

## Dual career in Brazil: analysis on men elite futsal players' academic degree

Carrera dual en Brasil: análisis sobre el nivel académico de los jugadores de futsal de elite

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### Abstract

Developing an elite sport career requires efforts, being a challenge combining it with education in a context of dual career. Considering the futsal's high social relevance in Brazil, this study aimed to analyse the academic degree of men elite futsal players in São Paulo state. Data collection occurred based on a questionnaire application to 145 Brazilian men elite futsal players, related to their own and their parents' academic degree, and information on types of school/universities they attended. Statistical analysis was based on Chi-square, Cramer's V and Spearman correlation tests. Discussion was based on categories from Pierre Bourdieu's Reflexive Sociology, with emphasis on familial cultural inheritance. Main results are: most of participants were not harmed on dual career; players that earned sport scholarships completed the basic education degrees; there was not influence from parents' institutionalized cultural capital on players' academic career. Concluding, majority of the participants presented better academic degree than the correspondent Brazilian stratified population. The investment on sport career seems facilitated this process, especially through sport scholarships.

**Key words:** sport career, cultural inheritance, education, sport, scholarships.

### Resumen

Desarrollar una carrera deportiva de élite requiere esfuerzos, siendo un desafío combinarla con la educación en un contexto de carrera dual. Considerando la alta relevancia social del futsal en Brasil, este estudio tuvo como objetivo analizar el nivel académico de los jugadores hombres de futsal de élite en el estado de São Paulo. La recopilación de datos se basó en la aplicación de un cuestionario a 145 jugadores brasileños de futsal de élite, relacionado con el nivel académico de ellos y sus padres y madres, e información sobre los tipos de escuelas/universidades a las que asistieron. El análisis estadístico se basó en los testes Chi-cuadrado, V de Cramer y Correlación de Spearman. La discusión se basó en categorías de la Sociología Reflexiva de Pierre Bourdieu, con énfasis en la herencia cultural familiar. Los principales resultados son: la mayoría de los participantes no sufrieron daños en la carrera dual; los jugadores que obtuvieron becas deportivas completaron los títulos de educación básica; no hubo influencia del capital cultural institucionalizado de los padres en la carrera escolar de los jugadores. En conclusión, la mayoría de los participantes presentó mejor nivel académico que la correspondiente población estratificada brasileña. La inversión en carrera deportiva parece facilitar este proceso, especialmente a través de becas deportivas.

**Palabras clave:** Carrera deportiva, herencia cultural, educación, deporte, becas.

## Introduction

Dual career can be understood as the simultaneous dedication and investment on different areas, being common the efforts between sport and education (Andersson & Barker-Ruchti, 2018; Ryba, Stambulova, Selänne, Aunola, & Nurmi, 2017; Stambulova, Alfermann, Statler, & Côté, 2009) or sport and other labour activities (Sánchez Pato, Conde Pascual, Meroño, Arias Estero, & García Roca, 2018; Souza & Martins, 2018). The main focus of this study is the dual career between sport and formal education, as the issues, benefits and barriers involved on the dialectical influence among them (Mateu et al., 2020; Miranda, Lorenzo, & Costa, 2020; Moret & Ohl, 2019).

To develop an elite level sport career requires efforts and long term investment from athletes, being a challenge to combine it with education (Miró, Pérez-Rivasés, Ramis, & Torregrossa, 2018; Pallarés, Azócar, Torregrossa, Selva, & Ramis, 2011; Ryba, Stambulova, Ronkainen, Bundgaard, & Selänne, 2015; Sisjord & Sorensen, 2018; Stambulova & Wylleman, 2015; Torregrossa, Chamorro, & Ramis, 2016). Sport can be considered as an unstable and uncertain labour career (Coakley, 2017; Elliott, 2016; Marques & Marchi Júnior, 2020; Roderick, 2014), and even with high efforts, athletes have not a guaranty of reaching the elite level (Baron-Thiene & Alfermann, 2015), as well as being active for a long period (Côté & Hancock, 2016). In addition, the time and actions dedicated to sport does not always can be converted into good conditions and preparation for another labour activity after the termination of athletic career (Alfermann & Stambulova, 2007; Álvarez Pérez & Aguilar, 2012; Damo, 2014; Rigo, Silva, & Rial, 2018). Within this context, many scholars investigated and reflected on the several dimensions that involve the dual career, considering different cultures and possible interventions (Guidotti, Cortis, & Capranica, 2015; Miranda, Santos, & Costa, 2020; Stambulova & Wylleman, 2019) in order to offer adequate conditions to student-athletes be successful both in sport and education (Caput-Jogunica, Ćurković, & Bjelić, 2012; Mateu, Vilanova, & Inglés, 2018; Miranda, et al., 2020; Sánchez Pato et al., 2018), and be prepared to work in another profession in the future (Alfermann & Stambulova, 2007; Stambulova & Wylleman, 2015).

