



# FEPSAC 2022

16TH

EUROPEAN CONGRESS  
OF SPORT & EXERCISE  
PSYCHOLOGY

SPORT,  
EXERCISE

AND PERFORMANCE

PSYCHOLOGY: CHALLENGES

AND OPPORTUNITIES

IN A CHANGING WORLD

When being an elite athlete  
conflicts or enriches with  
being a student and vice-  
versa: Consequences on  
student-athlete well-being

Solène Lefebvre du Grosriez,  
Sandrine Isoard-Gauthier, Valérien Cécé,  
Guillaume Martinent & Philippe Sarrazin

**PADOVA** *Italy*

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# DUAL CAREER



- Manage demands
- Provide resources
- Role conflict
- Role enrichment



Student



Athlete

Sport-School interactions



Academic performances  
(Tape et al., 2021)



Well-being



Athletic performances  
(Isoard-Gauthier et al., 2018)



# STUDENT-ATHLETE LITERATURE

## Insights of literature:

Identity conflict impacts performance and mental health (Steele et al, 2020)

Dual compatible/conflicting commitment associated with engagement (O'Neil et al., 2021)

Dual identity related to sport dropout with time (Moazami et al., 2019)

32% student-athletes have high level of burnout in both context (Sorkkila et al., 2019)



## Limits & Direction:

Focus on negative side (conflict) and consequences (burnout)

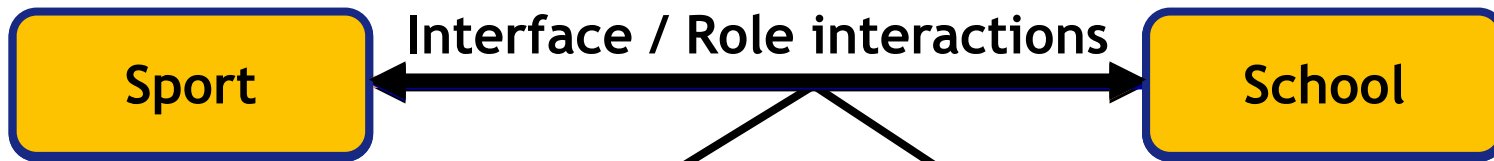
No specific tool to study « identity conflict »

Identity & Commitment ≠ Role interactions

Sport-School balance -> Health and performance



# ROLE INTERACTIONS FROM ORGANIZATIONAL PSYCHOLOGY



## Conflict = Interference

Negative impact of one role on the other

(Greenhaus & Beutell, 1985)



Time



Strain



Behaviour

(van Rhijn et al., 2018)



## Enrichment $\approx$ Facilitation

Positive impact of one role on the other

(Greenhaus & Powell, 2006)



Development



Affect



Capital

# OUR STUDY (AIMS & HYPOTHESIS)



## Assess sport-school interactions and their relation on the sport well-being of student-athletes over time

- 1) Conflict and Enrichment (from Work-Family context) are valid and measurable in the sport-school context.
- 2) Sport-School Interactions (i.e., Conflict and Enrichment) profiles predict sport well-being.
- 3) Sport-School interactions profiles are consistently related with sport well-being over time/at different moments at the season.



# METHOD



363 student-athletes : 50,41% ♀ ; 81,54% between 18 et 21 years old

	Academic	Athletic
Level	80,72% first and second academic years	69,51% ≥ national
Time	25,69 h/w ( $\sigma = 11,87$ )	11,71 h/w ( $\sigma = 6,40$ )

T1 (N=355) October 2020	T2 (N=82) December 2020	T3 (N=71) May 2021
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# ANALYSIS STRATEGY



## Scale validation (SSIS):

Confirmatory Factorial Analysis (CFA)

