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Master's Thesis of Global Sport Management

‘Finding the balance of the rocking board’:

The perspective of the dual career athletes in
Malaysia and South Korea

‘시소의 균형 찾기’:

말레이시아와 한국 선수들의 듀얼 커리어에서의
관점

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이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임
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‘Finding the balance of the rocking board’:

The perspective of the dual career athletes in Malaysia and South
Korea

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This thesis is not just part of learning process but it more like a journey. I just hope this dissertation will be beneficial for future development of dual career in Malaysia and South Korea.

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DEDICATION

Mothers are like buttons. They hold everything together. If we have to play the one-word answer game to describe a mother it might well be superhuman. Sometimes you think that mothers do really have the magical power to do everything to cater to your needs.

Imagine a day for a stay-at-home mother. Probably starting the day by making up breakfast, waking you up, cleaning the room, ensuring you have something to eat at school, doing house chores and so on. The list of things could go on and on....

Now let expand the imagination to a working mother, a woman with a 9-to-5 job – who nonetheless still must do the same things every mother must. They probably will say the word ‘tired’ rarely – but we will never see them stop working as a mother.

Mama, I dedicate this piece of hard work specially for you.

To the one: That gave birth to me,

Play an important part of my life journey from the beginning,

Your blessing and Doa are the key for my success...

Thank you very much for everything! #MAMA, I LOVE YOU!

Abstract

‘Finding the balance of the rocking board’: The perspective of the dual career athletes in Malaysia and South Korea

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This study investigated the current scenario of dual career athletes in Malaysia and South Korea specifically in regards to how the athletes fulfilling their responsibilities with both career demands. The qualitative method using semi-structured interview was applied by integrating the mix interview approach (online and face to face) as well as the email electronic chat services in order to complete the data collection.

Eleven world-class athletes (six from Malaysia and five from South Korea) were recruited following the inclusive dual career criteria that are set consisting the current elite athlete competed in world stage championship and along the side working or studying. The theoretical framework by Wylleman, Reints, & Knop (2013) was used as the guideline for the interview and interview questions. The final thematic analysis has been generated and answered three research questions which are (1) analyzing the perspective of the elite athletes on dual career practice in Malaysia and South Korea (2) Identifying support provided to help the athlete coping with dual career and (3) Exploring the challenges and opportunities associated among the dual career athletes throughout the process of dual career athlete in both countries. Three different groups of dual careers (Elite Student-Athlete, Elite Working Athlete, and Combined Dual Career) have emerged throughout the result of this study. The findings also revealed the athletes are facing problems in looking for the balance in both career demands but over time it managed to be addressed accordingly.

Moreover, this study supports dual career as one of the possible solutions for the athletes to prepare for the retirement and also expands the literature review in dual career which potentially contribute to better policymaking in the respective country. Future suggestion includes the specific analysis on a different group of dual career and also on the effectiveness of the available program that been developed to support the athletes in managing the demand of both career goals.

Keywords: Dual Career, Thematic Analysis, Elite Athletes, Dual Career

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LIST OF ACRONYMS

1S101C	One state, One university, One centre, Malaysia
ASS	Athlete Specialist System, South Korea
ATLAS.TI	Qualitative data analysis software
CAP	Career Assistance Program
CNGSTD	Next Generation sports Talent Development, South Korea
DC	Dual Career
GSTDP	Global Sports Talent Development Project, South Korea
IOC	International Olympic Committee
KAKAOTALK	Online Chatting Services
KBS	Ministry of Youth and Sports, Malaysia
KSOC	Korean Sport & Olympic Committee
KSPO	Korea Sports Promotion Foundation
KUSF	Korea University Sports Federation
MACE	Malaysian Athlete Career and Education
MASUM	Malaysian University Sports Council
MCST	Ministry of Culture, Sport and Tourism (MCST), South Korea
NEST	Korea Foundation for the Next Generation Sports Talent
NGO	Non-Governmental Organisation/ Non-Profit Organisation
NSC/MSN	National Sports Council of Malaysia
NSI	National Sports Institute of Malaysia
SPLISS 2.0	Sports Policy factors Leading to International Sporting Success Project 2.0
SSI	Semi structured interview
ZOOM	Online Video Conference

Chapter 1. Introduction

1.1 Background of the study

The proposition of athlete career development as part of the extension of athletes' life phases has attracted many scholars to explore more in this area of studies including on the athlete's pathway, career transition, career assistance and in total describing the framework of the sporting cycle in order to assist the progress of athletes in sports and life (Park, Lavalley, & Tod, 2013). The studies of career transition are burgeoning promptly in the last 30 years ago and researchers have found diverse possible occurrences in regards to the athlete's life and retirement (Lally, 2007).

In present days, the dual career (DC) was firstly originally proposed in the European Commission (2007) document which include the guidelines and requirements providing the idealistic pathway to support the professional athletes' career that engage in DC. The idea to pursue dual career life expressed by the athletes which are seeking a safety net as part of their post athlete life or retirement period in the future (Wylleman, Alfermann & Lavalley, 2004).

Meanwhile, learning institutions and workplaces subsequently adapted to the culture of the dual career athletes which allows them to continue to be competitive in sports while having another area of responsibility. In this context, athletes are now able to have two different careers (a combination of sports with working or study) which at the same time allowing the athlete to continue their role as professional players (Geraniosova & Ronkainen, 2014).

1.2 Sports and education context in Malaysia and South Korea

Malaysia is one of the developing countries in South East Asia. The population of the country is 30 million people with a GDP Per Capita is at \$11,137 (International Monetary Fund, 2020). In terms of sport achievements, in Summer Olympic Games (up to the year 2018) Malaysia has only won 7 Silver and 4 Bronze (11 medals) meanwhile for South Korea, in total they have collected 267 Medals (90 gold, 87 silver, and 90 Bronze). South Korea (GDP per capita of 28, 605.70 USD) also has been the host country for various world-class championships such as the 1988 and 2018 Olympic Games, and Malaysia recently hosted the South East Asia Games in 2017.

In both countries, they have also concern about the development of dual career study among athletes. The Malaysian Athlete Career and Education (MACE) unit was established under the supervision of the National Sports Council of Malaysia (NSI). The unit is managing three pillars of an athlete's development which focus on education, career, and welfare. Reviewing in the education area, the unit helps the athletes in the entry to tertiary education by collaborating with the local universities. Through *One state, One university, One centre (1S101C)* highlighted as the main objective in the area of education. For student-athletes, the pathway is to enter the Sports School which the main one is the Bukit Jalil Sports School (MSN, 2014).

The qualified high school graduates will then will be offered a placement in the pre-university program or an opportunity to enter the local university according to their desired major. However, the target to establish a comprehensive program for student-athletes is still a long way to go (Stadium Astro,2018). On the other hand, there is the Malaysian University Sports Council (MASUM) under the Ministry of Education,

Malaysia which is also one of the organizations supporting the DC athletes (at tertiary level) where it provides the scholarship for the athletes for from Diploma to the Ph.D. level of studies. According to current Minister of Youth and Sports Malaysia, Datuk Seri Reezal Merican Naina Merican, for retiring or retired athlete, Athlete Track Program is being developed to support an athlete's transition specifically to look for a job opportunity. As for now, there are 16 organisations supporting the program with the collaboration with other government agency such as Ministry of Human Resource Malaysia, Malaysia Digital Economy Corporation and other to initiate the SportsPreneurship program (Abu Hassan, 2020). On the other hand, since 2011, National Sports Council of Malaysia had an memorandum of understanding with Korea National Sports University for knowledge exchange.

For South Korea, The Korean Sport & Olympic Committee (KSOC) imposed the Athlete Career Program that was collaborated with NEST/KSPO. It was designed to include assistance to the athlete including counselling, mentoring, and capitalize funding to support the enrolment into the private learning institution. The student may have options for different majors according to their preference. However, support is limited to the retired athletes only (KSOC,2017).

The Korea Sports Promotion Foundation (KSPO) is one of the sports organizations supporting dual career athletes in the country. Through its program, it has carried out a different program for the DC such as the core program that consisting of four different steps which are Step 1: Sports Talent English Education, Step 2: Global Professionals in Sports, Step 3: Global Sports Leadership and Step 4: Advanced Global Sports Talent Development. However, there is a concern issues arise in social justice

resulted from the country's elite athlete system. The program is being carried out to help the life challenges for the elite athletes but it has been found that there is a limited door for employment at the national level and for current DC athletes. The study on the approach in promoting the knowledge economy and human capital also was conducted and showed that there is high interest in engaging DC but the opportunity to do so is limited and it can only be involved by the athlete only after their retirement of athletic life. (Nam, Shin, Jung, Kim, & Nam, 2019).

1.2.1 Organisation established to support DC

The researcher managed to compile all the information in regard to the existing structure in both countries dedicated in supporting their athletes. Comparing on both, it has been found that dual career in Malaysia seems to be more accepted based on the past success of DC athlete and the specified organization in providing support. A further review of the program supporting the DC athlete in Europe is available in the appendix attachment.

Table 1. Established support/organisation of DC in both countries

No.	Organisation	Malaysia	South Korea
1.	Specific Unit/ Program to cater to DC welfare	<ul style="list-style-type: none"> Malaysian Athlete Career and Education (MACE) (MSN, 2014) 	<ul style="list-style-type: none"> The Korea Sports Promotion Foundation (KSPO) (Nam, Shin, Jung, Kim, & Nam, 2019)
2..	National University Association	<ul style="list-style-type: none"> Malaysia University Sports Council (MASUM) since 1974 (Mohd Noor & Mohd Noor, 2006) 	<ul style="list-style-type: none"> Korea University Sports Federation (KUSF) (Nam, 2019)
3.	Policy, Act and Law Engagement	<ul style="list-style-type: none"> One state, One university, One centre (1S101C) by MACE (MSN, 2014) 1S1S (One student, one sports) (Ghanad, Hussin, & Bari, 2015) 	<ul style="list-style-type: none"> School Sports Promotion Law (SSPL), 27 January 2013 to address obesity and sports participation (Ministry of Culture and Tourism, 2012) National Sport Promotion Act in 1962 (The Korea

			National Training Centre (1966) and Korea National Sport University (1977) established for the infrastructure of the elite sport system. (Park & Lim, 2015)
4.	Hiring agency of current elite athlete	<ul style="list-style-type: none"> • There are blooming job opportunities that hiring the current or retired athlete to be part of the organisation as there is national championship for employees under the Welfare and Sports Council Members of the Government of Malaysia, MAKSAK. (Ramaguru, 2015) 	<ul style="list-style-type: none"> • No significant finding

Through the government ideology, the establishment of *Tae Neung* Athletics Village, in 1966 (National Training Centre) to support the development of elite athletes was established (Hong, 2012). Later few modifications were made such as the implementation of The Athletic System (ASS) 1972, Military Service Exemption Law (MSEL) of 1973, Lifelong Pension System (LPS) of 1974 for athletes that have an excellent track record of success in sport (Hong, 2011).

Under ASS, elite sports program development is one of the concerns. Then, the Korea National Sports University was constructed in 1976 and started to operate in 1977 applying the model of the past Eastern Bloc nation-states (Park & Lim, 2015). Later the program was restructured and put under the responsibility of the Korea University Sports Federation (KUSF), Ministry of Education, Science, and Technology (MEST) in 2016 (KUSF, 2017).

1.3 Statement of research problem

The merging of the double profession (dual career) which consists of a combination of studying with the sports career or work. However, the problem arises where the DC athletes are worried about finding the balance in seeking education and at the same time committing to the intense daily schedule of high-performance sports. Certainly, there are the needs for more idealistic and existence of current trends that are happening in connection with the phases of the athletes in the career of sports, education, and psychosocial development simultaneously (Wylleman, Alfermann & Lavallee, 2004). To highlight more on this problem, Sorensen & Christensen (2009) study showcased that the dual career research study is crucial to be explored as it resulted in the impact and feedback to support the comprehensive studies of athlete's development. Plus, dual career studies are defined as the blooming area which to be explored deeper.

Besides that, there are a growing number of media reports from recent major games which are the Rio Olympic Games, 2016, Gold Coast Commonwealth Games, 2018 and PyeongChang Winter Olympics, 2018 that indicated the increasing number of DC athletes competed in the mega-events (Cartigny et.al, 2019). The proposition for better improvement in dual career development also has contributed to the making of theoretical models to improve the career development of athletes. The past studies positively emphasize the outcomes on the development of several professions as assistance packages dedicated to supporting athletes personally. The athletic improvement includes improving the stability of their DC athlete's lifestyle subsequently optimizing their post-athletic career lifestyles. Further examples of this support program are such as Olympic Job Opportunities Program, Canadian Olympic Athlete Career

Centre, the United States' Career Assistance Program for Athletes, Athlete Career and Education (Stambulova, Alfermann, & Stat, 2009).

In general, the purpose of the current research study specifically to understand the scenario that occurs among the athletes engaging in DC, the support received as well as to explore the challenges and opportunities of the dual career athletes in a specific country context.

1.4 Significance of the study

The study by Sorensen & Christensen (2009) has predicted the increase in upcoming studies with regards to dual careers that attracting many scholars but, Hong & Coffee (2018) systematic review study revealed that still, there are lacking a successful developed sports career transition program to support the dual career athletes in their career transition, especially in a specific county context. On top of that, due to the unavailability of qualified manpower in the existing support programs for elite athletes has created tension and possible stress to the DC athletes as which indicated the lacking of support provided.

To complete the argument, Stambulova, Alfermann, & Stat (2009) have mentioned that it takes a group of expertise in assisting athletes to prepare for and address various transitions of their lives. The combined cooperation of coaches, parents, managers, and sports psychologists able to create positive impacts to ease the life transition of athletes to retirement. Meanwhile, Price (2010) has suggested in order to extend and create a balance in the life of athletes, there needs involvement in the non-sporting opportunities (example like studying) which enable the continued success markers to prolong the sporting career of elite athletes.

The Project of SPLISS 2.0 which covered 15 nations clearly showed a convincing result in regards to the existence of insecurity among the elite athletes on their future after retirement. This project outcome indicated that elite athletes are truly concerned about their life towards the retirement period. Most elite athletes spent their life serving the countries in their sporting career and comparing themselves with other peers which starting at the age of thirty (30 years old), the athletes will normally be starting to have thoughts on their retirement. In another range, athletes' concern about retirement planning has contributed to a negative effect on their current performance and affecting the focus on sustaining ongoing sporting elite career (Veerle De Bosscher, 2016).

On the other hand, The International Olympic Committee (IOC) indicated the needs for three pillars which are education, life skills, and employment in order to enhance and utilize the athlete's talents. Moreover, the pillars are the integrated strategies in supporting the elite athletes to manage the difficult transition from elite sport to a new career. The European Commission (2012) guideline also explains that to be involved in DC is not impossible matters among the athlete but it will need a lot of courage, sacrifices, and life learning skills in order to adapt to the double profession demand.

1.5 Objective of the study

In order to formulate a better idea on the trend or phenomenological studies of DC, the focus of this study investigated on the factors associated experiencing by the DC athletes as applicable in contributing to creating a better policy and analyzing the effectiveness of the support system that crucially needed by the respective group of elite athletes. In details, for this specific research study, the term of 'elite' referred to the high-performance athlete that had represented their countries in the major

international championship. In addition, the respective athlete may have a specific contract with a certain organization related to their athletic career (Maurizio Valenti, 2019).

1.5.1 Objective

The objective of this study aims to understand the scenario of the dual career athletes in Malaysia and South Korea specifically in regards to how the athletes fulfilling their responsibilities with both career lifestyles.

1.5.2 Research Questions (RQ)

To achieve the objective, the study has developed on three (3) research questions based on the past literature review which are as below:

RQ1: What is the perspective of the elite athletes on dual career practice in Malaysia and South Korea?

RQ2: What is the support provided to help the athlete coping with dual career in both countries?

RQ3: What are the challenges and opportunities associated among the dual career athletes throughout the process of dual career athlete in both countries?

Chapter 2. Literature Review

2.1 Transition of elite athletes

According to Borowiec (2018) and Stambulova: Alfermann, & Stat (2009) studies have provided concrete evidence that the athlete started to retire when they are reaching the age of 30 years old. Firstly, the theory of athlete development was validated in the study by Bloom & Sosniak (1985) that explained the existence of three phases to describe the life of athletes. It started with the early years where it focuses on a playful journey of practicing the skills of the sports, next it turns into the middle year (performance focus and orientation) and the last stage was the late years where the athletes turn into the professional and play on the competitive level. Based on the study by Wylleman, Lavallee, & Alfermann (1999) explained that athletes are experiencing diverse stages in the career of athletics and there is the need for comprehensive study for the respective transition.

After a year, the model is updated by Wylleman, Knop, Ewing, & Cumming (2000) which has created the changes the stages by renaming into the development, mastery, and perfection stages with the same characteristics. The research finding among pupil-athletes, student-athletes, professional, elite athletes, and former Olympians towards the athlete's career growth, Wylleman & Lavallee (2003) has outlined the development model that outlined the natural phases of the transition of athletes are associated with individual, psychosocial and academic level.

Later, Wylleman & Lavallee (2004), argued that there is a missing stage in the developmental life of an athlete which is the discontinuation stages where the athletes

experience the phases of retirement and post sports. The model was then finalized by Wyllemman, Reints, & Knop (2013) that outlined 5 stages that need to be fulfilled along with athlete's development in order to produce the quality of talents which focus on the area of psychological, psychosocial, academic, vocational and functional.

Besides that, during the transition, there will be a group of elite athletes that will engage in the DC in which the routine of the athletes will be very demanding as the athletes need to spend more than 40 hours a week which includes the training hours, competition hours, traveling time as well to fulfil the requirement of their studies at the same time (Aquilina, 2013).

Table 2. A developmental model on transitions experienced according to the athletic level in terms of psychological psychosocial, academic/vocational level and financial by Wyllemman, Reints, & Knop (2013).

AGE	10	15	20	25	30	35	
Athletic level	Initiation		Development		Mastery		Discontinuation
Psychological level	Childhood		Puberty Adolescence		Young adulthood		Adulthood
Psychosocial level	Parents Siblings Peers		Peers Coach Parents		Partner Coach Support staff Teammates Students		Family (Coach) Peers
Academic/ Vocational level	Primary education		Secondary education		(Semi-) professional athlete		Post-athletic career
					Higher education	(Semi-) professional athlete	
Financial level	Family		Family Sport governing body		Sport governing body Government/NOC Sponsor		Family Employer

In terms of coping in their DC, the past literature studies indicated that it is divided into several categories based on four specific domains which are academic, psychosocial, psychosocial and financial in athletes' career development (Tekavc, Wylleman, & Erpic, 2015).

2.1.1 Level of academic among athletes

The comparison study between the swimmer and basket player revealed that the female athletes tend to have higher academic achievement compared to the male. The study also mentioned that female athletes have more capabilities in time management and they are more engaged to get more academic credentials compared to the male athlete's group. Nevertheless, there are also female respondents that reported facing burnout catering to dual career lifestyle due to rigid routines daily that make them tired and gradually losing interest in both careers.

2.1.2 Psychological factor

During the stage of puberty, it seems that the female is experiencing tougher situations as they get negative feedback on their body changes by the coaches and parents which ultimately makes them have an extra exercise to loosen their weight. It causes additional stress facing them to be presentable well in sports and academics.

The female athletes are more thinking about their wellbeing rather than the male where the females are more attached to academics and willingly to retire from their sports if they have to choose between both. Mainly, both genders processed the value of engaging in a dual career as they mentioned that they are socially obligated to contribute to their sports respectively in the future when they are successfully finishing their academic and moving into another career.

2.1.3 Psychosocial factor

The roles of the role model and peer support are reported to be crucially important to the athletes. In this case, the athletes are influenced by their surroundings as they reported to strive for better results in both academics and sports when their parents are giving their positive push factors.

On the other hand, the peers which have more academic results along with better sports achievement has made the athletes pursue the same lifestyle. More or less, the athletes are sometimes facing difficulties as they receive pressure from their coaches and make it worse when the schedules contradict with other tasks.

2.1.4 Financial

There was a different response received by the athletes according to their sports category. In this case, the basketball player has fewer problem related to financial support on their studies compared to the swimmer group of study. The financial status has caused early retirement for some swimmers as they need to work part-time because they are not receiving any kind of scholarship comparing to the basketball player that their earning as a player is sufficient to support their school fees.

2.2 The pathways towards dual career athletes

Based on the study by Cartigny et. Al (2019), indicated there are existing gap between education and the commitment of athletes. Generally, in the study by Pallares, Azocar, Torregrossa, Selva, & Ramis (2011) defined that there are the three (3) different pathway of a sporting career, there are (1) the linear path where the athletes prioritize their sporting career and dedicated themselves to the sports. Next, (2) the convergent path where the athletes do take the priority on their sports career but the respective

athletes are engaged in other activities at the same time which in this context combines sports with studies or work. The third path (3) is known as the parallel path in which both sporting career and other activities (studies or work) are sharing an equal level of importance in the life of the respective athletes. Therefore, both parallel and convergent career pathways chosen by the athletes were acknowledged as the dual career pathway.

Vilanova & Puig (2014), also agreed that if the athletes were chosen or directed into the convergent or parallel paths, they were categorized as among the strategist. The concept of a strategist (having equal importance in sports and other activities) and in that study mentioned that the athletes strive for a better job and are more thrilled compared to the non-strategist.