The interest in the education success of any individual has a great relevance and is related to broader ethical and social issues (Piotto, 2010; Piotto & Nogueira, 2016; Sánchez Pato et al., 2018; Soares, Correia, & Melo, 2016). A better knowledge on the barriers and facilitators related to dual career context allows to offer more efficient support for the student-

athletes on balancing and organizing their school and sport routines (Álvarez-Pérez & López-Aguilar, 2018; Guirola Gómez, Torregrossa, Ramis, & Jaenes, 2018; Mateu et al., 2020; Torregrossa et al., 2016).

Although studies on dual career have been growing in recent years on a worldwide sense (Guidotti et al., 2015; Sánchez-Pato et al., 2016; Sánchez Pato et al., 2018; Stambulova & Wylleman, 2019), in Brazil it is still timidly happening (Miranda, et al., 2020). In this country, the increasing literature on this topic is predominantly related to football young men players (Azevedo, Santos, Costa, & Soares, 2017), highlighting the absence of specific legislation and governmental programs to support the student-athletes' simultaneous efforts (Klein & Bassani, 2016; Rocha, Bartholo, Melo, & Soares, 2011; Rocha, Miranda, Costa e Silva, & Costa, 2020; Soares et al., 2016).

In Brazil, the mandatory basic educational system is divided in three academic degrees: the early years of elementary school (1<sup>st</sup> to 5<sup>th</sup> grades); the final years of elementary school (6<sup>th</sup> to 9<sup>th</sup> grades); the secondary school (1<sup>st</sup> to 3<sup>rd</sup> grades). Within this context, although the goals of Brazilian Federal Government aimed to achieve 100% of students' attendance in elementary and secondary schools until 2016, only 88.2% of students between 15 and 17 years old were registered in 2018, and 69.3% regularly attended the classes (IBGE, 2018). In addition, in 2019, 26.2% of secondary school students were older than recommended to their academic degrees. This index was higher among men, being 34.9% of the first grade students, 29.6% on second grade and 23.7% on the third (INEP, 2019). This scenario reflects on an index of 51.2% of the Brazilian population aged 25 or older that have not concluded the secondary school (INEP, 2019). Regarding to higher education in Brazil, 25.2% of the population aged between 18 and 24 have access to university. Finally, 6.8% of the Brazilian population aged over than 15 is illiterate (IBGE, 2018).

Brazilian Higher Education system counts with 2,488 institutions, being 296 public and free for fees (12%), and 2,152 (88%) private colleges/universities, with economic charges. However, when compared to basic education, the proportion of public (also free) and private (charged) institutions is inversely proportional. In elementary school, 73.5% of the students attend to public schools and 26.5% to private ones. In Higher Education, 12% of the students attend to a public university and 88% to private one (INEP, 2019).

Similarly, the academic quality indexes and social recognition of public and private educational systems in Brazil are also inversely proportional when compared basic and higher education degrees. The private basic

(elementary and secondary) schools present better quality evaluations (Caçade, 2018), counting with more investments on teachers education, services and facilities for students (Peroni & Caetano, 2015; Sampaio & Guimarães, 2009). On higher education, the public system receives more recognition, with highest rates on General Course Index (IGC), a Brazilian indicator of quality from the Ministry of Education (MEC), being four times higher than the private institutions (INEP, 2018).

Within this scenario, students who have more economic resources to invest in education commonly attend to private schools (Caçade, 2018), especially with the goal to be well prepared to take a place in a public university (Piotto, 2010; Piotto & Nogueira, 2016). As a contradiction, students with fewer economic resources that attend to public schools (basic degree) are the minority in public universities (Vitelli, Fritsch, & Silva, 2019). In other words, despite some exceptions, those socioeconomic privileged students access better educational institutions, both on basic and higher education degrees. Because of this, public policies of social inclusion that offer support for poorest students and those from public schools (as scholarships or places at the public university) are extremely necessary as a way to offer a more equal system of academic opportunities in Brazil (Piotto & Nogueira, 2016; Saccaro, França, & Jacinto, 2019).

Regarding to Brazilian sports context, futsal has about 20 million recreational players, 300,000 athletes registered in federations or formal sport institutions (Bello Junior, 2014), and it is the most practiced sport in schools (Voser & Giusti, 2015). Brazil is the main futsal world champion among men (seven times) and women (six titles), and has one of the main men professional futsal leagues worldwide – *The Liga Nacional de Futsal* (National Futsal League – LNF) (Mascarin, Vicentini, & Marques, 2019). In addition, there are other competitions at state, regional and micro-regional levels. Among them, the *Liga Paulista de Futsal* (Paulista Futsal League - LPF) stands out as one of the main state leagues in the country, taking place in the state of São Paulo, the most populous and main financial centre in Brazil (Cribari-Neto & Pereira, 2013; Silva, 2015). Four clubs from the LPF tournament are also members of the LNF 2020 (LNF, 2020).

