A majority of student athletes say that participation in college sports prepares them for life after graduation because of learned skills such as leadership, time management and teamwork. Oftentimes, studies examining collegiate athletics’ impact on later life outcomes either: (1) compare non-student athletes and student athletes, neglecting possible variation in the student athletes’ experiences during their collegiate sporting careers, or (2) use retrospective reports instead of examining the perspectives of current student athletes during their transition out of college. This study attempts to fill these gaps in the research in two ways. First, it will examine current undergraduate student athletes’ perceived readiness for life after college. Second, it will explore whether the relationships developed between the student athletes and their coaches and teammates are related to the student athletes’ sense of readiness to transition out of college.

Haydon developed two measures to determine undergraduate students’ readiness for adulthood: transition competence and transition stress. Interestingly, Haydon found that each of these measures showed unique associations with the quality of certain relationships, including over-involved parenting, parental attachment style, feeling ahead or behind of peers, and friendships. Due to the novelty of these measures, studies need to examine how transition competence and transition stress may differ in other relational-contexts, for example, the coach-athlete and teammate-athlete relationships.

To expand on Haydon’s findings, as well as the research concerning the influence of collegiate athletics on student athletes, this study will assess whether the relationships Mount Holyoke undergraduate student athletes build with their coach and teammates are related to their ability to confidently hang up their jerseys and prepare for adulthood with alacrity.

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