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EXAMINATION OF STUDENT-ATHLETES' DEVELOPMENTAL TRANSITION FROM YOUTH SPORT TO COLLEGE SPORT

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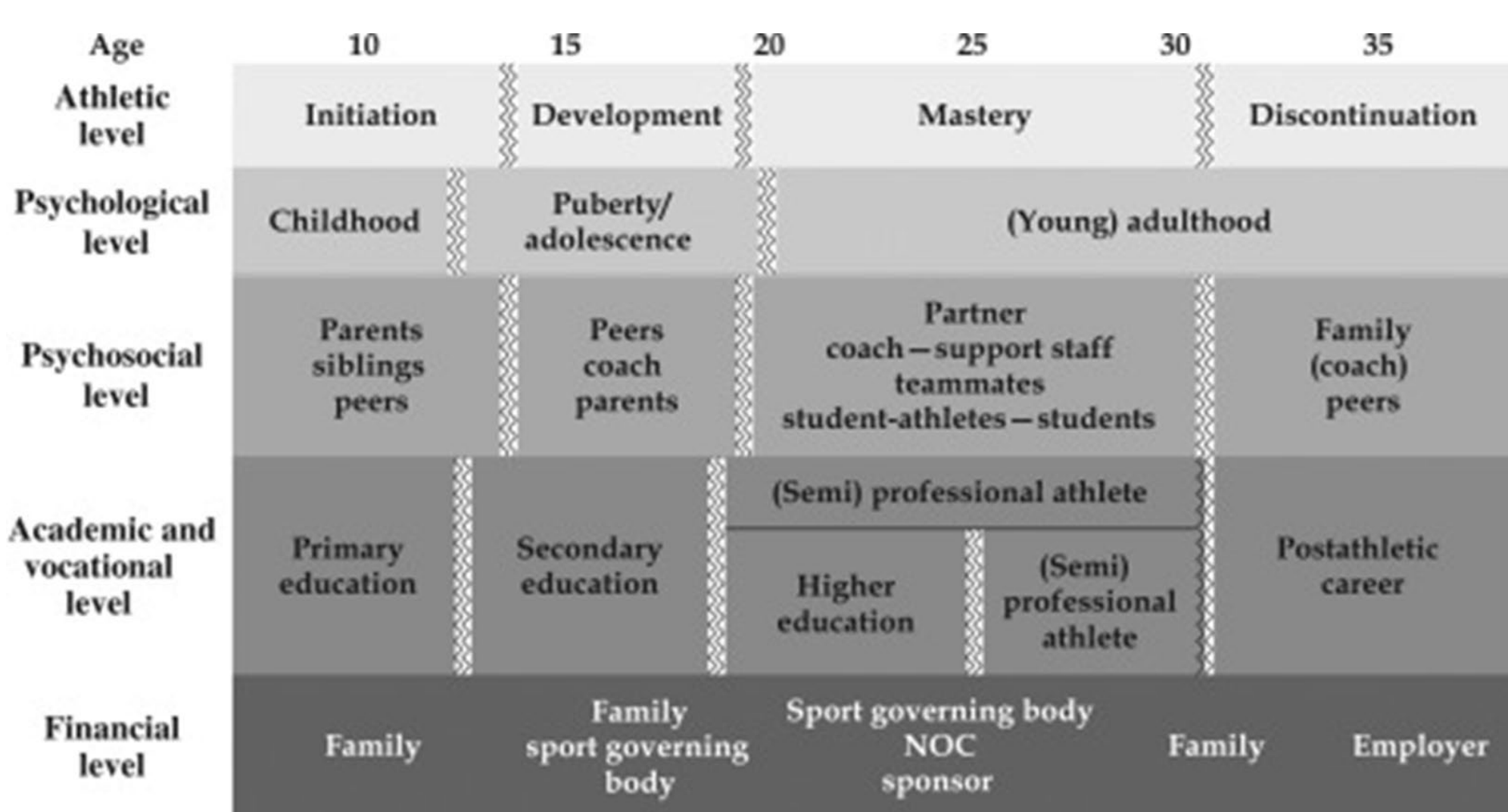
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INTRO

