

# Influence of an academic-vocational orientation program on the Dual Career Competencies of junior soccer players

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## Resumen

**Introducción:** Las/los deportistas atraviesan a lo largo de sus carreras diferentes transiciones (normativas y no normativas), afrontadas de forma óptima si han mantenido una Carrera Dual (CD), compaginando trabajo/estudios y deporte. El Villarreal CF intenta promover trayectorias de CD paralelas (combinando trabajo/estudios y fútbol) y convergentes (complementándose entre sí). Las Competencias de Carrera Dual (CCDs) indican la capacidad de la/del deportista para mantener una CD. El objetivo de este trabajo es comprobar si un programa de orientación académico-vocacional implementado en este equipo ha sido efectivo para mejorar las CCDs de sus jugadores. Las hipótesis planteadas son que la importancia dada y la posesión percibida de las CCDs son menores antes que después del programa. **Método:** participaron 21 jugadores junior del Villarreal CF. Se utilizó el DCCQ-A para medir la importancia dada y la posesión percibida de cada CCD. **Resultados:** Se observó una tendencia decreciente en las puntuaciones directas de la importancia dada y de la posesión percibida para todas las CCDs tras la intervención, hallando incluso diferencias estadísticamente significativas en la posesión percibida de Planificación de Carrera y en la importancia dada a la Conciencia Emocional. **Discusión y conclusiones:** Las hipótesis planteadas no se cumplen. Además, se ha observado un empeoramiento de las CCDs. Las limitaciones presentes han sido la falta de control de variables extrañas (conocimiento de si les renovaban o no el contrato para la siguiente temporada, posible burnout y posible percepción de falta de control intrínseco) y la interpretación de los resultados sin el uso de baremos. Para futuras investigaciones, sería interesante controlar estas variables extrañas, crear baremos para el cuestionario, desarrollar un modelo de CCDs para determinar el lenguaje a utilizar y la forma de aplicar el DCCQ-A. También es necesario realizar más experimentos en los que se intente mejorar las CCDs de deportistas.

**Palabras clave:** Carrera Dual, Transición de Júnior a Sénior, DCCQ-A, Competencias de Carrera Dual, orientación académico-vocacional

## Abstract

**Introduction:** Athletes go through different transitions (normatives and non-normatives) throughout their careers, which are faced optimally if they have maintained a Dual Career (DC), combining work/studies and sport. Villarreal FC tries to promote parallel (combining work/studies and football) and convergent (complementing each other) DC trajectories. Dual Career Competencies (DCCs) denote the ability of the athlete to maintain a DC. The objective of this work is to prove if an academic-vocational orientation program implemented in this team has been effective to improve the DCC of its players. The hypothesis proposed were that the given importance and the perceived possession of the DCCs are lower before than after the programme. **Method:** 21 Villarreal FC junior players participated. DCCQ-A was used to measure the given importance and the perceived possession of each DCC. **Results:** A decreasing trend was observed in direct scores of given importance and perceived possession for all DCCs after the intervention, even finding statistically significant differences in the perceived possession of Career Planning and in the importance given to the Emotional Awareness. **Discussion and conclusions:** The hypotheses proposed are not fulfilled. In addition, worsening of DCCs has been observed. The present limitations have been the lack of control of extraneous variables (knowledge of whether or not their contracts will be renewed for the following season, possible burnout and possible perception of lack of intrinsic control) and the interpretation of results without the use of scales. For further research, it would be interesting to control these variables, to create scales for the questionnaire and to develop a model of DCCs to determine the language to be used and how to apply the DCCQ-A. It is also necessary to carry out more experiments in which attempts are made to improve the DCCs of athletes.

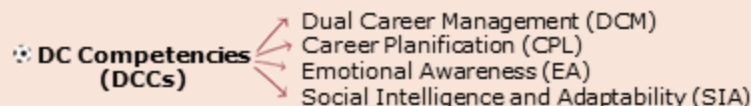
**Keywords:** Dual Career, Junior-to-Senior transition, DCCQ-A, Dual Career Competencies, academic-vocational orientation

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## INTRODUCTION

⚡ Athletes go through different **transitions** (normatives and non-normatives) throughout their careers. **Dual Career (DC)** helps them **deal with** these transitions **as optimally as possible**.



🎯 **Objective:** to prove if an academic-vocational orientation program is useful to improve the 4 DCCs in junior football players.

