

## **Guidelines of the dual career management in sport** **Repere ale managementului dublei cariere în sport**

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### **Abstract**

*Background.* Dual career management elements are closely related to the understanding of the concept “dual career in sport”.

*Aims.* The main objectives were to analyze how to perceive phenomenon “dual career in sport” and the factors involved in sporting career development conducted in parallel with completion of educational and vocational training.

*Methods.* In the study, the survey method was used. The investigated sample includes 239 athletes - students, graduates or other professions (112 females, 127 males) and 81 coaches (22 females, 59 males). The average age of the subjects was 23 years old for athletes and for coaches, 43 years of age. Administering questionnaires were built on two groups of subjects - coaches and athletes, they were conducted from February to June 2016. For data analysis SPSS and content analysis were used (frequency distribution,  $\chi^2$  test of significance, tables Association).

*Results.* The analysis of the recorded data highlights the declarative knowledge of the concept of dual career in sports (the difference between the two subjects is statistically significant ( $\chi^2 = 8.03$ ;  $p = 0.005$ ) and a different perception of understanding of the phenomenon, on categories of subjects. Thus, 61% of athletes and 77% of coaches claim to be familiar with this concept, although this does not denote definitions assigned. Absences from school due to participation in sport, communication sometimes difficult with teachers, financial problems, sports injuries due to overloading and the reduced period of recovery, the insufficient time for the tasks of sporting performance and the school problems entering the labor market after withdrawal from the sports career, all these are stressful factors for athletes generating career choice making situations.

*Conclusions.* The conclusions of the study underline the importance of knowledge and appropriate approach to the phenomenon of dual career in sport and the need to develop a legal framework favorable to support young people in achieving athletic and school / academic performance.

**Key words:** dual career in sport, management, athletes, coaches.

### **Rezumat**

*Premize.* Managementul elementelor dublei cariere se află în strânsă legătură cu înțelegerea semnificației conceptului „dublă carieră în sport”

*Obiective.* Principalele obiective au fost analiza modului de percepere a fenomenului ”dublă carieră în sport” și a factorilor care intervin în dezvoltarea carierei sportive desfășurată în paralel cu parcurgerea programelor educaționale și formarea profesională.

*Metode.* În realizarea studiului a fost utilizată metoda anchetei. Eșantionul investigat cuprinde 239 de sportivi – studenți, absolvenți de studii superioare sau altă profesie (112 feminin, 127 masculin) și 81 de antrenori (22 feminin, 59 masculin). Media de vârstă a subiecților sportivi este de 23 de ani, iar a subiecților antrenori, 43 de ani. Administrarea chestionarelor, construite pe două categorii de subiecți – antrenori și sportivi, a fost realizată în perioada februarie – iunie 2016. Pentru analiza datelor s-a utilizat SPSS (distribuție de frecvență, test de semnificație  $\chi^2$ , tabele de asociere) și analiza de conținut.

*Rezultate.* Analiza datelor înregistrate pune în evidență cunoașterea la nivel declarativ a conceptului de dublă carieră în sport (diferența între cele două categorii de subiecți este semnificativă din punct de vedere statistic ( $\chi^2=8.03$ ;  $p=0,005$ ) și o percepție diferită a înțelegerii fenomenului, pe categorii de subiecți. Astfel, 61% din sportivi și 77% din antrenori susțin că sunt familiarizați cu această noțiune, deși definițiile atribuite nu denotă acest fapt. Absențele de la cursuri datorate participării sportive, comunicarea uneori dificilă cu cadrele didactice, problemele financiare, accidentările sportive, timpul insuficient pentru îndeplinirea sarcinilor de performanță sportivă și școlară, problemele de inserție pe piața muncii după retragerea din sport constituie factori stresanți pentru sportivi, generând situații de alegere a carierei.