Besides the high social relevance of futsal in Brazil, the academic research dedicated to this sport is unbalanced, being the physiological, technical and tactical issues more explored than sociocultural ones (Caregnato et al., 2015). The same happens on international sense (Moore, Bullough, Goldsmith, & Edmondson, 2014). Within this context, studies on dual career re-

lated to futsal are scarce and welcome (Marques et al., 2017). The few studies on Brazilian men futsal dual career show that as the young athletes' dedication and investment on the development of sport career increases, the efforts on education decreases (Klein & Bassani, 2016); and that some cases of success from elite players on education can be associated with familial cultural influence and/or benefits as scholarships related to sports performance in schools' teams (Marques et al., 2017).

Futsal in Brazil is also a possibility for professional sport career (Marques & Marchi Júnior, 2020). Considering the high demand from young players to develop a futsal career (Marques, Di Mauro, Gutierrez, & Almeida, 2013; Marques, Schubring, Barker-Ruchti, Nunomura, & Menezes, 2020; Tedesco, 2014), to understand how this scenario relates to dual career and its challenges is a very relevant research topic. Thus, the main aim of this study was to analyse the academic degree of men elite futsal players in the state of São Paulo, Brazil. The specific goals were to analyse: a) the players' academic degree in adulthood; b) the players parents' academic degree; c) the facilitating factors and barriers impact on players' basic education degree (elementary and secondary school degrees) completion and the access on higher education degree.

The innovation and contribution from this study, besides to nurture reflections on the sport dual career topic, are also to highlight issues from a Southern Hemisphere country, in a socioeconomic development condition, with a high level of social inequality (Graeff, Gutierrez, Sardá, Bretherton, & Bettine, 2019; Knijnik, 2013), and prominent position on team sports such as futsal (Marques et al., 2020; Mascarin et al., 2019). To study this Southern social scenario is very relevant within globalized world (Marques & Marchi Júnior, 2020; van der Meij & Darby, 2017), and something not yet so explored by academic international literature (Lago-Peñas, Lago-Peñas, & Lago, 2019).

The data discussion of this study was based on categories from Pierre Bourdieu's Reflexive Sociology, as field, capital, *habitus*, *illusio*, with emphasis on the concept of familial cultural inheritance (Bourdieu, 1998a, 2008; Bourdieu & Passeron, 2014).

### Contributions from Pierre Bourdieu's Reflexive Sociology for analysis on dual career

Pierre Bourdieu's Reflexive Sociology denounces forms of domination related to social inequalities and struggles for power (Bourdieu, 1993). It is based on the relational and dialectical influence between ob-

jective and structural forces, and the constitution of social agents' dispositions for action in different social spaces (Bourdieu, 1977, 1998b). Among the concepts and categories for social analysis inherent to Reflexive Sociology, the familial cultural inheritance (Bourdieu, 2008; Bourdieu & Passeron, 2014) seems to be fundamental on the engagement and performance of students in academic career (Bourdieu, 1998a). However, in order to understand this system of dispositions for success in academic career, it is necessary to consider some important sociological categories also proposed by this author.

Pierre Bourdieu defines field as a social space with specific rules and struggles, partially autonomous in relation to the macrocosmic sphere of society. It is configured by a social structure of positions occupied by agents and groups, defined on unequal accumulation of capitals (Bourdieu, 1993). The fields remain active based on the meaning attributed by the agents, in consensus on the benefits to participate in the struggles for power and social legitimation (Bourdieu, 1998b).

Capitals can be defined as resources that offer distinction to the agent who accumulates it (Bourdieu, 2013). The possession of capitals influences the agents' positioning and social recognition. In addition, impacts on the constitution of individual dispositions for action. The main forms of capitals, that can be converted among them, are (Bourdieu, 1986, 1998b): economic (related to financial and material resources); social (relationships; communitarian participation; to be a member of distinct groups of agents); cultural (manifests in three states, being *embodied* – related to the incorporated knowledge; *objectified* – the possession of material goods related to cultural production; *institutionalized* – formal certifications of academic degrees) and the symbolic (relative to each specific field; consists on the agent's legitimation, recognition and prestige).

Another fundamental category of Bourdieu's Reflexive Sociology is *habitus*, a system of durable dispositions that constitutes schemes of agents' perception and action. *Habitus* are structured and structuring structures that influence the relation between agents and social fields. It makes the individual takes a more or less conservative position related to the process of capital distribution and forms of symbolic domination. The *habitus* derives from the accumulated capital and consequent position occupied by the agent, being constituted and transformed throughout history and personal experiences (Bourdieu, 1993). As a part of *habitus*, *illusio* is the agent's perception that it is worthwhile to be part of the field, as well as investing on the struggles within it (Bourdieu, 1998b).

