Introduction
Participation in organized youth sport could be one context for identity development. For some athletes this could be one part in a multifaceted identity but for others (e.g. young high level athletes) the social organization of high-performance sports could cause burnout in athletes due to a lack of control and identity constrictions (Coakley, 1992). One social organization of high performance youth sport that has since mid-90’s in Sweden grown in population is elementary sports schools (Ferry, Mechbach, & Larsson, 2013). Motives for this is, in hierarchical order: 1) to compete with other local schools and thus be able to recruit more pupils 2) to meet students’ interests and thereby give them a more interesting school day 3) health benefits 4) that students perform better in other school subjects 5) to give students the chance to develop in their sports and prepare them for a future as an elite athlete and 6) that the school’s resources in terms of premises has been an important motive for the start of the sport profile (Eliasson, Ferry & Olofsson, 2012).

Objective and theoretical framework
This PhD-project is part of the Malmö Youth Sport Studies, an interdisciplinary research project, with the main objective to study what possible physiological, psychological and social factors influence adolescents to continue doing sports during adolescence. The purpose of this specific thesis is to investigate and track/trace young people’s achievement goals, perception of motivational climate, behaviors, cognitions, and affects regarding sport participation. In addition, the aim is also to investigate if/how this changes over time and whether there are differences between students at elementary sports schools and sporting students attending regular elementary schools.

The theoretical framework will be based on achievement goal theory in sport originated from Nicholls’ (1989) two conceptions of ability (task and ego), Coakleys’ (1992) view on identity development in (elite) sport, and the multidimensional definition of athlete burnout (Raedeke & Smith, 2009).

Based on some of the motives (e.g. prepare for future as an elite athlete) for implementing school sport found by Eliasson et al. (2012) longitudinal research that examines affective responses among young children in performance domains (eg sports, school) is justified. Further down the ages the demonstration of high competence and emphasis placed on sporting achievement could be essential and such pressure and/or expectations needs further investigation. The aim of this study was to examine the relationship among achievement goals, perceived competence and possible burnout components in (elite) adolescent-age athletes over time.

Method
A longitudinal design based on three cohorts with youth athletes, age 13-14, from various team and individual sports, attending a sports school and regular elementary schools. The athletes responded during a one year follow up to a number of questionnaires assessing achievement motivation and affective responses in youth sport. One cohort contained youth athletes who were selected to go to an elementary sports school in south of Sweden. The second cohort contained youth athletes who applied to that special elementary sports school but weren’t selected. The third cohort contained youth athletes from an elementary school in a district that, by 40 socio-economic variables, could act as a “mini-town” regarding the town where the sports elementary school is located.

Results and discussion
While the study is in the initial stage final results have not yet emerged. However, some preliminary findings regarding the study suggests that even though none of the cohorts showed signs of being burnt out the cohort of students’ at the sports school were significantly more emotional and physical exhausted than the cohort with youth athletes from the school in the district that could act as a “mini-town”. This will be further analyzed and discussed according to the purpose and the theoretical framework based on achievement goal theory in sport originated from Nicholls’ (1989) two conceptions of ability (task and ego), Coakleys’ (1992) view on identity development in (elite) sport, and the multidimensional definition of athlete burnout (Raedeke & Smith, 2009).

References