*Concluzii.* Concluziile studiului subliniază importanța cunoașterii și abordării adecvate a fenomenului dublei cariere în sport, precum și necesitatea dezvoltării unui cadru legislativ favorizant care să sprijine tinerii în realizarea performanțelor sportive și școlare/academice.

**Cuvinte cheie:** dublă carieră în sport, management, sportivi, antrenori.

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Received: 2016, July 19; Accepted for publication: 2016, August 8;

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## Introduction

Depending on the stage covered in life, athletes can simultaneously be pupils or students, family members or employees having to manage the requirements of dual careers - athletic and educational / professional. In professional sports, dual career means that a certain period of time a person correlates sport with study in school, leading to a great achievement in sport and acquisition of academic education (Uebel, 2006 cited by Åbelkalns & Geske, 2013). In Europe, the term “dual career” was recently introduced to indicate “elite athletes facing specific challenges in combining educational requirements (\*\*\*, 2007) and sports” (Guidotti et al., 2015).

Education and training are important for the personal and professional development of young people and, at an economic level, for the development of a society. Labor market dynamics, high unemployment rates, educational attainment levels of young people are elements which call into uncertainty prospects who have not reached a “professional capital” to facilitate their socio-professional integration. Education, training, youth and sport (\*\*\*, 2010) is one of the EU actions which aims to develop the European dimension in education, sports, stressing at the same time the importance of policies for education and training of young people engaged in parallel in sports training. Theorists of “sport as education” claim that participation in sport is as important for the development of students as their educational experience, academic implying support in forming adolescents, hence sport should not be treated as an extracurricular activity but as an educational one (Rowles, 2015).

“Profession” of sports is accessible to the majority of population, but is short-lived, starts at an early age, age at which the future of the sport offers prospects for success, and ends with diminishing abilities of athletes if the journey did not intervene of reasons for withdrawal. A small percentage end up being top athletes, achieving gains which will give them a decent living, others, constituting the majority of athletes, reach the end of sporting career without sources of income to help them live a decent life and often without gaining a thorough training by theoretical studies. Making school performance is not an easy action for athletes, “compared to traditional student athletes face additional challenges and energy in achieving good academic performance and sports” (Shuman, 2009, Gaston-Gayles, 2005, Gatmen, 2012, cited by Corrado et al., 2012). Recent research in France made with athletes retired from competitive activities refer to the experience of their study as part of a dual career appreciated both as an opportunity and as a constraint, recognizing workload and the difficulty of combining sport and study; inflexibility on the educational side, making it difficult to manage the two activities (\*\*\*, 2016). One way to prevent problems of transition from sports career into work is the support of athletes in career planning, raising awareness at this stage, so as to access and develop resources to effectively manage the socio-professional integration (Alfermann & Stambulova 2007 cited by Stambulova, 2010). Going through degree programs for training alongside the sport can be seen as a form of planning withdrawal from

competitive activity, an important factor in adapting to “sporting retirement” (Kadlcik & Flemlr 2008 cited by Geraniosova & Ronkainen, 2015).

The significance of “dual career” is highlighted in the White Paper on sport, which states that “in order to ensure integration of professional athletes into the labor market at the end of their sport career, the European Commission underlines the importance of taking into account the time, the need to provide young athletes training for a “dual career” and local highly professional training centers, able to safeguard the moral, educational and professional paths of these young people “(\*\*\*, 2007).

## Objectives

The aim of this study was to outline the image of reality of the dual career in sports management in order to identify elements that could contribute to improving business performance management and school sports or the academic one.

The main objectives of the study were the analysis of the period in the life of athletes in combining sport and education and/or training, as well as to identify how the perception of “dual career in sport” is identified and the factors involved in the development of sports career held in parallel with completing educational and training programs.

## Material and methods

### *Research protocol*

Data collection and analysis were initiated after informing the subjects and getting the consent to participate in the study.

### *a) Period and place of the research*

Administering questionnaires were conducted from February to June 2016 in the N-V region of the country (Bihor, Bistrița Năsăud, Cluj, Maramureș, Satu Mare, Sălaj).