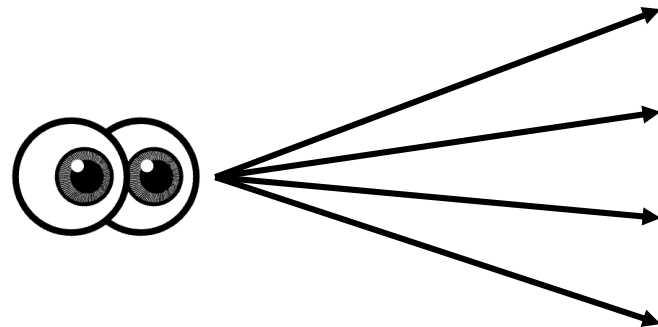
Exploratory Structural Equation Modeling (ESEM)

Others models (bifactors, hierarchical)

## Relationship with Sport Well-Being:

Multiple regression

Latent Profiles Analysis (LPA)

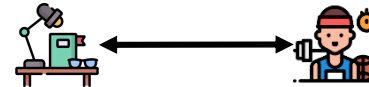


### Sport-School Interactions

Type (Conflict vs Enrichment)



Direction (Study-School)



Dimensions (e.g. Time)



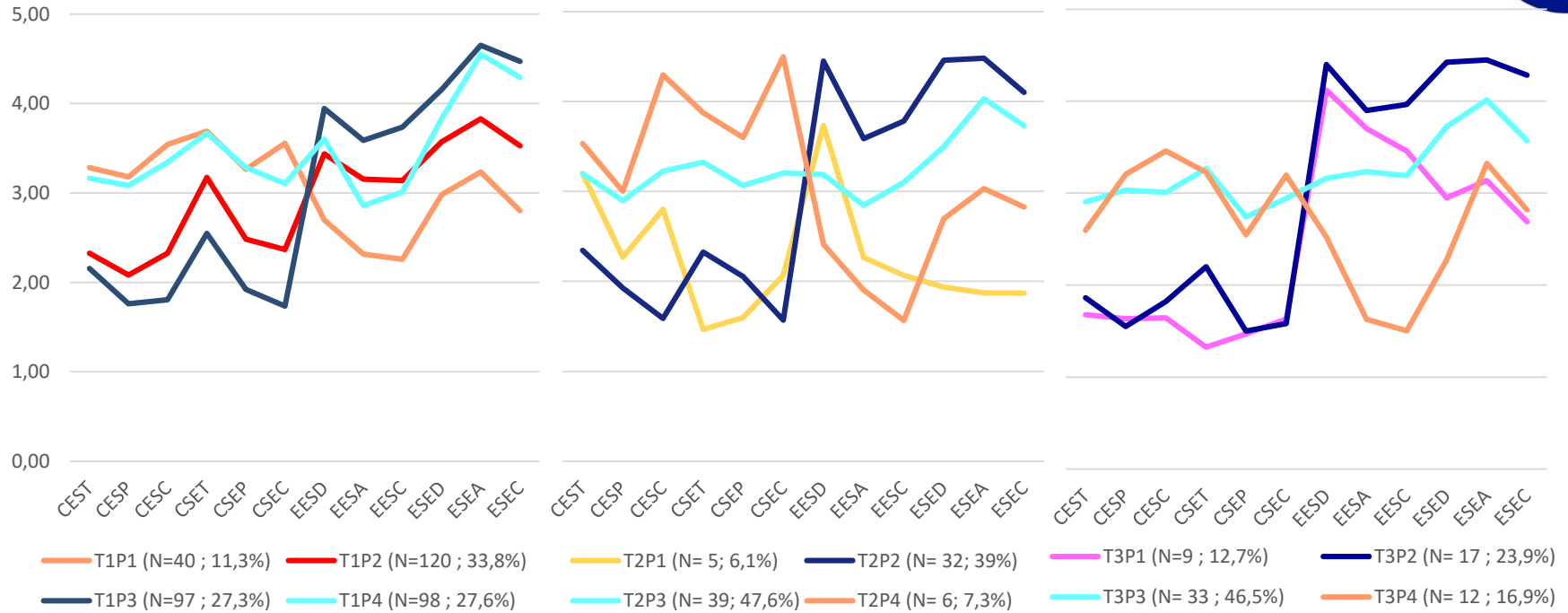
# LATENT PROFILE ANALYSIS (LPA)



