

Shaping Identities: Exploring the relationships between academic and athletic identities and well-being among French student-athletes

Solène Lefebvre du Grosriez, Sandrine Isoard-Gauthier, Maryia Yukhymenko-Lescroart & Philippe Sarrazin



French Student-Athletes



France context characteristics (Courtaud & Serfati, 2020):

- No regulatory status
- Differences according to the type of sport & academic context
- Heterogeneity of the population



Student-Athletes (SAs) could be at risk of

- Impair well-being (Sorkkila et al., 2019)
 - Or quit one career (Stambulova & Wylleman, 2019)
- Due to the demands they face in both contexts



Guidelines call for systematic monitoring of health and well-being of SAS in each EU country (EU Expert Group, 2012).



How SAs identify with each context related to :

- Well-being of SAs (e.g., van Rens et al., 2019)
- Success of dual career (Stambulova & Wylleman, 2019)

Student-Athlete Identity



Identity

- Result of subjective interpretation of who we are
- Mosaic of specific identities more or less salient

(Erickson, 1968)

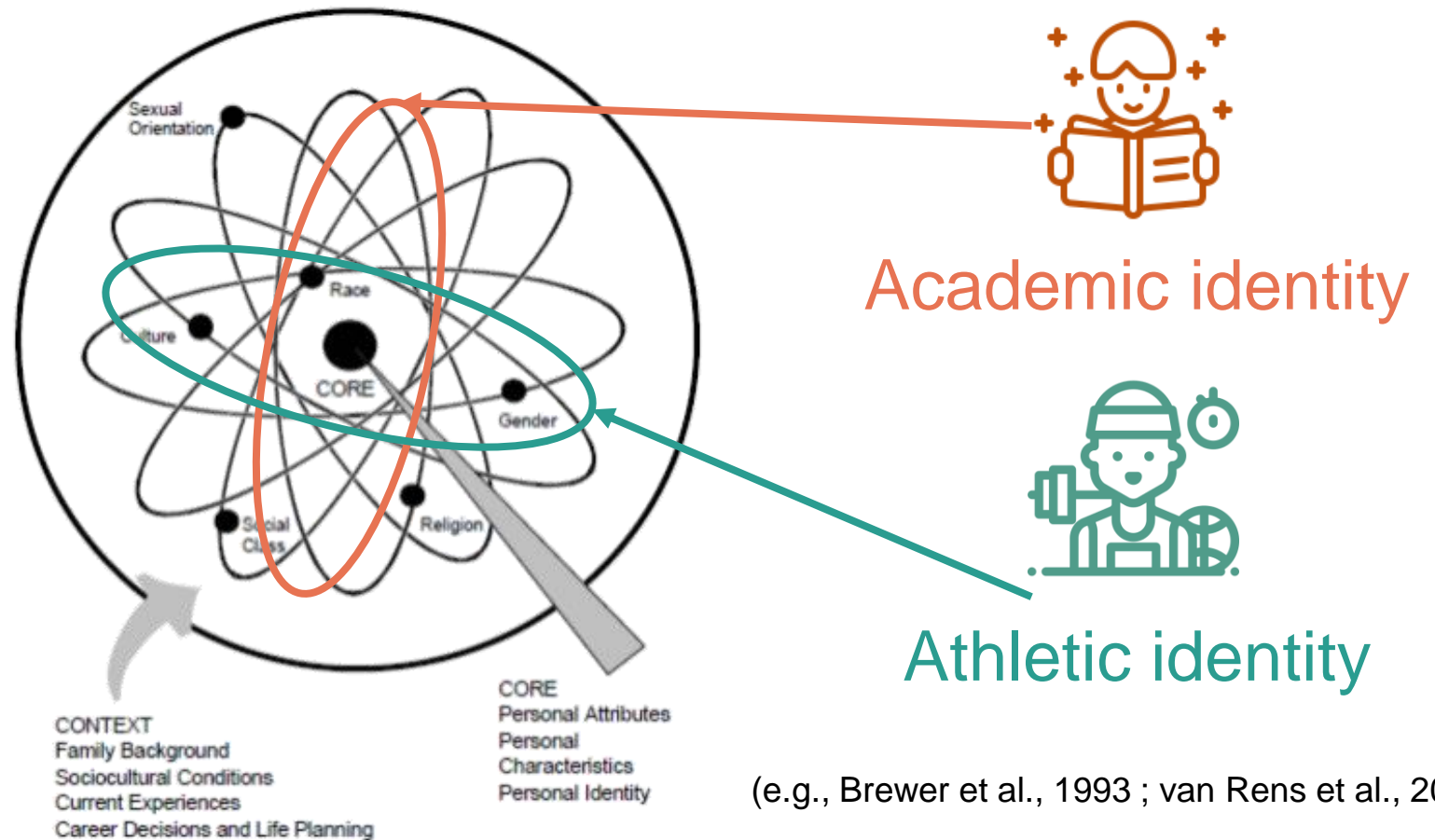


FIGURE 1. Model of Multiple Dimensions of Identity (Jones & McEwen, 2000)