### *b) Subjects and groups*

Subjects included in the sample were 239 active athletes (112 females, 127 males) with the quality of students, graduates or having other professions, registered in different sport (sport games - 64%, of which 76 girls, 78 boys and individual sports - 36% of which 34 girls, 51 boys) in the Municipal sports club and University and 81 coaches employed at those clubs (22 females, 59 males). The average age of the subject athlete was 23 years (age range: 18-39 years) and in subject coaches, the average age is 43 years (age range: 21-64 years). The age range for subject athletes was chosen since completed secondary education for teens means a stage where “concern for vocational orientation and career choice is a dominant, especially to those who want to continue their studies” (Cosmovici et al., 1999).

### *c) Methods applied*

In the study, the used method was to survey by administering questionnaires built for two categories of subjects - athletes and coaches. The questionnaires were developed by us, with related objectives of the proposed research, including closed questions with 2-7 choice questions, open questions featuring subjects opportunity to express their opinion and demographic questions. To

achieve this study there were used a total of 13 items in two sets of questionnaires.

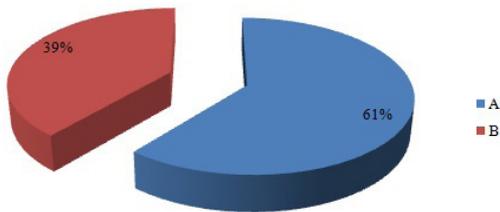
d) Statistical processing

The recorded information was processed using statistical and mathematical methods, software (SPSS – frequency distribution,  $\chi^2$  test of significance, tables Association; Excel - graphics) for quantitative data and content analysis for data quality.

Results

Results of this study, obtained by processing the recorded data are shown in Figures 1-6, respectively Tables I - IX.

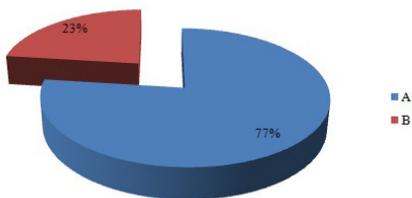
1) Is the will a known concept of dual career? (athletes)



Legend: A. Yes; B. Not

Fig. 1 – Knowing the concept of dual career – athletes

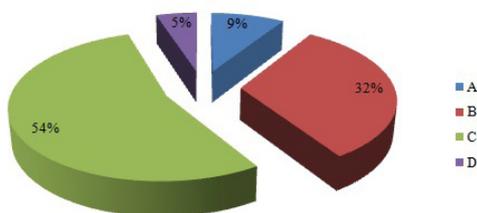
2) Is the will a known concept of dual career? (coaches)



Legend: A. Yes; B. Not

Fig. 2 – Knowing the concept of dual career – coaches

3) Starting with that moment of sporting activity do you consider that it would be appropriate to intervene in the support of the dual career development? (coaches)

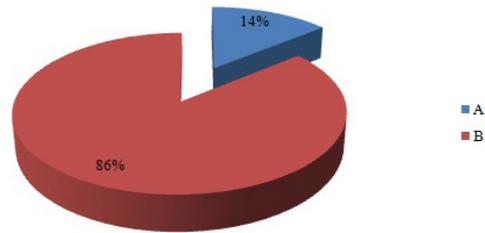


Legend: A. At children level; B. At junior level; C. During transition from juniors to seniors; D. During the termination of sports career

Fig. 3 – Assessing the appropriateness of intervention for developing dual career

4) Do you consider that in Romania there is a legal framework to favourise the development of athletes' dual

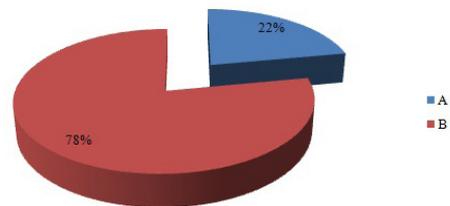
career? (coaches)