In this context, cultural inheritance is the transmission of cultural capital through the familial conviviality. It is related to the constitution and transformation of agents' *habitus* that could, by the unnoticed and early accumulation of these resources, facilitate the learning and school performance, giving to the inheritor some advantages over schoolmates (Bourdieu, 1998a; Bourdieu & Passeron, 2014, 2008). The cultural inheritance exerts a positive effect on the *illusio* and performance within academic field. It produces the feeling of naturalness on the academic learning.

However, the cultural inheritance can present contradictions, when the son/daughter overcomes the parents' accumulation of cultural capital, or looks for different careers and pathways (Bourdieu, 2008). In this context, the parents' academic degree becomes an indicator of the familial institutionalized cultural capital, which could influence their children's school engagement and performance through cultural inheritance (Bourdieu & Passeron, 2014).

In the case of the dual career, one of the possible ways of manifesting the familial cultural inheritance would be the children's dedication and academic success being similar to those presented by their parents (Marques et al., 2017), as well as the interest on investing in the academic career simultaneously or primarily to sport (Moret & Ohl, 2019).

## Methods

### Participants

The group of participants for this study was composed by a total range of 145 Brazilian men elite futsal players (average of  $25.0 \pm 5.4$  years old) from eleven clubs of LPF 2018 and 2019, being each one sited in a different city within the state. The contact with the participants occurred through the management body of the LPF, which provided the access to the managers of all eighteen clubs (seven did not answer about the availability for participation in this study), counting with an estimate LPF population of 252 athletes. This study was approved by the Research Ethics Committee of the University of the last author of this article and all ethical criteria have been met.

The athletes from this study started their participation in systematic futsal trainings aged in average 9.6 ( $\pm 3.7$ ), had their first competitions with 10.6 ( $\pm 3.4$ ), and the first official state competition with 12.9 ( $\pm 4.3$ ). In addition, 39% self-declared as white, 59% as black, 1% as indigenous, and 1% did not declare.

**Table 1. Players' academic degrees in comparison with the correspondent Brazilian stratified population.**

Academic degree	%	% expected	X <sup>2</sup>	p
Uncompleted elementary school degree	3.4	31.7		
Completed elementary school and uncompleted secondary school degrees	11.7	19.2		
Completed secondary school and uncompleted higher education degrees	78.0	38.1	105.33	<0.01*
Completed higher education degree	6.9	10.6		
Not declared	0.0	0.4		
Total	100	100		

\*Significance level considered  $p < 0.05$ .

## Tools

This study followed a survey methodology with a quantitative approach through questionnaire application. The questionnaire<sup>1</sup> was designed especially for this study, being validated by the expert method (Barreira, Garganta, Prudente, & Anguera, 2012; Gil, 2008), and structured on 14 questions following seven dimensions: a) identification of athletes and information on date and city of birth and housing; b) periods of initiation in futsal systematic training and participation in competitions; c) age when completed each academic degree; d) episodes of resumptions and interruptions of academic career; e) the type of school/university players have attended (public or private); f) scholarships; g) parents' academic degree.

## Procedure

The questionnaire was applied personally, in the places, dates and time chosen by the clubs' supervisors to guaranty that it did not disturb the players' routine. In general, players took around 15 minutes to answer the questions writing on paper sheets.

## Data analysis

For the statistical analysis, we used the MS Excel 2016 and the SPSS version 20.0 softwares, being adopted as a significance level  $\alpha < 0.05$ . Data were analysed by descriptive statistics based on total numbers, average and percentage of responses. For the comparison on frequency, association and correlation of the participants' academic degree with the correspondent Brazilian stratified population, men aged 25 to 29 (IBGE, 2010), as well as with their parents, were applied the chi-square (with Yates correction when necessary), Cramer V and Spearman correlation tests.

1 Questionnaire is available as appendix of this article.

## Results

The results of this study are organized in the following subsections: a) Players' academic degree; b) Players parents' academic degree and the (non)relation with cultural inheritance; c) Relations between sport and academic careers.

### Players' academic degrees

Table 1 presents the players' academic degrees and the comparison with the correspondent Brazilian stratified population. We found a significance difference between the two groups [ $X^2(df)=105.33(12)$ ;  $p < .01$ ;  $ES=.004$ ]. Data shows that 113 (78%) participants have completed the Brazilian basic education (elementary and secondary school degrees) in a higher proportion than the correspondent stratified population, and presented a lower rate of higher education degree completion.

In complement of the table 1 data, 10 (6.9%) players have completed the higher education degree, others 59 (49%) declared that have been attending or have interrupted it. However, from the total group that have completed the basic school education (113 players), 49 (39%) have never attended the higher education degree.

Table 2 presents the type (private/public) of school/university attended by athletes and the comparison with the correspondent Brazilian stratified population.

