

The role conflict and its relationship with the student-athletes' motivation

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Abstract :

The study aimed to identify the relationship between the role conflict and the self-determined motivation of student athletes, where the prescriptive curriculum was relied upon. Our research community included 300 soccer practitioners active in the Saida Football Association regional championship. The research sample was 120 soccer players classified as U17 and U19. Gender disparities in the level of the role conflict were found in favor of the group under 19 years of age and a reverse relationship between the two variables was also found.

Article info

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1. Introduction

In the growing world of football, trained players face unique challenges in managing their sporting and academic lives. The increasing importance of balancing football requirements and educational attainment makes the role struggle one of the prominent issues faced by this group of players. The student's athletic identity is complex and requires maturity and self-awareness to navigate successfully. The incompatibility of roles among student athletes is a key point of research due to the incompatible nature of both school time and sports requirements. Opposing roles and self-pluralism are theories that attempt to frame and understand how student athletes learn to navigate and succeed in both disciplines (Read, 2017).

The conflict of role is linked to players' difficulties in balancing their sporting and academic requirements, such as time, energy and the transition between sporting and academic roles. Student athletes in colleges balance many demands as students and athletes. The conflict of roles occurs when people perceive their expectations of their role as incompatible and therefore experience conflicting situations as a result of their membership in specific groups (Lance, 2004). The role struggle can affect sporting and academic performance, and can cause psychological and social tensions in players. Today's semi-professional young footballers are expected to continue their education while refining their talents as footballers. This means that they must balance the contradictory demands that come from their educational institutions and their football clubs (Sørensen, 2015). Understanding the levels of role struggle of trained footballers can be an important topic of study, helping to improve their well-being and athletic and academic performance.

Understanding why we participate in sport and exercise and what supports our participation has long occupied sport and psychology. Determining a final starting point for this work is not easy, but McClelland (1961) and Atkinson (1964) ' In contrast, McClelland and Atkinson's research was based on previous motivation theories for stimulation, especially the work of Hull (1951) and Spence (1956). According to their model, our need to meet the challenge or achieve success will depend on the relative importance of two independent psychological structures, which motivated us to succeed and motivated us to avoid motivated failure or fear of failure (Lavallee, 2004).

Student athletes face a unique set of challenges as they try to balance the requirements of academic responsibilities with sporting obligations. This struggle is important and has been the subject of much discussion in recent years (Krystal Beamon, 2014, p. 121-134). Student athletes are under immense pressure to excel in their sport and in the classroom, the requirements of strict training schedules, team commitments and competitions can make it difficult for these individuals to find time and energy to devote to their studies (Dalaguit, 2019, p. 93-102).

The lives of trained players are affected by the psychological tension caused by the role conflict, as they feel the stress and psychological stress of trying to reconcile their sporting and academic obligations. They may experience guilt when leaving some sporting activities in favor of studying, or vice versa, resulting in a negative impact on their overall level and performance in both areas. From the foregoing, the following general question can be asked:

Is there a correlation between the role struggle and the motivation of pupils' athletes?

Sub-questions:

- 1- Are there statistically significant differences in pupils' role struggles attributable to the age group variable?.
- 2- What is the nature of the motivation of the student athletes?.

Hypotheses:

1- General Hypothesis:

- There is a correlation between role conflict and motivation among student-athletes.

2- Specific Hypotheses:

- There are statistically significant differences in role conflict among student-athletes attributable to the age group variable.
- The nature of motivation among student-athletes is self-determined.

2- General objective of the study:

- Trying to detect differences in the level of the role conflict according to the age group variable in the student athletes.
- Trying to detect the nature of motivation in student athletes.
- Trying to reveal the nature of the relationship between the role conflict and the self-defined motivation of the student athletes.

The results of this study can have important implications for the development of support systems and interventions to help footballers better navigate their dual roles as pupils and athletes. For example, research results can be useful in designing tailored school support programs or time management strategies to help footballers manage their responsibilities effectively. In addition, gaining insights into how the role struggle varies by age group can help coaches, teachers and parents better understand the unique challenges that footballers face at different stages of their academic and sporting lives.

3- Procedural definition of the concepts mentioned in the research:

- Role conflict:

Katz and Kahn: Role conflict is born out of two or more roles simultaneously, so that the performance of one makes the other more difficult, and this idea is also used by Fisher (2001), who even emphasizes the impossibility of not meeting one requirement. For King (1990), Lee (2010), these requirements can also be considered as pressures or demands on the situation (Palomino, 2015).