Legend: A. Yes; B. Not

Fig. 4 – Coaches' opinion on legislative component in developing dual career

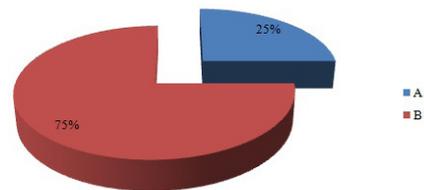
5) Do you consider you are ready for a possible withdrawal from your sport career? (athletes)



Legend: A. Yes; B. Not

Fig. 5 – Preparation stage in the event of the withdrawal from the sporting career – athletes

6) Do you believe that the athletes in our country are ready for the socio-professional integration after withdrawal from the sport activity? (coaches)



Legend: A. Yes; B. Not

Fig. 6 - Preparation stage in the event of the withdrawal from the sporting career – coaches

7) Do you know any way or legislation for supporting career development of athletes in sports and education / training? If yes, list (Table I).

Legislative regulations	%
Non-responses	79%
Do not know	16%
Mention some of the regulations to support dual career in sport	5%

8) Are you employed in an occupation in parallel with sport? (Table II)

9) Do you think you are prepared for an eventual withdrawal from sports career? (athletes) (Table II)

**Table II**  
Withdrawal of presumptive sports career.

Athletes genre/Item		Answer	Are you employed in an occupation in parallel with sport? (%)		$\chi^2$	p
M	Do you think you are prepared for an eventual withdrawal from sports career?(%)	yes	41,2	15,5	6.35	0,012
		no	58,8	84,5		
N		yes	71,4	18,4	18.39	0,000
		no	28,6	81,6		

Legend: A. Yes; B. Not

10) In your opinion who should be responsible for preparing the athletes on socio-professional integration after the withdrawal from his/her sports career, so the transition should be a smooth one? (Table III, Table IV a, Table IV b, Table IV c).

**Table III**  
Social agents involved in training the sports people in what the socio-professional integration is concerned.

Social agents	Coaches	Sports people
Sport person	54%	57%
Coach	52%	16%
Family	40%	7%
Sports club	35%	30%
Educational institutions	30%	17%
Local public institutions	30%	10%
Sport federation	27%	25%

Legend: A. Athlete; B. Coach; C. Sports Club; D. Sports Federation; E. Education institutions; F. Local institutions; G. Family

**Table IV a**  
Agents responsible for socio-professional integration of athletes

Gender	In your opinion, who should be responsible for preparing the athletes on socio-professional integration after the withdrawal of his sports career, so the transition should be a smooth one?							
	Athlete				Coaches			
	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p
Male	48.9%	51.1%	5,48	0,019	10.4%	89.6%	6,41	0,011
Female	63.7%	36.3%			22.1%	77.9%		

**Table IV b**  
Agents responsible for socio-professional integration of athletes

Gender	In your opinion who should be responsible for preparing the athletes on socio-professional integration after the withdrawal of his sports career, so the transition should be a smooth one?							
	Sports club				Sports federation			
	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p
Male	35.6%	64.4%	4,62	0,032	25.2%	74.8%	0,15	0,690
Female	23.0%	77.0%			23.0%	77.0%		

11) What activities have you undertaken for life after sports career? (athletes) (Table V).

**Table V**  
Activities taken in preparation for careers.

Activities	%
I do not know yet what I will do/I have not thought about life after sport career / no activity	71%
University studies	20%
Part-time or temporary work	5%
Qualification courses	4%

12) What are the main factors in achieving the support for the dual career in sport? (Table VI).

**Table VI**  
Main support factors to develop dual careers.

Support factors	%
Coach	78%
Family	69%
Sports club	54%
Educational institutions	28%
Sports federation	27%
Group of friends	12%

Legend: A. Family; B. Coach; C. Sports Club; D. Sports Federation; E. Educational institutions; F. Group of friends

13) When you are before a very important moment in life, who do you see to make the final decision? (athletes) (Table VII, Table VIII).