Academic & Athletic Identity Scale

AAIS (Yukhymenko-Lescroart, 2014) as a gold standard to examine identities of student-athletes (Steele et al., 2020)

Academic and Athletic Identity Scale (AAIS)

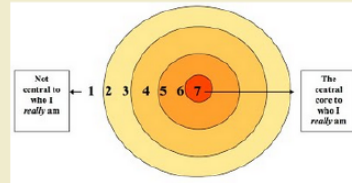


Description

Student-athletes face the challenges of balancing the demands of the classroom and the sports field to be successful as students and athletes. As a result, student-athletes may view themselves primarily as students or as athletes (or both). The AAIS scale was created as a short measure of the identification of students participating in sports that captures the extent to which being academically and athletically engaged is central to one's sense of self.

Directions

Imagine that the figure below is a diagram of you and characteristics that are central to your sense of who you are as a person. Please think about this figure as you rate the items below. Most people will use a variety of answers, rating some qualities as very central and others as not central to their sense of self. To get a good idea of how you will compare and rate the different qualities, please read all of the items before you go back to rate each of them.



Please indicate how central to your sense of who you really are is each of the following characteristics. If a quality seems good or desirable to you but is not an important part of who you are, you should answer "Not at all central to who I really am" (1). Circle the response that best represents your opinion about each characteristics being central to who you are.

How central to your sense of who you really are is each of these characteristics:	Not central	Slightly central	Somewhat central	Central	Very central	Extremely central	The central core
1. Being a capable student.	1	2	3	4	5	6	7
2. Being satisfied with my academic work.	1	2	3	4	5	6	7
3. Doing well in school.	1	2	3	4	5	6	7
4. Getting good grades.	1	2	3	4	5	6	7
5. Having high GPA.	1	2	3	4	5	6	7
6. Being a capable athlete.	1	2	3	4	5	6	7
7. Being a good athlete.	1	2	3	4	5	6	7
8. Being athletic.	1	2	3	4	5	6	7
9. Being proud to be an athlete.	1	2	3	4	5	6	7
10. Being satisfied with my athletic achievements.	1	2	3	4	5	6	7
11. Doing well during sport competitions.	1	2	3	4	5	6	7



(van Rens et al., 2019)



(Hagiwara et al., 2020, 2022)

