



Psychological well-being of sport gifted adolescents in an educational environment

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Abstract

Objective of the study was to identify the relationship between indicators of the psychological well-being of sport gifted adolescents and the psychological safety of the educational environment in different types of schools.

Methods and structure of the study. 26 athletically gifted teenagers with achievements in the sports field, studying in general education (14 people) and specialized schools of physics, mathematics and natural sciences (12 people) took part in the scientific work. The methods used were “Psychological Well-Being Scale” by K. Riff, “Subjective Well-Being Scale” and “Psychological Safety of the School Educational Environment” by I.A. Baeva.

Results and conclusions. Athletically gifted adolescents are characterized by an average level of psychological and subjective well-being, protection from psychological violence, high satisfaction with the educational environment, and a low level of its referent significance. No reliably significant differences have been established between athletically gifted adolescents in specialized and general education environments, however, at the trend level, the level of well-being is higher in a specialized environment, and the level of psychological safety is higher in a general education environment. The results obtained are important for building individual psychological and pedagogical support for athletically gifted adolescents studying in various educational environments.

Keywords: *sports gifted children, psychological well-being, educational environment, adolescents.*

Introduction. Research into psychological well-being continues to be relevant. The changes taking place in the world increasingly raise the question of identifying the factors that determine the state of psychological well-being in athletes. It was found that high values of self-description of physical development correlate with a high level of well-being in adolescent athletes [4]. For professional athletes, the factors that determine well-being are a high level of self-regulation and a low level of life stress [3]. Self-esteem of physical health also affects the well-being of athletes, while self-esteem of health can be improved using psychological self-regulation techniques [1].

Foreign studies have found that psychological safety is interconnected with the well-being of athletes, protects them from psychological burnout and increases satisfaction with teamwork [5]. In addition, well-being

as the realization of a life position is important for an emerging professional in the sports field [2].

Objective of the study was to identify the relationship between indicators of the psychological well-being of sport gifted adolescents and the psychological safety of the educational environment in different types of schools.

Methods and structure of the study. The scientific work involved 26 teenagers (13-16 years old) with achievements in the sports field (masters of sports, winners and prize-winners of competitions at the All-Russian and European levels), studying in general education (14 people) and specialized schools of physics, mathematics and natural sciences (12 people).

The research used the following methods: “The scale of psychological well-being by K. Rieff” (adapted by N.N. Lepeshinsky) and “Scale of subjective well-

being” (A. Perrudet-Badoux, G. Mendelssohn and J. Chiche, adapted by M.V. Sokolova), methodology “Psychological safety of the school educational environment” by I.A. Baeva.

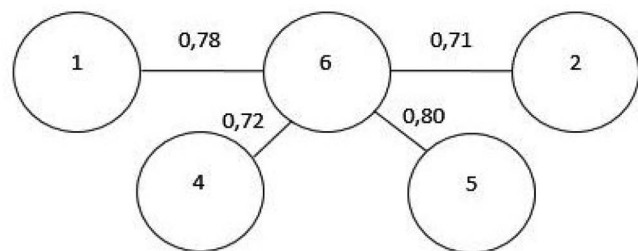
It is important to note that the “Subjective Well-Being Scale” technique is inverted, i.e. the lower the primary score, the higher the subjective well-being. Therefore, to standardize data analysis, we used its inverse version, that is, the higher the data on the scales, the higher the level of well-being.

Results of the study and discussion. The results of a comparative analysis of the level of psychological well-being and attitude towards the educational environment showed the absence of significant differences among sports-gifted adolescents studying in general education and specialized schools. The data obtained indicate an average level of psychological well-being among teenage athletes (353.75 ± 56.93 in a general education school and 371.83 ± 40.24 in a specialized school), that is, respondents accept their life as holistic and meaningful. They know how to establish acceptable, friendly relationships with others, think about their well-being, are quite independent in making decisions, but can listen to the opinions of others in difficult situations, know how to set goals and create conditions for their implementation, control their own external activities, and are open to new things. experience, they see their own points of growth, perceive themselves quite objectively, taking into account their positive and negative qualities, the general attitude towards themselves is positive. This is also confirmed by data on the level of subjective well-being. Teenage athletes are in emotional comfort: they are not concerned about significant emotional difficulties, are quite confident in their abilities and are active, successfully establish connections and communication with others, and adequately regulate their actions and actions. In most cases, they do not feel the burden of the work they do, they know how to build interaction with others, they prefer to jointly solve problems and difficulties that arise, relationships with family and friends are usually good. There are certain signs that accompany the main psychosomatic symptoms, but they do not interfere with the athletes’ normal life activities. An optimistic perception of life prevails, a good mood, they are satisfied with daily activities and their own physical form, and their health is assessed as good. At the same time, at the level of a trend, one can

note a higher level of psychological and subjective well-being inherent in teenage athletes from specialized schools.

