



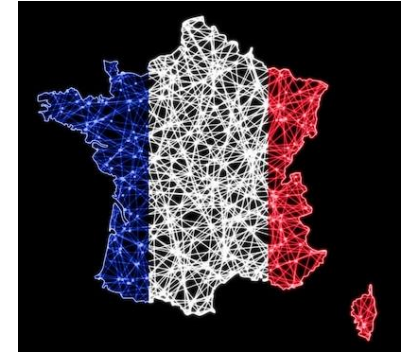
Conflicting or enriching? Weekly follow-up of the relationships between student-athletes' role interactions and well-being

Solène Lefebvre du Grosriez, Sandrine Isoard-Gauthier, Yannick Balk & Philippe Sarrazin



UNIVERSITY
OF AMSTERDAM

French Student-Athletes (SAs)



- France context characteristics (Courtaud & Serfati, 2020):
 - No regulatory status
 - Differences according to the type of sport & academic/school context
 - Heterogeneity of the population
- French studies focused on sport context (e.g., athlete burnout & sport dropout, Isoard-Gauthier et al., 2016) → as in other countries (Kegelears et al., 2022)
- SAs could be at risk of impair well-being (WB) or quit one career:
 - High constrained & Low enthusiastic commitment in both contexts related to:
Lower ψ WB & higher Sport burnout (O'Neil et al., 2021)
 - Role conflicts may impact performance & WB (Steele et al., 2020)





Role interactions

School-to-Sport



Time



Strain



Behaviour



Development



Affect



Capital

Sport-to-School



Conflict :

(Greenhaus & Beutell, 1985)

- Interference
- Consumption of resources

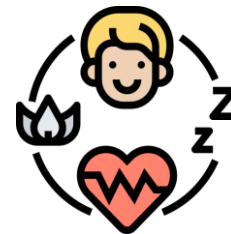
Enrichment :

(Greenhaus & Powell, 2006)

- Facilitation
- Replenishment/Acquisition of resources

Predictor of burnout
(van Rensburg et al., 2011)

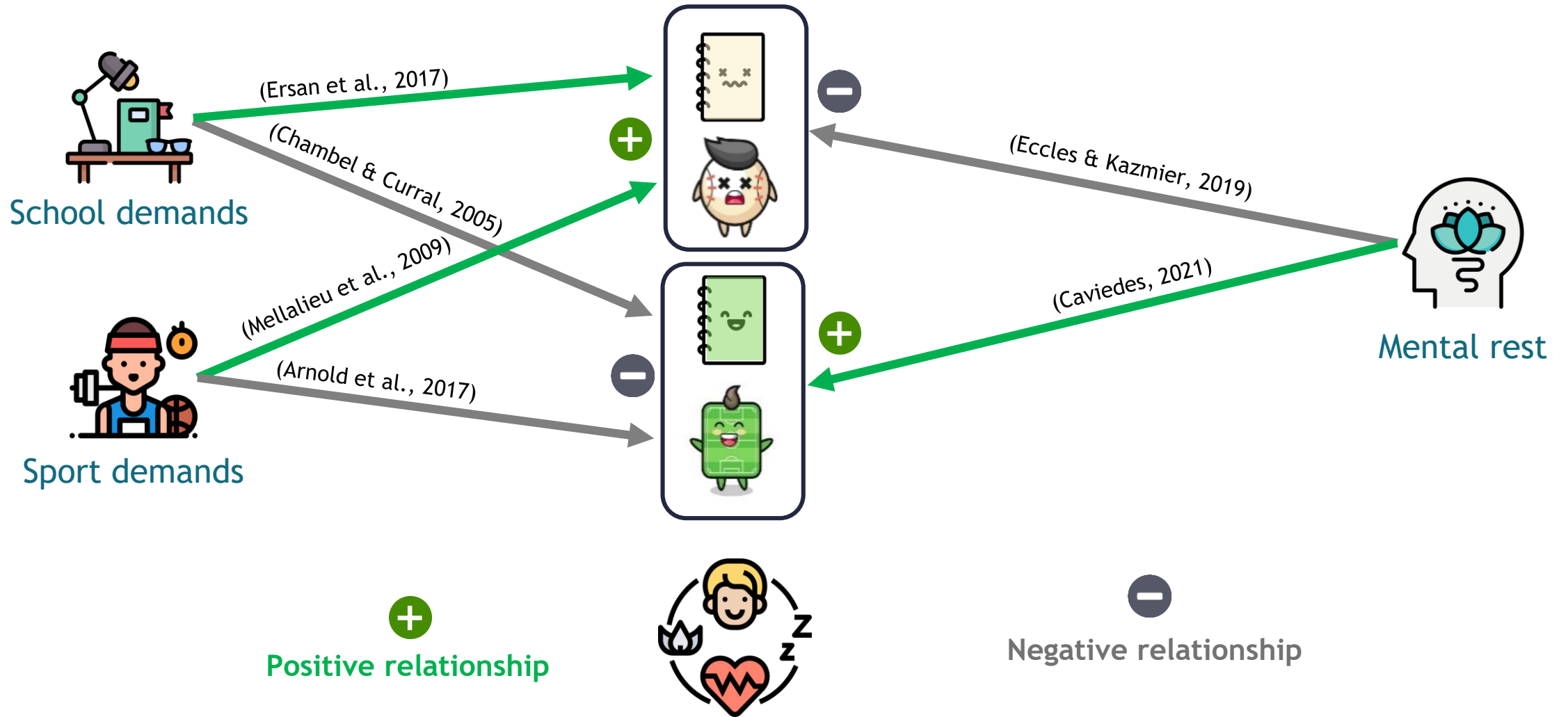
Facilitator of ψ WB
(van Rens et al., 2019)