**Table VIII**  
Support environments in decisive situations.

Support environments	%
Family related (family)	91%
Sportive (coach)	18%
Social (group of friends)	14%
Organizational (sports club)	1%

Legend: A. Family; B. Coach; C. Sports Club; D. Group of Friends

14) Who should be responsible for preparing the athletes' transition from sports life to work, so that socio-professional integration would be a smooth one? (Table IX).

**Table IX**  
Factors responsible for preparing the transition from sports to professional careers.

Responsible factors	%
Athlete	57%
Sports club	30%
Sports federation	25%
Educational institutions	17%
Coach	16%
Local public institutions	10%
Family	7%

Legend: A. Athlete; B. Family; C. Coach; D. Sports Club; E. Sports Federation; F. education institutions; G. local public institutions

**Table IV c**  
Agents responsible for socio-professional integration of athletes

Gender	In your opinion who should be responsible for preparing the athletes on socio-professional integration after the withdrawal of his sports career, so the transition should be a smooth one?											
	Educational institutions				Local public institutions				Family			
	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p
Male	20.7%	79.3%	2,39	0,112	9.6%	90.4%	0,04	0,833	5.9%	94.1%	0,40	0,527
Female	13.3%	86.7%			8.8%	91.2%			8.0%	92.0%		

**Table VII**  
Support environments in decisive situations by gender.

Gender	When you are in front of an important moment in life, who do you see to take the right decision?											
	Family				Coaches				Friends			
	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p	Yes	No	$\chi^2$	p
Male	92.1%	7.9%	0,43	0,512	17.3%	82.7%	0,10	0,751	15.7%	84.3%	0,30	0,580
Female	90.2%	9.8%			18.8%	81.2%			12.5%	87.5%		

15) What are the main problems you face in managing dual career? (open question).

## Discussions

The concept of “dual career” as understood by the subjects included in the study, is perceived differently by coaches and athletes. For 61% of athletes (Fig. 1) the concept of “dual career” in sports is not known, but the attributed definitions reveal that is not fully understood. There was a variety of responses from some seemingly unrelated to reality, suggesting what athletes live *sports career first, double registration* to other complexly addressed definition: *the ability to manage your time, resources and to discipline yourself in order to obtain the highest possible performance both on sports and on schools or professional*. Most subjects (75% of all responses) downsize the concept of dual career to *sporting and another profession, occupation or combining sport with school education*, but the big goal remains *to touch performance in the sport and do not neglect school, to be a very good sport person and a very good student*. There is a category of subjects who say they are familiar with what dual career in sports means without making a mention of any other (30%).

The opinions of the coaches describe the image which requires dual career in professional sports in Romania - “combining sports activities with training in parallel, but in the background of a future, a career professional”, but what would be desirable to represent a dual career - “*high performance sports career alongside training and planning what athletes will do after retirement from sport*”. Not all coaches have chosen to express their views on the definition of dual career in the sport, and in the category of coaches who claim to understand this phenomenon, 77% (Fig. 2) see the concept as *two activities at the same time, sport and school, sport and occupations* with different shades of definition, highlighting that *it is almost impossible to do dual career in Romania, it is very difficult to achieve this, school, job and performance in our sport ... in our country, sports activity affects school or work and vice versa*, and 23% (Fig. 2) are not aware of that notion. Analyzing the Fig. 1 and Fig. 2 there can be seen that a greater extent, coaches know the concept of “dual career”, but the difference between the two subjects is significant statistically ( $\chi^2 = 8.03$ ;  $p = 0.005$ ).