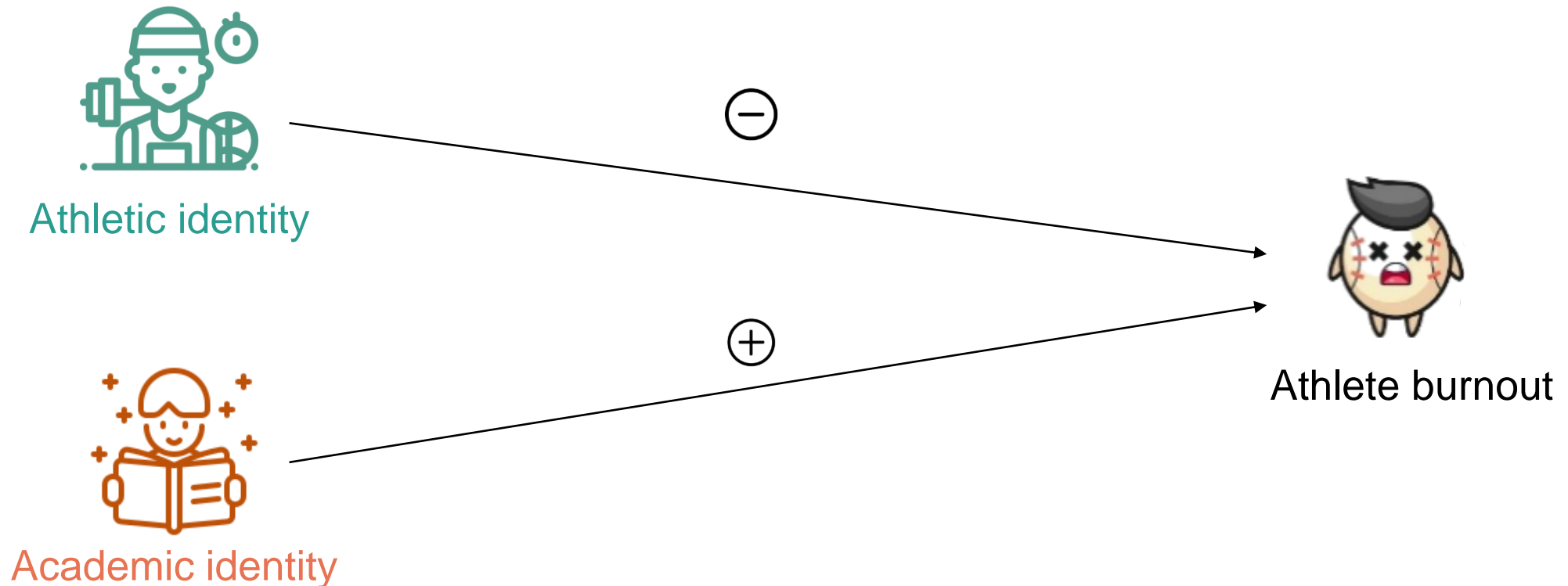


(Fiochi-Marques et al., 2022)



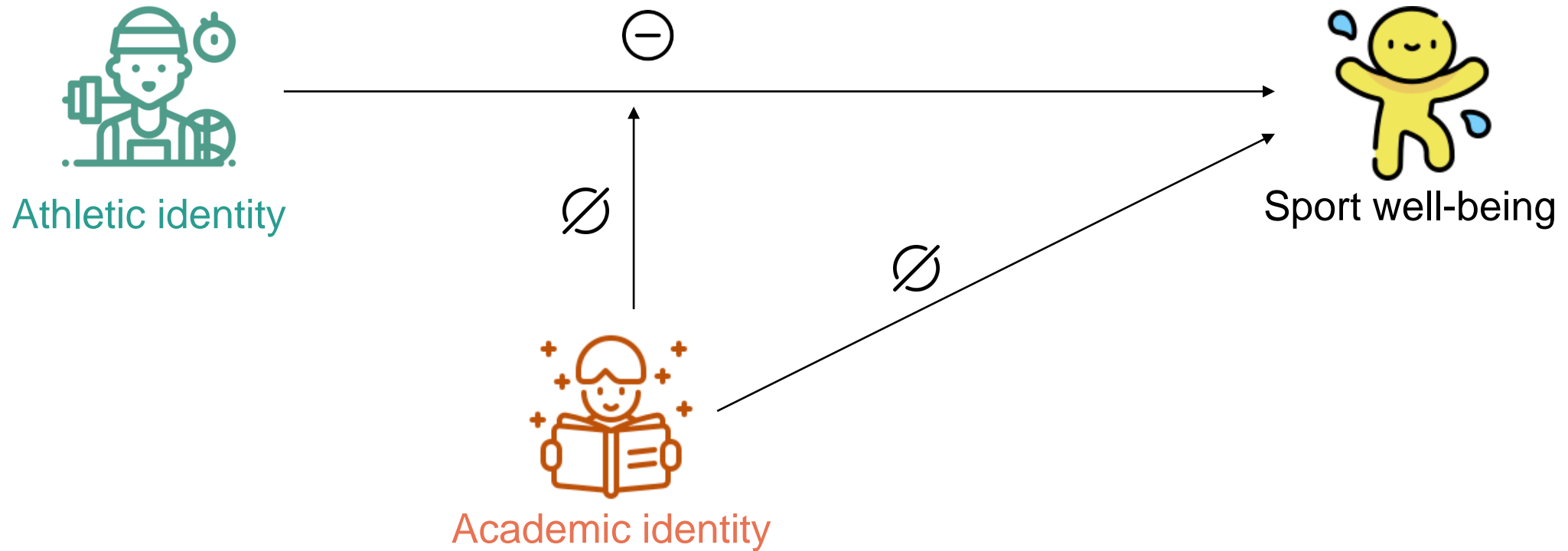
(Yukhymenko-Lescroart et al., 2022)