Berlin (1980): In his study of psychosocial stress, Berlin (1983) defines role stress as, difficulties, challenges, conflicts or other problems people face while participating in normal social roles over time. These strains, in turn, stand as potential strong precedents for tension and its emotional and physical manifestations (Damir Sekulic and others, 2021).

-Motivation:

(Moore et al., 2016) motivation is the energy that can drive one to start a new habit or learn a new skill, take steps towards a goal, focus on making a habit or learn a skill toward a goal, maintain a habit or skill, or appreciate and taste the achievement of a goal.

(Cox, 2012) motivation comes in many forms. Sometimes it is intrinsic in nature and comes from a personal desire for success regardless of external rewards and temptations.

Etudes similaires:

1- Haif Farid and Belghoul Fathi Study (2024):

Aimed at exploring the relationship between psychological needs and the level of motivation and performance of high school students, and also to understand the nature of their motivation, the research sample was deliberately selected, consisting of 80 students from Sports High School consisting of a total of 421 students at all levels. The results showed a strong positive correlation between the level of motivation and the results of support for basic psychological needs by the instructor, namely, support for efficiency, support for autonomy and social affiliation. Thus, achieving the psychological needs of the student athletes and their support by the instructor constitutes a basis for stimulating internal motivation, as well as contributing significantly to increasing internal motivation and allowing for optimal performance.

2- Fethi Belghoul Study (2010):

The study aims to identify the impact of basic psychological needs on the autonomous motivation in the field of sports, the subjective motivation in the field of study and their relationship to the athletic performance and teaching of secondary school students. Two measures of self-motivation have been applied in the field of sports, self-motivation in the field of study, and the measure of basic psychological examinations. The research sample included 80 pupils from gym secondary in gym and gym secondary in Blida in all sports disciplines. After analysing and discussing the findings, the study found that the motivation nature of sports secondary pupils is self-specific in both the school and sports fields. The study also emphasized the need to raise motivation in order to achieve sporting and academic success.

3- Study "Mitt Krug Christensen and Jan Keher Sorensen" (2015):

Entitled: "Sport or school? Dreams and dilemmas for talented Danish footballers" "Young semi-professional footballers are expected today to continue their education while refining their talents as footballers. This means that they must balance the contradictory demands that come from their educational institutions and their football clubs. This study explores how to experience young Danish football talents between football and education. The study data are collected using a narrative and qualitative approach, including four focused group interviews with 25 footballers aged 15 to 19, followed by individual qualitative interviews with eight footballers. The aim of the study is to explore how Danish football talents aged 15 to 19 experience in person and describe how they balance their relationships with two central forces and two cultural fields in their often conflict-fraught daily lives. Football players in this study are struggling to meet the requirements from both regions rather than choosing one or the other.

4- Study "Jeremy Alan Cross" (2019):

Titled: "The Experience of British Sports Student: Conflict of Identity, Commitment and Roles" This thesis aims to develop a clearer understanding of the academic and psychological patterns of elite student athletes. In particular, it takes a psychological perspective on how these dual individuals deal with potential conflict in roles and maintain balance in their lives. The thesis consists of four studies:

1- The first study looked at academic results (grade point averages) and academic preparation (A-level points for elite 120 British student athletes compared to their average non-student athletes (n = 5395) results showed that: First, some student athletes - especially those who were male and younger and exercising team sports - were more academically "at risk". Second, the academic patterns of student-athletes were different from non-student-athletes, with student-athletes performing relatively better in more flexible units for a year. Finally, most revealingly, although elite student athletes were less academically prepared, they did not perform poorly (they do worse than A-level grades expected), and in the case of less academically prepared students, they instead tended to "catch up" during their time at university.

2- The second study provided a systematic review of the psychological outcomes of student athletes. A variety of research implications were found, including the need to measure conflicting roles of students and athletes, link objective and psychological outcomes in the same study, and measure student outcomes as well as mathematical outcomes that use a specific measure of student-athletes to investigate career maturity in the elite and experience of the British student-athlete.