Concern for dual career development (sport / education) should not be a challenge to face at the end of the athletes’ sporting career. The answers on the timing appreciation to intervene in support dual career reveals the majority opinion of respondents on term development, planning educational activities alongside the sports. Thus, 54% of coaches argue that the opportune moment for the intervention support is during the transition from stage juniors to the seniors, in which the student has reinforced the desire for performance and preference sports, 32% appreciate the importance of this action at the junior level 9% during initiation in sports and 5% at the end of sport career (Fig. 3). Given that at the time of transition from juniors to seniors (by branch of sports) athletes are high school graduates (or on the verge of graduation), we consider it a late stage in the planning of dual career. In this context, the question arises whether

this category of coaches really support the development of both activities? Orientation coaches seem obvious to the detriment of school sports performance.

Romania regulations do not constitute an enabling framework for the development of sports career along with educational and vocational training, as 86% of coaches (Fig. 4) who expressed an opinion concerning the legal structure claim. Coaches’ dissatisfaction at the situation in sport derives not only from legal boundaries, but in the absence of information (and sometimes due to carelessness), financial and infrastructure problems. Legislative provisions supporting the career development of sports and education / training are less or not at all known by athletes. Neither is the information presented nor treated as a means to support young people in sports and professional training. For 79% of subjects athletes there were registered non- responses, 16% admit they do not know these elements and only 5% of subjects refer to regulations such as exemptions for frequency classes according to the level of performance evolving, open sessions or extended for the university exams, special session of the baccalaureate exam, financial support in the form of sports allowance, exemption from tuition, annuity, educational and cultural experience within Erasmus (Table I).

According to the subjects, sport performance advertise well organized activities under a *tight schedule, sports and school, sports and work*, due to which there installs *fatigue caused by exercise intensity with very short durations of rest, training, hours college with overlapping of the two activities* supported by the attitude of teachers who do not understand the sport performance. Stress generated by the classification standards in certain specific sports, athletes are brought before mental vulnerabilities *mentally succumbing in the absence of specialists*. Domain specialists point out that in the future, world widely, *the origin of the differences between high performance athletes will be psychological rather than physiological* (\*\*\*, 2000). At clubs (say athletes) very few psychologists are involved (9%), their focus being oriented on aspects of physical, technical and tactical training. Sports training responsibility, although complex, is for the coaches and the tutors of the athletes.

According to the answers to item 15, time management of an athlete is influenced by a number of school, sports, family, social factors, and the requirements of each role make it difficult (or impossible) for the time management which is necessary to perform the tasks. Almost all subjects (90%) blame the problem of insufficient time, *it is generally not enough time for both activities (sports and school) personal sacrifices, family problems, prejudices and of other*. This *time constraint puts athletes in a perpetual state of tension* (Burlot et al., 2016) looking for adaptation strategies under an accelerated pace of life.

Coaches answers to the same item reveals the legislative framework insufficiently adapted to the needs of performance, lack of means of *supporting athletes from the federations, the Olympic Committee, poor information* demobilized coaches’ persistence to solve problems athletes are concerned with and to keep sport at a certain level of performance, convinced, moreover, that *improving career development leave holes in the other*. If

26% of coaches have preferred not to refer to problematic situations in sports, it does not mean they do not exist. The list of issues is one vast, from financing to the ensuring poor training conditions, covering both financial resources for infrastructure development costs and expenditures to ensure support in developing athletes (medical, psychological, rehabilitation, nutrition etc.).

Injuries occurred due to accumulated fatigue, intensive training without adequate restoring, the absence of specialists to prevent and intervene in critical situations, the attitude of teachers who *do not agree with sports career*, are all stress factors for athletes who reach the threshold of sports abandonment. The relationship with the school as supporting subjects, is *difficult, teachers agree only school activity*; educational requirements *adversely affect the program of sports training* because they devote more time to school activities detrimental to the sport. In this context, it is important to correlate school and academic activities with sport ones to avoid overlaps between these two activities. Encouraged to attend courses in higher education, the athletes get diplomas in various fields *without the faintest idea of specialization chosen*”, their attention is required more for sport.