According to Sorensen & Christensen (2009) study, they were the existence of strong attractive factors among young football players which showed a high interest in the combination of sports and education during their athletic career. However, the study also revealed that the respective athletes were bonded with the external stress such as traveling distance between the school and their training centre, social support, as well as the pressure to have good academic outcomes. In addition, among the Scottish football athletes, the level of interest in education increasing when the athletes faced difficulties in securing a stable income from their sports. Moreover, due to the support program given, the athletes are more eager to pursue education (dual career) along with the phase of their competitive sporting career (McGillivray, 2006).

Elite athletes tend to choose the opportunity to be involved in education as they prepared for the future security and backup in their life after retirement. Specifically, in identifying their motivation to be DC, there are eight (8) reasons identified based on the

Finnish, French and British athletes which are the confidence in the transferability of skills, intellectual stimulation, sense of balance, dissatisfaction with the exclusive commitment of time, a sense of security from obtaining potential qualifications, consideration of athletic retirement and improved athletic performance in a sport-friendly academic setting (Aquilina, 2013). Plus, the factor of being pressured by their family existing to improve on education as the family takes on consideration on the total athlete’s career life (Sorensen & Christensen, 2009). In the last 2016 Rio Olympic Games, the contingent of the United States of America (U.S.A) consisted of 555 athletes and recorded 46 gold, 37 silver and 38 bronze (121 medals). From the total, the DC athletes contributed 74% (61 medals) of the overall medal tally which as in table below:

Table 3. Medals contributed by dc athletes from the U.S.A contingent in 2016 Rio Olympic Games

Rank	University	Gold	Silver	Bronze	Total
1	Stanford	9	6	3	18
2	University of California, Berkeley	8	4	4	16
3	University of Southern California	3	2	3	8
4	University of Florida	4	2	1	7
5	Indiana University	4	1	1	6
6	University of Georgia	2	1	2	5
7	West Virginia University	4	0	0	4
8	University of Washington	3	1	0	4
9	University of Texas	3	0	0	3
10	Purdue	1	2	0	3
	Total	41	19	14	74

2.3 Trend of migration due to dual career

Through the past studies, it also found the existence of the athletes that migrate in order to fulfill the demands of the dual career. The migration factors derived due to the motives and transnational pathways of the international athletes that decided to move

to the United States which creates the phenomenon of sports labor migration (Love & Kim, 2011).

As current, Maguire (2004) indicated that the transnational migration of athletes' life has been rising in various backgrounds and situations of the sporting field. It is believed that the factor of ambitious feeling is one of the factors that create the typology of sports migration which has been attained among the dual career athletes to add the value of meaning to have a successful life.

Besides that, based on the studies among male footballer, basketball, cricket, and rugby athletes, Maguire (1999) has outlined the found five classifications of migration (the push and pull factor) in order to understand the migration of dual career among the elite athletes which is as in Table 4.

Table 4. Classification of the migration resulted from dual career

Classification	Details
Mercenaries	Migrants who are motivated and the attraction of money/ higher paid.
Settlers	Moving to a new place for a period of time/ few seasons.
Nomadic cosmopolitans	Engaged by the athlete's senior career, desire to experience different nations and cultures, particularly in major world cities.
Pioneers	Locating the new area to explore.
Returnee	Back to the athlete's original team.

The mercenary and nomadic cosmopolitan is categorized as an individual that migrates to gain financial rewards, exploring the world and culture, seeking new opportunities and limiting the economic risks (Love & Kim, 2011). In regards to that, the typology was also extended by Magee & Sugden (2002) which indicated three additional typology which are ambitious, exile and expelled. The ambitionist was described by Love & Kim (2011), as individual with motivation to play in higher rank or also for having the target to be the university graduates. Next, the term exile was converted to

explain the situation of exiled from home country by the inability to play a sport at a high level while attending university full-time. On the other hand, the term expelled was specifically referring to the individual that migrated due to losing the position in the team.

2.4 Review on support programs established for Dual Career athletes in different countries

There are a variety of studies concentrated on exploring the different country's support towards DC athletes but it limited in the country in this current study. The supports are such as the flexibility in entry requirements into the educational institution, types and location of the educational institution, flexibility in time schedule and examination, supports from the state and sporting body, formal and informal lifestyle performance support services which seemed to be associated with dual career (Aquilina & Henry, 2010).

According to Lopez de Subijana, Barriopedro, & Conde (2015), athletes improve their well-being beyond sport when they engage in DC. Moreover, the support system is needed to ensure the athletes are able to commit to their dual life and task requirement. The same study has revealed the program of career assistance program (CAPs) which firstly emerged in the United States around the '80s is among the starting points in highlighting the support from the stakeholders for the dual career athletes. It was believed that the program is adapting the model which addressed the concert of four main areas which are athletic, psychological, psychosocial, and academic. Moreover, the program was also not primarily focussing on the phase of the retirement but considered as the integrated service which included on the dimension in support for the elite athlete group (Wylleman, Alfermann, & Lavallee, 2004).

The program was also just not creating a focus on the retirement phase but also it creates comprehensive coverage for the athlete's preparation on their lifestyle before, during, and after the peak of their sporting performance stage (Wylleman, Lavallee, & Alfermann, 1999). In fact, this support program which is known as The Lifestyle is expanded on perspective and the work structure is well received and practiced by the athletes and authorities as part of the welfare strategic plan by the stakeholder (Henry, 2013). On the other hand, there are also multiple programs that have been conducted in various countries which somehow show similarity. However, the similarity might occur to ensure the program is well blended according to different cultures or ways of life of individuals in those countries.

2.4.1 Australia

The Career Assistance Program (CAP) program in the country is also highly accepted among the athletes and authorities. The program then renamed to Personal Excellence Program has catered and helped 3000 thousand athletes based on their channel of online assistance (Chambers, Gordon, & Morris, 2013). Plus, Albion & Fogarty (2003) illustrated that the program has a 69% level of awareness with a 71.4% level of satisfaction.

2.4.2 United Kingdom

The program for Athlete Career and Education (ACE) is referred to as the Performance Lifestyle Program which received an increasing number of athletes requested assistance (Park, Tod, & Lavalle, 2012). In fact, from the 90s the athletes that received the assistance are satisfied with the outcome based on the received services and program (Lavalle, Gorley, Lavalle, & Wylleman).

2.4.3 Scotland

In the country, the program of Life Development Program has brought useful and played supporting roles towards the dual career athletes (Gilmore, 2008). Based on McKenna & Dunstan-Lewis (2004), the level of satisfaction among the British university has identified the concerning areas among dual career athletes which are establishing priorities, the relationship with the academic section and lacking supports and understanding on their situation.

Besides that, the program of 'Tutorsport' which a Career Assistance Program at the Autonomous University of Barcelona received a high level of satisfaction and the program managed to handle the difficulties regarding the decision-making process which been found among the main problem faced by the dual career athletes (Mateos, Torregrosa, & Cruz, 2010).

2.4.4 France

Since 1997, it has been reported that 93% of the universities have successfully managed and adapted the studies to the elite athletes demands and needs (Le Boulicaut, 1997). Moreover, Honta (2007), stated that most of these modifications consist of breaking up the curriculum, research extensions, substitution, and remedial classes, and scheduling special review sessions which tutor's assistance is one of the common practices too. Besides that, some of the student-athletes in France are more preferred to enroll in the sports science program as they feel more engaged and have a sense of belonging in those respective field areas of study (Aquilina, 2013: Honta, 2007).

2.4.5 Finland

The students in the country have their own set timing as it has been found the learning process at the tertiary level is not difficult to be explored (Aquilina, 2013). Plus, the student-athlete graduates indicated that counselling and career management which indirectly part of the sport has brought conclusive contact to their performance in a sporting career (Merikoski-Silius & Henry, 2006).

2.4.6 Germany

The universities in Germany which total about 90 universities are involved with the 'Partner Universities of Top Sport Program' which cater to 1200 dual career athletes at the elite level. The supports were given in terms of the athlete's admission, individual mentoring and tutoring which based on the adaptation of their courses, flexibility in exam dates and preparation for the labor according to the market demon. (Alfermann & Preis, 2013). Besides that, Wyllemman, Reints, & Knop (2013), mentioned that the Vrije Universiteit Brussel in Belgium which the pioneer of this program provides freedom into the dual career athletes in terms of selecting their preferred courses and the athletes were given a broad range of academic assistance.

2.5 Issues and typology existed in Dual Career

Based on the study by Alfermann & Stambulova (2012), dealing with the DC truly depending on the resources factors that are associated which are internal (intrinsic resources or strength to the athletes) and external environment. Basically, internal resources such as the anticipated competencies, involvement, or experiences and competencies are classified as the intrinsic resources for the athletes which developed throughout the years of involvement in the sporting career. External is coming from the

social support perceived by the athletes such as the support from entourage (family, coach, teachers, and friends), education policy, support of the program studies, and sponsors (scholarships). Besides that, the threats being faced by the DC athletes include economic struggles, material difficulties, and legal regulations from the stakeholders (Selva, Pallares, & Fernandez, 2013).

The experience faced by the DC athletes which focusing on a combination of sports and education, struggling to fulfil the demands of both roles. It also was identified that this homogenous group of dual career athletes was lacking in terms of understanding the real demands of the academic responsibilities. Moreover, with a different lifestyle comparing to a normal student, in some cases, the dual career athletes are more tendency in making sports their priorities over the time (Dunstan-Lewis, 2004). Despite that, Jonker (2009) mentioned, based on his studies with the group of DC athletes in the Netherlands has revealed that the pressure of the dual careers was managed by the athletes and the group of athletes had experience managing their academic studies with the transfer skills that were gained through the sport.

Nevertheless, in the study by Geraniosova & Ronkainen (2014), the finding has revealed the possibilities of lacking on dual career supports from the learning and sports institution, unfavourable conditions related to finances, the inflexibility of studies, limited structured dual career support and the perception towards DC (the studies have revealed that respondent faced prejudice from their teacher which contribute to the impossibility of getting a good grade).

The main problem when it comes to analyzing the challenges perceived by dual career athletes is time management. The problems were mainly derived from the law

pertinent to the exam, fix schedules, and compulsory class attendance which conflicted with the training or sports schedules of the elite athletes (Lopez de Subijana, Barriopedro, & Conde, 2015).

On the other hand, a study by Humphrey, Deborah, & Bowden (2000) and Wilson & Pritchard (2005), mentioned the factors that contribute to the stress of DC athletes are academic burdens, affairs on the athletic careers, time management, social relationship, financial and matter related to physical health. These stressors certainly bring various consequences that have to be dealt with by the dual career athletes. The possible impacts are deterioration in physical and mental health, athletic performance, and as well as direct implications on the performance of the academic study (Humphrey, Deborah, & Bowden, 2000).

From the studies by Aquilina & Henry (2010) highlighted the main resources of dual career athletes and reviewing policy based on the European education system context has outlined four (typology) on the demands of the young elite athletes regarding their needed support on dual career as in Table 5.

Table 5. The summary of the features and practice country based on the four (4) type of typology on resources of DC by Aquilina & Henry (2010)

Type	Key Features	Examples of practiced country
First type: State- centric regulation <ul style="list-style-type: none"> • The state-centric provision is where the law and regulation play significant roles for the education institution to respond to the culture of the dual career. 	<ul style="list-style-type: none"> • Responsibility is placed on Higher Education Institution in order to provide adaptation of opportunities for the student-athletes through legislation or statutory and government requirement. 	<ul style="list-style-type: none"> • France, • Hungary • Luxembourg • Spain • Poland • Portugal

<p>Second type: state as sponsor/facilitator</p> <ul style="list-style-type: none"> • The state having a mutual agreement with the educational institution which is desired by the law and regulation of the respective states. 	<ul style="list-style-type: none"> • The approach where the state plays the role in promoting the formal agreements to establish the student-athletes needs being adapted at the university levels. 	<ul style="list-style-type: none"> • Belgium (Flanders) • Denmark • Estonia • Finland • Germany • Latvia • Lithuania • Sweden
<p>Third type: National Sporting Federations / Institute as the intermediary</p> <ul style="list-style-type: none"> • The direct involvement of the National Sports Bodies/Organization in negotiation with the educational institution on behalf of the athletes. 	<ul style="list-style-type: none"> • The system of recognized channels for sporting advocates (usually national governing bodies or national institute of sport) to act on behalf of the student to negotiate flexible education provision with Higher Education institutions. 	<ul style="list-style-type: none"> • Greece • The United Kingdom
<p>Laissez Faire (No formal Structure)</p> <ul style="list-style-type: none"> • where no formality in channel or structure exists to support the needs and demands of the dual career athletes. 	<ul style="list-style-type: none"> • There is no structure to measure or in place as the arrangements are relay on the individual to negotiate their flexibility to improve on their adaptations. 	<ul style="list-style-type: none"> • Austria • Cyprus • Czech Republic • The Netherlands • Ireland • Italy • Malta • Slovakia • Slovenia

In the same studies, it also has been found that the university played the important role in creating opportunities which have made significant changes in the response of the typology and culture of the dual career athletes. In this regard, the educational institution is playing a supportive role by creating adaptation areas to support the elite athletes that engage in dual careers. The modification and support given by the university are divided into three from academic, sporting and also the support of the post-athletic career.

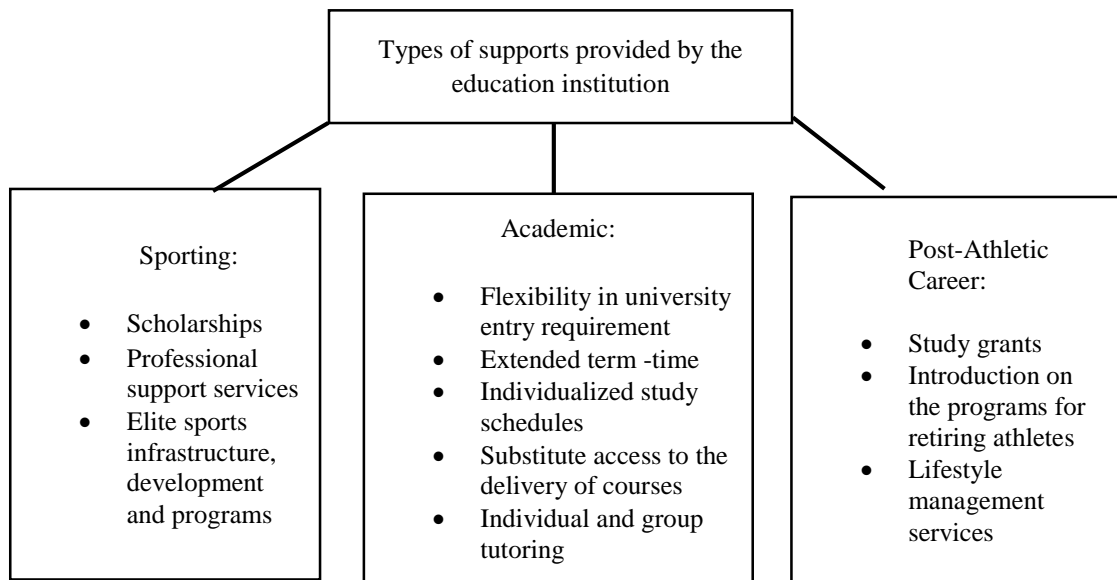


Figure 1. The adaptation and supports provided in the European universities for dual career athletes based on the study by Aquilina & Henry (2010)

From the perspective of the athletes, they also need to be aware and choose the right education institution that is able to cater to their dual career demands. Those selected learning institutions are chosen based on their supports and implementation of dual career adaptation where athletes can handle the workload and schedule their schedules according to the sports season, as well as those study centres where athletes have flexible time tables and their curriculum has a pace that can be adjusted, are the perfect spots for athletes (Lopez de Subijana, Barriopedro, & Conde, 2015).

In addition, Geranosova & Ronkainen (2014) studies also showcased that needs to support the dual career athletes are visible and the suggestion was outlined for the respective institution to be able to meet the demand of DC such as providing athletes with distance studies study groups, finding ways of changing the stereotypes of teachers

and faculty about sports people (athletes and sports students, enhancing the structure of dual career support and creating new dual career programs especially to support the accomplishment of a meaningful educational degree.

Chapter 3. Method

3.1 Overview

This chapter explained the methodological considerations which are adopted for this study. The research focus is to investigate the scenario of dual career in both countries in term of their perspective, supports, challenges and opportunities. In this study, the researcher used the qualitative method by applying the semi structured interview approach to conduct this study.

3.2 Researcher Positionality and Reflexivity

According to Cresswell (2013), it is important for the researcher to declare their positionality and reflexivity in the early stage of the method to minimize the reader's biases and potential assumption on this study. Moreover, as this study adopted the qualitative method, the clarification by the researcher to express their understanding in their study directly to avoid any prejudice, directivity and influence from own experiences. (Creswell, 2013; Merriam, & Tisdell, 2016). On top of that, Merriam, & Tisdell (2016) mentioned that the researcher positionally issues need to be declared which aligned to the research or direction of the study. However, this study also was reviewed by two other experts and the panel committee following the suggestion by Lincoln (2010) which indicate the researcher may have the insight story but through different phase of review by it by other neutral researcher might reduce the bias.

In regards to this, my interest in this specific research is based on my personal background. I am a Malaysian citizen and was part of the bowling team specifically represented the state and competed at the Asian University Championship. I was awarded with a sports scholarship by the Ministry of Higher Education (MoHE) for the undergraduate study and recommended into the current master program which funded

by Korea Sports Promotion Foundation (KSPO) through the recommendation of the Malaysia University Sports Council (MASUM) and International University Sports Federation (FISU). Apart from that, I was previously worked with National Sports Institute of Malaysia (NSI) under the Podium Division that managed the world class athlete (Olympic, Paralympics and World Championship Athletes). Acknowledging on these matters, I believe the experience can be used positively as each individual have different perceptions and views. Thus, I emphasize that the ethical protocol and related concerns are addressed properly to avoid the researcher bias.

3.3 Research Design

Collingridge & Gantt (2008) mentioned that the benefit of applying a qualitative method in research is that the method takes into consideration the overall picture in a way that the quantified method could not interpret on a deeper surface. The qualitative approach will be more suitable in order to fulfill the purpose of this research as it explores the human experience throughout their life. According to Creswell (2013), qualitative method is able to explain the area deeper, quantify the complexity of the problems, provides a better direction of the context-based on freedom on asking the follow-up questions, produce more valid explanation to support the assumption and also the approach is on integration to justify the root of the certain problem.

The qualitative methods provide a comprehensive study from the foundation to the complex transition of each phase. Moreover, the method will be more suitable as it explores freely in order to gain the answer on the complex social question which can be translated from problem-solving (Glesne, 2006). In addition, Guest, Namey, & Mitchell, (2013) expressed that through the qualitative method, people's points of view without any pre-arrange on the respondent's thoughts and feelings.

Meanwhile, Ohman (2005) explained that the qualitative methods focus on the experiences lived by individuals as presented in thoughts, ideas, feelings, attitudes and perceptions. The research approach places emphasis on human behavior and social interaction. This investigates the consistency and not just the quantity of a phenomenon. Thus, the main characteristics of qualitative research methods and give examples and implementations which allow the researcher to analyze the responses in greater flexibility. Compared to direct questions that demand the answer of yes or no, the qualitative inquiry helps the researcher to follow up with additional studies or questions on this. Next, qualitative approaches made it possible to investigate previously unexplored variables and the ability to achieve a greater overall understanding of the area of interest (Brown, et al., 2015)

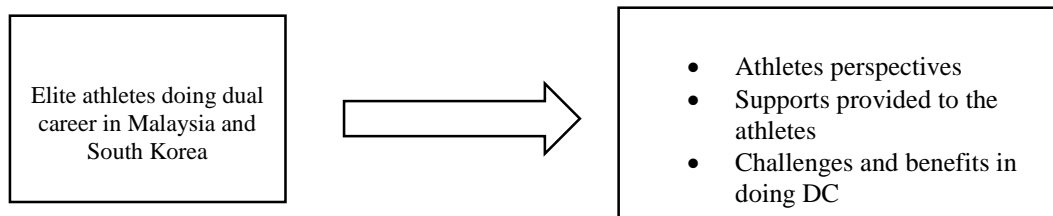


Figure 2: Conceptual framework of the study

3.4 Data collection

According to the Maurizio Valenti (2019), the term ‘elite’ referred to the group of athletes that had represented their countries in the major and international championship or the athletes has a specific contract with a certain organization as related to their athletic career which the explain the context of the term is compatible in this study.

3.4.1 Respondent Characteristic

Therefore, to ensure the objective of this study is achieved, the characteristic of the respondent serves as the eligibility criteria for selecting the respondent (as in table 6) and aligned with the target group.

Table 6. Inclusive criteria for the recruitment process

Criteria	Details
Nationality	<ul style="list-style-type: none">• Korean and Malaysian citizen
Level of athletes	<ul style="list-style-type: none">• Professional athletes or,• Current or former Elite Athletes (Competed in the World ranking tournament/championship)• Olympian or Olympic qualifiers
Sports	<ul style="list-style-type: none">• Not specified
Dual Career Athletes	<ul style="list-style-type: none">• Currently working or• Currently studying or• Former worker or student

3.4.2 Retired athlete

The justification to include the retired athlete who was previously engaged in one of the dual careers is to showcase that the DC is practically doable and not just in the sense of the athlete's personal opinion but also in the success story from the retired athlete group. The input received from this group of the study also useful to be interpreted to gain more understanding of the athlete's experience and to notify of any changes during the athlete's time and current situation. Apart from that, the athletes mentioned that they managed to overcome the challenges and utilizing the support that they had to create another chapter of success in their life.

