,7%) and that support regarding the education is received in the subjects such as flexible school attendance (20,7%), restaurants offering healthy-fresh and well-prepared meals (15,3%) and flexible exam program (13.5%).

The support received in the field of education can be listed as flexible school attendance (20,7%), restaurants offering healthy-fresh and well-prepared meals (15.3%) and flexible exam program (13.5%).

Table 1. Frequency table regarding the sources of support in personal, sports and educational life of participants

Personal Support		**Support in Sports Life**		**Support in Education Life**	
Supporter	%	**Supporter**	%	**Supporter**	%
Parents	%60,4	Coach	%55,9	Professors / Faculty Members	%33,3
Siblings	%35,1	Sports Manager	%15,3	Administrative staff	%7,2
Friends	%46,8	Physician	%6,3	University Sports Authorities	%22,5
Teammates	%31,5	Sports Psychologist	%9,0	Other	%56,8
Classmates	%21,6	Other	%40,5		
Other	%37,8				

As regards to the sports and academic levels, 34,2% of the student-athletes have stated that they received more than one support in the field of education and 55,9% of them have stated that they received more than one support in the field of sports.

In general, the participants have stated that they received the most support from coaches (55.9%), professors / lecturers (33.3%) and parents (60.4%) in their personal, sports and educational lives.

Discussion and Results

When the literature is reviewed, Giancarlo Condello et al. (2019) have stated that the "Dual Career Scale in the Elite Athletes" was a valid, reliable and suitable scale for the dual career planning of athletes. Since there is no study in the literature to measure the dual career planning of athletes, Turkish adaptation study of the "Dual Career Scale in the Elite Athletes" has been carried out.

In this context, "Dual Career Scale in the Elite Athletes" has similarities and differences with the original scale study. One of the main differences is that the original study has been performed internationally and the results obtained have been interpreted on a continental basis. Another difference is that there is no significant relationship between the sports typology and university / sports participation and the time required to going from home / university to the training facility and between the university area and the university / sports participation and the time required to going from the home / university to the training facility in contrast to the original study. In addition to all these, the student-athletes participating in both studies have stated that they did not have information about the subject, documents and programs although they put the internet in the first place in accessing information about dual career. The majority of the participants who consider the scope of the dual career policy as universities in general have stated that they were not aware of the public authorities which are active in dual career policies. In both studies, most of the student-athletes, who expressed that they received the most support from their parents in their personal lives and from their instructors in their education life and from their coaches in their sports life, have stated that they faced with more than one problem in the dual career process and that the most common of these problems was long-term absenteeism in university courses. Because of the fact that this scale adaptation study is the first application in Turkey, it is believed that it will shed light on the studies to be done more extensively in the future. When the similarities determined were evaluated, it has been understood that that the scale adapted to Turkish was a valid and reliable measurement tool that would provide an evaluation towards the dual career plans of the participants. This measurement tool can be used to determine the dual career plans of students-athletes above 18 years old.

Most of the student athletes participating in the study compete both in international level competitions and they receive education at bachelor's degree, master's degree and doctoral degree levels in various departments. Therefore, each student-athlete's career plan for the future may be different. While these career plans are made, it is necessary to make international agreements in concern with dual career services in order to give information to stakeholders such as university staff, coaches and sports institutions with which student-athletes establish a close contact, and to ensure that student-athletes are informed about career rights, opportunities, policies and programs. Moreover, the sports organizations and policy makers must include this issue in their political agendas in order to strengthen the requirement of a minimum standard for dual career programs and services (Capranica et al., 2016). In addition, it is thought that if the opinions of these people, who wish to manage their education and sports life together, are taken into consideration, this situation can positively shape the direction of their dual career initiatives.

REFERENCES

Aydın, E. B. (2007). Career management, career planning, career development and coaching practices as a career development program in organizations. PhD Thesis, Pamukkale University, Institute of Social Sciences, Denizli.

Aytaç, S. (2005). Development of career management planning and problems in business life. Bursa: Ezgi.

Bayraktaroğlu, S. (2008). Human Resources Management. Adapazarı: Sakarya.

Bingöl, H. (2011). Determination of Career Planning Profiles of Turkish Athletes Ranking in Olympics. Master Thesis. Fırat University Institute of Health Sciences. Elazığ

Bozyiğit, E., Gökbaraz, N. (2020). Career Stress Determinants of the Students in Faculty of Sports Sciences, Journal of Computer and Educational Research, 8 (15),181-200.