Time 1 (n=355): 4 profiles

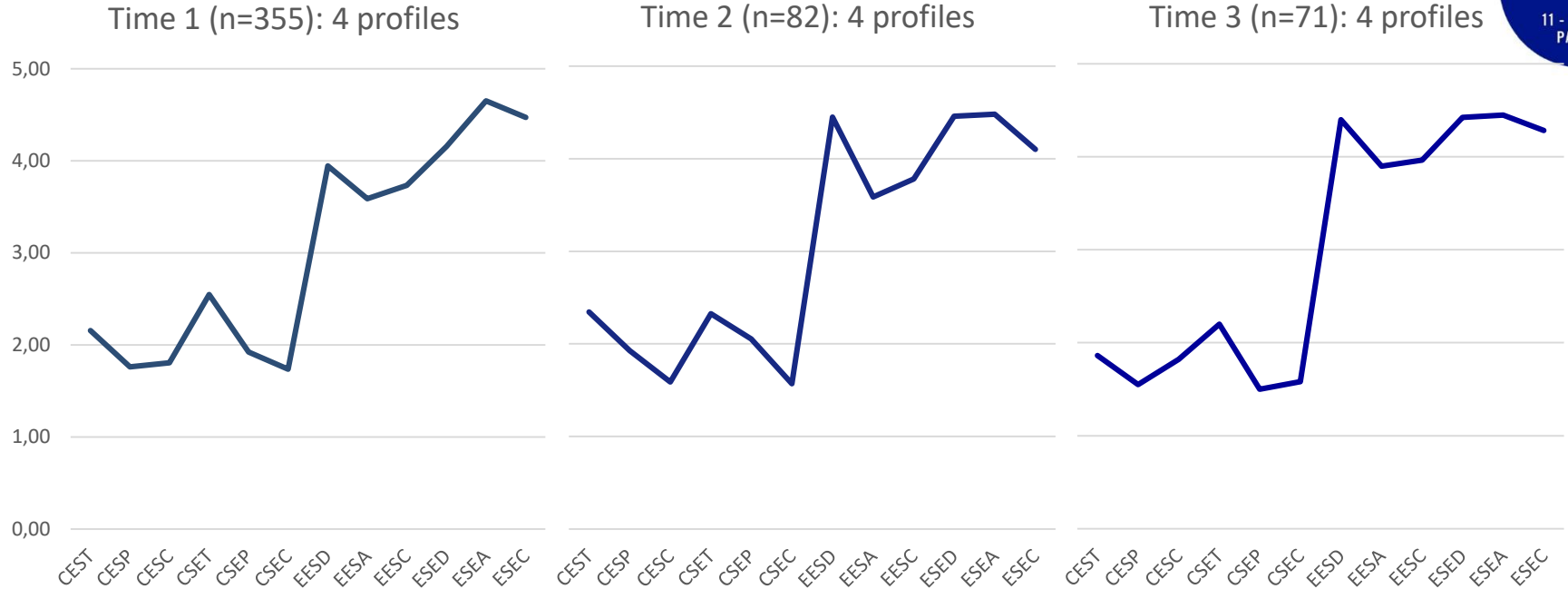
Time 2 (n=82): 4 profiles

Time 3 (n=71): 4 profiles



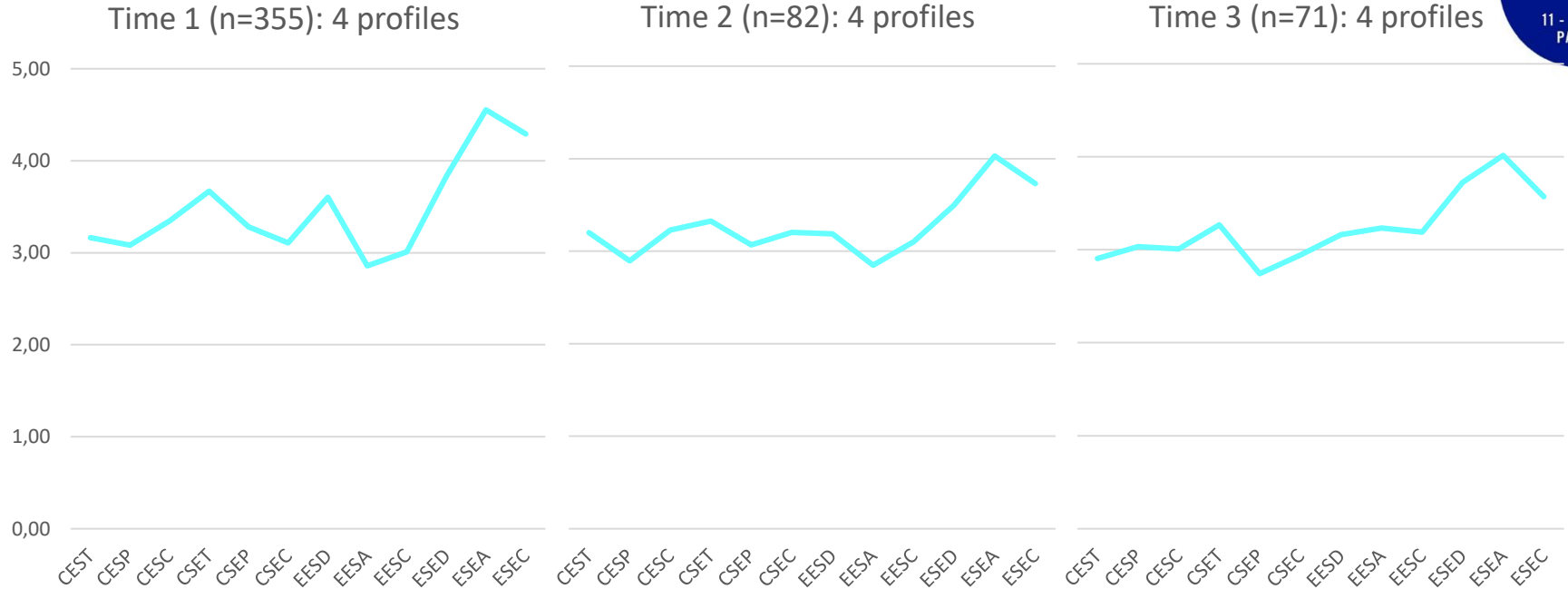