3.4.3 Sampling

Purposive and snowball sampling has been applied in order to select the athletes that fit into the characteristic of the study. According to Patton (2015), the sampling technique is broadly applied in the qualitative research study in order to identify and select suitable candidates to be recruited for the study and it is most effective with the limited resources. Meanwhile, the snowball sampling method according to the metaphor of snow where it becomes ‘bigger and bigger’ as the research could ask the respondent to introduce a potential candidate to be recruited to be part of this study.

The technique involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. Moreover, it also taking into consideration of the participants in term of availability, willingness to participate, and ability to communicate opinions based on their experience in a reflective manner were also important (Bernard, 2006).

3.4.4 Recruitment Procedure

Eleven world class athletes (six from Malaysian and five from South Korea) were recruited in this study and the inclusive criteria followed according. For the recruitment of South Korea athletes, the researcher started by contacting the Korea Sports Promotion Foundation (KSPO) and the athletes were identified. Meanwhile, for the Malaysian athletes, the management of the National Sports Council of Malaysia (NSC) has been contacted through email to seek permission to conduct the study as well as getting the information contacts for the Malaysian Olympic Qualifier for Tokyo 2020 and the eligible athletes.

Table 7. Table. Number of respondents

Details	Malaysia	South Korea
The preliminary number of potential athletes according to inclusive criteria	10	7
Number of athletes agreed to participate (Providing consent)	6	6
Dropout/Not responding	4	1
The final number of athletes recruited	6	5

After getting the details and permission, the researcher contacted the athletes and obtaining their consent to participate in this study. Then, the schedule for the interview mutually agreed upon according to the athlete's convenient time and preference.

3.5 Interview Structure

The length of time taken for each interview (online and face to face) was around 35-75 minutes each and the email approach was adopted during the data collection was completed from August – October 2020.

3.5.1 Using e-mail and chat services electronic

Since the early 21st century, many modifications in qualitative data collection. According to Cresswell (2007), the inclusion of technology resources using the email, chatroom, and texting is practical among qualitative researchers. On the other hand, it helps the process of contacting the participant to be more cost-effective (Hunter,

Corcoran, Leeder, & Phelps, 2012). In addition, this technique starting to be more familiar due to the advantages such as it is convenient for the data collection process (Kazmer & Xie, 2008). The respondent was contacted through emails, calls, or Kakao Talk (free mobile chatting service).

3.5.2 Face to face and Zoom online video conference interview

Normally the interview involving qualitative research is done face to face with unstructured questions and in-depth. However, the new technique using the online video conference could be useful as it overcomes the barrier of geography, respondent tends to be comfortable as it could be taken in any location with the access of the internet. Moreover, it could protect the level of confidentiality as the respondent could be worried about being seen together during the interview process and in reality, the response rate is just similar if the interview was conducted face to face (Deakin & Wakefield, 2013). In fact, due to its privacy setting, Dowling (2012) indicated that the online interviews discussion in the online interview seem to provide richer context about the topic.

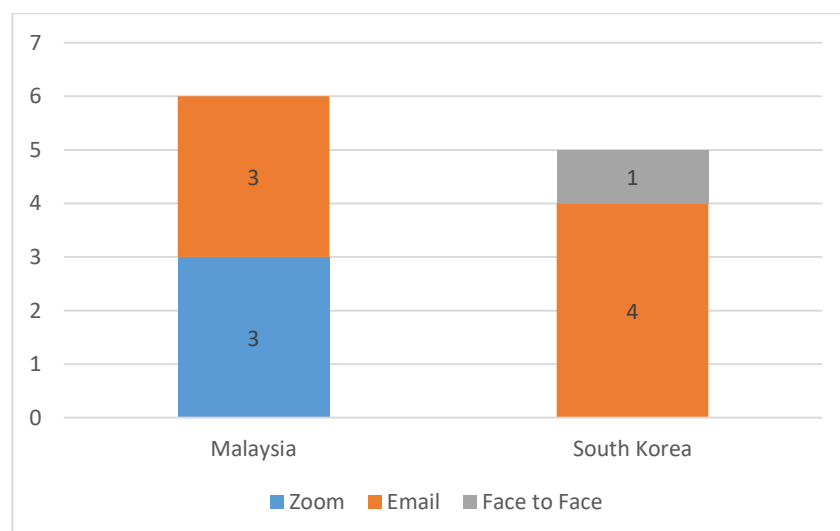


Figure 3. Data Collection Approach

3.5.3 Interview Guide

A pilot interview was done prior and the questions was approved by the researcher's thesis advisor following the guideline by Kallio, Pietila, Johnson, & Kangasniemi (2016) as there are five steps to be applied in regards to the semi-structured interview. It includes identifying the prerequisites for using semi-structured interviews, retrieving and using previous knowledge, formulating the preliminary semi-structured interview guide, getting the questions validated (ex. pilot testing the guide) and presenting the complete semi-structured interview guide.

Developmental model on transitions of athletes by Wyllemman, Reints, & Knop, (2013) was used as the theoretical framework to indicate related questions from the past literature review and the interview questions was also translated into Korean language to avoid any language barrier. Semi Structured Interview (SSI) is one of the frequent methods applied in the qualitative study and being implemented in this study in order to gain data which provides versatility and flexibility to the researcher to improve. Moreover, the advantage of this approach is the method proven to correspond among the respondent with the researcher during the process of the interview. The semi-structured interview is neither a free conversation nor a highly structured questionnaire (DiCicco-Bloom & Crabtree, 2006) and also provide the opportunity to regulate the order of the questions and the respondents have the possibility to expand their ideas and speak in great detail about diverse subjects rather than relying only on concepts and questions defined in advance of the interview (Galletta, 2012).

Each interview began with an introduction explaining the purpose and the rationale behind the study, the interview process, and the assurances of confidentiality. Participants were informed that there were no right or wrong answers. The questions, therefore, encouraged participants to describe their experiences of their dual career development in different domains of their lives (i.e., athletic, psychological, psychosocial, academic/vocational, financial) based on the guideline and theory by Wylleman, Reints, & Knop, (2013).

Checking the questions gives the researcher the opportunity to explore deeper into the answer, as participants may need clarity about certain questions in some situations (Guest, Namey, & Mitchell, 2013). During the interview, the researcher started the conversation with a question and then actively listens to the respondent who talks freely while a semi-structured interview follows a checklist of issues and questions that the researcher wishes to cover during the session (Bryman & Bell, 2007).

3.6 Ethical issues of interviewing

Research participants were informed about the overall purpose of the investigation and the design's main features, as well as any potential risks and benefits from involvement in the research project. Informed consent also involves getting the involved people's voluntary participation and reminding them of their right to withdraw from the research at any time. The participants are briefed about the aim and the research project procedures through briefing and debriefing. This also includes confidentiality information where the participated respondent able to check their interview transcription and allowing/giving the right to the researcher to publish the parts or entire interview using pseudonym (Brinkmann & Kvale, 2015).

In addition, Adams (2015) also suggested that the respondent's consent must also be recorded which at the same time the respondent is able to stop the recording at any time. Nevertheless, if the respondent is not agreeing to the voice recording, the researcher is able to switch to notes taking through the use of, legal pads, electronic tablets, laptop computers, or smaller notebook computers as part of the alteration that possibly been made.

Research study confidentiality applies to agreements with participants about what could be done with the data that result from their participation. Most often this means that there is no release of private data identifying the participants. This is aligned with the recommendation by Brinkmann & Kvale (2015) outlined that it should be made clear before the interviewing who will later have access to the interviews or the responses from them.

3.6.1 Data Saturation

The process of data collection ended when the saturation point was achieved. In the qualitative study, the data considered saturated when the data analysis begins to produce repetition and redundancy from the interview findings. In a simple word, there are major similarities in data and the researcher recognizes saturation and ceases further data collection (Royse , 2009).

3.7 Data analysis

In any type of research, the researcher must have the capability in outlining and performing in regards to which needed data need to be obtained in order to answer the research questions of this study. The following item will be describing the whole journey of data collection and method of analysis.

3.7.1 Coding Procedure and Thematic Analysis

The demographic of the research participants was recorded and confidentiality is the priority. Next, to analyze the feedback based on the interview questions, the researcher adopted the thematic analysis approach in order to examine the data obtained from the interviews. Atlas.TI which is one of the qualitative software was used to support the final thematic map and coding of the generated theme.

The goal of thematic analysis is to find out themes/patterns in the data which is important and/or interesting and use these themes to address the research or an issue. Braun & Clarke (2006) stated that thematic analysis is widely used in qualitative research methods. And provided a six-step guide that is very crucial for conducting this type of research. The step is outlined as in table 8 which is as followed:

Table 8. Guideline for thematic analysis

Steps	Details
Step 1 (Familiarization of data)	The process of transcribing data, reading and re-reading the data, noting down initial ideas.
Step 2 (Generating initial coding)	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Step 3 (Identifying themes)	Organizing codes into potential themes, gathering all data relevant to each potential theme.
Step 4 (Reviewing themes)	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis
Step 5 (Defining themes)	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Step 6 (Finalizing with write-up)	The final opportunity for analysis. Selection of vivid, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the

	research question and literature, producing a scholarly report of the analysis.
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Thematic analysis that was conducted mainly to identify themes by doing repeated reviews of both the transcripts and data field notes will be done by the researcher and checked by his advisor. The thematic analysis involved examining, categorizing, tabulating, and recombining the evidence obtained from the research. Open coding was used by two independent researchers to develop an initial codebook with code names, meanings, and examples.

The analysis applied to process the data which was collected through the interviews. The interview recordings were transcribed and reviewed for accuracy and transcribed data to be transference into a thematic sheet which was developed by researchers. From the interview, the researcher transcribed the answers and responses from the participants. The answers that were retrieved in Korean language were translated into the English language as the main language of this study.

3.7.2 Trustworthiness of data

For the qualitative research approach, additional approach was adopted to increase the level of accuracy of the result and the researcher received guidance from his advisor who is an expert in this research study. Anney (2014) recommended that qualitative researchers to follow the below trustworthiness requirements and techniques, as this will improve the integrity of qualitative research which these strategies were adopted:

1. Member checking was conducted to ensure the confirmability of the transcribed data of the interview and it is not from the researcher's own predispositions. The

transcribed interview was validated by the respondent and this process was conducted to improve the credibility of the data. Follow up questions after the interview also was been done to ensure the level of trustworthiness (Adams, 2015).

2. Peer debriefing also applied as during the process of peer examination the researcher discusses his research process and findings with a neutral individual that have expertise in the method. As the interview was recorded, the transcription of the dialogue applied the member checking that represents the role of auditor or detective to eliminate researcher bias when analyzing and interpreting the results. The personal data of the participants are treated as private and confidential.

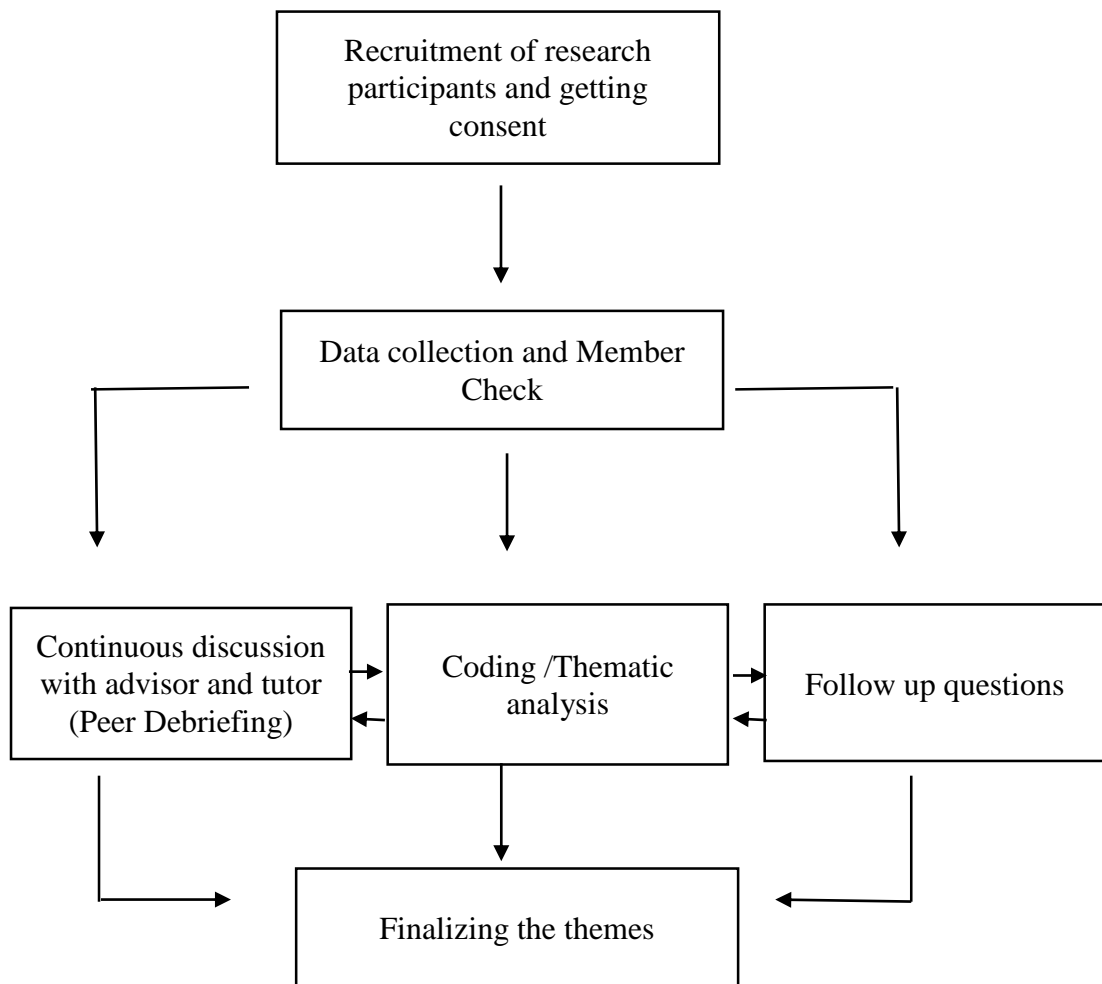


Figure 4. Steps taken for thematic analysis

Chapter 4. Findings

4.1 Overview

This chapter details the findings of this phenomenological study. This study specifically to answer the three research questions and from the data analysis, there finding indicated multiple themes that been coded to answer the research question and the codes were generated based on the response of the participants as shown in the table below:

Table 9. Developed Themes

Research Questions	Emerged themes
RQ1: How do the elite athletes perceive on the adaption towards dual career practice?	<ul style="list-style-type: none"> • Understanding the motivation and reason to involve in DC • The adaptation process in DC practices • The perceive wellbeing by the athletes throughout the process
RQ2: What is the support provided to the athletes by sports organizations or educational institutions to help athletes coping with dual career?	<ul style="list-style-type: none"> • Peers, teammate and colleague • Sports organization • Learning Institution • Employer • Area for further improvement
RQ3: What are the challenges and opportunities perceived by involving into dual career between Malaysia and South Korea athletes?	<p>Challenges</p> <ul style="list-style-type: none"> • Time limitation • Burden as DC athletes • Restriction <p>Benefits/Opportunities</p> <ul style="list-style-type: none"> • Exploring a new environment • Ability to understand sports better • Having options and improving life skills

Table 10. Demographic of the research respondents

Participant Code	Sport	Achievements	Working industry	Criteria
M1	Non-Olympic Sport	<ol style="list-style-type: none"> 1. World Championship 2. Professional Athlete 	<ol style="list-style-type: none"> 1. Sports NGO 2. Former Coach 3. Sports Consultant 	Working Athlete
M2	Summer Olympic Game	<ol style="list-style-type: none"> 1. Olympian 2. World Championship 	<ol style="list-style-type: none"> 1. Business 2. Sports Consultant 	Working & student athlete
M3		<ol style="list-style-type: none"> 1. Olympian 2. World Championship 	<ol style="list-style-type: none"> 1. Government Sector 	Working & student athlete
M4	Non-Olympic Sport	<ol style="list-style-type: none"> 1. World Championship 	<ol style="list-style-type: none"> 1. Government Sector 	Retired (Past: Student Athlete)
M5	Summer Olympic Sport	<ol style="list-style-type: none"> 1. Olympian 2. World Championship 	N/A	Student Athlete
M6		<ol style="list-style-type: none"> 1. Olympian 2. World Championship 	N/A	Student Athlete
K1		<ol style="list-style-type: none"> 1. Olympian 2. Professional Athlete 	Sports Company	Working & student athlete

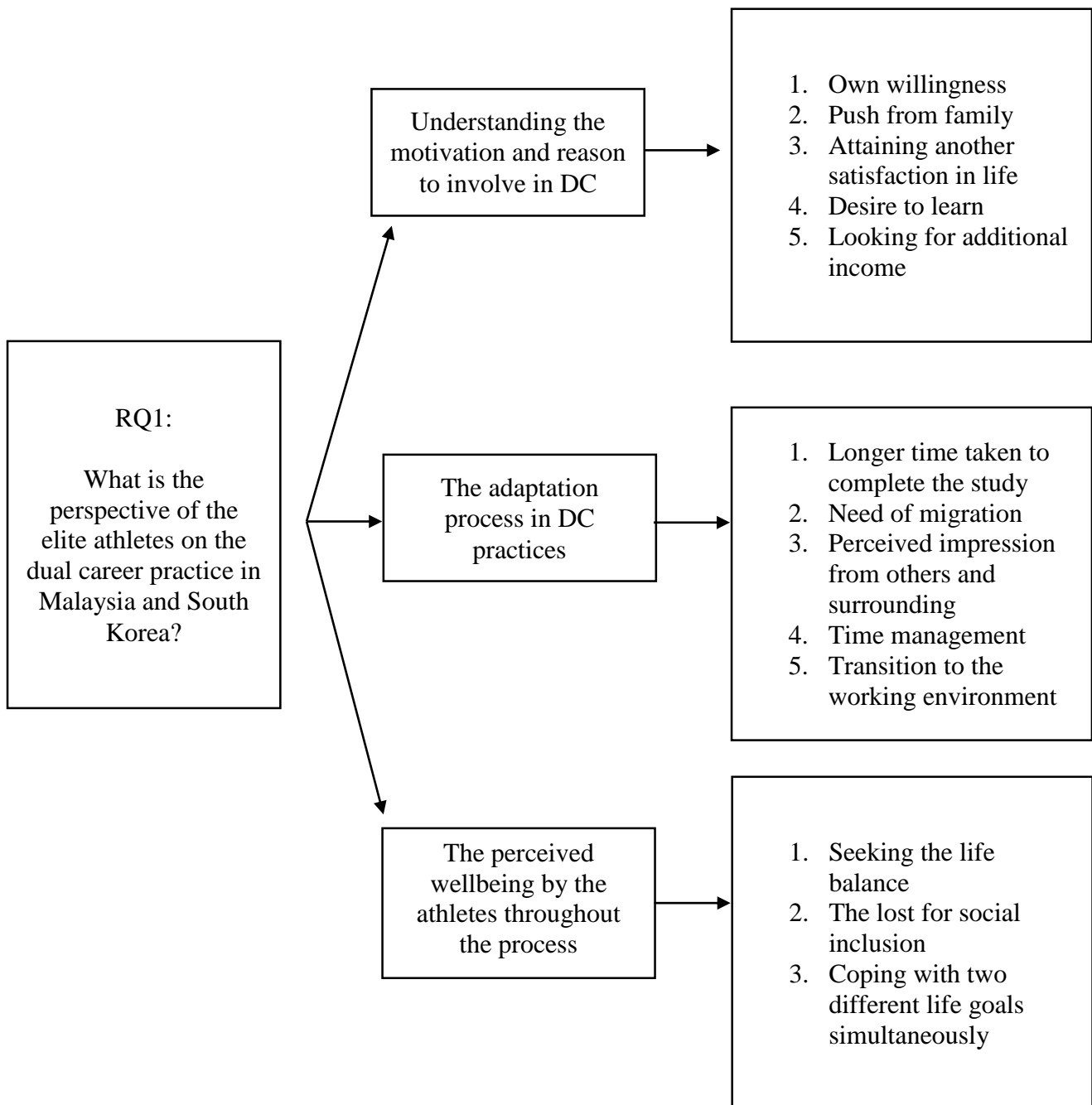
K2	Winter Olympic Sport	1. World Cup	N/A	Student Athlete
K3		1. Olympian 2. Professional athlete	Sports Organization	Working Athlete
K4		1. Professional Athlete 2. Olympian	Sports Company	Working Athlete
K5		1. Professional Athlete 2. World Cup	Sports NGO	Retired (Past: Student Athlete)

Table 11. Contribution of the codes by the research participants

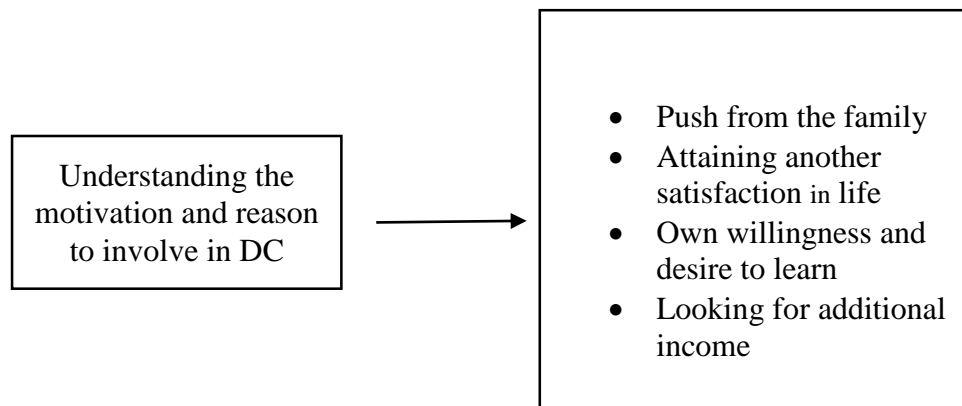
Code	Malaysia						South Korea				
	M1	M2	M3	M4	M5	M6	K1	K2	K3	K4	K5
RQ1: How does the elite athletes perceive on the adaption towards dual career practice?											
Understanding the motivation and reason to involve in DC	x	x	x			x			x		x
The adaptation process in DC practices	x	x	x	x	x	x		x			x
The perceive wellbeing by the athletes throughout the process	x	x	x			x					x
RQ2: What is the support provided to the athletes by sports organizations or educational institutions to help athletes coping with dual career?											
Peers, teammate and colleague	x	x				x					
Sports organization	x	x				x					x

Learning Institution		x		x	x	x	x	x	x		x
Employer	x										
Area for future improvement	x			x	x	x	x	x		x	x
<p>RQ3: What are the challenges and benefits for the athletes experienced by the athletes that involve in DC?</p> <p>(Challenges)</p>											
Time limitation	x	x	x	x	x	x	x		x	x	x
Burden as DC athletes	x		x	x	x	x		x	x	x	x
Restriction			x								x
<p>(Benefits)</p>											
Exploring new environment	x	x									x
Ability to understand the sports better					x	x					
Having options and improving life skills	x			x	x	x	x	x	x		

4.2 Exploring the perspective of the DC athletes



4.2.1 Understanding the motivation and reason to involve in DC



The first sub-theme that emerge in identifying the perspective of DC athlete in both countries is defined as understanding the motivation and reason to involve in DC. According to the analysis, the main reason in analyzing the reason for the world athletes to do DC is basically on the own will of the athlete themselves.