Such a phenomenon is emerging athletes with academic degrees, limited theoretical knowledge (in some cases) in accordance with practical skills. The problem for athletes to find jobs at the time of withdrawal from sports career is highlighted by the coaches, it is part of the abandonment decisions in sports, met during high school graduation, when students face the future challenges of life. For athletes sometimes it is *“difficult to balance the challenges and constraints of the educational system and the labor market”* (1).

Career in sport has a fixed term, it is important that athletes, coaches and those involved in this phenomenon to pay attention to the preparedness phase of the transition from the world of sport in the labor market, given that *youth and sports are seen increasingly as a resource to help achieve organizational objectives of the latter* (Berit et al., 2016). Withdrawal from competition is an inevitable part of sports career for any person engaged in an activity performance sporting stage which may be accompanied by difficulty at the *level of employment such as lack of professional careers, lack of professional qualifications, less appropriate professional career choice and a decrease in financial income* (Cecic Erpic, 1998, Wylleman et al., 1993, Werthner & Orlic, 1986 cited by Hatamleh, 2013), loss of sport identity and self-esteem (McKnight et al., 2009).

Preparing for socio-professional integration should occupy a priority place in the training of young people. We find out that 78% of athletes (Fig. 5), and 75% of coaches (Fig. 6) in Romania consider that athletes do not have adequate training so as to achieve a smooth transition. Socio-professional integration depends on individual ability to assimilate cultural norms, investment in education and training to secure the future of the young (\*\*\*, 2014). For the most part, regardless of gender, athletes believe that they are not prepared for retirement from sports career, however, female athletes declare a higher proportion prepared for this stage compared to male athletes, the

difference being statistically significant (Table II). From Table Association (Table II) can see that male athletes, whether or not engaged in an occupation in parallel with sport in bulk are not prepared for a possible withdrawal in their sports career. However, the difference between those employed in occupations alongside the sport compared to those not involved is statistically significant ( $\chi^2 = 6.35$ ,  $p = 0.012 < 0.05$ ), those not enrolled in a professional activity in parallel with sport it is considered a rate significantly higher the ones which are unprepared for a possible withdrawal of their sports career. The situation is slightly different for female athletes (Table II), athletes who are employed in an occupation alongside the sport are considered the most prepared for a possible withdrawal of their sports career, compared to athletes who are not involved in parallel in a professional activity and thus not considered ready for a retirement from sports career (statistically significant differences between athletes involved in a professional activity compared to the uninvolved,  $\chi^2 = 18.39$ ,  $p = 0.000 < 0.05$ ).

According to the subjects, responsibility for preparing athletes on socio-professional integration after the withdrawal of his sports career, so the transition should be a smooth one, it is for the athletes and coaches, as evidenced by the structure of the answers given by coaches and athletes (Table III). The role of education, of the teacher is the most important achievement *product of society: man trained and integrated into professional and social structures* (Voinea & Apostu, 2008) as appreciated by 30% of subjects (coaches - Table III).

Most sports athlete deemed to be responsible for preparing for socio-professional integration after the withdrawal of their sports career, compared to athletes (statistically significant difference,  $p = 0.019 < 0.05$ ) (Table IV.a). Also, there were statistically significant differences with respect to liability and coaching in preparing socio-professional integration of the athlete after retirement ( $p = 0.011 < 0.05$ ) - responsible athletes consider a greater extent on the coach as compared to athletes, even though both categories are generally not expected to be accountable to the fullest extent (Table IV a). But, on the same item, athletes consider the club responsible for preparing for integration after retirement ( $p = 0.032 < 0.05$ ) (Table IV b). Sports federation should not be responsible for the integration of athletes after retirement according to most respondents, regardless of gender (Table IV b). Also, athletes are not expected to be responsible for their socio-professional integration after the withdrawal of educational institutions, local government or family, regardless of gender (the differences are not statistically significant,  $p > 0.05$  - (Table IV c).