A significance difference was found between participants of this study and the Brazilian stratified population related to the completion of elementary school [ $X^2(df)=44.756(2)$ ;  $p < .01$ ;  $ES=.002$ ], secondary school [ $X^2(df)=35.149(2)$ ;  $p < .01$ ;  $ES=.003$ ] and higher education degrees [ $X^2(df)=17.97(2)$ ;  $p < .01$ ;  $ES=.003$ ]. Data shows that the players have had more opportunities to attend private schools/universities. The registration at this type of educational institution can be made both through the payment of fees or scholarships benefits. To indicate the players' way of access to

**Table 2. Type of school/university attended by athletes and the comparison with the correspondent Brazilian stratified population.**

Academic degree	Types of schools/universities	%	% expected	X <sup>2</sup>	p
Elementary school	Private	31.0	13.0	44.756	<0.01*
	Public	66.2	87.0		
	Not informed	2.8	0.0		
	Total	100	100		
Secondary school	Private	31.4	14.7	35.149	<0.01*
	Public	64.3	85.3		
	Not informed	4.3	0.0		
	Total	100	100		
Higher education	Private	88.0	70.0	17.97	<0.01*
	Public	6.0	30.0		
	Not informed	6.0	0.0		
	Total	100	100		

\*Significance level considered  $p < 0.05$ .

private schools/universities, the table 3 presents the percentage of athletes who earned a scholarship. We divided them into three groups according the nature of the benefits: a) the academic scholarship is related to an excellent school performance; b) the sport scholarship is associated to an excellent sport performance on representing the schools' teams in competitions; c) the socioeconomic scholarship is related to support from institution or government for students with fragile financial situation.

Among the athletes that have attended private schools/universities, 46.7% earned a scholarship in elementary school degree, 47.7% in secondary school degree, and 75.4% in higher education degree (table 3). In all academic degrees there is a predominance of sport scholarships, what shows that a considerable group of players have lived a situation of dual career with formal reward to dedicate both to sport and education. Other data that calls for attention is the higher incidence of scholarships in higher education degree, in comparison to elementary and secondary schools (table 3).

#### Players parents' academic degree and the (non) relation with cultural inheritance

On analysis of the familial cultural inheritance occurrence, we found a significant difference between players and their fathers [ $X^2(df) = 154.092(12); p < .005; ES = .231$ ] and mothers' [ $X^2(df) = 87.637(12); p < .005; ES = .183$ ] academic degrees. Data shows that more participants of this study completed the secondary school degree. However, players presented a lower rate of higher education degree completion (table 4).

**Table 3. Types of players' scholarships in private schools/universities.**

Academic degree	Type of scholarship	%
Elementary school	Academic	8.9
	Sport	33.4
	Socioeconomic	4.4
	No scholarship	53.3
	Total	100
Secondary school	Academic	6.8
	Sport	40.9
	Socioeconomic	0.0
	No scholarship	52.3
	Total	100
Higher education	Academic	1.6
	Sport	70.5
	Socioeconomic	3.3
	No scholarship	24.6
	Total	100

In complement to the familial cultural inheritance analysis, we found a positive weak correlation between players and fathers' ( $r = .263; p < .001$ ), and no significant correlation with their mothers' ( $r = .123; p = .140$ ) academic degrees.

Data show that, at least related to the institutionalized cultural capital, the familial cultural inheritance was not the most influential factor on players' academic degree. Some kind of familial cultural inheritance, related to objectified and embodied cultural capitals, could happen. However, based on the level of certified formal education (institutionalized cultural capital), players can be considered, in general, more successful than their parents on academic career.

**Table 4. Parent's academic degree.**

Academic degree	Players (%)	Fathers (%)	Mothers (%)
Uncompleted elementary school degree	3.4	20.7	17.9
Completed elementary school and uncompleted secondary school degrees	11.7	14.5	9.0
Completed secondary school and uncompleted higher education degrees	78.0	31.7	43.4
Completed higher education degree	6.9	11.7	12.5
Not declared	0.0	21.4	17.2
X2 (p)		154.092 (<0.005*)	87.637 (<0.005*)
Cramer's V Effect size		0.231	0.183

\*Significance level considered  $p < 0.05$ .

### Relations between sport and academic careers

Considering the barriers and tensions involving the dual career, 33 (22.8%) players affirmed that have interrupted their education to invest in sport career. In the same sense, a smaller number of 4 (2.8%) athletes have stopped their sport career to study. The most of players continued to be involved uninterruptedly with the dual career, what did not disturb their sport success, as well as to reach a better academic degree than Brazilian stratified population and their parents.

### Discussion

This section was structured to discuss the results of this study according its main aim - to analyse the academic degree of men elite futsal players in the state of São Paulo, Brazil - and its specific goals - to analyse: a) the players' academic degree in adulthood; b) the players parents' academic degree; c) the facilitating factors and barriers impact on players' basic education degree completion and the access on higher education degree.