3- The third study took the lead from the implications of the systematic review. First, this study aims to build a multidimensional and two-way measure of the conflict between student and athlete's role and its initial verification, using the concepts of conflict between work and family roles from organizational psychology literature. The result of this study was a measure of 23 elements of student and athlete role conflict. Secondly, it aims to use a role conflict measure to investigate the psychological and social patterns of elite student athletes who find those objective results: identity, conflict over roles and

functional maturity connect and vary in predictable ways. In particular, career maturity is positively associated with the student's identity. Nonetheless, non-exclusive and intrinsically committed higher identities helped protect against role conflict. Thus, from a personality perspective, to maintain identity balance, the study concluded that one can either adopt appropriate role behaviors or increase commitment to the role. The third study compared to U. K. and U. S. student-athletes found that although they did not differ in terms of overall GPA and career maturity, U. S. student-athletes experienced much more conflict in roles and were further motivated externally in both sports and study compared to U. K. student-athletes.

4- The fourth study used a periodic and collaborative research approach to understand and respond to a particular environment for British students and athletes. Issues of role-related conflicts have been identified and addressed in support of psycho-behavioral educational programming or through structural management recommendations. Thus, in addition to the realization of studies 3B and 3C that there are behavioral choices and/or obligation to deal with conflict over roles at the psychological level, from a more structural perspective, Conflict in roles can be managed by reducing the requirements of the role of student athletes and/or by changing the expectations of others of interest. The study concluded by recognizing the need for a developmental perspective when planning support and awareness of how to best deliver this, suggesting that the role of the coach may be critical.

4- The methodological procedures used in the study:

4-1 Methods and tools:

The exploratory study:

The descriptive curriculum for research on interrelationships has been used in a case study and comparative studies due to its relevance in a study.

Society and sample study:

A society that searched for the 300 of an experienced footballer active in the regional tournament of the Saida Football Association. The sample of the research was the footballers. The number of the sample (120) as shown in table (01). (30) players were excluded for the reconnaissance experiment, thus becoming the main sample (90) player.

Table N°1: It shows the distribution of research sample personnel

total	U19	U17	sample
30	15	15	Exploratory experience
90	45	45	main trial
120	60	60	grand total

The scientific foundations of the tool:

Role Conflict Scale:

The researcher prepared and designed the scale after reviewing a number of Arab and foreign standards, including the Role Struggle Measure for Kahn and his colleagues (1964), the Role Conflict Measure prepared by Rizzo and his colleagues (1970), and the Role Struggle Measure for Married Female University Students prepared by Niamat Ahmed Kassem (2016). The initial version of the scale was

drafted to include 40 phrases, and then three phrases were deleted from each axis after being presented to a group of arbitrators. The scale is divided into four dimensions related to conflict with oneself, conflict with study, conflict with sport, and conflict with time. The scale is corrected using a five-step scale ranging from "fully applicable to me" to "not fully applicable to me", giving graded weights to alternatives from 1 to 5.

Psychometric properties:

Honesty:

The arbitrators' honesty:

The researcher presented the initial version of the scale to a group of arbitrators, numbering five, from specialists in psychology and mathematical psychology. The objective was to assess the validity of the phrases, to determine whether each phrase belonged to the appropriate dimension, in addition to the possibility of adding, deleting or modifying certain phrases, and to make any observations or guidance they deemed necessary to ensure the correctness of the scale. Based on this assessment, the linguistic wording of some items that were not appropriate to the dimensions of the scale was amended.

Self-truthfulness (associated with indecency):

Self-honesty has been calculated to identify the role conflict, which is equal to the square root of the $\sqrt{0.83}=0.91$ stabilizer, and the result is that the questionnaire has very high self-honesty.

Believe the peripheral comparison (discriminatory honesty):

This method is used to calculate the authenticity of the questionnaire by knowing its ability to distinguish between the two sides. i.e. between the lower and upper groups, and this method is used to calculate the formative honesty and the authenticity of the content, where we rated the sample scores downward and took 33% of the parties to the distribution (15X33/100) and calculate the difference by "T" test between the two groups' averages as shown in the following table :

Table N°2: The veracity of the questionnaire's terminal comparison

	Indicator	n	F	Sig	$\bar{x}$	S	df	T	p
scale	Upper	10	0.02	0.01	75.80	10.32	08	9.93	0.05
	Lower	10			122.10	10.52			

Through Table No. 02, we found that the calculated value (v) (9.93), which is a function at an indicative level of 0.05, was estimated to be a value (0.01) below the indicator level indicating that the scale is capable of distinguishing between its upper and lower ends, which confirms the scale's sincerity.