“Yes, although I said it hard, for me it much balance as I am the one who wants to do both. Thus, I have to make my dual career possible.” (Participant K5, South Korea).

Another push factor to be involved into education is derived from the push from the family. It comes naturally that triggered the desire to learn and enrolling in tertiary education. The participant said that:

“Luckily during my childhood, my parents kept reminding me to priorities education along with my career as an athlete.” (Participant M1, Malaysia).

Being able to do DC is seemed to be giving her another satisfaction in life for the elite athletes. This is because, as noted the lifestyle of the athlete could be rigid and intense, therefore, by having another area of responsibility and the sense of making is a success bringing a different perspective into life. She explained more by saying;

“I find satisfaction when I’m involved in a dual career because being a sportsperson has been a huge part of most of your life but it cannot be the only thing that I will do forever. I have to realize that I will have to find something other than my sport to put food on the table. Probably, at the beginning of my dual career, I kind of struggled to find the balance or adapt to my double goals, but I learned to adapt to.” (Participant M1, Malaysia).

Meanwhile, all the respondents who currently or completing their undergraduate degrees in different fields also noted on the idea to pursue education is derived from their intrinsic desire to learn. It is coming from their own desire that wanting to have another career besides competing as an elite athlete.

“I continued my studies straight away after high school but I tend to arrange the number of subjects that I am taking for each semester. I believe every athlete needs to have an educational background along with their sports career. During my studies, in some way as it is required for my study, I will have to know the current issue reported in the news or media related. Therefore, it makes me updated with most of the situations happening either in the country or overseas”. (Participant M2, Malaysia).

Another participant also strongly expressed with:

“Yes, although I said it hard, for me it much balance as I am the one who wants to do both. Thus, I have to make my dual career possible.” (Participant K5, South Korea)

By involving into DC, there was another interesting area that been found as the participant mentioned about getting or looking for the additional income. She elaborated that, although DC might have its own challenges, the respondent commented by:

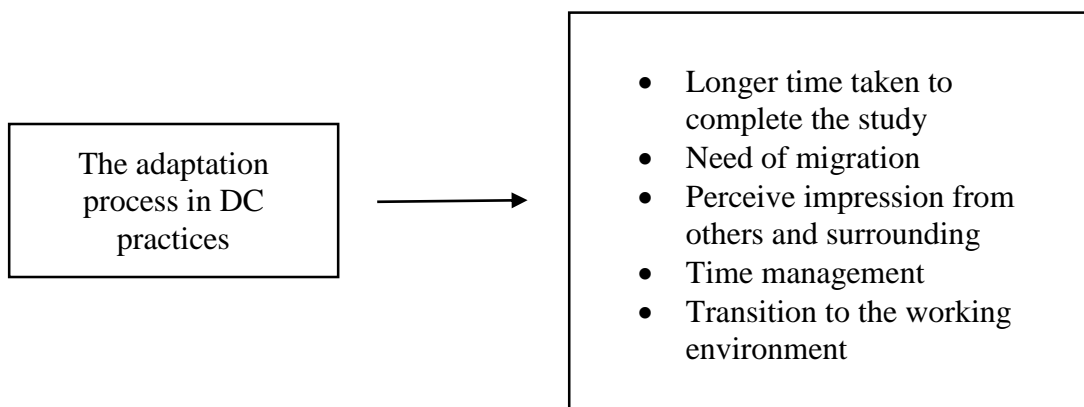
“Having multiple careers gives me additional income as the salary I receive as an athlete may not be sufficient to support the family. Not just that, it also gives me additional knowledge, experience, different environment, and teaches me to

be able to multitask. I have to make everything work simultaneously. Indirectly, it brightens my perspective as an athlete too because sometimes the athlete will just focus on seeing only one dimension in life. However, when I work, I always learn to see the whole picture instead of just seeing life from one perspective. Life as an athlete is not always glamorous”. (Participant M1, Malaysia).

In the context of South Korea, there is a concern expressed by the respondent as he shared that the public might assume the athletes are coming from a group of people that has only the ability to play sports. He elaborated more on saying:

“People’s perception of athletes only has to play sports and not being intelligent have to change. There needs to be a system where athletes can carry out different jobs besides sport and more government support for athletes who are not part of sponsored teams because they might have to rely on extra little pay of 60000 won.” (Participant K3, South Korea).

4.2.2 The adaptation process in DC practices



In the second sub-theme, as similar with the literature review, it has been found that the athletes experience a different kind of obstacles in finishing their studies. Participant M6 who is currently studying abroad expressed that:

“I have to postpone my study a few times to focus on my preparation for the main championship, especially during the Olympic year. Besides that, I had switched my major once and change the university from business study to sports science. I managed to complete one semester at the previous university but I decided to change to something that I am keener to learn. However, I felt that the decision to switch to another study program is not a waste as it helps me with the adaptation to the student and campus environment. If talking about the current situation, as I had deferred my study to focus for the Olympic qualification, I felt devastated at the beginning because of the lockdown which makes me to not able to have training in a normal situation.” (Participant M6, Malaysia).

For the South Korean student-athlete, the respondent mentioned that he needed some time adjusted to the class routine and highlighted the importance to master the English language which also makes him take time to be well adapted. He stated that:

I think English speaking needs to be proficient to some degree and not only your chosen major but even superficial knowledge of the similar subject matter. (Participant K2, South Korea).

Migration is one of the decisions that may need to be made by athletes to progress in their career. For participant 6, he migrated to another foreign country to follow the training program designed by the sports council. Throughout the period, he took the chance by enrolling in his current undergraduate degree. He commented more:

“Then after two years of residing in a foreign country for my training, the desire to continue my study is getting stronger. The thought before enrolling in a

bachelor's degree program has been in my mind but I also realize my commitment to the sports career. Also, I am the type of person with high curiosity and somehow, I always question the rationale of the testing, application of sports science and etc. From there, it triggered my desire to pursue sports science. I migrated in 2007 to undergo training with my current coach. After getting married, my family and I also decided to stay here since I have the commitment to my training as well as my study.” (Participant M6, Malaysia).

He also mentioned that he receives various comments and impressions from surrounding especially from his teammates.

“HAHHAHA! I received a lot of impressions of my life commitment from my friends and family. My teammates used to say that I am kind of “crazy” for enrolling into the study as our training schedule is already intense. However, now they are more understandable and know that I am a superman that can commit to various responsibilities (as a father, sportsmen, and student life).” (Participant M6, Malaysia).

In this similar section, there is a participant that reflects on her past experience dealing with the impression from people around her when she decided to work and at the same time actively competing as the professional athletes. The concern was derived mainly from her coach and the employer. She also mentioned that before making any decision, she consulted with her management and also the future employer. In the interview, she expounded:

“I had a few negative experiences such, for example, my coach was kind of worried if I am able to cope with multiple careers, but after a while, I got used to it. I also had a problem with the organization which I worked before as an elite athlete, which I was a state coach, but I am unable to go to a few camps that

certain coaches were required to attend. They thought I wasn't committed to the job.

She elaborated more by saying:

The truth is, my experience as an elite athlete has taught me a lot of things that are applicable makes me in reality which sometimes I already knew about the knew the knowledge than other coaches. It is just like repetition for me. My employer during that time set a generic standard for the coaches where all the coaches have to participate in the program conducted by the organization. Before I took the job, I had explained to the director that if they want me to do the job, they will have to understand my roles as the elite athletes as well. Unfortunately, when the management changes, the initial deal was not honoured.” (Participant M1, Malaysia).

As dealing with at least two careers, the time surely becomes limited. The participant mentioned that it could be an issue if the athletes could not manage properly.

“Time management is crucially important as a dual career athlete. Therefore, I will have to find the time to cope with both commitments. I also need to have good rest as well because I need to focus on my training.”. (Participant M2, Malaysia).

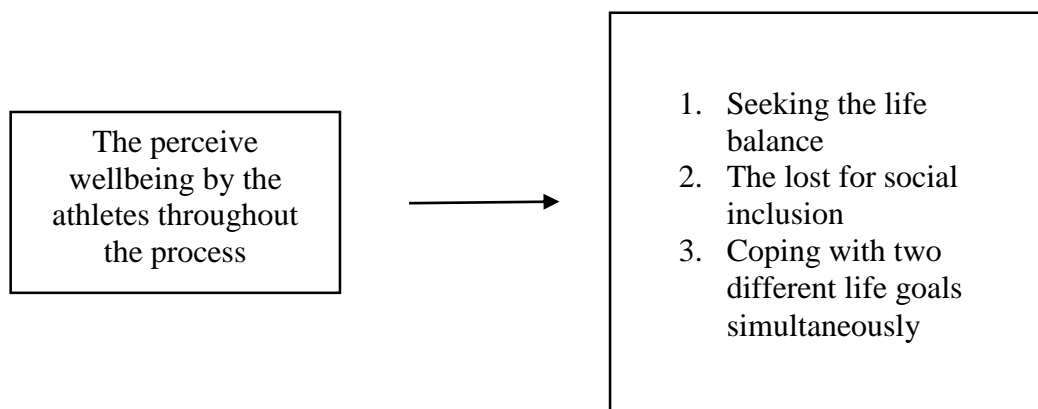
In this case, due to the experience as an athlete, the respondent who works as the coach find the transition to become easier as he knows the limitation and also the struggle for the athletes to maintain excellent performance in the sports career. He illustrated that:

“My performance as an athlete is still in good condition, and because my working field is also related in sports. It seems to be easier for the transition as a coach. (Participant M3, Malaysia).

There is also concern from the athlete regarding the management of the sports (coaches and team manager) towards their dual career where the respondent elaborated more:

“It was difficult to balance both careers. We could not have many options to do rather than training. The environment in the national team is more stressful. The athlete management was only consider about my performance in sports and not care about my involvement in study or even my CGPA...” (Participant K5, South Korea).

4.2.3 The perceive wellbeing by the athletes throughout the process



In exploring the perspective of the world class athlete, there is an emergence of the sub themes of the wellbeing of the athletes. In this scenario, the athletes mostly mentioned dual career is doable but there is the barrier occurred in seeking the life balance, feeling lost for social inclusion as well as giving their best efforts in coping with two different life goals simultaneously. On the road to find the balance to perform their best in two different careers, the respondent discussed that the important of things that need to be highlighted that dual career are doable with the right willingness and determination to be part of it.

“It is tiring but do-able as long as you set your mind to it. I think it could help an athlete to avoid depression when they are retiring in the future. Throughout my reading, many athletes experience depression during retirement life even they have prepared well as they will naturally miss the things that they have been doing almost for their whole life.” (Participant M1, Malaysia).

However, through the process, the athlete’s wellbeing might be jeopardised. Participant M3 alluded that she has another responsibility that she needs to carry which is as a wife and the mother.

“Sometimes I feel lost. I can’t bring this both together, because I’m a wife and also a mum. I feel tired all the way. I just need a break. But on behalf of this dual career I manage to feel proud that I can do much better than others. I can have both my salary and allowance for training. I believe that I’m in control. I’m positive enough to perform my level best on both careers.” (Participant M3, Malaysia).

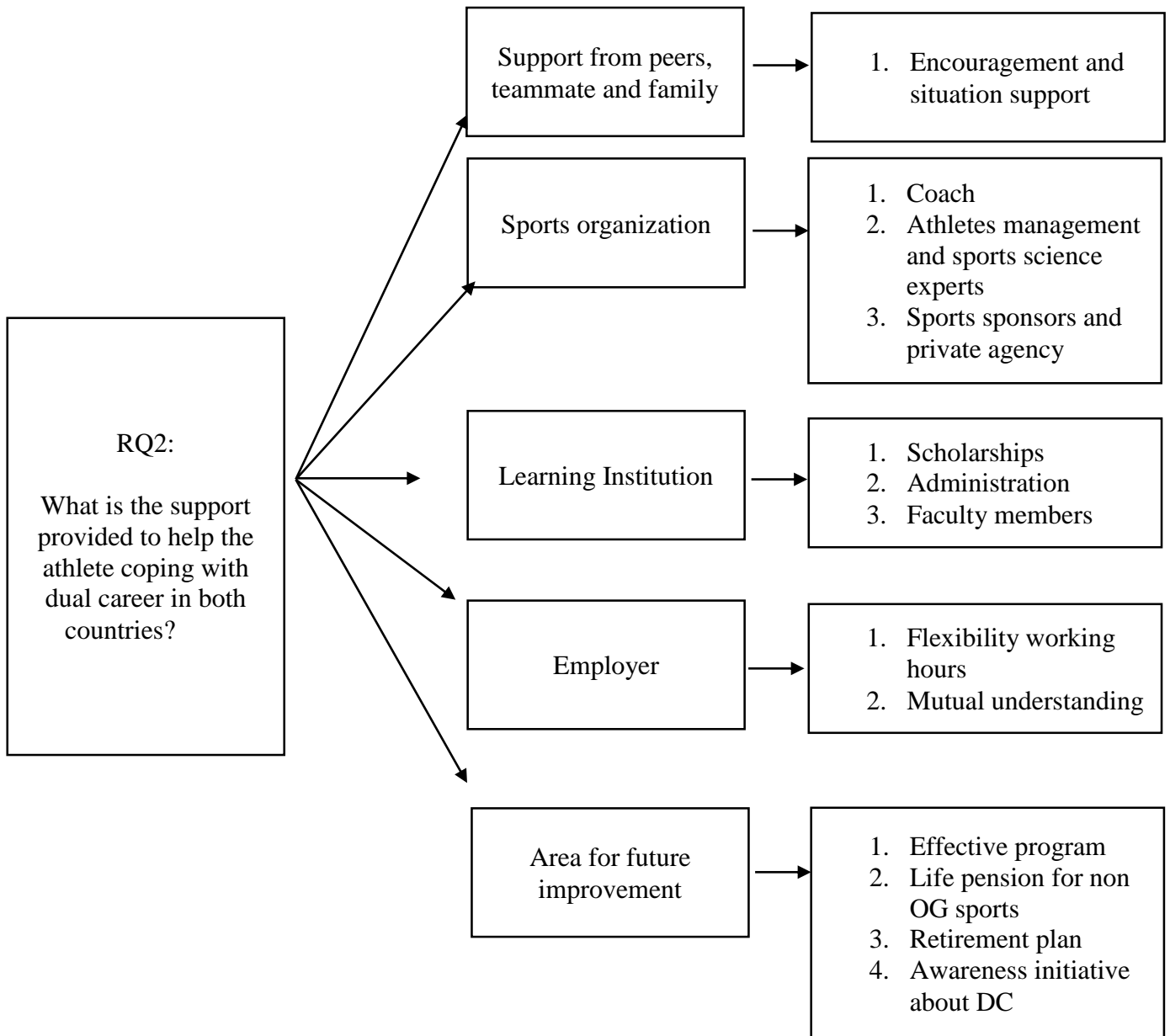
In relation to both, the athlete mentioned that she is frequently feeling tired. However, it’s part of the investment for the sake of better retirement in the future. She mentioned that the athlete needs to be smart and ensure all the sacrifices that been made (limited time with family and etc) to commit to dual career is worth it.

“I like to keep my life busy. It keeps me on my toes, I don't get bored but it's not easy as a certain time it affects my performance. However, I have to be smart and make sure that my schedule is arranged properly. It is all part of the sacrifice I have to make because you cannot have the best of everything. I will ensure that I will get enough rest before each tournament. Definitely I feel tired coping with multiple careers but at least at the end of the day, I have experiences in different fields which will prepare for my retirement in the administration & coaching athletes.” (Participant M1, Malaysia).

For South Korean athletes, the concern for their wellbeing is because of long hours of traveling from the training centre to the learning institution.

“Meanwhile, the travel time spent to commute from the training centre and my university took around 1 hour and a half which I have to face it almost daily. Although it was extremely hard, I am glad to have the experience as it shaped and helped my current life which is better on the retirement” Participant K5, South Korea).

4.3 Identifying the supports that being received as a DC athlete



4.3.1 Support from peers, teammate and family

There are few classifications of assistance/support expressed by the respondent. Mainly, getting the support from the people surrounding is crucially important as it helps the athlete's emotion in dealing with the commitment of DC. In the interview, Participant M1, mentioned that having the supportive colleague is a blessed which help her working environment to be better.

“During my coaching job, I am glad I have a very good team which is able to help me as I had set the training program, ensured everything is well prepared, and my assistance just needed to execute the program to be run. I am thankful that I am surrounded by good people and someone that you can trust too.”
(Participant M1, Malaysia).

She also explained that her partner is supporting her endlessly.

“I am glad I have a very understanding husband but he sometimes says that I keep running around like doing five different jobs at once. HAHA! My family members really understand and are supportive of my daily routine as I think they are used to it.” (Participant M1, Malaysia).

4.3.2 Support from sports organization

There is three (3) main area of supports that were highlighted in the interview by the respondents which are the coach, sports science experts and athlete's management as well as the sports sponsors and private agency. During the interview, Participant M6 commented in general that:

“I received a lot of support from my family, coach, team manager, and the national sports organization that supports me in everything that I want to do.”

(Participant M1, Malaysia).

As for the other respondent, the student athlete (Participant M2) mentioned that having a very understanding coach and getting support from the athlete's management is a true blessing.

“My coach is very understanding. Sometimes my class starts around 6.00 pm – 9.00 pm and I have to leave early around 5.30 pm to be able to go to the class. On top of that, my classmate is also very helpful along with all the dedicated lectures in my faculty. They (athletes management) are doing great too. They even provide me transportation for me to commute traveling from my training centre and university. At least, I will not need to think about driving and facing the traffic jam.” (Participant M2, Malaysia).

Meanwhile, talking about professional services, sports science is needed for the athletes to ease the transition and adaptation process to the demand of the dual career lifestyle.

“Talking about professional support, it takes a group of experts to provide support for the athletes. They could be from the performance lifestyle, better program development, effective program and many more.” (Participant M1, Malaysia).

4.3.3 Support from learning institution

As the student athletes is not categorized as the normal athletes, getting the support from their learning institution is definitely beneficial.

“The lecturers and my faculty really understand me well. I managed to get the exemption from class if I am competing in overseas and the sports council is also providing me with exemption letter as formalities to be given to my faculty for my attendance. Let say if I am preparing for the major competition, I could apply for the deferment for the semester and that makes me give me full focus in my

preparation and training. Furthermore, the requirement to continue for my postgraduate study is supposed to have at least one year of working experience which I have been doing sports almost for my whole life. However, the university allowed me to continue my postgraduate study despite not having the formal working experience.” (Participant M2, Malaysia).

Not only from the support in term of services, but for the student athletes the support in term of monetary such as the scholarship ease the burden for them.

“I am getting my scholarship from my graduate school. The program (support) should not just provide resource for retired athletes but also for the current athletes as well (scholarship, opportunity to study abroad)”. (Participant K1, South Korea)

4.3.4 Support from employer

The employer also may need to understand about the commitment when dealing with the subordinate or employee that is also having the demand from the training and competition schedule. Participant M1 illustrated that for her case, the employer is very helpful in coping with the workload and demands.

“They gave me flexibility with my work as I may be able to work without any specific time as long as I finished the specific task that was assigned to me.” (Participant M1, Malaysia).

However, this is different in South Korea. As Participant K1 responded, because of she is the one that willingly to work, she does not expect much in term of treatment from the employer. Nevertheless, it could be a problem if the company that she currently working with have the event which happens to be same time for her training hours or competition period.

“The problem as from the view of the company, as the organisation is providing the service of training camp for the athletes, whenever there is a program, I should be the one responsible to execute the task to coordinate.

Plus, the company is not the one that require me to enrol in my study, it is my own choice. Therefore, the company will not have to give me privilege to be exempted from my duties to go to class. However, due to the pandemic, the learning process switched to online. Certainly, it is making my life easier.”.
(Participant K1, South Korea)

4.3.5 Area for future improvements

The participants were also asked for other supports on which area they will need to increase and improve the support in their DC. Mostly in both countries, there is different of potential improvement that could be made.