Student-athlete identities & Sport well-being



Martin et al. (2022) = Additive method

Student-athlete identities & Sport well-being



Ballesteros et al. (2022) = Interactive method

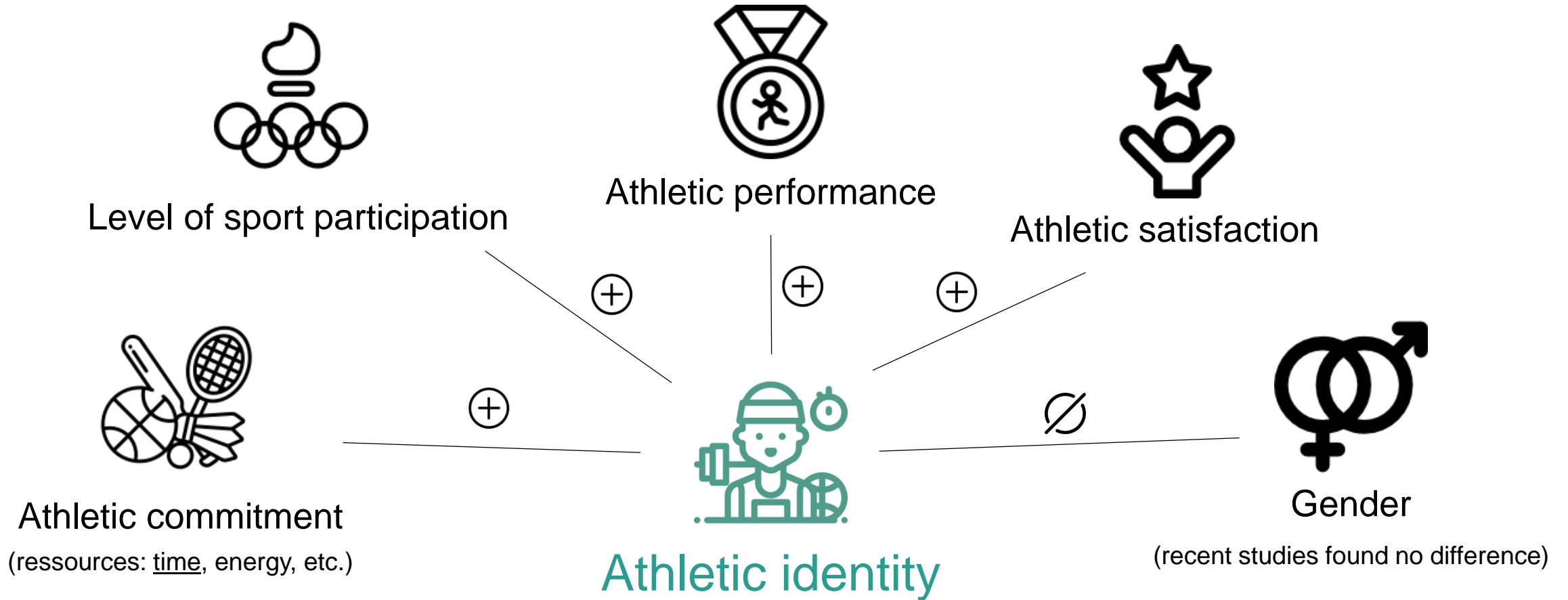
The present study



Objectives:

1. Development of the French version of AAIS & examination of its validity and reliability
2. Examination of the relationships between identities and sport well-being

Correlates of athletic identity



(for a review: Lochbaum, 2022)