- The NCAA is “driven by the goal to provide an education for student-athletes and help them benefit from the physical, mental, and social benefits obtained from participation as a college athlete” (Sage, 1998)
- “A more complete examination of links between social support and athletic development could focus on important milestones, experiences of adversity, and transitions from one competitive level to another (e.g., high school to college).” (Morgan & Giaccobi, 2006)



- Holistic Athlete Development Model..** (Wylleman & Lavallee, 2004)
- Emerging-Adulthood** (Arnett, 2000)
- Athletic Identity** (Brewer, Van Raalte, & Linder, 1993)
- Life Skill Transfer** (Pierce, Gould & Camiré, 2017)

PURPOSE

The study seeks to understand the psychosocial developmental experiences of first-year student-athletes as they transition from high school sport to college sport.

- What experiences and challenges do first year student-athletes believe are influential to their psychosocial development during the transition from youth sports to college sport?
- How do perceptions of self-concept, psychological skills and life skills evolve during the transition from youth sports to college sport?

PARTICIPANTS

- ☉ Sarah, Women's soccer
- ☉ Cece, Women's basketball
- ☉ Rachel, Women's soccer
- ✂ Liam, Men's baseball
- ⊥ Jess, Women's gymnastics
- ✂ Leslie, Women's softball
- ♫ Ben, Men's track & field
- ✂ Jerry, Men's golf
- ✂ Ron, Men's golf
- ☉ April, Women's volleyball
- ⊥ Ann, Women's dive
- ♫ Tom, Men's tennis
- ⊥ Donna, Women's dive

An Examination of Student-Athletes' Developmental Transition from Youth Sport to College Sport

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School of Kinesiology & Recreation

Changing Social Dynamics

“When I was younger...my coach would always tell me that when I get to D1 soccer, no one would be friends on the team; it's a job and that they wouldn't be my best friends, but that's not true at all. The one thing that stayed consistent throughout all of soccer is that my teammates are my best friends. I wasn't expecting that coming in because I was told it wasn't going to be that way so I was prepared for it not to be, but then it was” (Sarah)