“They can do a lot of stuff. I think they can keep giving the opportunity for sports scholarship for the retired athletes, as for now it only caters to the current athletes. They can do an effective program that is able to upskill the athletes which could be beneficial for retirement life. They can also provide life pensions to the sports that are non-Olympic or Paralympic Games. Based on my experience with my friends overseas, they do have a permanent job alongside their elite athlete career which provides stability in their life. I think the athletes also need to have their own plans for retirement and they shouldn't be too dependent on support from the government or any agency. I hope there will be more support and attention given to athletes' retirement programs. Another thing about dual career, it's fun but challenging and I think not everyone can commit to it. HAHAHA!” (Participant M1, Malaysia).

Meanwhile, for the Korean athletes, two respondents quoted differently which is about the changes or have more working opportunities for the athletes.

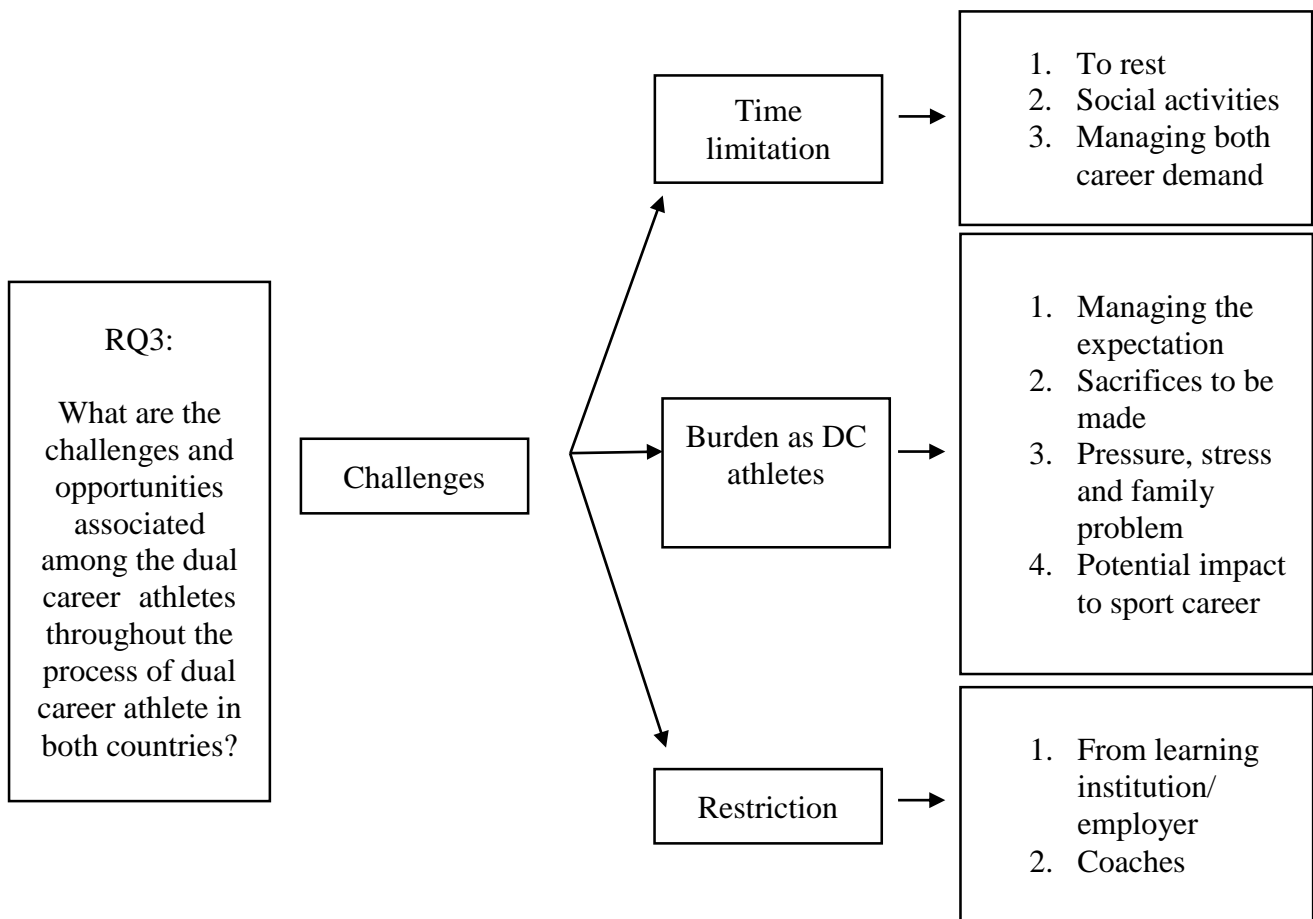
*“I think there should be more job opportunities for sport-related workers.
(Participant K2, South Korea).*

Another participant mentioned having the synchronization of the athlete’s management with the learning institution:

“I think there needs to be active cooperation from the people around you like coaches and professors”. (Participant K4, South Korea).

4.4 Exploring the challenges encounter by the DC athlete

As part of the emergence of the life committing into two or more career demand, there are challenges that the elite athletes are facing. The table above summarize the type of challenges that occurred among the athletes.



4.4.1 Time limitation

The life of an elite athlete is already intense as they have a busy schedule with training and traveling to the competition. It became double as they are doing dual career. In this matter, the athletes expressed their concern as they are having less time to rest, to have time to spend on social activities and family as well as the consumption of time in managing both career demands. In the serious case, as the athlete having less time to rest, it could affect the recovery period that could lead to the injury.

“I may have less rest time and time for my family. For example, if we are given the break time from training, but it is not a break for me. I may have an assignment and do the revision for the study. As I am getting older, due to limited time to rest, I realized I am taking more time for recovery. Therefore, I really need a good rest and find time to get a balance in my life.” (Participant M6, Malaysia).

It is a similar case facing by the athlete in South Korea, as the schedule of training clashed with his class, he has to do his own training during the night where he was supposed to use the training to rest.

“However, every time I skipped the training, I felt my performance is lesser than my teammate. What I did was, I trained during the night to make up for my missing training hours.” (Participant K5, South Korea).

It also been found that the athlete is also losing the time and moment to spend with friends and family.

“My family always worried about life on retirement phase. Actually, they do not support much on my sports involvement. They would prefer me to focus solely on the education side.” (Participant K5, South Korea).

Meanwhile, admitting the process in managing both career demand is an issue, the athlete managed to find synchronization in her time as getting an employer that understands the hectic life is highly appreciated.

“At first when I’m still studying, lack of training is always an issue. I can’t focus on both. Then after a while, I manage to rearrange my time even though I need to sacrifice my social time and needs. But now when I’m working, I’m so lucky to have a good superior who understand my sport events. Lack of time with my kids. To overcome it, I always find time to do some short vacation with my family.” (Participant M3, Malaysia).

4.4.2 The burden of DC athlete

Exploring into deeper understanding, the reality of the athlete is they have to excel in both areas as they should achieve the target as set by the sports committee to still remain in the national team. The perception which focuses on the expectation for the athlete is at a high stake.

“Maintaining and executing both perceptions about myself and ensuring that my performance is always at its best as I want to achieve multiple career goals in life. Moreover, I want to make sure I keep delivering the best of the best so that no one can question my credibility and ability. For female athletes, they will experience difficulties in terms of pressure, or the high target set up by the management if they want to return to play after giving birth. Currently, there is no maternity leave given to the female athletes.” (Participant M1, Malaysia).

Another statement to support this area mentioned by another research participant where she mentioned the sacrifices she has to make to cope with both situations. In the interview, she commented that:

“When you have dual career for sure you can’t give 100% on both. Especially when your career needs you to accomplish a long course. In my experience, many times I need to reject the courses that promise me to have a promotion at the end of the course. That is the sacrifice you need to face. I hope there is a solution that the government can promise”. (Participant M3, Malaysia).

It has also been found that despite the heavy burden that the athletes carrying, it is something that needs to be done as an initiative by the respective athlete to equipped with knowledge and experience for a better transition in retirement life. In South Korea, apart from facing negative perception, the athlete would want to continue study will mostly doing the major in physical education or sports-related. It is different in other countries as there is athletes who is doing the different fields of expertise.

“The perception of national team athletes having to only play sport needs to change. Because education is important as well as after retirement life. There are doctor and lawyer athletes who participated in Olympics in foreign countries. Thus, our country also needs to make sure that athletes are not only provided with sports but think about different options of retirement plan such as education. There is a difficulty doing both education and work at the same time as well as many limitations for being a member of national team, negative perceptions from others. I think one of the reasons has a lot to do with money”. (Participant K3, South Korea).

The other participant also expressed another concern which involving the cooperation to manage their schedule of training and class. Participant K3 mentioned about the coach and athlete management would not care about his involvement in academics and the priority is the achievement in the sport performance.

“It was difficult balance to both careers. We could not have many options to do rather than training. The environment in the national team is more stressful. The athlete management was only considered about my performance in sports and not care about my involvement in study or even my CGPA. Therefore, it is all up to me and I was needed to prioritize my sports performance over the academic result. But overall studying does influence my sport’s performance.” (Participant K5, South Korea).

4.4.3 Restriction

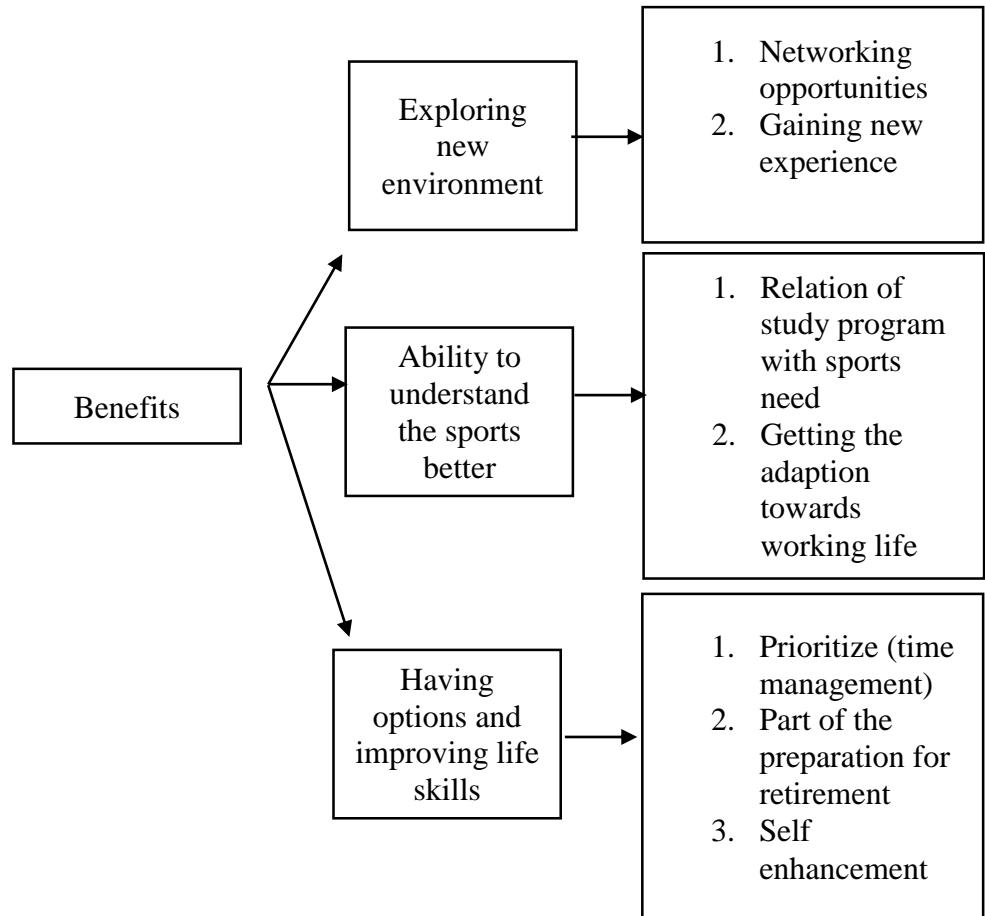
The process in executing both careers became more difficult as there are obstacles in term of restriction from the learning institution/employer and also getting the coach to understand about the athlete’s particular dual career. From the experience of both retired athlete, participant for Malaysia said that there is a limit on the total study leave that he would allowed to be taken.

“At my time of study, there is no exemption for any special case, only yearly exemption that can be use by any student who need it. Only 3 times in 3 years are allowed.” (Participant M3, Malaysia).

On the other hand, the retired athlete from South Korea stated that during his time, the coach has the power to control on what their athlete does.

“Many sports coaches mostly do not support the dual career. The coach has the ultimate power mostly in deciding the life of the athlete. Therefore, I felt I have to satisfy both side, which are my coach and also the professor at the university.” (Participant K5, South Korea).

4.5 Benefits experienced as the DC athlete



4.5.1 Exploring new environment

The athlete who pursues education or work tends to have better adaptation as they engage in a different environment that is totally new for them. Furthermore, Participant M3 illustrated that because of the requirement of her major, she gets to learn and know the current news and get to broaden her networking contact in her area of study.

“By enrolling into tertiary study, it opens my eyes and gives me other knowledge that I may not experience in sports. It gives me great networking connections too as I have the opportunity to learn from other individuals that have working experience in different fields of study.” (Participant M3, Malaysia).

Participant M1 emphasized that by doing dual career, she is able to get outside of her comfort zone and know more about what she can actually do other than playing the sport.

“I learned more about my limits and capability. I know that I can do and challenge myself to keep being better and upskill myself. It makes me feel that I have other options and opportunities waiting for me.” (Participant M1, Malaysia).

4.5.2 Ability to understand the sports better

The athlete that studying sports-related major would have the advantage of the application of the theory into their sport. In addition, they would have a better understanding either on the specific application and its purpose is done to them. As explained by Participant M6, he enjoys learning new knowledge and has a better idea to apply the skills that he learned into his current sports performance. In the interview, he shared that:

“I am able to understand and adapt to the sports science application in my sports career. It also helps me as I managed to practice the psychology technique throughout the pandemic of COVID-19. It also makes me somehow figure out the benefits of all those sports science applications (how my body reacts to injury etc) that been done to me as an athlete. I realized the importance of the knowledge that I am learning making me give a better interpretation that benefited my life as an athlete. Maybe compared to the specific knowledge in sports science, I know more and have a better understanding of it comparing to other athletes.” (Participant M6, Malaysia).

4.5.3 Having options and improving life skills

Generally, as engaging into new knowledge, the athlete has additional skills which useful for their life after retirement. Despite the challenges that being faced, Participant K2 also expressed his concern with the mandatory military service and also his intention is purely on his passion in learning.

“Because I have my interest in sport physiology then before, although that I am happy that I can learned little more in this area. However, I am feeling the difficulty of managing both sport and education in managing both. Plus, I still haven’t served yet in military. Thus, I have a lot of concern regarding my career after quitting my sport. The reason why I am currently a graduate student is because of my philosophy ‘You can only teach if you know stuff’ and I have postponed military service for my education in order to gain more knowledge and study more, which would provide a broader set of jobs when I quit playing sport.”
(Participant K2, South Korea).

He also added by getting into dual career, it helps with the concern which making him to have anxiety every time he thinks on what to do next especially after retired in the future.

“Overall, the balance is good and I am happy playing as a sponsored corporate team athlete but because I still have to take care of my military duties, I am living with free floating anxiety worrying about my job later.” (Participant K2, South Korea).

On top of that, Participant M5 described that it is importance to have the back up as she said that athletes are almost impossible to know when they are retiring. It could happen probably anytime which injury could be one of the factors to have sudden retirement.

Also, in regard to that, Participant M6 shared that most of the elite athlete and his friends facing a hard time in adjusting to the retirement phase. He elaborated that:

“I hope more athletes will realise the importance of having an academic achievement as a back- up especially for better preparation for retirement. I knew some of the retired athletes facing depression and there is a worst-case scenario where the retired athlete committed suicide due to feeling “lost in life” after athletic life.” (Participant M6, Malaysia).

Table 12. Summary of comparative of DC based on findings in Malaysia and South Korea Athletes

No.	Area	Similarities	Malaysia	South Korea
1.	Perspective	<ul style="list-style-type: none"> • It's doable and require high willingness from the athletes to commit into two or more career demands. • Additional income plays significant roles as part of their DC commitments. • If they are pursuing other than sports related major, it's more difficult for the athlete to adapt with the situation. 	<ul style="list-style-type: none"> • The push from family to excel in both sports and education started at the young age. • Time management is the main skills that needed for the athletes to carry both responsibilities. • The athletes took longer time as the intense schedule from training and competing in championship abroad. 	<ul style="list-style-type: none"> • The athletes facing the perspective from the public where they should only focus on sports career and shift to the other career (studying or working) after they are retiring. • For the athletes that are not exempted from military service, they tend to have concern as it could affect their both careers. • The situation in this country is the athletes are expected to just focus solely on sports career.
2.	Support	<ul style="list-style-type: none"> • Most of the athlete had a scholarship to support their education. 	<ul style="list-style-type: none"> • It seems to be easier for the athlete in this country as the sports council providing support directly on DC athletes. 	<ul style="list-style-type: none"> • Limited support for current athletes to pursue DC as not many institutions really supporting in it.
3.	Challenges	<ul style="list-style-type: none"> • Time limitation is the main issue as they are experiencing lacking of time to spend with family and social activities. • If the DC career is not being managed well, there is a possibility to drop out either from their study or national team. 	<ul style="list-style-type: none"> • The athletes more worried about the level of the burden as the athletes especially for the married respondent as they are also a parent and family that seek for their attention. 	<ul style="list-style-type: none"> • In this case, as there is non-existence for a solid support, the athlete management and coaches are the main challenges for the DC athletes in South Korea.

4.	Benefits	<ul style="list-style-type: none"> • Majority of the athletes spoken that by doing DC is part of their retirement plan. • They seek for stability in life in term of having the academic qualification and also working experience that are beneficial for them in a long term. 	<ul style="list-style-type: none"> • They focus on doing DC as part of the self enhancement which help them to improve on the life skills. • They take the challenges that appeared and try to overcome it to get the satisfaction in life. 	<ul style="list-style-type: none"> • As much as they would do something different or either pursuing other major than sports related, the DC is providing them a chance to have more options of job opportunity for them when they are retiring in the future.
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Chapter 5. Discussion and Conclusion

To refresh, the purpose of the study was to explore the reality of life among the DC athletes in Malaysia and South Korea. The research was conducted among Elite or World Class athletes from Malaysia and South Korea with the primary focus on analyzing three key areas which are:

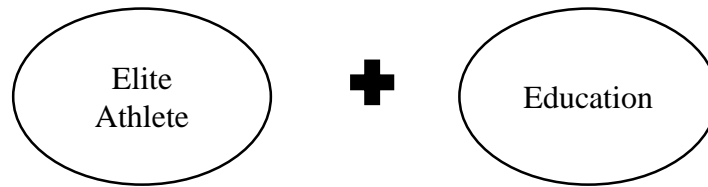
1. Identifying the perspective of DC athletes
2. Exploring the support provided towards the DC athletes
3. Knowing the challenges and benefits encounter by the elite athletes that engaged in dual career.

A total of 11 participants (six Malaysian and 5 South Korean elite athletes) were recruited in this research study regardless of the type of sports, gender, and age. The research findings have outlined getting to know in depth about the perspective of the elite athlete, supports and the challenges and benefits experienced among the athletes that engaged in dual career.

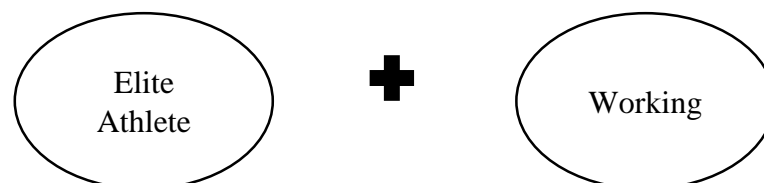
The current research finding extend the analysis on dual career field which was suggested in the systematic analysis by Hong & Coffee (2018) and explored in depth specifically in related with the sport's cultural context in both countries. Further research direction will be suggested and the final section of this chapter will include the outlining the comparative study between both countries, practical implication, research contribution and future suggestion on area of study.

5.1 Analysis of the perspective based on the emergence of groups of Dual

Career Athletes

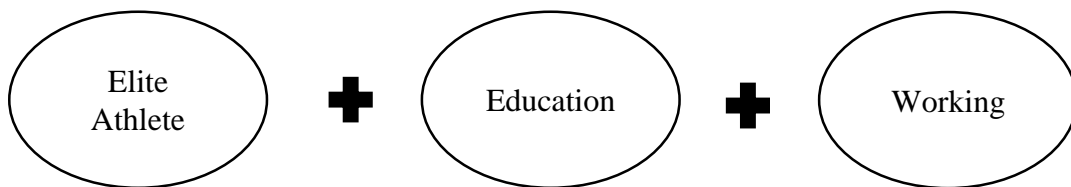


In relation to this study, there are three main groups that emerged categorised as Elite Student Athletes (ESA), Elite Working Athlete (EWA) and Combined Dual Career (CDC). Starting with ESA, as elaborate in the literature review, this group is mainly being studied in the past research and attracted the interest of many scholars. It existed as dual career where the athletes are having their sports career along with the role as a student. This group is commonly referred as the student athletes as indicated in the findings by Wylleman & Lavallee (2003) that has outlined the development model as part of natural phases on transition of athletes.



The second group that was included in this study are the athletes who are undergoing their sports career while at the same time working which is known as EWA. The majority EWA's group were previously student athletes (ESA) and applied the knowledge that they learned during the years of studies in the current working environment. The dominant issues that being expressed by the research participant coming from this group of study is about getting the synchronization and support from the supervisor especially when the athletes need to get the leave for absence for training camp and participating in championship either in local or abroad.