Stability:

To verify the stability of the questionnaire, the researcher used the following methods:

Alpha Cronbach coefficient:

To verify the stability of the study scale, the method of the alpha-cronbach coefficient was relied upon, and we relied on the spss program to calculate the alpha-cronbach coefficient; as shown in the following table:

Table N°3: Shows the value of Cronbach's Alpha modulus of scale

Number of phrases	Alfa Cronbach Value
28	0.83

From the table it is clear that the constant factor of the role conflict questionnaire is 0.83. This indicates that the questionnaire has an excellent and very high degree of stability; and therefore we can apply it to the basic study sample.

Halfway Retail:

The sample's scores of 90 players were used to calculate the stability of the scale in a halftime method. The first half; as well as the second half; were calculated by calculating the binding factor between the two halves. The length was adjusted using the Spearman Brown-Gutman formula and the results as shown in the table:

Table N°4: Represents the value of the correlation coefficient and the Spearman-Gutman

scale	R	Spearman equation	Gutman Equation
first half	0.85	0.92	0.91
second half			

Through the table we note that the fastening factor in the semi-partition method before adjustment (0.85), and after correcting the length of the scale in the Spearman Brown method, the fastening factor (0.92), and the Gutman method has a fastening factor (0.91).

Self-determined motivation scale in the sports field:

We will apply the Self-Determined Motivation Scale in the Field of Sport (1995) .M. N, Briere J.R, Vallerand, where this measure contains 28 phrases, the thinker has to mark (×) in the numbered box of the CRT type ranging from 1 not fully applicable to 7 fully applicable, measuring the seven levels of self-determined motivation in the sports field, urging the pupil to explain the reasons for exercising. Thèse seven levels are as follows:

- Internal Motivation for Knowledge (MIC): Ferries No. 1, 11, 17. 24
- Internal Motivation for Achievement (MIA): Ferries No. 5, 10, 15, 22
- Internal Thrill Motivation (MIS): Ferries No. 7, 12, 19. 26
- External Motivation Knowledge (MIDEN): Ferries No. 3,9, 18 .25
- Compact External Motivation (MINTR): Ferries No. 6, 13, 21 .27
- External Motivation with External Adjustment (MREG): Ferries No. 2,8, 16 .23
- Infuser (AMO): Ferries No. 4, 14, 20. 28

To measure the self-determined impulse index that we use to better assess the degree of motivation in the field of sport, this technique is often used in such research (1997, Blanchard) to give weight to the different types of self-determined impulse depending on each one's position on the continuous connection of the impulse, and we give weight:

- 1- (+ 2) for the three types of internal impulse (MIS, MIA, MIC).
- 2- (+ 1) For External Motivation Knowledge (MIDEN).
- 3- (-1) for compact external and external adjusted propellant (MREG, MINTR).
- 4- (-2) Indulgent (AMO).

Psychometric properties:**Honesty:**

Self-honesty has been calculated for the measure of autonomous motivation in the mathematical field, which is equal to the square root of the $\sqrt{0.89}=0.94$ constant coefficient, and the result is that the scale has very high self-honesty.

Stability:

To verify the scale's stability, the researcher used the following methods:

Alpha Cronbach coefficient:

To verify the stability of the study scale, the method of the alpha-cronbach coefficient was relied upon, and we relied on the spss program to calculate the alpha-cronbach coefficient, as shown in the following table:

Table N°4: Shows the value of Cronbach's Alpha modulus of scale

Number of phrases	Alfa Cronbach Value
28	0.83

Through the table it is clear that the stability factor of the autonomous motivation scale in the sports field is 0.89. This indicates that the scale has an excellent and very high degree of stability, and therefore we can apply it to the basic study sample.

4-2 Presentation and Analysis of Results:**Presentation and analysis of the results of the first hypothesis:**

There are significant differences in the level of role conflict among student athletes according to the age group variable.

Table N°5: Shows the value of average arithmetic and standard deviation in the role conflict by age group

Role conflict	$\bar{x}$	S	F	Sig	P
U 17	8.43	2.43	11.04	0.001	0.05
U 19	10.91	3.87			

From the table we note that the average computational value of a category below 19 years was 10.91 This is greater than the calculation average value of the group under 17 years of age estimated at (8.43), and the value of sig is estimated at (0.001), below the indicative level (0.05), which confirms that there are statistically significant differences in the level of role struggle among the student athletes according to the age group variable and in favor of the group under 19 years of age.