As main results, we can highlight that the participants of this study have reached higher academic degrees than the Brazilian stratified population, as well as than their parents. Furthermore, most of players have been benefited by sport scholarships during their dual career, having access to private schools/universities due their sport performance and investment on this career. It shows that, in this case, the futsal career can helped some players to keep their engagement with academic career.

To discuss this scenario, we divided it in three subsections, related to each specific goal and its particularities.

#### The player's academic degree in adulthood

Considering the common challenges and barriers on dual career context (Guirola Gómez et al., 2018;

Stambulova & Wylleman, 2015; Torregrosa et al., 2016), especially related to the dropout from school or sport (Baron-Thiene & Alfermann, 2015), or even the decreasing of performance in sport (Ryba et al., 2017; Sánchez Pato et al., 2018), data from this study showed that the most part of participants were not harmed in relation to the development of both careers, even being involved with futsal youth competition since around 10 years old. Data on the low index of sport or academic careers interruption show it. At the same time that all the players can be considered as successful in sport career, the most of them have also presented a higher academic degree than the correspondent Brazilian stratified population.

However, 22 players (15,2%) have not completed the Brazilian basic education (elementary and secondary school degrees), what can be considered as a worrying fact and a signal that programs for support to dual career are very necessary and welcome in Brazil (Miranda et al., 2020; Rocha et al., 2020; Soares et al., 2016), even within a majoritarian favourable scenario as the presented in this study.

The dual career programs can work as support that provides diversified types of capitals to student-athletes. It can be associated to economic capitals, as the scholarships, or mean to accumulate cultural capitals, as the access to better schools/universities, as well as some kinds of symbolic capitals, when because the legitimate position of elite athlete can make individual be able to alternative means of evaluation and attendance at school (Mateu et al., 2018; Miranda, et al., 2020; Sánchez Pato et al., 2018).

Some data of the present study evidence the potential and relevance of dual career programs for the participants. All the 51 (35.2%) students-athletes that were benefited with sport scholarships in at least one of the three education degrees (elementary school, secondary school or higher education) have completed the Brazilian basic education and attended to private educational institutions. The scholarships can be considered an economic mean to support students

to maintain their involvement with academic career (Bach, 2015; Guirola Gómez et al., 2018). Within the Brazilian educational scenario, where the dual career programs are not common (Rocha et al., 2020; Soares et al., 2016), the sport scholarships could work with similar goals from several European countries (Caput-Jogunica et al., 2012; Mateu et al., 2018; Morris et al., 2020; Sánchez Pato et al., 2018), being also complemented with other legal and pedagogical benefits to student-athletes (Melo, Rocha, Romão, Santos, & Soares, 2020; Rocha et al., 2020).

In Brazil, an individual that has access to private schools can be considered as a privileged person in socioeconomic and educational parameters (Calçade, 2018). It happens because: the majority of children in this country is introduced to formal education at public schools (Peroni & Caetano, 2015); the great part of the population lives under unfavourable socioeconomic condition (Graeff et al., 2019); and comparing with the most of the public schools, there is a theoretical better condition to study and learn in the private ones (Calçade, 2018; Sampaio & Guimarães, 2009). Within this context, to attend some private schools can be a kind of symbolic capital. Thus, a very detachable data from this present study is that the players have had more access to these educational institutions than the correspondent Brazilian stratified population. In a great part of the cases, this relation was supported by sport scholarships.

A not so positive data is the participants' index of completion of higher education degree, which is lower than the correspondent Brazilian stratified population, maybe due to the average age of this group. In front of the high amount of participants' access to this academic degree (69 players – 47.6%), and the offer of sport scholarships for them (43 players – 62.3%), is possible to consider that the investment in futsal career has worked as a mean of access to private university. This scenario seems as a paradox over the demands from elite level sport career development that can make harder the students-athletes' engagement and good performance in academic career (Guirola Gómez et al., 2018; Mateu et al., 2018; Miranda, et al., 2020; Stambulova & Wylleman, 2015). On a certain point of view, and according to this data, futsal in Brazil can be a source of educational opportunities for men elite players.

In Brazil, there is an absence of a national plan/program for dual career, or some institutional document for orientation to the management of the simultaneous sport and school activities (Miranda et al., 2020; Rocha et al., 2020; Soares et al., 2016). Within this context, the results from this present study show that

for a considerable part of the participants, the access to private school, and in some cases to university, was especially due to the offer of the sport scholarships programs. Although this is not characterized as a national institutionalized dual career agenda, it is a kind of development action at the local level, commonly performed by private schools and universities often in partnership with futsal clubs.