Interestingly, there is participants who is not just having one kind of job profession but also engaged in another area such as becoming the consultant for a learning institution or being appointed as the representative for the sports organisation such as for the National Olympic Committee (NOC). The reason for the athlete to work at the same time is similar in the findings by Cartigny et.al (2019) where the athletes was looking for additional income in this particular pathway.



The last group that is new in the finding of dual career is the combined dual career (CDC) where the athletes are an elite athlete, studying and working at the same time. In the study, there n=3 participants (2 Malaysian and 1 South Korean athletes) that falls under this category. The athletes that participated in this study mentioned the reason to do three careers simultaneously as they believe they have the capability and high will to do it.

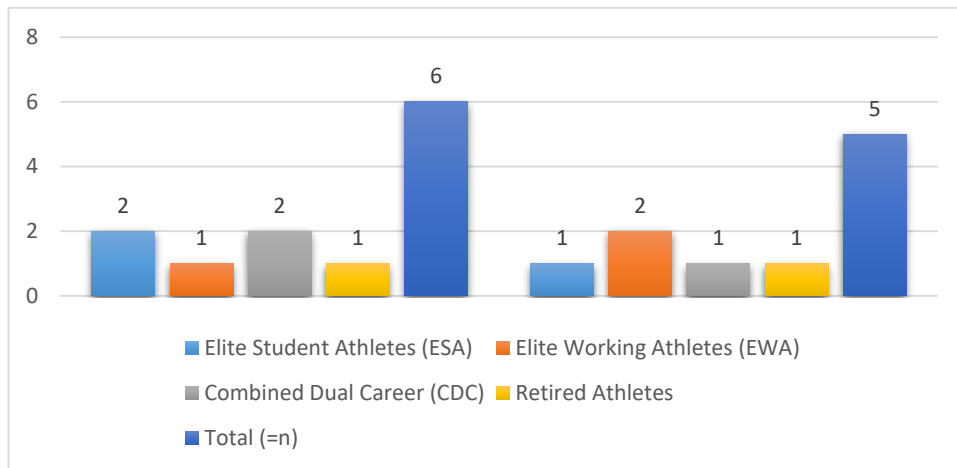


Figure 5. Number of research participants according to the type of dual career

For the better explanation based on the demographic of the respondents, the table above defying the group that been emerged in this study which categorised as Elite Student Athletes (ESA), Elite Working Athlete and Combined Dual Career (CDC). Notably, there are three highlighted sub-themes in regards to identify their perspective which are :

- The motivation and reason to involve in DC are because of own willingness, push from family, attaining another satisfaction in life, desire to learn and looking for additional income.
- Adaptation process in DC practices include longer time taken to complete the study, possible need of migration, perceived impression from surroundings, time management and the difficult transitioning to working environment.
- Perceived wellbeing indicates on the seek for life balance, loss of social inclusion and the impact in coping with two different life goals simultaneously.

The main findings for the motivation for doing DC is derived from the athlete's own willingness and desire to learn for both countries. This is aligned as indicated by the pathways explained by Pallares, Azocar, Torregrossa, Selva, & Ramis (2011) where the athletes in this study categorised as the strategist where both career shares an equal level of importance in the life of the respective athletes. The study by McGillivray (2006) which mentioned that, the interest to engage into education is increasing when their sports providing a stable income. Hence, it removing the anxiety for the athlete in terms of money issues that they need to handle to pay for their tuition fees. Specifically, in Malaysia, the current and retired athletes claimed doing dual career in order to have additional income due to the insufficient of the training allowance and salary that they are receiving.

In adapting to DC practice, for ESA, they have taken more years to complete their study due to the sports commitment. Meanwhile, for South Korean athlete they expressed that they found difficulties in transitioning to working environment due to lack of experience and training. However, the past study also revealed that athletes were bonded with the external stress such as traveling distance between the school and their training centre, social support, as well as the pressure to have good academic outcomes (Sorensen & Christensen (2009). In addition, limited mutual understanding from the employer for EWA and CDC group contribute to the issue where they have difficulties in attaining permission to attend their training or simply to compete.

There is also respondent that utilises his current situation where he was needed to migrate to another foreign country due to the training base to enrol into tertiary education. Similarly, Vilanova & Puig (2014) findings also supporting the same scenario where the athlete can be categorized as a strategist (having equal importance in sports

and other activity) which predicting the respective athlete to be more successful in finding job and retirement life. On the other hand, interestingly in this study, the athlete who is previously a student athlete and retired have better adaption as they used past knowledge and experience to have better transition and adaption to their working environment.

The wellbeing of the athletes also being the big question. Current research found that the athletes are unable to complete their study program designated for normal student as they have to prioritize their sports performance. In the international study conducted by Fortes, Rodrigues, & Tchantchane, (2010) stated that, male athletes are more motivated to be involved in education and also parents who are in higher socio-economic group tend to have their children (the athlete) to have a good academic qualification.

It is important to highlight that internally, the athlete have expressed the problem where initially they could not find the balance their dual career, getting mix impression (negative and positive) from their surrounding and having limited time for other activities either social, family and coping with two different life goals simultaneously. According to Sorensen & Christensen (2009) study, it has been found that strong pushing factor for the athletes to combine sports and education but the high demand of travelling between school and learning institution, lacking of social support and pressure to maintain sufficient academic grade are the possible factor for the athlete to not be able to cope with dual career lifestyle.

However, this could be help by having the adequate support and this make athletes are more eager to pursue education (dual career) along with the phase of their competitive sporting career. Ironically, when they managed to find the balance, the

athlete agreed that they will be less worried for their life after retirement as they have prepared it well and similar with the study by McGillivray (2006).

The other similarity in the past research with current findings by Aquilina (2013) which indicate the athletes (especially EWA and CDC groups) managed to use their experience and knowledge to use the confidence in the transferability of skills, intellectual stimulation, sense of balance, dissatisfaction with the exclusive commitment of time to have better adaption in their working environment. In addition to that, there are also concern as the respondent in current research indicate their challenges specifically that in order to achieve for the best, they may have to make the sacrifices such as taking lesser credit hour, limited time with friends and family as well to ensure that they managed it well as it could tarnish their reputation if they are deteriorating in sports performance.

5.2 Sports and cultural differences in both countries in providing the adequate supports

In answering the second RQ, there are five (5) area indicated in the findings where the respondent acknowledged that it is necessary in supporting their DC practices which are:

- Support from peers, teammate and family in giving encouragement and situation supports
- The sport's governing organization (from coaches, athlete management, sponsor & sports science experts)
- Learning institution (providing the scholarship, cooperation and support from administration/ faculty members)

- Employer in providing the flexibility in working hours and having mutual understanding
- Area for future improvement (initiation of effective programs, life pension for non-qualified sports, retirement plan and awareness)

It has to be acknowledged that the cultural difference plays a vital catalyst in developing adequate support for dual career athletes. Looking at the establishment of dual career in both countries, the difference in dual career plays a significant role. In Malaysia the thinking athletes was proposed by the former Minister of Higher Education, Datuk Seri Idris Jusoh emphasis that the Thinking Athletes program serve as the platform to ensure the athletes have better preparation on their retirement in the future. This objective of this program is to foster the leadership and using education as one of the tools to ensure the athlete are equipped with adequate knowledge. The program also extended through collaboration other education institution such as Universiti Putra Malaysia (UPM) on the Sports Leadership Transformation Programme (Rajaendram, 2017).

Apart from that, the scholarship opportunity provided for student athletes in the country may become one of the impulses for the elite athlete to pursue education. There are two main institution that providing scholarship for the student athletes which are the through the Ministry of Youth and Sports (KBS) and Ministry of Higher Education (MOHE) which MASUM is the responsible department to handle this matter. To be eligible for the scholarship, the student athlete will be categorised into different level based on their sports achievement while maintaining the minimum requirement of CGPA

2.0 (national athletes) and CGPA 2.50 out of 4.00 for state athlete to avoid from any suspension from their scholarship.

Table 13. Criteria to be selected for sports scholarship in Malaysia

Category	Requirement
Level 1: (International Athletes)	<ul style="list-style-type: none"> • Representing or represented the country in the Asian Games, Commonwealth Games, SEA Games or World University Games • Athletes who have not been listed as an elite athlete or are national athletes but represent the country for recognized age-class world-class sports competitions • Won a medal in the recognized Asian / Commonwealth tournament level or • Won a medal at the Asian University Sports Federation (AUSF)
Level 2: International Senior / Junior Athletes)	<ul style="list-style-type: none"> • Representing or represented the country in Asian / Commonwealth championship • Athletes who won gold medals at SUKMA (National State Games) • Represents the country at the Asian University Sports Federation (AUSF) level or • Wins gold medal at ASEAN University Games (SUA)
Level 3 (National Athletes)	<ul style="list-style-type: none"> • Athletes who have represented the country in international tournaments and are still actively representing the university • Athletes who compete in SUKMA and get medals • State athletes who also represent university at the national level and get medals or • Athletes who competed in SUA and won medals
Level 4 (University /State Athletes)	<ul style="list-style-type: none"> • Athletes who have represented the country in international tournaments and are still actively representing university. • Athletes who competed in SUKMA and get medals • Athletes who also represent university at the national level and get medals; or • Athletes competing in SUA and earning medals.

Meanwhile due to the competitiveness championship especially for the public servant employee in the Welfare and Sports Council Members of the Government of Malaysia (MAKSAK) the institution starting to recruit ex or current national athlete to be part of the agency sports team. The private agency such as the banking industry also doing the same as for example in the Malaysia Hockey League, there are few private agencies has set up the team such as Tenaga National Berhad (Main electricity utility company in Malaysia and a leading utility company in Asia.) However, this is could be

just an assumption noted as the player are may not be hired directly by the agency to work at the same time and they represented for the team (Ramaguru, 2015).

The findings also showed that winning is everything in South Korea. For instance, the respondents explained that there is a limited program established for the current world class athlete in the respective country. Most of the athletes in this study reported that, the culture of the elite athletes to focus on singular career which is the sports career is the norm and should become their main priority. Although in this study it has proven there are athletes that managed to be part of dual career, they still experience obstacles that challenging their capability to keep progressing in the dual career roles. The athletes will need to have strong will and capability to ensure their career is not interfering with each other.

Normally, the elite athlete will pursue study only after they are retired and as mentioned Nam, Hong, Marshall, & Hong (2018). Korea Foundation for the Next Generation Sports Talent (NEST) is a non-profit organisation that is established by the Ministry of Culture, Sports and Tourism. Through the platform, there are programs that been introduced for retired athletes that being one of the focus vision of the Global Sports Talent Development Project (GSTDP) that subsequently collaborated with Korea Sports Promotion Foundation (KSPO).

The structure then renamed into Centre for the Next Generation sports Talent Development (CNGSTD) after the revamp of MCST. However, due to political differences and the success of hosting multiple mega-event, the priority to retained the country as the powerhouse in the sports field become the first concern.

On top of that, Nam, Shin, Jung, Kim, & Nam (2019) alluded that the program is based on the English language training as the language is considered as the main

communication tools in sports diplomacy, coaching, admirative and among international referees in the championship. The study also revealed that there is a limited number of alumni that managed to obtain a leadership positions in international sports organisation.

A report by Korean Sport & Olympic Committee (2017) indicated that at least 59.9% out of 1,733 respondents are not having full-time employment and Nam (2019) concluded on the importance of having a proper retirement plan for elite athletes and dual career could be one of the possible answers. Myung, Park, & Jung (2020) studied about the resocialization barrier among retired footballer in South Korea which showed that there various of problem existed when the athlete is retired either voluntarily or involuntarily such as lack of knowledge to enter the desired profession and preparation for retirement which resulted to the limited career choice any other major problem for a better quality of life after retirement.

Moreover, there are issues with deprivation of educational rights, mental abuses and physical violence and punishment that become the problems to be battled in related to the human rights and social justice issues in South Korea's elite sporting system (Bejar, Nam, & Fisher, 2017). Notably, The Korea University Sport Federation has inaugurated the plan in improving the academic policies since 2015 to ensure the student athletes are getting the needed education and balance in both dual career (Nam, Kim, Marshall, Mao, & Sung, 2018).

As one of the challenges, the Korean also expressed the concerned about the military service for athletes. Through the ethnographic study by Tosa (2015), explained that the existence of sports nationalism which is a social relationship between the government and the sports nation. In this case, only the top athlete that won medals in international championship will be exempted with the military service, pension system

and the special quota for the university entry. According to Hun (2018), based on the Article 5 of the country's Military Service Act, young men (between age 18-28 years old) are needed to spend at least 21 months serving in the military or armed forces and that includes the athlete that not meeting the required level to get the exemption. Meanwhile, Shin & Roh (2018) explained that for the athletes, the minimum requirement for the exemption is the athlete are the medallist either in Asian or Olympic Games.

In the case of dual career, ironically in this study, there are respondent that are worried about the duty to military services despite they have competed in world stage championship, the shortage to win a medal in the championship making them to not be exempted thus this support the priority for the athlete to have their sports career to be number one focus and getting into dual career will be consider as added burden. Meanwhile in Malaysia, the National Service Training Program (three-month training) where the national athletes have the high chance to be exempted. However, due to the political changes, the program now has been terminated since August 2018 (CNA Insider, 2018).

5.3 Future suggestion in utilizing the support and benefit provided to overcome the challenges

In this section, based on the findings reported, the researcher provides the following suggestion in order to strengthen the foundation towards the integration of dual career support which could be applied in both countries. The main challenge reported for the DC athletes in time limitation, stress due to long commute hours from training centres and to university. In addition, managing the expectation and restriction from the both coach/learning institution has created the burden as a DC athlete. Meanwhile, the benefits has giving greater meaning as the respondent indicated that doing DC give them the

chance to explore new environment, ability to understand sports better as well as giving options and improving their life skills for better life retirement life.

As indicated by Jonker (2009) mentioned, the group of DC athletes in the Netherlands has managed to overcome the challenges with the benefits of their transfer skills that were gained through the sport. On the other hand, there are possible practical solution to minimise the challenges encountered by the athletes such as:

5.3.1 Using hybrid platform for learning education

In this current situation of pandemic, the student athlete (ESA) in this group of study emphasize that using online platform certainly useful as they cut the time of travelling and having more time to do revision before the class. Predicting in the future, where when the athletes are competing abroad, they are also could also keep track on their learning process virtually by this online platform. However, it has to be acknowledged that not all program or learning process suitable to be done through online, therefore the suggestion is to apply the hybrid concept which combining the online (recorded lectures and virtual class session) with the opportunity to be in physical campus for the athlete not missing the life in in campus compound. Nevertheless, consideration has to be taken as Winkelmann (2020) presented that online learning (eLearning) beneficial as the athlete contibuted to the growth as a student and the athlete can engage in their own time preference. However, it has to be understand that there are athlete express on the high number of workload and possible to overlook on the interaction among the peers.

5.3.2 More working opportunities for athletes

In the year 2016, the Olympic Council of Malaysia (OCM) collaborated with ADECCO which is a world-leading Human Resource Solution to carry the Athlete Career Program (ACP) in order to support the transition of the athletes to another career throughout their retirement (Peter, 2016). Yet, there is not feasible study to support the effectiveness and the athlete in this study still highlights the problems they are dealing with their employer.

In the case of South Korea, the credit has to be given to KSPO which starting to implement various programs to cater the athlete retirement and transition. However, as indicated by Nam et.al (2019) that the available program is not catering to the active elite athletes. Further efficient implementation can be considered by both countries to create the adequate platform in ensuring the athletes are equipped with necessary skills and knowledge as it has been proven in past that the athlete experiencing anxiety and battling with mental health after retired and clueless on what they will do next (Cooper, 2017).

5.3.3 Making the midpoint between the stakeholders

Certainly, there is the existence of support for the DC athletes, but based on the findings and current issues dealing with by the athletes, their support may be considered inefficient or not being utilized well. Based on the study, the respondent expressed on the synchronization between the athlete management, coaches, and the learning institution.

The athletes indicated the pressure as they could not manage to satisfy each demand either specifically from the coach and professors' workload because they may

not understand about the current situation of the dual career athlete. On top of that, parents and families are the groups of people that need to aware as they could provide more support rather than giving the athletes a difficult time and eventually affecting their wellbeing. This is supported by Retnam, Asmuni, & Hamzah (2015) that explained that the parents and coach are the main groups for determining career decision making self-efficacy among student-athletes.

5.4 Research contribution

As this particular research is significantly important in academic knowledge, the information gained from the study is unique, hence valuable for a variety of reasons:

- Throughout the findings, it could increase the awareness especially in regards to the pathway through elite athletes in both countries, parents, coaches as well as the governing bodies about the athlete's wellbeing and preparation for retirement
- This research transmits the idea on the opportunity for the elite athletes to specifically involving in dual career.
- The findings also contribute to better decision-making by the stakeholders in relation to the athlete's future and life after sports.

5.5 Limitation and future research

In regards with the data collection, the mix approach of interview (online and offline) was used as in relation with current pandemic situation and respondent preference. For instance, using Zoom Application for video conference and chatting services. However, there could be different result implied especially if the respondents were interviewed in face to face as there are other areas that could be recorded such as the observation of body language and feelings as aligned by Nam (2019).

On the other hand, the dropout rate of the participants were the main concern at the initial stage as to look for the potential candidate meeting the criteria was also the main challenge. However, it was solved efficiently based on help and networking with the sports governing bodies.

Nevertheless, in addressing all of these concerns, the triangulation of data where peer debriefing and member check was applied. Apart from that, with the help of other two expertise in qualitative research was gathered in order to improve on the reliability and avoid potential bias.

As the current study more on the phenomenal study, there are few other areas that could be developed in the future research such as below:

- The effectiveness of program of dual career in each country and specific study on three different group emerged which are the Elite Student Athlete (ESA), Elite Working Athlete (EWA) and also the Combined Dual Career (CDC).
- Analysis with the support provided/assistance of DC athlete.
- Inclusion of different background of DC such as the dropouts, income and culture.

5.6 Conclusion

This current research study has proven that dual career is achievable and it is part of the pathway chosen by the world class athletes simply to prepare for their retirement. This research contributes to the current literature review on dual career study as well as perhaps usable in developing or strengthening the related policy in both countries. Although there are obstacles and challenges they have to face throughout the process, but it is different in each personal context and background. Future research should also

suggest to include the analysis of the stakeholders such as the coaches, and the team management about the athlete's roles as well as getting the insight on how practical suggestion in this study is able to be translated into future improvement.

Lastly, based on the suggestion provided, it might ease the demand facing by the elite athlete. Hence, making the athlete to have better adaption in dual career, better retirement plan and eventually having more meaningful life.

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국문초록

‘시소의 균형 찾기’:

말레이시아와 한국 선수들의 듀얼 커리어에서의 관점

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서울대학교 대학원

체육교육과 글로벌스포츠매니지먼트

본 연구는 한국과 말레이시아 두나라의 듀얼 커리어를 소화하고 있는 선수들을 분석하였으며 특히 각 커리어에서 요구하는 사항들을 잘 충족 시키고 있는지에 관하여 더 초점을 맞추었다. 질적연구방법론으로 반 구조적 인터뷰를 대면과 비 대면을 실시하였으며, 이메일을 동원하여 데이터 수집을 하였다.

11 명의세계급 선수들인 한국선수 5 명과 말레이시아선수 6 명은 현재 엘리트 선수들은 세계선수권대회 참여 경험이 있는 선수이자 현재 일을 하거나 학업에 종사하는 선수여야지만 섭외를 하였다. 인터뷰와 주제의 분석은 Wyllemman, Reints, & Knop (2013) 이론적 체제를 가이드로 사용하여 만들어졌다. 연구 결과를 도출한 연구문제들은 (1) 한국과 말레이시아 엘리트 선수들이 듀얼 커리어를 보는 관점 분석 (2) 선수들이 듀얼 커리어에 적응하는데 받은 지원 찾기 (3) 두나라 선수들의 듀얼 커리어 과정에서 겪은 도전과 기회를 탐구. 유출한 결과에서는 3 종류의 그룹으로 구분을 할 수 있었다 (엘리트 학생 선수, 엘리트 사회인 선수, 그리고 복합 듀얼 커리어). 본 연구 결과에서 또 유출 할 수 있었던 것은 선수들이 양쪽 듀얼 커리어 요구의 균형을 잡기가 어렵다고 하였지만 시간이 지나면서 해결되었다. 더욱이 본 연구는 듀얼 커리어를 은퇴 후 준비하는데 가능한 해결책 중 하나로 제시 할 수 있기 때문에 중요하다고 생각한다. 그리고, 앞으로 듀얼 커리어 문헌에 기여하여 각 나라에서 더 나은 정책을 결정하는데 기여를 하고자 한다. 미래 연구는 여러 그룹의 듀얼 커리어를

더 세부적으로 분석하고 선수들의 경력 목표를 달성하는 것을 관리하는 이미 개발된 프로그램들의 효과 분석을 할 수 있다.

주요어: 듀얼 커리어, 주제의 분석, 엘리트 선수

학 번: 2019-22022

Appendix 1. Recruitment Email (English Version)

**INVITATION TO PARTICIPATE IN RESEARCH STUDY FOR ELITE
ATHLETES (WORLD CHAMPIONS, OLYMPIC QUALIFIER AND
PROFESSIONAL ATHLETES)**

Thank you for your amazing cooperation

Dear Mr./Ms./Mrs.