Correlates of academic identity



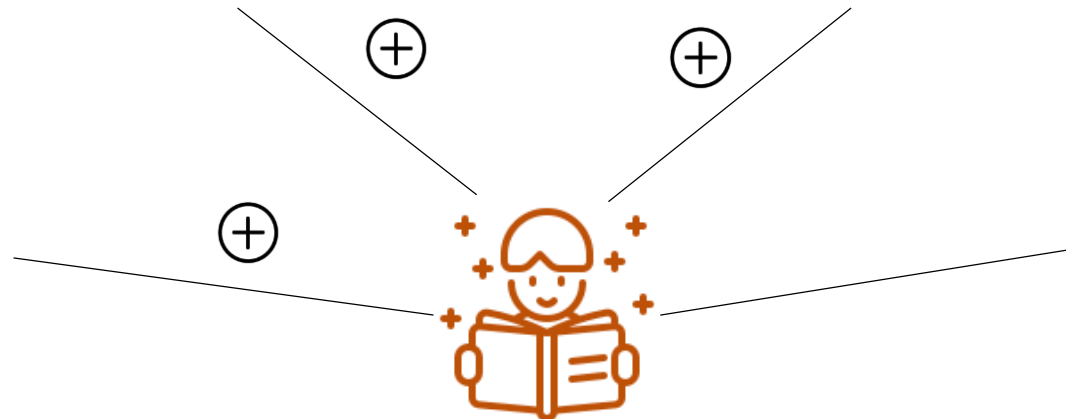
Academic achievement



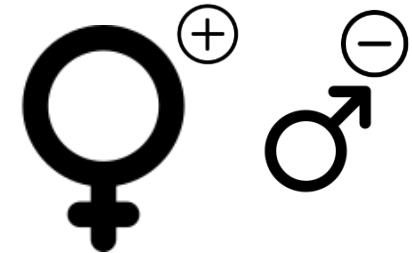
Academic satisfaction



Academic commitment
(resources: time, energy, etc.)



Academic identity



Gender
(female > male)

(for a review: Osborne & Jones, 2011)

Method

Procedure:




Online survey in October 2020



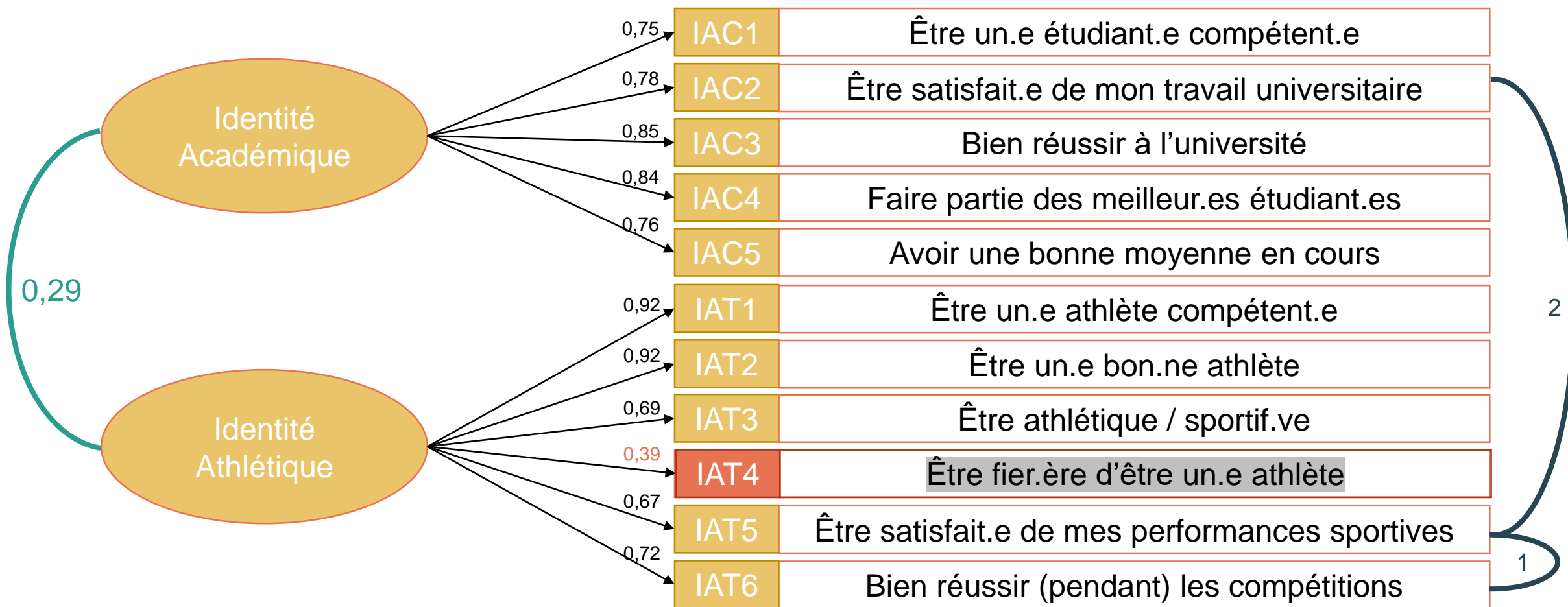
Measures:

- Individual and contextual characteristics
- Academic and Athletic Identities
- Athlete Burnout
- Athlete Engagement

Participants:

- 363 student-athletes
- 50.41% female (including a trans woman) 
- 49.59% male
- 81.54% between 18 and 21 years old
- Athletic time: 11,70 h/week 
- 45.28% national level
- Academic time: 25,69 h/week 
- 50.69% in the 1st year of university