Unique Student-Athlete Adversity

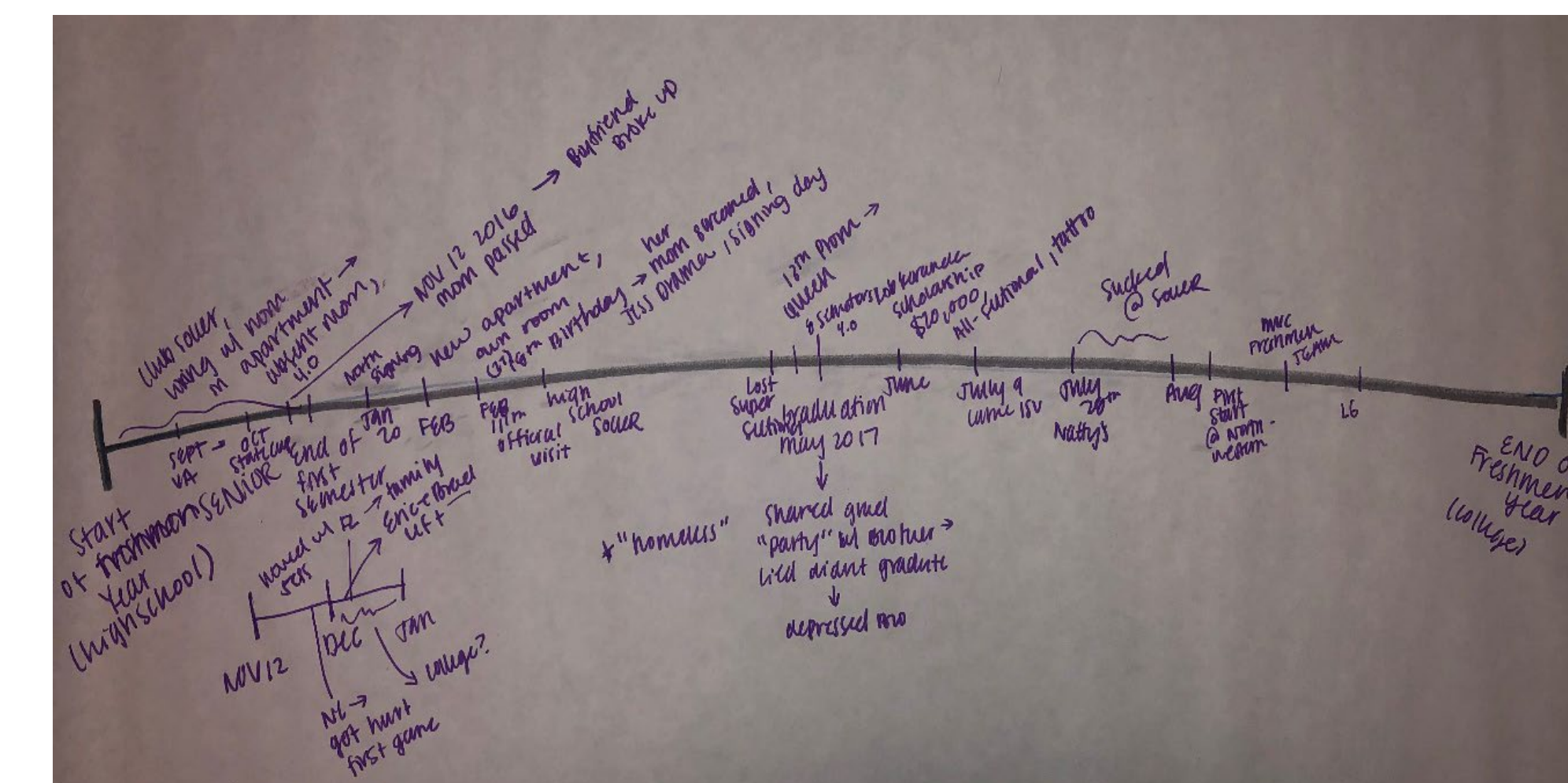
“In high-school, yeah, we wanted to win, but there is a whole new meaning to that when you get to college. It's not that you want to win, it's that you have to win. It's like you give your life to win the game” (Sarah)

Culturally Constructed "Emerging-Adult-Student-Athlete"

“...staying grounded in my values when being around so many things that are against my values. Being strong is something I've definitely learned from being in college. Because you're exposed to so much more and there are so many opportunities to go out and do whatever...[and] participate in something you know you're not supposed to participate in” (Rachel)

METHOD

- Part 1: Timeline



- Part 2: Semi-Structured Interview
- Narrative Thematic Analysis (Jowett & Frost, 2007)

RESULTS

- Experiences and Challenges

Theme	Sub-Theme
Changing Social Dynamics	Evolving Coach Relationships
	Continued Parent Relationships
	Peer-Focused Social Dynamic Changes
Unique Student-Athlete Adversity	Recruiting & Committing Process
	Challenging Perceived Leadership Ability
	New Sport Pressures & Adversity
	New Academic Pressures
Culturally Constructed "Emerging-Adult-Student-Athlete"	Navigating Personal Life Adversity
	Forming Athletic Identity
	Emerging Into Adulthood

- Developmental Outcomes

Intrapersonal Skills	Interpersonal Skills	Cognitive & Behavioral Skills
Intrinsic Motivation	Managing Peer Pressure	Work Ethic
Self-Confidence	Seeking Social Support	Goal Setting
Mental Toughness	Humility	Time Management
Resilience		Communication
Responsibility		Emotional Regulation
Accountability		

DISCUSSION

- Emerging-adulthood within a collegiate-athletic context is especially challenging (Arnett, 2000).
- Majority of influential transitional experiences involved adversity (Fletcher & Sarkar, 2012).
- Student-Athletes sought external resources and support in addition to implicitly developing psychological skills for sport and life.