Firstly, allow me to introduce myself. My name is Razif Bin Sazali currently a candidate for the Masters in Global Sports Management at Seoul National University. I am now at the final phase of my study and one of the requirements is to conduct a research study or better known as thesis research which my area of study is mainly about Dual Career athletes.

Previously, I was a state and collegiate athlete before for tenpin bowling sports. My dream is to be like you but I believe we can just able to plan for the best. I am truly honored for your valuable time and kind cooperation in participating in this research study. Nevertheless, the output of the study may be published but I would like to inform you that participation in this study is voluntary and your personal details will be treated as private and confidential.

I am truly grateful to know an amazing person with a beautiful heart like you and my prayer is for you to have greater success in the future. On the other hand, this study is a comparative study between the country of Malaysia and South Korea. Hopefully, the output from this study will able to create for future improvement in the future and creating a better transition plan for the elite athletes to have better quality in life after retirement.

Thank you very much again.

Best wishes

Razif Sazali.

PARTICIPANT INFORMATION SHEET

Research title: Dual Career Athletes Life

Introduction: According to Wylleman, Alfermann & Lavalley (2004), explained the merging of double profession or known as a dual career (sports+ study or sports+work) has created a worry for the athletes who seeking for education and at the same time with the tight schedule of high-performance athletes to cope with the demands of the sport could create a concern in term of the difficulties facing by the respective athletes.

The importance of understanding the current situation among elite athletes is crucial that is associated with the athlete's development. This is included with the study on the transition phases of life of the athletes in their sporting career and accessing the ideas to help the athletes have balance in their life.

Therefore, in order to formulate a better idea on the trend or phenomenological studies of dual career, the focus of this study will investigate on the factors that associated experiencing by the dual-career athletes as it could be applicable in contribution on creating a better policy and analyzing the effectiveness of the support system that crucially needed by the respective group of elite athletes.

Purpose: To explore the life of dual-career athletes of Malaysia and South Korea.

Study Procedure: The participants are required to complete a set of questions that we send through email. If the researcher needs any further clarification, the participants will be following up through a brief interview (online or face to face).

Participation in the Study:

- Your participation in this study is entirely voluntary.
- You may refuse to take part in the study or you may withdraw yourself from participation in the study at any time without penalty.

The benefit of Study:

- Information obtained from this study will benefit the researchers, university, and country's policy makers.

Confidentiality:

- Your answer and information will be kept confidential by the investigators and will not be made public unless disclosure is required by law.
- By signing this consent form, you will authorize the review of records, analysis, and use of the data arising from this study.

Appendix 2. Recruitment Email (Korean Version)

엘리트 선수(세계 챔피언, 올림픽 선수 자격 및 전문 선수)를 위한 리서치 연구
참여 초대
당신의 놀라운 협력에 감사드립니다

Mr./Ms./Mrs.

먼저 소개하겠습니다. 제 이름은 Razif Bin Sazali 이며 현재 서울 대학교 글로벌 스포츠 경영 석사 과정을 밟고 있습니다. 저는 지금 제 연구의 마지막 단계에 있으며, 요구 사항 중 하나는 연구 연구를 수행하거나 제 연구 분야가 주로 이중 커리어 운동 선수에 관한 논문 연구로 잘 알려져 있습니다.

이전에는 테니스 볼링 스포츠를 하기 전에는 주이자 대학 운동 선수였습니다. 내 꿈은 당신과 같지만 최선을 다해 계획 할 수 있다고 믿습니다. 이 연구에 참여하는 귀중한 시간과 친절한 협조에 진심으로 영광입니다. 그럼에도 불구하고, 연구 결과는 출판 될 수 있지만이 연구에 참여하는 것은 자발적인 것이며 귀하의 개인 정보는 비밀이 유지 될 것입니다.

나는 당신과 같은 아름다운 마음을 가진 놀라운 사람을 알게되어 정말 감사합니다. 저의 기도는 앞으로 더 큰 성공을 거두는 것입니다. 한편, 이 연구는 말레이시아와 한국의 비교 연구입니다. 이 연구의 결과가 미래의 미래 개선을 위해 만들어 질 수 있고 엘리트 운동 선수들이 은퇴 후 삶의 질을 향상시킬 수 있는 더 나은 전환 계획을 만들 수 있기를 바랍니다.

이 질문과 관련하여 질문이나 문제가 있으면 010-*****로 저에게 연락하십시오. 다시 한번 감사합니다.

최고의 소원
라 지프 사 잘리

참가자 정보 시트
연구 제목 : Dual Career Athletes Life

소개 : Wylleman 의 Alfermann & Lavallee (2004)에 따르면 이중 직업의 합병 또는 이중 직업 (스포츠 + 연구 또는 스포츠 + 직업)은 교육을 추구하는 동시에 운동 선수를 걱정하는 선수들에게 스포츠 선수의 요구에 부응하기 위해 고성능 운동 선수의 빠빠한 일정은 각 운동 선수가 직면 한 어려움에 대한 우려를 야기 할 수 있습니다.

엘리트 운동 선수의 현재 상황을 이해하는 것이 운동 선수의 발달과 관련하여 중요합니다. 이것은 스포츠 경력에서 운동 선수의 삶의 전환 단계에 대한 연구와 운동 선수의 삶의 균형을 유지하는 데 도움이 되는 아이디어에 액세스하는 데 포함됩니다.

따라서 이중 경력의 경향 또는 현상학 연구에 대한 더 나은 아이디어를 공식화하기 위해이 연구의 초점은 이중 경력 운동 선수가 더 나은 정책을 만드는 데 기여할 수 있을 때 경험할 수 있는 요인을 조사합니다. 그리고 각 엘리트 운동 선수 그룹에 필요한 지원 시스템의 효과를 분석합니다.

목적 : 말레이시아와 한국의 이중 커리어 선수들의 삶을 탐구한다.

학습 절차 : 참가자는 이메일을 통해 일련의 질문을 작성해야 합니다. 연구원이 더 자세한 설명이 필요하다면 참가자는 간단한 인터뷰 (온라인 또는 직접 대면)를 통해 후속 조치를 취할 것입니다.

연구 참여 :

- 이 연구에 참여하는 것은 전적으로 자발적인 것입니다.
- 귀하의 연구 참여를 거부하거나 언제든지 페널티없이 연구 참여를 중단 할 수 있습니다.

학습의 이점 :

- 이 연구에서 얻은 정보는 연구원, 대학 및 국가의 정책 입안자들에게 도움이 될 것입니다.
- 이 연구 또는 귀하의 권리에 대해 궁금한 점이 있으면 조사관, Razif Bin Sazali 또는 Hojun SUNG 로 문의하십시오.

기밀 유지 :

- 귀하의 답변과 정보는 조사관에 의해 기밀로 유지되며 법에 의해 공개가 요구되지 않는 한 공개되지 않습니다.
- 이 동의서에 서명함으로써 귀하가 이 연구에서 발생하는 데이터의 기록 검토, 분석 및 사용을 승인 할 것입니다.

Appendix 3. Online and Face to Face Interview Guide

A. General Introduction and Informed Consent		
Welcome. A very good day and thank you very for voluntarily to join our interview session today. My name is Razif Sazali. Before we start, I would like to ask for your kind attention to complete the consent form that is sent to you through the email.		
B. Background		
The purpose of today’s discussion is to get information from all of you about the experience in dual careers. We would like to talk about your experience in knowing your perception, how the support being provided to you and what are the challenges and opportunities through your life phase in dual career. Certainly, in this interview there are no right and wrong answers today in our conversation.		
C. Opening Questions (Participant background/ Sociodemographic)		
Number	Questions	Sources
1.	<p>So, let’s start and would you tell us your name and then also tell us a bit about your background.</p> <ul style="list-style-type: none"> - Age, sport, length of time competing, level of studies and program - Can you tell me about your sport and describe your achievements? - Why have you chosen to go to university and your particular university/ working? - How do you feel about your current academic sporting performance? 	Vickers (2018)
D. Perceptions for elite athletes to engage in a dual career lifestyle or practices		
2.	<p>Could you tell us on the perspective n from your side and also from people around you when you doing the dual career?</p> <ul style="list-style-type: none"> - Between academic interest, psychological, psychosocial and financial support to support the studies, what are the rankings according to your life experience? 	Tekavc, Wylleman, & Erpic (2015)
E. The support given to the athletes by sports organization or educational institutions help athletes coping with dual career		
3.	<p>Could you able to describe what kind of supports that you are receiving and from whom?</p> <ul style="list-style-type: none"> - Support structure. - University, sports organization and government? (Wylleman, Alfermann, & Lavallee, 2004). - Specific program or services outlined to support the dual career lifestyle? (Chambers, Gordon, & Morris, 2013): (Alfermann & Preis, 2013). 	(Wylleman, Alfermann, & Lavallee, 2004)

	<ul style="list-style-type: none"> - From parent, coach or teammates? - Any policy or guideline in your country implemented to support dual career? (European Union, 2017). 	
F. Athletes describe their challenges and opportunities perceived during the dual career phase of their lives – Challenges		
4.	<p>What are the demands that you think are being faced by you in order to complete the duties of dual career?</p> <ul style="list-style-type: none"> - Describe emotions and feelings throughout this phase (Jonker,2009). <p>Difficulties that being faced, problems? (Geranosova & Ronkainen, 2014).</p>	Dunstan-Lewis (2004)
G. Athletes describe their challenges and opportunities perceived during the dual career phase of their lives – Opportunities		
5.	<p>What kind of opportunity that you had or experience as dual career?</p> <ul style="list-style-type: none"> - Benefits that you found or encountered as dual career athletes? (Lopez de Subijana, Barriopedro, & Conde, 2015). - Describe the impacts of dual career in your sporting career or your life? (Corrado,2012). 	Aquilina & Henry (2010)

Appendix 4. Questions for Email or chatting services (English)
Interview Questions (Instruction)

Dear Amazing athletes!

Following below is just a few guidelines for you to answer the questions.

The questions have several sections which is as follows:

Section A: Demographic (Participant Profile)

For the other section, you are free to answer as long as you prefer. There is no right or wrong answer. This is truly based on the current situation and your past experience.

Section B: Perceptions for elite athletes to engage in a dual career lifestyle or practices

Section C: Support given to the athletes by sports organization or educational institutions help athletes coping with dual career

Section D: Athletes describe their challenges and opportunities perceived during the dual career phase of their lives – Challenges

Section E: Athletes describe their challenges and opportunities perceived during the dual career phase of their lives – Benefits/Opportunities

Section A: Demographic (Participant Profile)

In this section, kindly answer all the questions and a short answer will be sufficient.

Subsection	Questions	Answers
Background	What is your current age?	
	What is your gender?	
	What is your ethnic group if any (ex: Chinese/ Korean/Malay)?	
	Relationship status? (Single/Married etc)	
	Income per month?	
Sports	What is your sport?	
	What is your highest-level championship that you participated in before? (Ex: World Championship 2019)	
	Have you qualified for the next Tokyo Olympic? Yes / No/ In progress	
	How long have you been involved in this sport?	
Education	Are you currently studying or have graduated?	
	What is your major of study? (Ex: Physical Education)	
	Which year are you now? (if you are still studying)	
	What is your level of study? (Ex: Diploma/Undergraduate Degree)	
	Which university?	
	Are you currently working? Yes, No or used to work before?	

Working experience (if any)	What is your current or previous position?	
	How long have you been working?	
	Name of the organization?	
	In total, how many years of working experience do you have?	

Section B: Perceptions (thoughts) for elite athletes to engage in a dual career lifestyle or practices

1. How many careers/jobs you are having at the moment?
2. How do you feel about your current sports performance since you started to study or work?
3. Do you feel happy or have a balance in life? (social, academic, sports career, etc)
4. What makes you study or work beside your current sports career?
5. What do you think about a dual career (sports + working or sports + study) and could you tell if you have experienced any issues coping with two different careers?
6. What is missing in your life that could give your satisfaction in life?
7. Do you have a plan for your retirement in the future? What will you do after you retire later?

Section C: Support given to the athletes by sports organization or educational institutions help athletes coping with dual-career.

1. Do you receive any scholarships for your study? If yes, from which organization?
2. Does your university or any specific program give you any other support? Example exemption from class/work or others. If yes, please explain.
3. In what ways do you think the government /sports council should do better to support your dual career?
4. Does your university or any specific program give you any other support? Example exemption from class/work or others. If yes, please explain.
5. What do you need to have better or required to support your dual career?
6. What does your teammate, family, or friends say about your dual-career lifestyle?

Section D: Athletes describing their challenges and opportunities perceived during the dual-career phase of their lives – Challenges

1. Describe emotions and feelings throughout the dual career.
2. Any difficulties that are being faced, problems?
3. What disadvantages do you perceive by having a dual career?

Section E: Athletes describing their challenges and opportunities perceived during the dual-career phase of their lives – Opportunities

1. Benefits that you found or encountered as dual-career athletes.
2. What are the advantages do you perceive by having a dual career?
3. Any other comments or thoughts about dual careers? Or what kind of changes do you expect to be in the future?

Thank you very much for participating in this study. You are awesome!

Appendix 5. Questions for Email or chatting services (Korean)

이중 커리어에 대한 인터뷰 문항

인터뷰 질문에 답변하기 위한 몇 가지 지침이 아래에 나열되어 있습니다. 옳고 그른 대답은 없습니다. 온전히 당신의 현재 상황과 과거경험을 바탕으로 답변하시면 됩니다.

질문은 다음과 같이 구분되어 있습니다.

A: 인구 통계(참가자 프로필) – 본인을 가장 잘 나타내는 답변을 선택하거나 표시할 수 있습니다.

B: 엘리트 선수가 이중 커리어 라이프 스타일 또는 관행에 참여하는 것에 대한 인식

C: 스포츠 조직 또는 교육 기관에서 선수가 이중 경력에 대처할 수 있도록 지원합니다.

D: 운동 선수 여러분 삶의 이중 커리어 과정에서 인식된 도전과제에 대해 설명해주세요.

E: 운동선수는 삶의 이중 커리어 단계에서 인식된 도전기회에 대해 설명해주세요.

A : 인구 통계 (참가자 프로필)

구분	질문	답변
세부	현재 나이	
	성별	남성 / 여성
	결혼여부	미혼 / 기혼
	매월 수입(원)	
	스포츠 종목	

스포츠	이전에 참여한 대회 중 최고 수준의 시합은? (예 : 월드 챔피언십 2019)	
	다음 도쿄올림픽에 참여자격이 있습니까?	예 /아니오/ 진행중
	선수경력	
Education 교육	현재 공부하고 있거나 졸업했습니까?	재학중 / 졸업
	전공 (예 : 체육)	
	지금 몇 년째 입니까? (재학중이라면)	
	최종 학력	
	최종 학력 소속(예. OO 대학교)	
근무 경험 (해당없을 시 기입 x)	현재 일하고 있습니까?	예 / 아니오/ 이전에 경험함
	현재 또는 이전 직책은 무엇입니까?	
	일한지 얼마나 되었나요?	
	회사/조직명	
	총 몇 년의 실무 경험이 있습니까?	()년

B : 엘리트 선수가 이중 커리어 라이프 스타일 또는 연습에 참여할 수 있는 인식(생각)

1. 현재 몇 개의 직업이 있습니까?

2. 공부하거나 일을 시작한 이후 현재의 스포츠 성과에 대해 어떻게 생각하십니까?
3. 현재 행복하십니까? 인생의 균형이 잡혀있습니까?(사회, 학업, 스포츠 경력 등)
4. 현재 운동선수 직업 이외에 공부를 하거나 일하는 이유는 무엇입니까?
5. 이중커리어(선수생활과 기타 학업 및 직업을 함께 병행하는 것)에 대해 어떻게 생각하십니까? 그리고 이중커리어로 인해 문제가 생겼던 적이 있나요?
6. 현재 당신의 삶에는 없지만 의미있는 것은 무엇인가요?
7. 향후 은퇴계획이 있습니까? 있다면 은퇴 이후 무엇을 하시겠습니까?

C: 스포츠 조직 또는 교육 기관이 선수에게 제공하는 지원은 선수가 이중 커리어에 대처하는 데 도움이 됩니다.

1. 학업관련 장학금이 있습니까? 그렇다면 어느 기관에서 받나요?
2. 대학에서 다른 지원을 제공하는 특정 프로그램을 제공합니까? (수업 / 직업 또는 기타 면제 사례) 있으면 설명해주세요.
3. 정부나 스포츠 협회 등이 이중 커리어 지원을 위해 개선할 점은 무엇이라고 생각하나요?
4. 이중 커리어를 감당하기 위해 무엇을 더 잘 해야하고 필요할까요?
5. 팀원, 가족, 지인들은 이중 커리어 생활 방식에 대해 어떤 의견을 갖고 있나요?

D: 삶의 이중 경력 단계에서 인식되는 도전과 기회를 설명하는 운동 선수 - 도전

1. 이중 커리어에 대한 느낌이나 감정이 무엇인가요?

2. 어려움이나 문제점은 무엇이 있나요?
3. 이중 커리어를 쌓을 때 어떤 단점이 있습니까?

E: 삶의 이중 경력 단계에서 인식 된 도전과 기회를 설명하는 선수 - 기회

1. 이중 커리어 운동 선수로서 발견했거나 경험한 혜택은 무엇인가요?
2. 이중 경력을 쌓으면 어떤 이점이 있습니까?
3. 이중 커리어에 대한 다른 의견이나 생각이 있습니까? 혹은 앞으로 어떤 변화가 있을 것으로 예상됩니까?

설문에 응해주셔서 감사합니다
Appendix 6. Consent Form (English)

CONSENT FORM

Title of research: The Dual Career Athletes of Olympic and World Champions

To become a participant in the research, you or your parent/legal guardian are advised to sign this Consent Form.

I herewith confirm that I have met the requirement of age and am capable of acting on behalf of myself /* as a parent/legal guardian as follows:

1. I understand the nature and scope of the research being undertaken.
2. All my questions relating to this research and my participation therein have been answered to my satisfaction.
3. I voluntarily agree to take part in this research, to follow the study procedures and to provide all necessary information to the investigators as requested.
4. I may at any time choose to withdraw from this research without giving reasons.
5. I have received a copy of the Subjects Information Sheet and Consent Form.
6. Any damages resulting from negligent or malicious conduct of the researcher(s), I hereby release and discharge Seoul National University and all participating researchers from all liability associated with, arising out of, or related to my participation and agree to hold them harmless from any harm or loss that may be incurred by me due to my participation in the research.
7. I have read and understood all the terms and conditions of my participation in the research

I have read the statements above, understand the same, and voluntarily sign this form.

Dated: _____ day _____ month _____ year

Name:	
Signature:	

Appendix 7. Consent Form (Korean)

연구참여 동의서

연구 제목 : 올림픽 및 세계 챔피언의 듀얼 커리어 선수

연구 참여자가 되려면 귀하 또는 부모 / 법적 후견인의 동의서에 서명하는 것이 좋습니다.

본인은 본인이 연령 및 요건을 충족했으며 다음과 같이 본인 / *을 대신하여 부모 / 법적 보호자로 행동 할 수 있음을 확인합니다.

1. 수행중인 연구의 본질과 범위를 이해합니다.
2. 이 연구와 관련된 저의 모든 질문과 참여는 만족합니다.
3. 본인은 자발적으로 이 연구에 참여하고, 연구 절차를 따르고, 요청에 따라 조사자에게 필요한 모든 정보를 제공하기로 동의합니다.
4. 언제든지 이유를 밝히지 않고 이 연구에서 탈퇴 할 수 있습니다.
5. 본인은 과목 정보 시트와 동의서의 사본을 받았습니다.
6. 연구원의 과실 또는 악의적 인 행위로 인한 손해, 본인은 서울 대학교 및 모든 참여 연구원을 본인의 참여와 관련하여 발생하거나 발생하는 모든 책임에서 해방하고 해를 끼치 지 않는 데 동의합니다. 연구 참여로 인해 발생할 수 있는 모든 손해 또는 손실로부터
7. 나는 연구에 참여한 모든 조건을 읽고 이해했습니다.

본인은 위의 진술을 읽고 이해했으며 자발적으로 이 양식에 서명합니다.

날짜: _____ 년 _____ 월 _____ 일

이름:
서명:

Appendix 8. Letter of varication from DTM Office



SEOUL
NATIONAL
UNIVERSITY



DREAM
TOGETHER
MASTER
Global Sport Management
Graduate Program

서울대학교 글로벌스포츠경영학 석사과정 | 151-742 서울특별시 관악구 관악로 1 유영원 1538 3168
Division of Global Sport Management Talent Development Division,
Seoul National University Building 153, Room 316, 1 Gwanak-ro, Gwanak-gu, Seoul, 151-742, Republic of Korea
Tel.: +82-2-850-2194, 2905 Email: csngpm@snu.ac.kr Homepages: <http://gsn.snu.ac.kr/DTM>

June 24, 2020

To whom may it concern,

This letter serves to confirm that Mr. Razif Bin Sazali is a student in Global Sport Management Graduate Program at Seoul National University.

As a requirement of the program, the student is expected to accomplish individual thesis research project. Mr. Razif Bin Sazali is currently in the process of carrying out his project titled *Challenges and Opportunities as dual-career athletes* by conducting a survey. I write to request for your assistance to enable his to undertake the research for the master's thesis.

Kindly note that findings will be shared and all information collected will be treated in confidence and solely for academic purposes. I hope you find this in order and assist accordingly.