# LATENT PROFILE ANALYSIS (LPA)



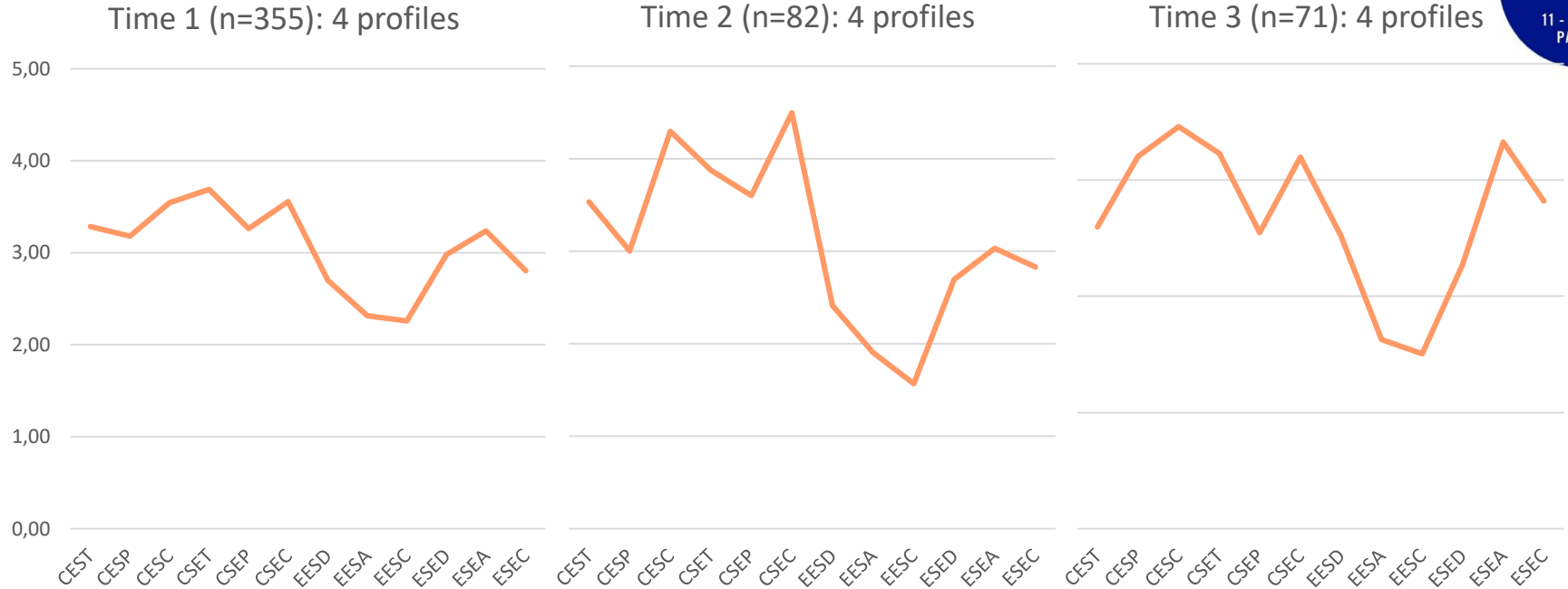
**Low conflict & High enrichment (LC-HE) profile**