CFA & Reliability of AAIS-FR



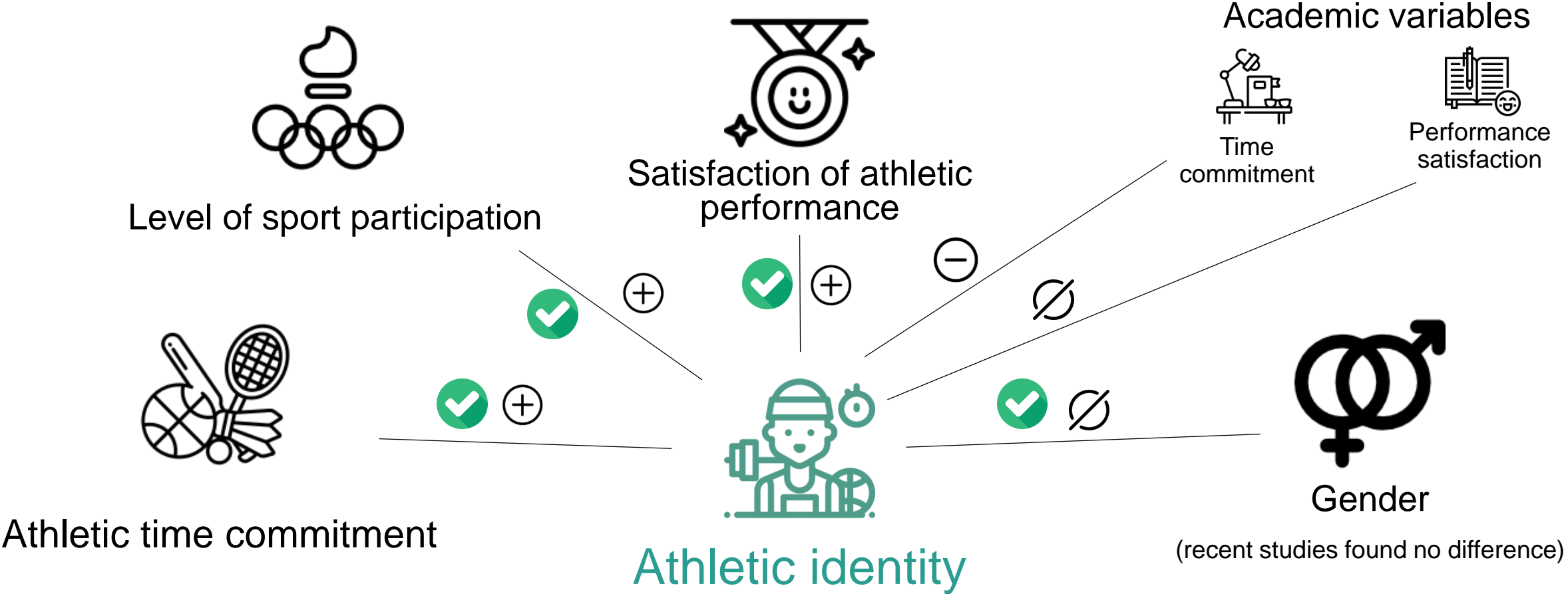
Measurement invariance of AAIS-FR



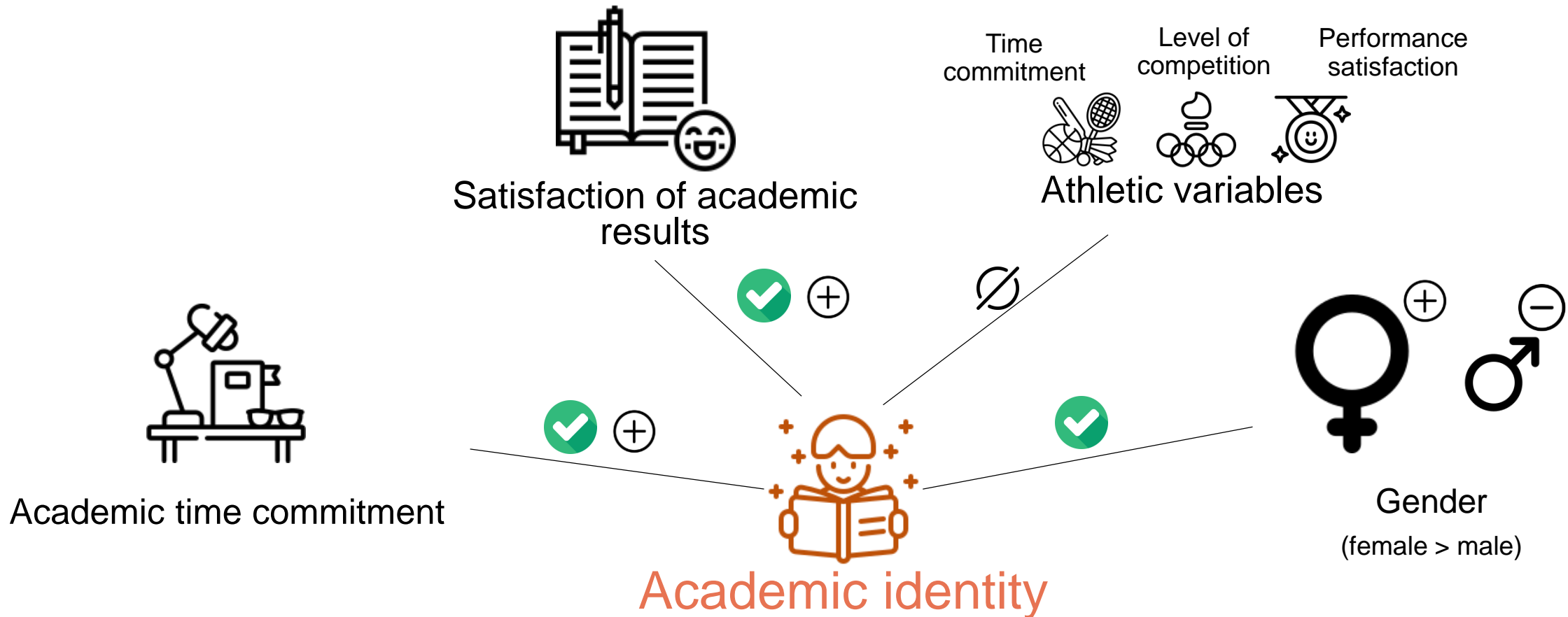
	χ^2	df	CFI	SRMR	Δ CFI	Δ SRMR
Gender invariance models						
Configural	184.236	66	.950	.045	-	-
Metric	190.480	74	.950	.050	.000	.005
Scalar	199.985	82	.950	.052	.000	.002
Sport competition level invariance models						
Configural	237.231	99	.941	.064	-	-
Metric	251.674	115	.942	.073	.001	.009
Scalar	279.125	131	.937	.076	.005	.003



Correlates of Identities & Concurrent validity of AAIS-FR



Correlates of Identities & Concurrent validity of AAIS-FR



Hierarchical multiple regression on sport well-being

(controlling gender and sport competition level)