Best Regards,

Joon-ho KANG

Director & Professor, Dream Together Master
Global Sport Management Graduate Program
Seoul National University

Appendix 9. Established policy and supports on Dual Career in European countries case studies

The program below which based on the dual career guideline by European Union (2017) DC4AC project or known as Dual Career for Athletes Centre was initiated in order to develop and support the Regional Center for Dual Career Policies and Advocacy. Generally, the author has classified the support provided which can be categorized into the different level from:

1. law/policy
2. Erasmus Union Supports
3. Federal and Ministry of the government
4. National Federation (NF) and National Olympic Council (NOC)
5. University
6. Others (companies and athletes association)

Country	Institution/ Area	Law/Policy/ Program	Supports
Romania	Law/Policy	Ministry of Education (order 5159/1998 and 4799/20102)	<ul style="list-style-type: none"> • Athletes have a frequency exemption, commensurate with the level of performance. • A baccalaureate exam special session will be held for the high school graduates selected in the national teams and preparing for the Olympics or other major international sports competitions. • A prolonged or open examination session (higher education) is suggested for performance athletes engaged in major competitions. • All athletes have free accommodation on the student campus.
	Law/Policy	Sports and Physical Education law (69/20003) and a Government decision (1447/20074)	<ul style="list-style-type: none"> • The state must provide appropriate conditions for training and competing and also sport equipment and free medical services. • There are 9 state-financed regional training centers which are fully dedicated to performance sports, for talented and elite athletes. • Daily allowances and other incentives for performance athletes that are part of national and Olympic teams.
	Federal/ Government/ Ministry	Government Decision 1004/2002	<ul style="list-style-type: none"> • No examination at the enrollment in higher education (sport and physical education faculties) for athletes who achieved. • International performances and their studies are free of taxation.
	Federal/ Government/ Ministry		<ul style="list-style-type: none"> • The Ministry of Youth and Sport of Romania is conducting the Pierre de Coubertin Program for all national sport federations; the new action plan addresses issues of educational, social and economic aspects of sport, public health, social inclusion, volunteering, funding, social protection of athletes, the environment, highlighting the role of sport for society.
	NF/NOC	Romanian Olympic and Sports Committee	<ul style="list-style-type: none"> • Athletic Career Program on 8 years (2012-2020) collaboration with ADECCO

			<ul style="list-style-type: none"> • Vocational formation to athletes withdrawing from high performance
	Others		<ul style="list-style-type: none"> • Gold medalist at European /World Championship or any medals at Olympic Games have right to have life annuity based on the retirement law (law 69/2000) paid by the Ministry of Youth and Sports and it is tax exempted. • Partnership between inter-association. • E-learning program for current and retired athletes. • Academy online (2010-2012) for former football players to have specialization course in sports. • Entrepreneurship program among athletes.
Hungary		Athletes to Business (A2B)	<ul style="list-style-type: none"> • Support on integrated development of dual career athletes starting after secondary school.
		AtLETyC	<ul style="list-style-type: none"> • Provides educational training on entrepreneurship at postsecondary (VET and tertiary) level to athletes. • After the participation in the AtLETyC training program, they will be better educated and will even be able to create new jobs.
		The project titled Exploring the European dimensions of sports by European Social Fund Social Renewal Operative Program (TÁ MOP) from December 2012 till June 2014	<ul style="list-style-type: none"> • Contracting over 12 researchers to improve on policy, educational institution, professional support, collaboration, strategic planning and sports community in the country
		Projects of national federations or National Olympic Committee (Olympic Pathway Program) Launched on May 2002	<ul style="list-style-type: none"> • Support on special conditions for athletes to enroll into tertiary level of studies.
		Educational ministry – government (The Government decree no. 165/2013. (V. 28.))	<ul style="list-style-type: none"> • Sports Stars Scholarship – Sportcsillagok Ösztöndíja.

Italy	Erasmus	Erasmus + sport projects and European projects “GEES: Gold in Education and Elite Sport”	<ul style="list-style-type: none"> • Research study that has produced the outcome that has pointed out 5 area of competencies or the most relevant skills in sport career transition success. • Life management • Emotion and mind management • Self-awareness and goal setting • Career Planning • Networking
		European Sport Tutorship model for the Dual career of athletes	<ul style="list-style-type: none"> • Focus on academic support (tutorship), sporting support (scholarships, elite sports development) and post athletic career (study grant, lifestyle management and introduction to new program).
		Winner	<ul style="list-style-type: none"> • Support on talented athletes into tertiary education with flexible study, preparation for labor market, educating dual career athletes.
		B-Wiser	<ul style="list-style-type: none"> • Support athletes and former athletes in the management of their post career.
	Federal	FIBA (Badminton) – “#Project Youth #20e24”	<ul style="list-style-type: none"> • Support on training center, sports science services and education lifestyle along with sporting path.
		FIBS (Baseball and Softball) - “Italian Academy of Baseball & Softball”	<ul style="list-style-type: none"> • Support on athlete’s education.
		FIC (Rowing) - “University College of Rowing”	<ul style="list-style-type: none"> • Support on dual career, collaboration with universities, support on university dormitory, flexible lessons, exam, tutor, medical and psychological support.
		FIDAL (Track and Field) - “College Mezzofondo Insubria Varese”	<ul style="list-style-type: none"> • The aim of the project is to support gifted University athletes in continue the training activity at the best technical level possible into the National Federal College.
		FMI (Motorbike) – “San Carlo Talenti Azzurri FMI” (now “3570 Talenti Azzurri FMI”)	<ul style="list-style-type: none"> • Dual career support.
		FIR (Rugby) - “Academy FIR”	<ul style="list-style-type: none"> • Support on dual career, training, and education on athlete’s pathway.

		FIS (Fencing) - “School Partner FIS”	<ul style="list-style-type: none"> • Implying and supporting the dual career.
		FITET (Table Tennis) - Project Italy	<ul style="list-style-type: none"> • Dual career support with planning, management, incentive, development on the athlete’s lifestyle.
	University	“Studium & Sport” - C.U.S	<ul style="list-style-type: none"> • Dual career support and studying credits.
		TOPSport – University of Trento	<ul style="list-style-type: none"> • Scholarship, tutorship, personalized educational timetable, internship planning, psychological benefits.
		AGON – University of Turin	<ul style="list-style-type: none"> • Free enrollment in the University and support on dormitory and university expenses.
		Dual Career– Student and Athlete at University of Foggia”	<ul style="list-style-type: none"> • Scholarships
		University Link Campus – Rome	<ul style="list-style-type: none"> • Online study for University Link Campus for Bachelor degree in Economy and Policies of Sport and a Master Degree in Sports Business; it has a partnership with different Italian Federations and offers each year 12 scholarships for athletes.
		“TOP Team UniTrento – Aquila Basket”	<ul style="list-style-type: none"> • Tutorship • Flexibility in learning and exam.
	Company	Athlete Career Program (ACP)	<ul style="list-style-type: none"> • Orientation to work • Career transition workshop • Vocational training • Internship.
		EduCare Sport (EduCation Sport) – BNL Group Paribas	<ul style="list-style-type: none"> • post-career athletes and also sport managers supports on modules related to: <ul style="list-style-type: none"> - psychological module - general finance/economy module - micro-credit module
		College Life Italia	<ul style="list-style-type: none"> • Support on young athletes on scholarships and university admission
	Projects of Associations of Athletes	Italian Association of Football Players (AIC)	<ul style="list-style-type: none"> • Prepare the athletes for the end of their sport career starting from the sport competences developed during their profession.
		GIBA – CIA: Italian Basketball Players Associated & Italian	<ul style="list-style-type: none"> • Possibility to former athletes to change work remaining in the sport

		Committee of Judges - Project Overtime	context, bringing with them their know-how gained into the field.
	Ministerial projects	Scientific High School of Sport, Liss – Educational Ministry	<ul style="list-style-type: none"> The main purpose of this school is to develop both sport and general competences concerning mathematics, physics, economy and law. It wants the student to find the links between different subjects developing methodologies and knowledges not only in sport.
		Ski College – Educational Ministry, Federation of Skiing, and Union of Mountain Entities	<ul style="list-style-type: none"> Study with a flexible timetable and a tutorship figure dedicated. It involves more or less 10 High School.
		Project “WEBSPORT 360” – Educational Ministry	<ul style="list-style-type: none"> Online study platform. Tutor Monitoring on education path.
		Project “The new season” – Labour and Social Politics Ministry a	<ul style="list-style-type: none"> Basic training for athletes at the end of their career - specific training for sport management - specific training for entrepreneur in sport
Romania	Law/Policy	Ministry of Education (order 5159/1998 and 4799/20102)	<ul style="list-style-type: none"> Athletes have a frequency exemption, commensurate with the level of performance; - A baccalaureate exam special session will be held for the high school graduates selected - In the national teams and preparing for the Olympics or other major international sports competitions; - A prolonged or open examination session (higher education) is suggested for performance athletes engaged in major competitions; - All athletes have free accommodation in student campus.
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	Federal/ Government/ Ministry	Government Decision 1004/2002	<ul style="list-style-type: none"> No examination at the enrollment in higher education (sport and physical education faculties) for athletes who achieved. International performances and their studies are free of taxation.
	Federal/ Government/ Ministry		<ul style="list-style-type: none"> The Ministry of Youth and Sport of Romania is conducting the Pierre de Coubertin Program for all national sports federations; the new action plan addresses issues of educational, social and economic aspects of the sport, public health, social inclusion, volunteering, funding, social protection of athletes, the environment, highlighting the role of sport for society.
	NF/NOC	Romanian Olympic and Sports Committee	<ul style="list-style-type: none"> Athletic Career Program on 8 years (2012-2020) collaboration with ADECCO. Vocational formation to athletes withdrawing from high performance.
	Others		<ul style="list-style-type: none"> Gold medalist at European /World Championship or any medals at Olympic Games have right to have life annuity based on the retirement law (law 69/2000) paid by the Ministry of Youth and Sports and it is tax exempted. Partnership between inter association. E-learning program for current and retired athletes. Academy online (2010-2012) for former football players to have specialization course in sports. Entrepreneurship program among athletes.
Hungary		Athletes to Business (A2B)	<ul style="list-style-type: none"> Support on integrated development of dual career athletes starting after secondary school.
		AtLETyC	<ul style="list-style-type: none"> Provides educational training on entrepreneurship at postsecondary (VET and tertiary) level to athletes. After the participation in the AtLETyC training program they will be better educated and will even be able to create new jobs.
		The project titled Exploring the European dimensions of Sport by European Social	<ul style="list-style-type: none"> Contracting over 12 researchers to improve on policy, educational institution, professional support, collaboration, strategic planning and sports community in the country

		Fund Social Renewal Operative Programme (TÁ MOP) from December 2012 till June 2014	
		Projects of national federations or National Olympic Committee (Olympic Pathway Programme) Launched on May 2002	<ul style="list-style-type: none"> • Support on special condition for athletes to enroll into tertiary level of studies.
		Educational ministry – government (The Government decree no. 165/2013. (V. 28.))	<ul style="list-style-type: none"> • Sports Stars Scholarship – Sportsillagok Ösztöndíja
Italy	Erasmus	Erasmus + sport projects and European projects “GEES: Gold in Education and Elite Sport”	<ul style="list-style-type: none"> • The research study that has produced the outcome that has pointed out 5 are of competencies or the most relevant skills in sport career transition success: <ul style="list-style-type: none"> - Life management - Emotion and mind management - Self-awareness and goal setting - Career Planning - Networking
		European Sport Tutorship model for the Dual career of athletes	<ul style="list-style-type: none"> • Focus on academic support (tutorship), sporting support (scholarships, elite sports development) and post athletic career (study grant, lifestyle management and introduction to new program).
		Winner	<ul style="list-style-type: none"> • Support on talented athletes into tertiary education with flexible study, preparation for labor market, educating dual career athletes.
		B-Wiser	<ul style="list-style-type: none"> • Support athletes and former athletes in the management of their post career.
	Federal	FIBA (Badminton) – “#Project Youth #20e24”	<ul style="list-style-type: none"> • Support on training center, sports science services and education lifestyle along with sporting path.
		FIBS (Baseball and Softball) - “Italian Academy of Baseball & Softball”	<ul style="list-style-type: none"> • Support on athlete’s education.

		FIC (Rowing) - “University College of Rowing”	<ul style="list-style-type: none"> • Support on dual career, collaboration with universities, support on university dormitory, flexible lessons, exam, tutor, medical and psychological support.
		FIDAL (Track and Field) - “College Mezzofondo Insubria Varese”	<ul style="list-style-type: none"> • The aim of the project is to support gifted University athletes in continue the training activity at the best technical level possible into the National Federal College.
		FMI (Motorbike) – “San Carlo Talenti Azzurri FMI” (now “3570 Talenti Azzurri FMI”)	<ul style="list-style-type: none"> • Dual career support
		FIR (Rugby) - “Academy FIR”	<ul style="list-style-type: none"> • Support on dual career, training, and education on athlete’s pathway.
		FIS (Fencing) - “School Partner FIS”	<ul style="list-style-type: none"> • Implying and supporting the dual career
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	University	“Studium & Sport” - C.U.S	<ul style="list-style-type: none"> • Dual career support and studying credits.
		TOPSport – University of Trento	<ul style="list-style-type: none"> • Scholarship, tutorship, personalized educational timetable, internship planning, psychological benefits.
		AGON – University of Turin	<ul style="list-style-type: none"> • Free enrollment in the University and support on dormitory and university expenses.
		Dual Career– Student and Athlete at University of Foggia”	<ul style="list-style-type: none"> • Scholarships
		University Link Campus – Rome	<ul style="list-style-type: none"> • Online study for University Link Campus for Bachelor's degree in Economy and Policies of Sport and a Master's Degree in Sports Business; it has a partnership with different Italian Federations and offers each year 12 scholarships for athletes.
		“TOP Team UniTrento – Aquila Basket”	<ul style="list-style-type: none"> • Tutorship • Flexibility in learning and exam.
	Company	Athlete Career Programme (ACP)	<ul style="list-style-type: none"> • Orientation to work • Career transition workshop

			<ul style="list-style-type: none"> • Vocational training • Internship.
		EduCare Sport (EduCation Sport) – BNL Group Paribas	<ul style="list-style-type: none"> • Post-career athletes and also sport managers supports on modules related to: <ul style="list-style-type: none"> • Psychological module • General finance/economy module • Micro-credit module
		College Life Italia	<ul style="list-style-type: none"> • Support on young athletes on scholarships and university admission
	Projects of Associations of Athletes	Italian Association of Football Players (AIC)	<ul style="list-style-type: none"> • Prepare the athletes for the end of their sport career starting from the sport competences developed during their profession.
		GIBA – CIA: Italian Basketball Players Associated & Italian Committee of Judges - Project Overtime	<ul style="list-style-type: none"> • Possibility to former athletes to change work remaining in the sport context, bringing with them their know-how gained into the field.
	Ministerial projects	Scientific High School of Sport, Liss – Educational Ministry	<ul style="list-style-type: none"> • The main purpose of this school is to develop both sport and general competences concerning mathematics, physics, economy, and law. • They want the student to find the links between different subjects developing methodologies and knowledge not only in sport
		Ski College – Educational Ministry, Federation of Skiing and Union of Mountain Entities	<ul style="list-style-type: none"> • Study with a flexible timetable and a tutorship figure dedicated. It involves more or less 10 High School
		Project “WEBSPORT 360” – Educational Ministry	<ul style="list-style-type: none"> • Online study platform • Tutor • Monitoring on education path
		Project “The new season” – Labour and Social Politics Ministry and Coni	<ul style="list-style-type: none"> • Basic training for athletes at the end of their career • Specific training for sports management • Specific training for the entrepreneur in sport

Appendix 10. News coverage about DC in Malaysia

Memangkin IPT untuk menyokong kecemerlangan sukan negara – Dasar baru diperkenal



DATUK SERI HJ. MOHAMED KHALED NORDIN

October 7, 2009 - 2 min read -

Menyedari akan potensi besar serta peranan penting yang dimainkan oleh atlit IPT, untuk menjayakan usaha meningkatkan lagi kecemerlangan pencapaian sukan negara, satu dasar di peringkat Kementerian Pengajian Tinggi (KPT) digubal dan telahpun sedia untuk dilancarkan. Dasar tersebut adalah Dasar Pembangunan Sukan Institusi Pengajian Tinggi (DPSIPT) yang bermatlamat untuk:

- Menjadikan IPT sebagai pemangkin kepada pembangunan kecemerlangan sukan negara;
- Untuk mewujudkan budaya bersukan di IPT ke arah memperkasakan modal insan seimbang dan berkualiti dalam pencapaian akademik dan penglibatan bidang sukan; dan
- Sasaran untuk melahirkan sekurang-kurangnya 30% atlit negara adalah terdiri daripada atlit IPT atau "the Thinking Athletes".

Dasar ini juga mempunyai 7 teras penumpuan termasuk (i) Program Pembangunan Sukan; (ii) Program Pembangunan Infrastruktur Sukan; (iii) Program Pembangunan Pusat Kecemerlangan Sukan; (iv) Skim Kecemerlangan Kebajikan, Insentif & Penyelidikan Sukan (SKIPS); (v) Program Pembangunan Akademik Atlit; (vi) Program Pembangunan Pengajian Sukan di IPT; dan (viii) Program Promosi dan Jaringan Kerja.

KPT sememangnya berperanan untuk melahirkan generasi graduan atau modal insan negara yang bukan sahaja mempunyai ilmu, berpengetahuan luas dan mempunyai daya kekuatan intelek yang tinggi. Untuk menjayakan usaha ini, maka para pelajar serta mahasiswa juga perlu dilengkapi dengan kemahiran insaniah dalam diri mereka. Penglibatan dan pembudayaan sukan di IPT dilihat bukan sahaja untuk mendedahkan diri para pelajar dengan gaya hidup yang lebih berkualiti, malah mampu menerapkan ciri atau sifat positif lain ke dalam diri mereka. Ini bagi melahirkan generasi modal insan yang berkualiti, bermnda kelas pertama serta lebih berdaya saing.

Sehubungan dengan itu, satu majlis penghargaan khas akan diadakan pada malam ini untuk melancarkan dasar baru tersebut. Majlis Malam Kecemerlangan Sukan Kementerian Pengajian Tinggi (KPT) 2009 akan diadakan di Pusat Konvensyen Antarabangsa Putrajaya (PICC) bermula jam 8.00 malam. Olahragawan, olahragawati, para atlit IPT serta pegawai-pegawai sukan IPT akan turut hadir untuk memeriahkan majlis pada malam ini. Serentak dengan pelancaran DPSIPT, majlis akan turut menyerahkan peruntukan Geran Penyelidikan Sukan 2009 kepada para pensyarah IPT yang akan menjalankan kajian mereka dalam pelbagai aspek bidang sukan. Selain daripada itu, seramai 138 atlit IPT yang cemerlang akan dianugerahkan Biasiswa Sukan bagi membiayai pengajian mereka di universiti.

Harapan saya semoga usaha kita untuk sama-sama merealisasikan matlamat serta objektif pelaksanaan dasar akan terus mendapat kerjasama dan komitmen daripada semua yang terlibat.

Dasar sukan IPT lahir 'Thinking Athletes'

KUALA LUMPUR - Kementerian Pengajian Tinggi sedang menyediakan Dasar Pembangunan Sukan Institusi Pengajian Tinggi (DSIPT) dalam usaha melahirkan atlet-pelajar yang dikenali sebagai "The Thinking Athletes."

Menteri Pengajian Tinggi, Datuk Seri Mohamed Khaled Nordin berkata atlet-pelajar itu nanti mempunyai nilai profesional yang tinggi dan berdaya saing, selain berkebolehan pasaran dalam pasaran domestik dan antarabangsa.

DSIPT itu akan merangkumi enam teras utama iaitu program pembudayaan sukan, pembangunan infrastruktur sukan, program insentif dan kebajikan, program pembangunan pusat kecemerlangan sukan, program pembangunan akademik dan program promosi sukan, katanya pada majlis penghargaan Sukan Universiti Asean (SUA) 2008 di sini malam kelmarin.

Beliau berkata kabinet juga baru-baru ini turut bersetuju untuk menjadikan Sukan Universiti Asean (SUA) sebagai acara negara, serta mahu usaha memperkasakan program pembangunan sukan di Institusi Pengajian Tinggi (IPT)

diteruskan.

"Sehubungan itu, kita akan menetapkan satu sasaran dan matlamat dalam memastikan sekurang-kurangnya 30 peratus

daripada atlet negara terdiri daripada pelajar-pelajar IPT dalam setiap kejohanan yang disertai, terutama pada peringkat antarabangsa," katanya.

Hasrat itu juga bertepatan dengan Dasar Sukan IPT yang sedang digubal oleh kementerian, katanya.

Mohamed Khaled juga turut mengumumkan pemberian insentif sebanyak

RM600 kepada pemenang pingat emas pada SUA yang diadakan di sini pada bulan lepas, dengan RM500 bagi perak dan RM400 untuk gangsa, selain RM500 untuk diberikan kepada setiap atlet yang berjaya memecah rekod kebangsaan.

Bagi setiap atlet yang terlibat dalam kejohanan tersebut tapi tidak menyumbang sebarang pingat

pula turut diberikan ganjaran sebanyak RM200.

"Walaupun jumlah agak sedikit saya percaya bahawa golongan atlet siswazah bukanlah terdiri daripada mereka yang mengejar ganjaran atau kemewahan dan publisiti semata-mata, tetapi mampu mengorbankan apa sahaja demi memartabatkan nama negara dan memperjuangkan semangat kesukanan yang tinggi," katanya.

Kontinjen Malaysia menjadi juara keseluruhan kejohanan SUA ke-14 dengan memungut 216 pingat iaitu 90 pingat emas, 79 perak dan 47 gangsa. - BERNAMA



MOHAMED KHALED NORDIN