### Hypothesis:

- 1 Pretest importance < posttest importance in each DCC
- 2 Pretest importance < posttest possession in each DCC

## METHOD

👤 21 male junior soccer players of Villarreal FC in Junior-to-Senior Transition (JST) studying 3rd and 4th course of ESO. Average ages: Pretest: 14.90 y.o.; SD=0.30 Posttest: 15.76 y.o.; SD=0.436

📄 DCCQ-A29, 5-point Likert scale

- Given importance
- Perceived possession

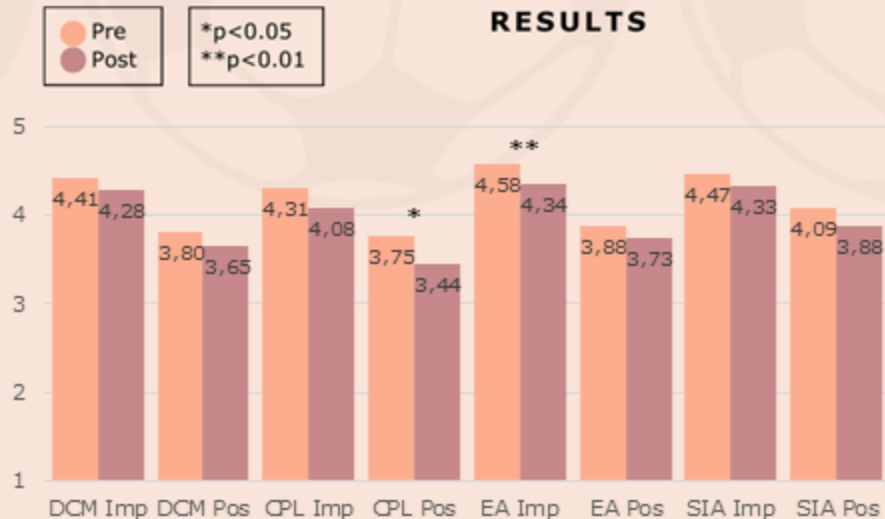
### ACADEMIC-VOCATIONAL ORIENTATION PROGRAM

Block 1	Block 2	Block 3	Block 4
A call to the parents of the players	My life history	GROW + What is a plan?	Behavioral contract

📊 Statistical analysis: SPSS

- Descriptive analysis
- Wilcoxon signed-rank test

## RESULTS



**Figure 1. Scores of given importance and perceived possession of Dual Career Competencies before and after the intervention.**

They range from 1 (unimportant or little perceived possession) to 5 (very important or a lot of perceived possession).

According to the Wilcoxon signed-rank test, no statistically significant differences were found in DCM Importance ( $Z=-1.724$ ;  $p=0,085$ ), DCM Possession ( $Z=-1.377$ ;  $p=0,169$ ), CPL Importance ( $Z=-1.541$ ;  $p=0,123$ ), EA Possession ( $Z=-1.285$ ;  $p=0,199$ ), SIA Importance ( $Z=-1.168$ ;  $p=0,243$ ) or SIA Possession ( $Z=-1.454$ ;  $p=0,146$ ).

In contrast, **statistically significant differences** were obtained in **CPL Possession** ( $Z=-2.213$ ;  $p=0,027^*$ ) and **EA Importance** ( $Z=-2.642$ ;  $p=0,008^{**}$ ).

## DISCUSSION AND CONCLUSIONS

The **results** show us that there is a **downward trend** for the four DCC after performing the intervention, even finding **significant reductions** in the Career Planning Possession and in the Emotional Awareness Importance.

We can conclude that **neither of the two hypotheses raised is fulfilled**. Not only has the program not been helpful in improving any of the four DCC, but significant decreases have also been found in some of them after intervention.

### Limitations:

- ⚡ **Extraneous variables**
  - When the **post-test** was passed, **players already knew** whether or not they were going to **continue** the next season **in the team**.
  - Possible **burnout** (common during JST)
  - Possible **perception of lack of intrinsic control** (they are forcing me)
- ⚡ It is not possible to know where players are, compared to other athletes of their age and level, because of the non-existence of scales.

### Further research:

- ⚡ A **DCC model** could be created to clarify:
  - ✓ The language to be used.
  - ✓ How the DCCQ-A should be applied.
- ⚡ **Scales** could also be created to know the typical scores of Spanish athletes-students at different stages of their DCs.
- ⚡ **More experiments** in which they try to increase DCCs are needed.

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