Predictors	Sport engagement						Sport burnout					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
	β	t	β	t	β	t	β	t	β	t	β	t
Intercept	3.73	45.53**	2.83	16.69**	2.44	4.29**	2.62	26.83**	3.20	15.13**	4.14	5.84**
Gender	.14	2.56*	.10	1.97*	.10	1.93 ^t	-.13	-2.36*	-.10	-1.88 ^t	-.10	-1.80 ^t
Sport compet. level	.13	3.31**	.07	1.34	.09	1.35	-.08	-1.43	-.01	-0.26	-.02	-0.29
Academic ID			-.07	-1.42	-.07	-0.46			.07	1.37	.07	1.14
Athletic ID			.39	7.35**	.38	2.82**			-.24	-4.22**	-.22	-2.57**
Acad. ID × Athl. ID					-.04	-0.70					.07	1.39
F		9.96**		19.26**		15.49**		4.31*		6.75**		5.80**
ΔF				27.09**		0.50				8.98**		1.93
R^2		.05		.18		.18		.02		.07		.08
ΔR^2				.13		.00				.05		.01

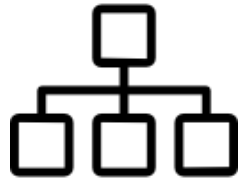
Note. ID = Identity. * $p < .05$, ** $p < .01$, ^t $p < .10$.