Capranica, L., Guidotti, F. (2016). Qualifications/dual careers in sports: Research for Cult Committee of the European Parliament: Directorate-General for internal policies. Policy Department. Structural and cohesion policies: Cultural and Education.

Cohen, J. (2013). Statistical Power Analysis for the Behavioral Sciences. London: Routledge.

Condello, G., Capranica, L., Doupona, M., Varga, K., Burk, V. (2019). Dual-career through the elite university student-athletes' lenses: The International FISU-EAS survey. PLoS ONE , 14(10): e0223278.

European Research Council Panel Structure. 2019. Date of access: 30.06.2020 https://erc.europa.eu/content/erc-panel-structure-2019

Fenwick, M., De Cieri, H. (2004). Inter-organizational network participation: Implications for global human resource development. Monash University Business and Economics, 11(4), 1-19.

Güney, S. (2015). Human Resource Management, Nobel Publishing House, 2.Basım, Ankara.

Hambleton, R. K., Merenda, P. F., Spielberger, C. D.(2004). Adapting Educational and Psychological Tests for Cross-Cultural Assessment. New York: Psychology.

Ivancevich, J.M. (2004). Human Resource Management. Ninth Edition, McGraw –Hill Companies.

Karakullukçu, Ö.F. (2018). The Mediating Role of Career Satisfaction in the Relationship between Sports Managers' Self-Sufficiency Beliefs and Self-Leadership Beliefs and their Managerial Competence Levels. PhD Thesis, Muğla Sıtkı Koçman University Institute of Health Sciences, Muğla.

Kol, E. N. (2011). Relationship between economic activity, employment and career planning: An application on agricultural credit cooperatives in Turkey. PhD Thesis, Selçuk University Institute of Social Sciences, Konya.

Köklü, N., Büyüköztürk, Ş., Bökeoğlu, Ç. HE IS. (2007). Statistics for social sciences. Ankara: Pegem.

Mathis, R., Jackson, J. (1997). Human Resources Management. (8th Edition), New York: West.

Mucuk, İ. (2013). Modern Business. Turkmen Bookstore, Revised 18th Edition, Istanbul.

Orhan, U. (2016). A research on the relationship between personality traits and career barriers. Journal of Organizational Behavior Research, 1 (1), 76-89.

Özgen, H., Yalçın, A. (2010). Human Resources Management, A Strategic Approach, Nobel Bookstore, Adana.

Pala, A. (2016). Career value perceptions of students; sample of sports sciences faculty. International Journal of Human Sciences, 13 (1), 1897-1905. Doi: 10.14687 / ijhs.v13i1.3707

Stambulova, N., Alferman, D., Statler, T., Cote, J. (2009). ISSP Position Stand: Career Development and Transitions of Athletes. International Journal of Sport and Exercise Psychology. 7(4), 395-412.

Şimşek, M. Ş. (2007). Management and Organization, Revised 9th Edition, Konya: Adım Offset and Printing House.

Şimşek, M. Ş., Öge, H. S. (2007). Human Resources Management with its Strategic and International Dimensions, Gazi Bookstore, Ankara.

Appendix 1. Dual Career Scales in the Elite Athletes

Dear participant,
Below is the "Dual Career Scale in the Elite Athletes" consisting of 30 questions and prepared to evaluate your views about the dual career phenomenon. Please complete the questions by taking short explanations in parentheses into consideration.
Thank you for your participation.

1) Your Branch: ……. (Single response format)
2) Your Gender: …….
3) Your Birth Year…
4) Your Education Status
Bachelor's Degree
Master's Degree
Doctoral Degree
Other
5) Your Professional Field
Art-Art History-Music-Dance-Theatre
Biology-Biochemistry
Business-Economics-Management
Communication, Informatics, Journalism
Computer Science
Earth-Ocean-Atmosphere-Environmental Sciences
Education
Engineering-Bioengineering-Health
History
Language-Foreign Languages
Law
Social Sciences
Literature
Nutrition Sciences
Maths
Medicine
Military Sciences
Maritime Sciences
Pharmacy,
Philosophy
Physics
Political-International Sciences
Psychology,
Sociology-Social Sciences
Sport Sciences / Physical Education
Statistics,
Other
6) Which year did you start competing in the contests at international level?
7) In which international competitions did you compete?
Olympic Games
World Championships
World Cups