Well-Being



Control variables





Aim & Hypothesis 1a & 1b



Aim : Examine the within-subject relationships between conflict & enrichment directions and well-being by controlling demands in each role and mental rest.

School-to-Sport



Well-Being

Sport-to-School

H1a



Conflict

+

-

-

H1b



Enrichment

+

+

-

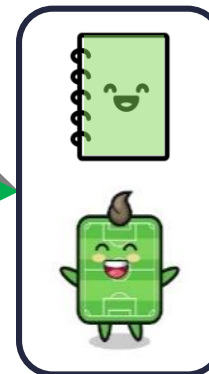
Positive relationship

Negative relationship



School Stress

Sport Stress



School Satisfaction

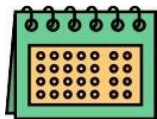
Sport Satisfaction

Method



Design: Online questionnaires were sent each week between January and June 2022.

- Sport-School conflicts & Enrichment: SSIS-SF (Lefebvre du Grosriez et al., 2022, preprint)
- Contextual demands: DISQ-Sport (Balk et al., 2018)
- Mental rest Level Measure (Eccles et al., 2021)
- Perceived Stress: PSS-4 (VF: Dupret & Bocéréan, 2013)
- Satisfaction: EWLS (Alfonso et al., 1996)

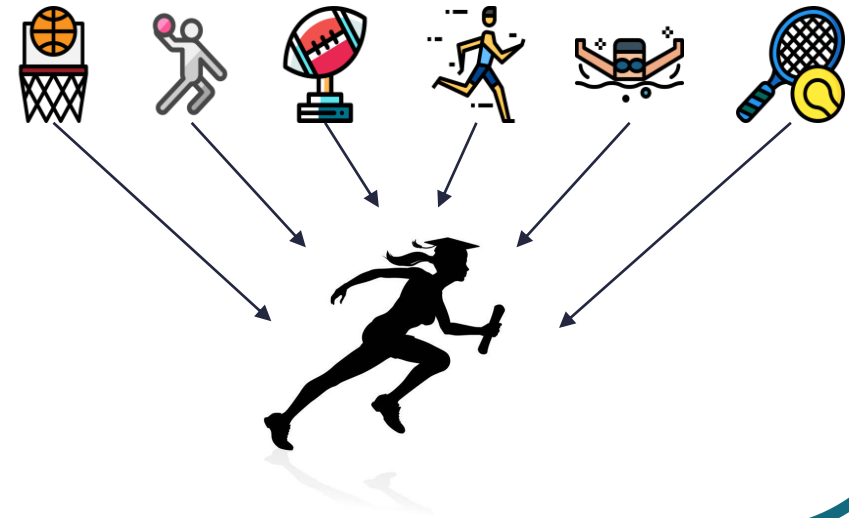


Analyses: Hierarchical regression analyses for each contextual well-being indicators were performed.