This scenario can be seen as a way of corroborating and strengthening affirmative policies in the field of education, a necessary initiative to the access of students with socioeconomic and sociocultural unprivileged condition to higher education degree (Piotto & Alves, 2016; Silva, 2019). In the study participants' case, sport scholarships seem to have played an important role in improving the access to the private school/university, overcoming possible effects of family cultural inheritance (or the lack of this), and providing the opportunities for a higher academic degree to athletes in comparison with their parents. Thus, this study advances by demonstrating that investment in sport career allowed to the majority of the participants to remain engaged in the academic career, especially attending private schools, theoretically with better opportunities to learn in elementary and secondary degrees.

Other important topic must to be considered in this context. There are several evaluation indicators that show private schools as offering better conditions of education and higher levels of students' performance than the public ones in Brazil (IDEB, 2019). This scenario presents the necessity of a better investment and interest of Brazilian government in improving the basic public schools' quality in general. The most of Brazilian population only has access to this type of school, what makes it as the main source of academic education in this country (INEP, 2019).

### The players parents' academic degree

Literature shows that student-athletes who have access to capitals that favour their school involvement simultaneously with sports, usually count with family support both in economic resources and in cultural dimensions (Marques et al., 2017; Moret & Ohl, 2019). Regarding the analysis of the occurrence of familial cultural inheritance related to players' dual career performance, data from this present study shows that there was not influence from parents' institutionalized cultural capital on participants' academic career, what can be considered as a kind of inheritance contradiction (Bourdieu, 2008). Both data from Chi-square, Cramer's V and Spearman

correlation tests show that players reached a higher index of secondary school degree completion than their parents, and there is not a relevant association between parents and athletes' academic degrees.

Bourdieu and Passeron (2014) propose that the academic success has close association to the early access and accumulation of capitals, especially the cultural ones. The premature possession of these benefits can make the students feel set, or familiarized within the school system, as well as to count with means to learn and to embody knowledge not just through school routine (Bourdieu, 1998a; Bourdieu & Passeron, 2008). The participants of this study cannot be considered as cultural inheritors from the perspective of the formal education system certification. However, they counted with other sources of capitals that can support their academic career, as the scholarships as example. These benefits could compensate the lack of institutionalized cultural capital inheritance from families, and offered good studies opportunities for the athletes.

Contradictorily, both fathers and mothers presented better index of higher education degree completion than players. We propose that the cause for this can be an association between the challenges from the elite sport dual career (Guirola Gómez et al., 2018; Mateu et al., 2020) and the lower average age of athletes in comparison with their parents. However, the average number of the parents' index (the sum between the amount of fathers and mothers, divided per two) of secondary school degree completion ( $54.5 \pm 12.0$ ) is lower than the total amount of players (113) that also reached this academic degree, and also lower than the number of players that have had access to higher education degree (69). These numbers show that players, in general, have been having difficulties to complete higher education degree. However, it is possible to perceive that they can have access to this education degree, despite the challenges and barriers from dual career in elite sport (López de Subijana, Barriopedro, & Conde, 2015; Mateu et al., 2020; Tekavc, Wylleman, & Ceci Erpič, 2015).

### The facilitating factors and barriers impact on players' basic education degree completion and the access on higher education degree

Despite the challenges and barriers related to dual career (Guirola Gómez et al., 2018; Mateu et al., 2020; Ryba et al., 2017; Torregrosa et al., 2016), this study results present a context where players could count with access to capitals that support their school and sport careers. Despite the 33 players (22.8%) that have interrupted the academic career in some moment,

only 6 (18.2%) did not complete the secondary school degree, and consequently 27 (81.8%) have returned.

Literature proposes that the punctual or definitive dropout from school to invest only in a sport career is a common phenomenon in Brazil, especially related to the high demands for developing an elite sport career (Damo, 2014; Marques et al., 2017; Rigo et al., 2018; Rocha et al., 2020). However, even with the legal mandatory meaning that basic education sometimes has in Brazil, including over the students-athletes (Klein & Bassani, 2016), the elite players that participated in this study, even in front of the dual career's challenges, have presented good academic index in comparison to the correspondent Brazilian stratified population and their parents.

Within this context, the results of this study offer important contribution on diagnosis and understanding of elite futsal players' dual career scenario. Also contributes with theoretical subsidies that can support future organizational and pedagogical interventions on both futsal and academic fields. The intention is that such contributions can promote successful processes in dual career, both for young student-athletes, as well as for elite level ones, through programs for parallel and efficient investments on sport and academic careers.

A possible limiting factor of this study is that all analyses and discussions took place on data related to registration and attendance of the participants at schools/universities. More specific issues related to how athletes face(d) the challenges and barriers from dual career, as their personal perceptions, as well as the alternative processes of learning, school attendance, and evaluation process, need to be investigated in future studies, including also on a qualitative research approach.

The results from this study must be considered as a picture of the specific case of the participant group, and cannot be generalized for the Brazilian population or for other sports, levels of performance or gender. This affirmative sentence is due to the number of athletes that did not involve the total range of LPF players, and the necessity of contextualization of the findings to this specific group of men elite futsal players in São Paulo state.