# LATENT PROFILE ANALYSIS (LPA)



High mix profile

# LATENT PROFILE ANALYSIS (LPA)

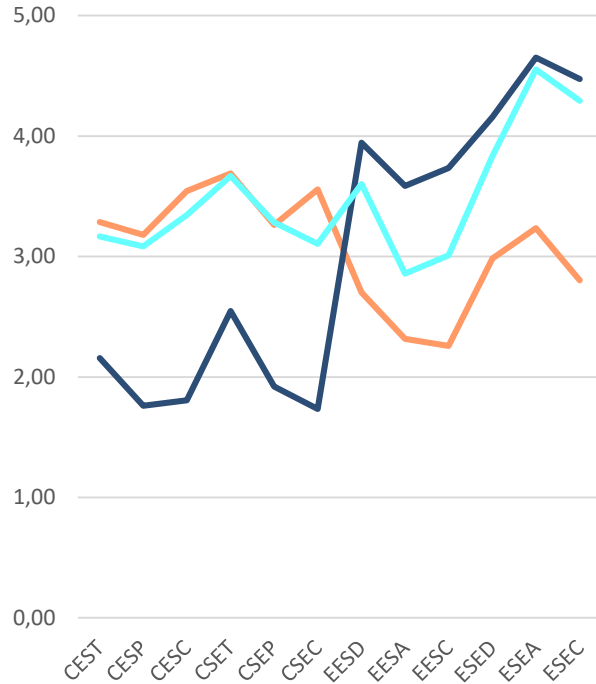


**High conflict & Low enrichment (HC-LE) profile**

# PROFILES & BURNOUT



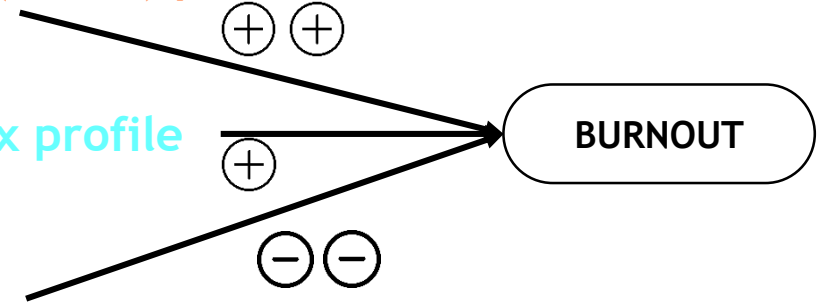
Identified profiles (T1 values)



High conflict & Low enrichment (HC-LE) profile

High mix profile

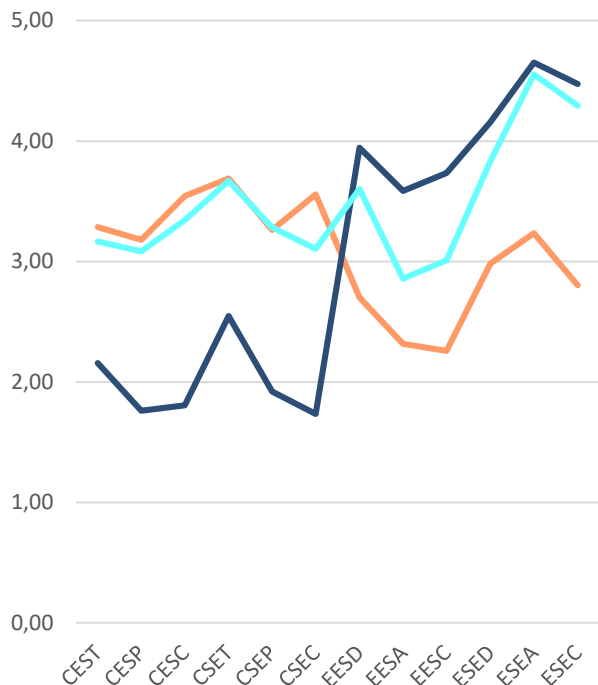
Low conflict & High enrichment (LC-HE) profile



# PROFILES & ENGAGEMENT



Identified profiles (T1 values)



High conflict & Low enrichment (HC-LE) profile

High mix profile

Low conflict & High enrichment (LC-HE) profile



# CONCLUSION



We showed that **SSIS seems valid** with French student-athletes.



We identified three profiles that have been **replicated over time** and which **explain sport well-being**:

- LC-HE: An **adaptative profile** (low burnout & high engagement)
- High mix: An **alertness profile** (high burnout & high engagement)
- HC-LE: A **risk profile** (high burnout & low engagement)

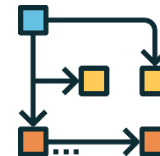
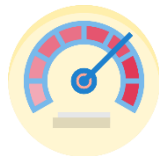


From these profiles, we identified two ways to preserve well-being and indirectly student-athletes performance:

- **Burnout** could be reduced by **decreasing conflict** and/or **increasing enrichment**.
- **Engagement** could be increased by **improving enrichment** whatever the level of conflict.



# LIMITS & FUTURE RESEARCHES



## Latent Profiles Transition Analyses (LPTA)

Sport well-being

Small sample to test our complex model & Strong athletic identity of participants

Model from Organizational Psychology

COVID Context



In progress

Different well-being side

More participants with different academic fields and levels

Qualitative study to explore dimensions relevance

Explore again

# When being an elite athlete conflicts or enrichs with being a student and vice-versa : Consequences on student-athlete well-being



Solène Lefebvre du Grosriez, Sandrine Isoard-Gauthier, Valérien Cécé, Guillaume Martinent and Philippe Sarrazin



@SoleneLDG

solene.lefebvre1@univ-grenoble-alpes.fr

## Thanks for your attention Any questions ?