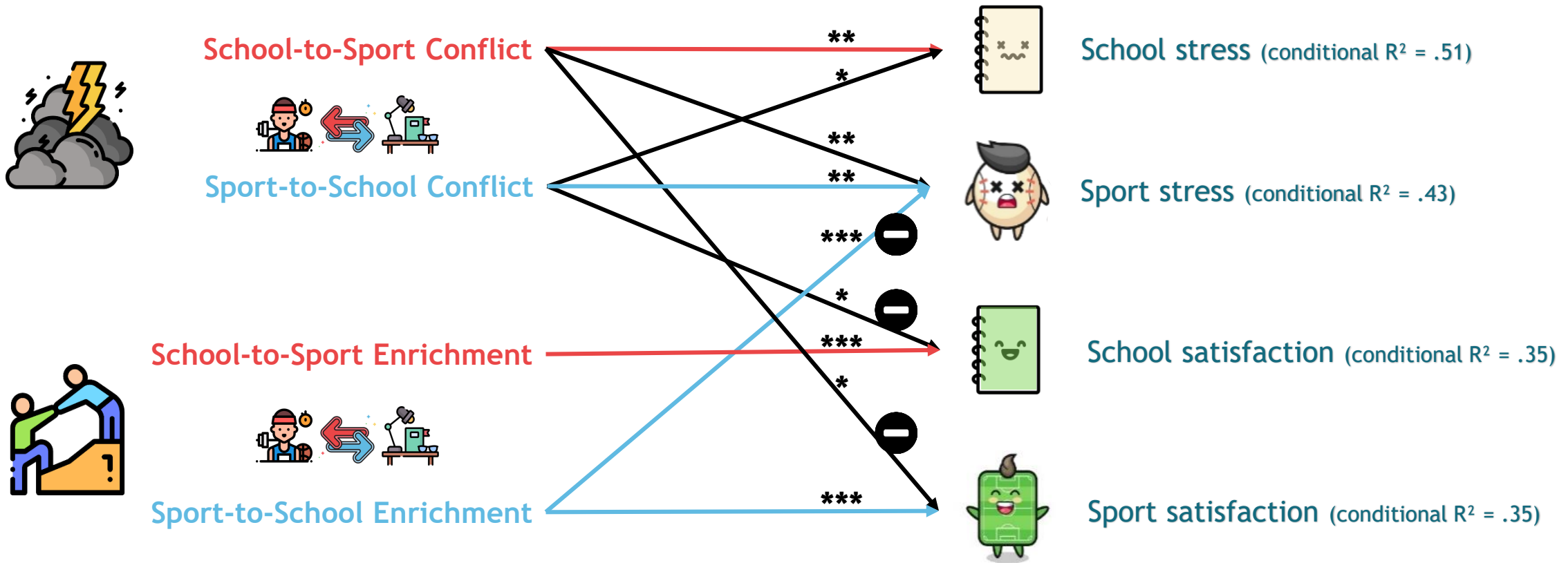
Participants: 31 French SAs → 331 observations

- 15 females & 16 males
- Between 16 and 24 years old
- High school & University students
- From national to olympic level





Significant Results



⊕ All positive relationships (except the one with the ⊖ symbol)

* $p < .05$, ** $p < 0.01$, *** $p < .001$

β from - .18 to .26



Hypotheses testing



School-to-Sport



Sport-to-School



H1a



H1b

Conflict

H1a :



- Positive prediction of stress
- Negative prediction of satisfaction

Enrichment

H1b :



- Negative prediction of stress
- Positive prediction of satisfaction

	←	→	←	→
 School stress	✓	✓	✗	✗
 Sport stress	✓	✓	✓	✗
 School satisfaction	✗	✓	✓	✗
 Sport satisfaction	✗	✓	✓	✗



Discussion



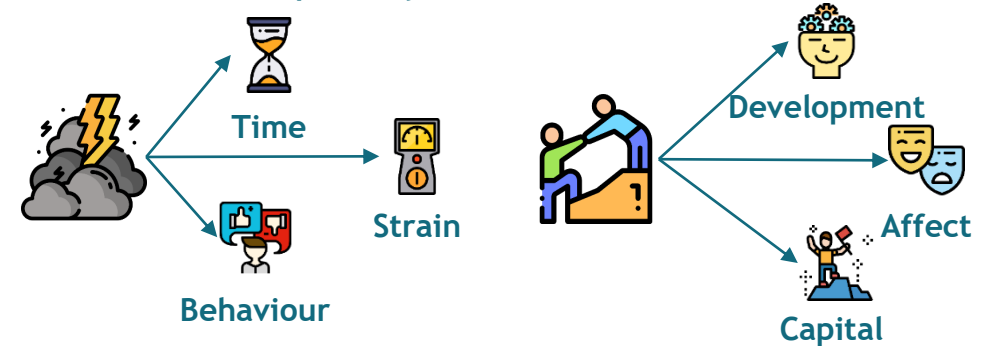
Future researches:

New studies are needed to confirm if the difference between expected and present results could be explained by:

➤ Our specific sample → May not represents the French SAs population (i.e., heterogeneity)



➤ Our short form measures → Cannot examine the complexity of role interactions



➤ The sport-school context → Different of work-family context ?



Work-Family context
Versus
Sport-School context





Discussion



Practical implications:

- Help student-athletes' supervisors to be aware of the need for a specific dual career management.
 - Schedule adaptations
 - Taking into account other role demands and need of recovery



- Help student-athletes to more effectively manage their dual career → Create an intervention to facilitate the enrichment (i.e., resources transfer) & limit the conflict (i.e., time management).





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Merci de votre attention



Solène Lefebvre du Grosriez, Sandrine Isoard-Gauthier, Yannick Balk & Philippe Sarrazin



@SoleneLDG

FOR FURTHER DISCUSSIONS:

lefebvre.solene@outlook.com



Solène Lefebvre