Only athletic identity related to both sport well-being indicators

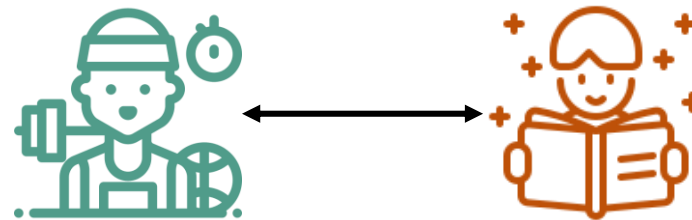
Identities explained 13% and 5% of the additional variance for sport engagement and burnout, respectively

Identities interaction added nothing for both sport well-being indicators

Preliminary evidence of the AAIS-FR validity and reliability



✓ Construct validity
(i.e., factor structure)



Cross-domain relationship

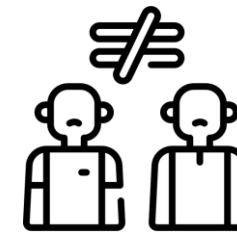
(i.e., the higher athletic identity, the lower academic time commitment)



✓ Reliability
(i.e., internal consistency)

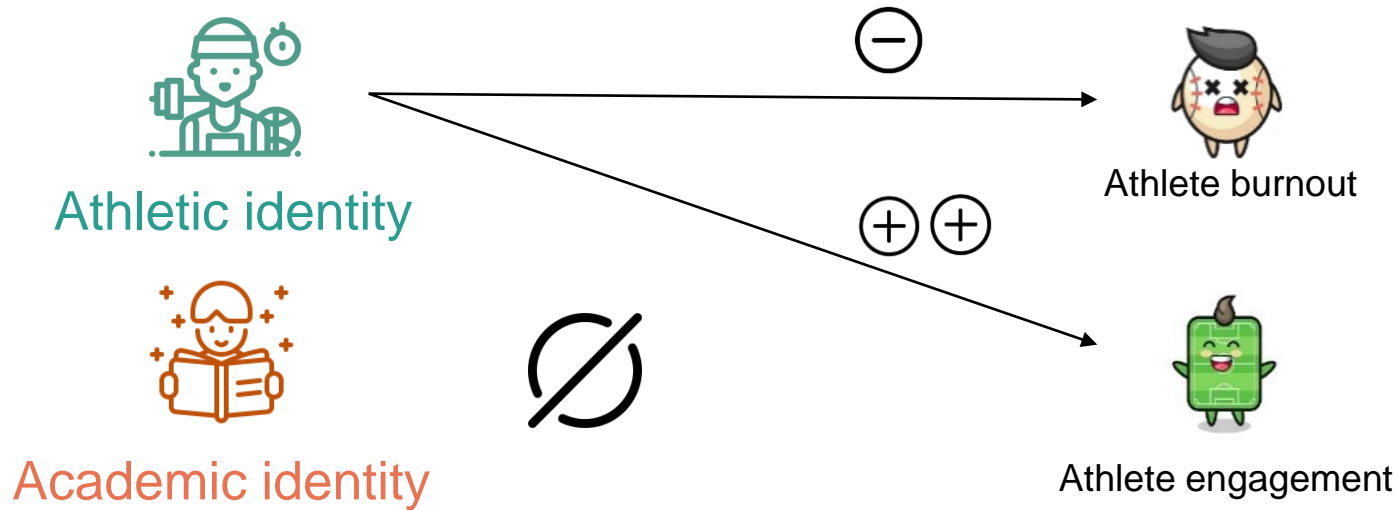


✓ Concurrent validity
(i.e., relationships with gender, level of sport participation, time commitment & satisfaction with results in both contexts)



✓ Invariance across gender and level of sport participation
(i.e., factorial validity across gender and level of sport participation)

Student-athlete identities & Sport well-being



- Athletic identity could prevent athlete burnout
- Athletic identity could increase athlete engagement
- Higher weight for relationship with athlete engagement
- Academic identity not related to athlete burnout or engagement + not interact with previous relationships concerning athletic identity

Limitations & future directions



Self-reported → Multi-method
(e.g., observational, reported by others, physiological data)



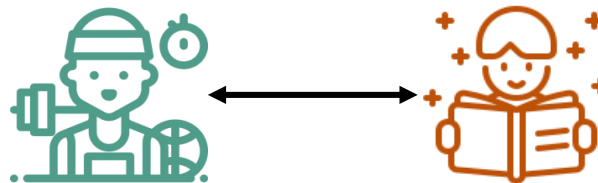
Convenience sample → New samples
(i.e., appropriate stratification to obtain a representative sample)



→ Other types of validity
(i.e., criterion validity, concurrent & predictive validities)



Cross-sectional → Longitudinal
(i.e., examine how identities change over time)



Cross-domain effect → Examine directly role interactions
(i.e., conflict or enrichment between roles)



Sport well-being → School well-being & Overall well-being

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Merci de votre attention

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@SoleneLDG

FOR FURTHER DISCUSSIONS:

lefebvre.solene@outlook.com



Solène Lefebvre

