



HAL
open science

Dual career and Triple roles: Understanding student-athletes' multiple roles and their interactions using a qualitative approach

Solène Lefebvre Du Grosriez, Silvia Scotto Di Luzio, Fabienne D'arripe-Longueville, Philippe Sarrazin, Sandrine Isoard-Gauthier

► To cite this version:

Solène Lefebvre Du Grosriez, Silvia Scotto Di Luzio, Fabienne D'arripe-Longueville, Philippe Sarrazin, Sandrine Isoard-Gauthier. Dual career and Triple roles: Understanding student-athletes' multiple roles and their interactions using a qualitative approach. FEPSAC congress, Jul 2024, Innsbruck, Austria. hal-04664408

HAL Id: hal-04664408

<https://hal.science/hal-04664408v1>

Submitted on 30 Jul 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Distributed under a Creative Commons Attribution - NonCommercial - NoDerivatives 4.0 International License

Dual career and triple roles: Understanding multiple roles of student-athletes and their interactions using qualitative approach



Lefebvre du Grosriez S.*, Scotto di Luzio S., d'Arripe-Longueville F.,
Sarrazin P. & Isoard-Gauthier S.

*Corresponding author: lefebvre.solene@outlook.com

Introduction:

Student-Athletes (SAs) are committed in both academic and athletic contexts. Literature showed that student and athletes **roles could be conflicting** each other (Perez-Rivares et al., 2020), and **they also could be enriching** (Linnér et al., 2022).

Issues: Lack of consensus in the definition and operationalisation of roles interactions in sport-school context.

Theoretical framework: **Work-Home Resources Model** (ten Brummelhuis & Bakker, 2012) → roles conflict (resources consumption) & roles enrichment (resources (re)acquisition).

Present study:

Objective: Identify the diversity of positive (i.e., enrichment) and negative (i.e., conflict) roles interactions experimented by SAs.

Sample: 17 French SAs (8 ♂ & 9 ♀), national or international level, high school or university, mean time of interview = 43 min.

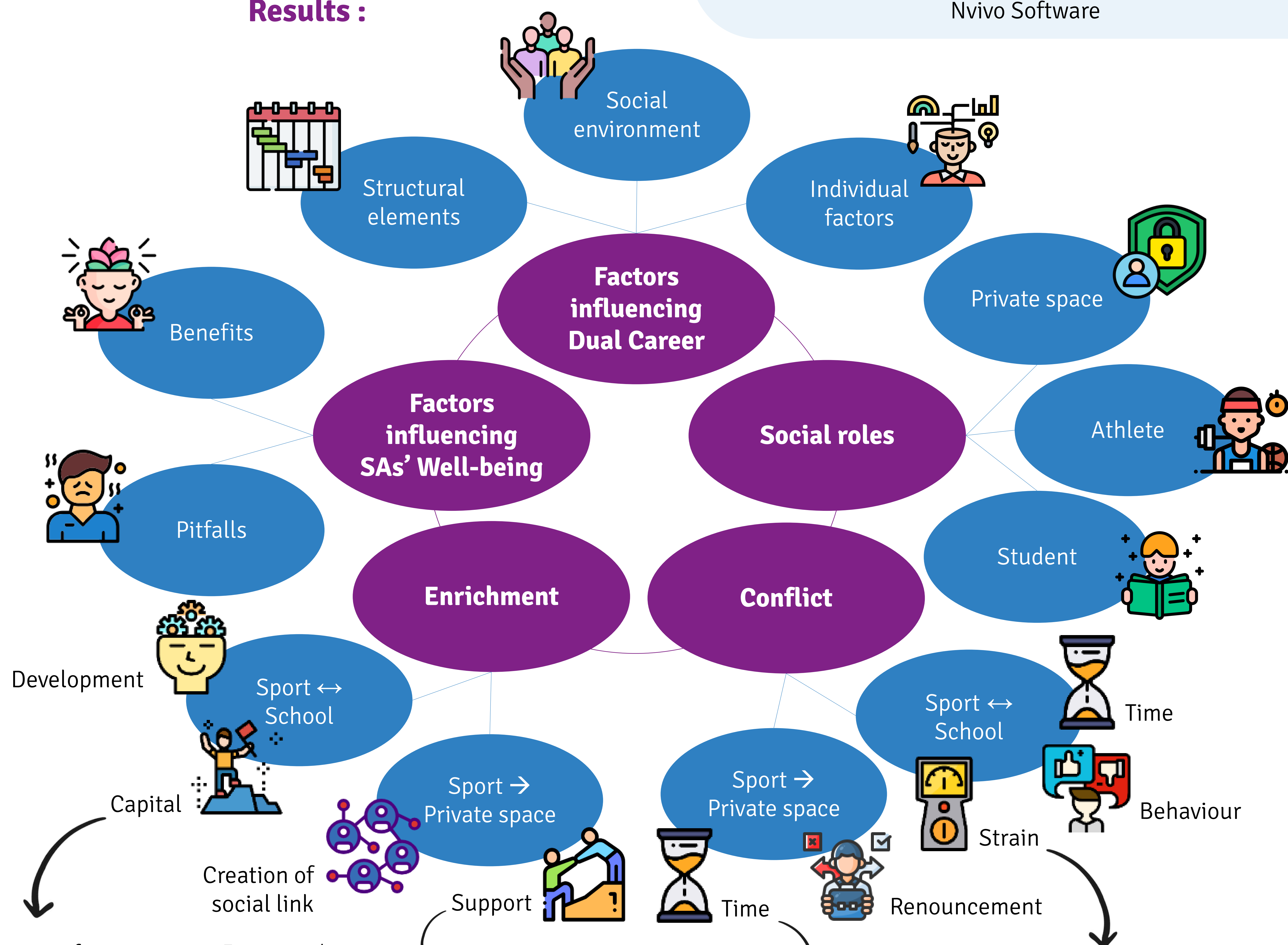
Semi-structural interviews – Guide categories:

- Roles & Identities
- Role interactions / management
- Physical & Mental Health

Thematic Analysis (inductive + deductive)

Nvivo Software

Results :



"In terms of success too. For example, feeling that you're making good progress, etc., and that your efforts are paying off, that's a huge element, really, and above all seeing that you're able to manage Hand and your studies on the side. Seeing good results at school is also a big factor. That's what keeps you going." (P#11 Woman)

"I realised that, finally, it was my passion thanks to my family. [...] So I realised that, yes, it was my passion and that my family, well, they were indispensable to me [...] Basically, they help me." (P#4 Woman)

"Well, it's still a question of time, but as a result we're going to spend less time hanging out with friends, doing group stuff." (P#13 Man)

"When I've got a training and then I've got an exam the next day (...), I feel a bit guilty because, well, I've got no choice, I've got to do my training. At the same time, I've got an exam, so I've got to hurry, so I'm not always right in the head." (P#6 Man)

Research Implications:

- Need to explore the relationships between roles interactions and well-being, mental and physical health.
- Consider the 3 roles in studies conducted among SAs.

Practical Implications:

- Create favourable conditions to sport-school dual career :
- Macro = Environments offering academic time **adjustments** to suit the sporting calendar.
 - Meso = Comprehensive and **overall support** (academic, athletic and personal needs).
 - Micro = Dual career skill/**competencies development**.

Discussion:

- **Favourable conditions** to conduct a sport-school dual career at macro, meso and micro levels.
- 3 main roles with interactions between them.
- **Similar forms of roles interactions in sport-school than in work-home** context : time, behaviour, and strain-based conflict, and development- and capital-based enrichment.
- **Divergent forms of roles interactions between sport and private space than in work-home** context : renouncement-based conflict, support- and creation-of-social-link-based enrichment.
- Pitfalls and Benefits had negative or positive influence of the optimal functioning of SAs.

References:

Linnér, L., Stambulova, N., & Henriksen, K. (2022). Facilitating student-athletes' dual career transition: A Scandinavian university case study. *Sport, Exercise, and Performance Psychology*, 11, 107–123.
Perez-Rivares, A., Pons, J., Regüela, S., Viladrich, C., Pallarès, S., & Torregrossa, M. (2020). Spanish female student-athletes' perception of key competencies for successful dual career adjustment. *International Journal of Sport and Exercise Psychology*.
ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work-home interface: The work-home resources model. *American Psychologist*, 67, 545–556.