Focused mainly on sport, directed or not by the coaches in this direction, 71% of athletes had no intention of relating the relinquishment sports career, being at an age when they can perform successfully in sport (media the age of the subjects is 23 years), either do not know what to do or have not *thought still life after retirement from sport, I do not know what to do in this direction* (Table V). This approach of accumulation and sport development will give troubles at the end of their career, as shown in some studies, and the chances that athletes might be prepared for integration

into the labor market are much smaller as they devote more time to sports training and work competition (Heinemann, 1998 cited by López de Subijana et al., 2015).

As called for by the European Council in 2008 (\*\*\*, 2011) dual career development training approach should also aim at providing a quality education alongside sports training, but subjects assigned this responsibility in educational establishments at the rate of 28% (Table VI). Professional paths of an adult may be considered a consequence of earlier decisions, youthful decisions influenced by social environment, family, school or group of friends. The family, as an environment for the athletes' decision-making in situations in life, has the most significant influence on the formation of values in children and teenagers. Regardless of gender ( $p > 0.05$  in all cases), athletes should consult when facing a difficult time in life with family, friends and coach respectively, in a much smaller proportion (Table VII). The coach who organizes and leads the training athletes is involved in their life having a dual role, instructor and educator, appreciated by 18% of athletes (Table VIII). Friends can influence the attitude of life, school performance or sports (14%), but in the important moments of life, subjects related to family (91%) (Table VIII).

Career development oriented towards an upward path requires a high degree of commitment assumed by 57% of athletes on the responsibility to prepare the transition from sports life to a professional career, but also the involvement of sports facilities - sports club - 30% and sports federation - 25 % (Table IX). The accelerated pace of change in modern society has an effect on the population not only positive in nature. Preparing athletes to adapt to the changing labor market is a difficult one, given that it is not followed immediately upon graduation (in most cases) and professional framing. Distance between the two stages, lack of internships, increases the distrust of athletes in the applied professional skills and the employers.

Athletes that get in front of the employer are facing its skepticism towards the professional skills of former athletes. Prejudices like *do not know anything except sport* undo a potential candidate that comes from sport with a set of unique abilities, involved in sport, compared to an average candidate, although holding that such skills are not developed. A candidate from rural sport comes with extra baggage that could be an advantage for employers precisely for the set of values and skills that can be harnessed to work. Studies reveal the existence of a close relationship between sport and the development of certain areas of professional activity, areas that experienced social attitudes and skills in the sport can be exploited (Wylleman & Lavallée, 2004 cited by Debois et al., 2015).

## Conclusions

Analyzing the recorded data, there resulted a series of relevant aspects of dual career in sports management, conclusions that may constitute new lines of research:

1. Although the meaning of the concept of "dual career in sport" is known to coaches and athletes in statements, in reality, the attributed definitions show that the phenomenon is not well understood; also supporting legislative provisions in the development of sport and

education are little or unknown.

2. The opinions of the coaches converge to establish a timing debut as dual career planning during the transition from junior to senior athletes, supported by a legal framework favoring the development of sports and school / academic performance.

3. Problems involved in managing dual career are: financial; of cooperation between units of sports and education; of infrastructure; in the sphere of sports training with physical and mental strain; temporal in their tasks for athletic and school performance, with athletes faced with career choices

4. Selection of professional and/or sports route (as stated by athletes), is a responsibility assumed by athletes, supported by family, encouraged by coaches and the expectations of providing professional integration are assigned to sports facilities (clubs, federations, coaches) and the educational entities are directly involved in the training and development of athletes.

5. Integration into the labor market remains a problem when the athletes' sporting career comes to an end, facing skepticism at employers towards the professional skills of former athletes.

## Conflict of interests

There is no conflict of interest regarding the methodology of the study and its results.

## Acknowledgments

The paper is based on the results taken partially from the first author's doctoral thesis, which is in progress at the Babeş-Bolyai University, Cluj-Napoca, Faculty of Physical Education and Sports.

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