As a result of the foregoing, the first hypothesis has been validated by statistically significant differences in the level of pupils' role struggles depending on the age group variable.

Presentation and analysis of the results of the second hypothesis:

The motivation nature of self-defined student athletes.

Table N°6: Shows the value of the average arithmetic and standard deviation of the motivation nature of the student athletes

Nature of motivation	$\bar{x}$	S	highest value	lowest value
Internal (self-contained)	6.15	1.14	7	3.83
External	5.76	1.17	7	3.08
No motivation	3.17	1.90	7	1

From the table, we note that the calculated average value of internal (subjective) impulse was (6.15), which is greater than the calculated average value of external impulse, estimated at (5.76), and the calculative average value of non-propulsive, valued at (3.17), which is lower than the calculated average of both internal (subjective) and external motivation, which confirms that the motivation nature of sports students is self-defined.

As a result of the foregoing, the second hypothesis has been confirmed to be that the motivational nature of the pupils' athletes is self-determined(Fethi.2010).

Table N°6: Pearson's correlation coefficient for calculating the correlation between the student-athlete grades on the four dimensions of the role conflict scale and the pupils-athlete grades on the autonomous motivation scale in the sports field

Dimensions of the Role Conflict Scale	Self-Motivation Scale in Sports	Sig	P
Self-Conflict	- 0.989**	0.001	0.01
Sports Conflict	- 0.975**	0.001	0.01
Academic Conflict	- 0.943**	0.001	0.01
Time Conflict	- 0.984**	0.001	0.01
Role Conflict Scale	- 0.972**	0.001	0.01

Table No: (07) shows the value of the Pearson correlation factor between the pupils' athletic grades on the four dimensions of the role struggle scale and the pupils' athletic grades on the autonomous motivation scale in the sports field, where all strong reverse relationships came at the highest correlation rate valued (- 0.0989) for the distance of self-struggle, followed by time struggle with value (- 0.984), after the sports struggle with an estimated value (- 0.975), the lowest correlation value was after the study struggle with an estimated value (- 0.943). All correlation factors are statistically significant at the level of morale (0.01).

In conclusion, it can be said that there is an inverse correlation between the dimensions of the Role Conflict Scale and the motivation of student athletes, confirming the existence of an inverse correlation between role conflict and motivation among student athletes.

4.3- Discussion and interpretation of the results:

After statistical analysis of the results obtained, it emerged that the motivational nature of the student athletes is self-determined and this is due to internal motivations that drive the individual to exercise for self-realization or enjoyment and even win (Dreci. 2020). There is also a moral correlation between the four dimensions of the role conflict and the subjective motivation levels in the sports field among sports pupils. This means that the correlation between the two variables is confirmed, and that (97%) of changes in the dependent variable are the result of the independent variable between the study sample. These results show the validity of the selected variables of the study and their ability to interpret the results of the regression model, as well as that (98%) of the differences in total deviations in the dependent variable values are explained by the linear relationship of the regression model between the study sample. These results can be explained by the fact that the occurrence of conflict among student-athletes comes when the need to reconcile study with sports training. This complex relationship between role conflict and motivation highlights the need for targeted interventions and strategies to mitigate its negative effects and enhance the well-being of student-athletes.

Conclusion:

The role conflict is one of the challenges faced by many student-athletes. This conflict results in the need to reconcile study with sports training. The pupil finds himself in the face of two conflicting choices between giving in the study and achieving academic success, and between interest in sport and sports success. Thus, the pupil is subjected to an internal conflict that affects his motivation and ability to achieve his or her goals. The results of the study were concurrent with the theoretical framework, which led to the fact that the motivational nature of the pupils' athletes was self-specific (belghoul, 2010), the results also showed an inverse correlation between the dimensions of the pupils' role and motivation struggle scale and the pupils' sports self-motivation scale. Since fighting over roles is a major challenge for student athletes, it significantly affects their motivation and ability to achieve their goals in study and sport. The nature of this relationship between conflict and motivation must therefore be understood, and the factors affecting this relationship identified, so that teachers, coaches and parents can provide the necessary support to student-athletes and help them achieve their successes in study and sport. Furthermore, the results of this study can be used to develop sports training and education programmes, improve the support of student athletes from teachers, trainers and parents and provide a supportive environment to help them successfully achieve their goals.

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