The data obtained indicate a low level of referent significance of the educational environment for teenage athletes. The likely reason for this is the fact that neither general education nor specialized schools provide the necessary conditions for the development of their sports talent. At the same time, they have high rates of satisfaction with the educational environment and protection from psychological violence from classmates. In general education schools, teenage athletes are fully protected from psychological violence from teachers; they feel a little less protected in specialized schools. In general, this indicates emotional comfort and security in the educational environment. Also, more pronounced levels of psychological safety components were found in athletically gifted adolescents from general education schools, which may be due to higher academic demands placed on students in specialized schools, despite their athletic achievements.

To test the hypothesis, correlation analysis was



used, which made it possible to identify a number of correlations (Figures 1 and 2).

Figure 1. The relationship between subjective well-being and psychological safety of the educational environment among sports-gifted adolescents studying in secondary schools.

Note: 1 – Subjective well-being, 2 - Tension and sensitivity, 4 - Self-esteem of health, 5 - Satisfaction with daily activities, 6 - Behavioral component of attitude towards the educational environment.

The data obtained indicate the leading role of the behavioral component of the educational environment in the well-being of athletically gifted adolescents in secondary schools. It is how emotionally comfortable they are in the educational environment, how effectively they can build relationships, whether they experience difficulty in completing tasks, whether they complain about various ailments at

every opportunity, how they feel about their physical fitness and whether they are satisfied with their own daily activities that determines their attitude towards the educational environment at the level of behavior: will they go to school, will coming to school require a strong-willed effort, will it be accompanied by a good mood, will they be interested in visiting an educational organization at all.

At the same time, completely different relationships were obtained in a specialized educational environment, although the average data for the levels under consideration were similar.

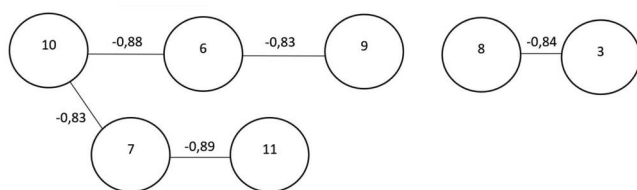


Figure 2. The relationship between psychological and subjective well-being and psychological safety of the educational environment among sports-gifted adolescents studying in specialized schools.

Note: 3 - Signs accompanying the main psycho-emotional symptoms, 6 - Behavioral component of attitude towards the educational environment, 7 - Satisfaction with the characteristics of the educational environment, 8 - Protection from psychological violence in interaction with classmates, 9 - Psychological well-being, 10 - Autonomy, 11 - Goals in life.

Data on teenage athletes studying in specialized schools indicate the absence of a central link connecting the psychological safety of the educational environment and the well-being of students. From Fig. Figure 2 shows that protection from psychological violence from classmates in the educational environment is interconnected with psycho-emotional signs of growing tension. This suggests the importance of peer support in helping adolescent athletes become more resilient to anxiety, sleep disturbances, overreaction to challenges, and other signs of increasing stress.

Autonomy, which speaks of autonomy and independence, is interconnected with the behavioral component of the attitude towards the educational environment and satisfaction with its characteristics, which in turn are associated with psychological well-being and the presence of a goal in life. Conse-

quently, it is extremely difficult for teenage athletes from special schools to have such diverse interests. Studying in specialized schools requires the utmost concentration of all efforts and attention on learning, and sports training also requires the same in order to achieve significant sports results. As a result, this leads to a decrease in the importance of general academic studies compared to a sports career. The obtained correlations allow us to conclude that these goals come into a competitive state for the resources available to the teenager, therefore, in order to succeed in one of the areas, he needs to reduce the influence of the other.

Conclusions. The study shows that the educational environment has different impacts on gifted teenagers studying in general and specialized schools. It acts as a resource for teenage athletes from mainstream schools and has a suppressive effect on students from specialized schools.

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