World Universities Championship
Other International competitions
8) How many hours in a week do you actively engage in the elite sports (competition training, physical therapy, etc.) that require high performance in the peak time of the season?
9) Write the time you need to go from your home to the training facility.
10) How many hours on the average per week do you actively participate in university studies in a period? Write down the weekly hours.
11) Please write the time you need to go from your university to the training facility.
12) What kind of problems did you encounter when you carried out your elite sports and school life simultaneously? You can mark more than one answer.
Long-term absenteeism in the university classes due to competitions / training camps,
Missing the university courses due to training periods,
Missing the exams and tests at the university,
The extension of the university graduation year,
Allocating less time for training due to university education,
Financial uncertainty,
Overload due to double responsibility,
Less leisure time
Other
13) Do you have any information about policies, programs or measures that facilitate the combination of sports and school at the elite level? (Answer format: Yes or No)
14) Is there a policy or initiative on "Dual Career" in your country? (Single response format)
Yes, I know an initiative or program.
Yes, there is more than one initiative or program.
No, I do not know.
15) Are there the policy documents in the field of "Dual Career" in your country? (Single response format)
Yes,
No,
I don't know.
16) Where can I find the documents belonging to this policy? You can mark more than one answer. (Multi-response format)
Internet,
Other,
I do not know.
17) What is the scope and field of activity of the 'Dual Career' policy in your country? (Single response format)
National, Regional,
Local,
Specific to sport,
Specific to university
18) Which is the competent unit related to the 'Dual Career' policies in your country? (Multi-response format)
Sports Institute
Education Institute
Private Companies
State Institutions
Private Dual Career Organizations
Other

19) Which institution regulates the operating of elite sports and school life? (Multi-response format)

State Institutions,
Universities / Schools,
National Olympic Committees,
Sports Federations,
National University Sports Federation,
Dual Career organizations
Job market
Other

20) Which level of public institutions is active in "Dual Career" policies? (Multi-response format)

National,
Regional,
Local,
I do not know,
Other,

21) How is the success of 'Dual Career' initiatives evaluated? (Multi-response format)

No evaluation,
It is evaluated on the basis of sportive achievements,
It is evaluated on the basis of academic achievements,
It is evaluated on the basis of sports and academic achievements,
I do not know,
Other.

22) What kind of support is provided to people who manage the sports and school life together in your country? (Multi-response format)

Financial,
Allocation of sports facility in or near the university,
Flexibility in education,
Private instructor at the university,
Private instructor in the sports facility,
Other

23) In which area do you foresee a possible improvement in the future? (Multi-response format)

Financial,
Sports facility close to the university,
Flexibility in education,
Private instructor at the university,
Private instructor in the sports facility,
In terms of legal regulations,
In terms of communication regarding current initiatives,
Other

24) In your opinion, what is the proportion of elite athletes who manage their sports and school life together in your country?

(Single response format)

81-100%,
61-80%,
41-60%,
21-40%,
<20%,
I do not know.

25) In your opinion, what is the rate of elite athletes who receive support from "Dual Career" support programs in your country? (Single response format)

81-100%,
61-80%,
41-60%,
21-40%,
<20%,
I do not know.
26) As an elite athlete, do you get support in the following areas in your sports life? (Multi-response format)
Boarding facilities,
Restaurants that offer healthy-fresh and well-prepared meals,
Sports facilities that offer international training opportunities,
Physiotherapy,
Coach / Strength / Conditioning / Improvement (Recovery),
Dietician, Sports Psychologist,
Medical support,
Private instructor for dual career,
Career counselling,
Training rooms which has internet equipment and recreation facilities,
Other.
27) As an elite athlete, do you receive support in the following areas in your education life? (Multi-response format)
Boarding facilities,
Restaurants that offer healthy-fresh and well-prepared meals,
Sports fields integrated into your education life
Flexible school attendance right
Flexible exam schedule
Private instructor for dual career,
Career counselling, incentives that can provide employment opportunity to the individual,
Work rooms which has internet equipment and recreation facilities,
Distance Learning,
Other
28) Who provides support for your 'Dual Career' in your sports life? (Multi-response format)
Coach
Sports Manager
Physician
Sports Psychologist
Other
29) Who provides support for your ‘Dual Career in your education life? (Multi-response format)
Professors / Faculty Members
Administrative Staff
University sports authorities
Other
30) Who provides support for your Dual Career in your personal life? (Multi-response format:
Parents,
Siblings,
Friends,
Teammates,
Classmates