It is suggested that in future researches some aspects of the student-athletes routine, as the time devoted to school tasks, performance in evaluations, attendance on classes, as well as the athletes' own perspectives regarding the dual career can be considered in depth. The expansion of investigations on other sports and groups of athletes could also contribute to a better understanding of the dual career phenomenon in Brazil. Considering that this affirmation is based

on data from players parents' institutionalized cultural capital, future research on the ways in which families manage their members academic career, the accumulation and possession of cultural material goods, and the cultural baggage transmitted by tradition and conviviality, can also offer relevant and complementary contributions for dual career studies. Likewise, the influence of families on the *illusio* of student-athletes in relation to the sports field, and access to economic capital, are also important issues to be investigated.

## Conclusion

The majority of this study participants presented higher academic degree than the correspondent Brazilian stratified population and their parents. Within this context, the investment in sport career and some resources obtained on it seem to have facilitated this process, especially through the offer of sport scholarships. Such mechanism was related to the inser-

tion and permanence of student-athletes in different school degrees. In this sense, it is possible to propose that the investment on futsal career supported some of the athletes also on their engagement in academic career.

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## Appendix

### QUESTIONNAIRE ON THE ACADEMIC AND SPORT CAREERS OF FUTSAL ATHLETES IN BRAZIL<sup>1</sup>

#### PERSONAL DATA:

Name:.....

Birthdate:.....

Birthplace:.....

Cities where lived in childhood and youth:.....

Email:.....

Phone number:.....

Self-declaration of race and skin colour:

- White
- Black
- Yellow
- Brown
- Indigenous
- Not declared

#### ACADEMIC CAREER:

##### 1 – What is your actual academic degree?

- Uncompleted elementary school
- Completed elementary school
- Uncompleted secondary school
- Completed secondary school
- Uncompleted high school
- Completed high school
- Uncompleted higher education
- Completed higher education

##### 2 – In each year do you conclude the...:

Basic school (1st to 9th degrees):.....

High school (1st to 3rd degrees):.....

Higher education degree:.....

##### 3 – You attended the basic school (1st to 9th degrees) at:

OBS: If you have attended more than one type of school, please tick both.

- Foundation school
- Public school
- Private school

If you have attended to private school...

- with academic scholarship.
- with sport scholarship.
- with socioeconomic scholarship.
- no scholarship

<sup>1</sup> This questionnaire was originally applied in Portuguese language.

In each period did you attend to basic school?

- Morning
- Afternoon
- Evening
- Full-time

**4 – You attended the high school (1st to 3rd degrees) at:**

OBS: If you have attended more than one type of school, please tick both.

- Foundation school
- Public school
- Private school

If you have attended to private school...

- with academic scholarship.
- with sport scholarship.
- with socioeconomic scholarship.
- no scholarship

In each period did you attend to high school?

- Morning
- Afternoon
- Evening
- Full-time

**5 – You attended the higher education degree at:**

OBS: If you have attended more than one type of university, please tick both.

- Foundation university
- Public university
- Private university

If you have attended to private university...

- with academic scholarship.
- with sport scholarship.
- with socioeconomic scholarship.
- no scholarship

In each period did you attend to higher education degree?

- Morning
- Afternoon
- Evening
- Full-time

Which program did you attend on Higher Education degree?: .....

**6 – What are your parents' academic degree?**

	Mother or legal tutor*	Father or legal tutor**
Uncompleted basic school		
Completed basic school		
Uncompleted high school		
Completed high school		
Uncompleted Higher Education		
Completed Higher Education		
I don't know		

\* Or female person who most participated in your education during your childhood and adolescence.

\*\* Or male person who most participated in your education during your childhood and adolescence.

7 – What is the main profession of your parents, or legal tutors who most participated in your education during childhood and adolescence? (If you don't know, please leave it blank).

Name: .....

Father, mother or legal tutor: .....

**SPORT CAREER**

8 – At what age did you start your participation in futsal training? .....

9 – At what age did you start to compete on futsal? .....

10 – At what age did you start to participate on official state futsal competitions? .....

11 – Did you have to move out from your parents' (or legal tutors') house to play futsal?

- No
- Yes, once. At what age? .....
- Yes, twice. At what ages? .....
- Yes, three times. At what ages? .....
- Yes, more than three times. How many? ..... At what ages? .....

12 – Have you ever interrupted studies to invest in futsal career?

- No
- Yes

If you tick Yes, please say why: .....

At what age? .....

How many times have you interrupted the studies? .....

13 – Have you ever interrupted futsal career to invest in academic career?

- No
- Yes

If you tick Yes, please say why: .....

At what age? .....

How many times have you interrupted the futsal career? .....

14 – Have you ever interrupted studies to invest in other career (excluding futsal)?

- No
- Yes

If you tick Yes, please say why: .....

At what age? .....

How many times have you interrupted the studies? .....

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