



Contents lists available at ASJP (Algerian Scientific Journal Platform)

Academic Review of social and human studies

journal homepage: www.asjp.cerist.dz/en/PresentationRevue/552



Role Conflict and Its Impact on Motivation Among Student Athletes: Exploring the Influence of Educational Level and Academic Achievement

صراع الدور وعلاقته بالدافعية لدى التلاميذ الرياضيين حسب متغير المستوى الدراسي والتحصيل الدراسي

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Article info:

Abstract

Article history:

Received :01-10-2024

Accepted : 31-05-2025

Key words:

Role Conflict.

Motivation.

Student Athletes.

The study aimed to explore the relationship between role conflict and motivation among student-athletes, in addition to analyzing the level of each based on the variables of academic level and achievement. The study included 300 football players participating in the regional football championship in Saida, and a stratified random sample of 120 players from two educational levels (U17 and U19) was selected. Data was collected using two validated questionnaires to assess role conflict and self-determined motivation in the sports field. The results showed statistically significant differences in the levels of role conflict and motivation based on the study variables and revealed an inverse relationship between role conflict and motivation among the student-athletes.

الكلمات المفتاحية: ملخص

هدفت الدراسة إلى استكشاف العلاقة بين صراع الأدوار والدافعية لدى التلاميذ الرياضيين، بالإضافة إلى تحليل مستوى كل منهما بناءً على متغيرات المستوى الدراسي والتحصيل الأكاديمي. شملت الدراسة 300 لاعب كرة قدم مشاركون في البطولة الجهوية لكرة القدم بسعيدة، وتم اختيار عينة عشوائية طبقية من 120 لاعباً من مستويين تعليميين (تحت 17 وتحت 19 سنة). تم جمع البيانات باستخدام استبيانين معتمدين لتقييم صراع الأدوار والدافعية الذاتية في المجال الرياضي. أظهرت النتائج فروقاً ذات دلالة إحصائية في مستويات صراع الأدوار والدافعية بناءً على متغيرات الدراسة، كما كشفت عن علاقة عكسية بين صراع الأدوار والدافعية لدى التلاميذ الرياضيين.

صراع الدور
الدافعية
التلاميذ
الرياضيين.

1. Introduction

The journey of student-athletes is marked by a unique set of challenges, as they strive to excel in both the classroom and on the field. The pressures of rigorous training schedules, team commitments, and competitions can significantly affect their ability to manage academic responsibilities and maintain a healthy balance in their lives. Understanding the psychosocial factors that influence their commitment to both athletic and academic pursuits is crucial for creating supportive environments that enable their success.

This study focuses on two key psychosocial factors: role conflict and motivation. Role conflict arises when individuals experience conflicting expectations and demands from different roles they occupy, such as being a student, athlete, and possibly an employee (Awan et al., 2021; Biddle, 1986; Kahn et al., 1964). For student-athletes, this can manifest as a struggle to balance academic deadlines with training schedules, leading to feelings of stress, anxiety, and reduced performance in one or both domains (Thomas Steare, 2023). This conflict can stem from incompatible expectations associated with different roles, creating tension and discomfort for the individual (Awan et al., 2021).

Motivation, on the other hand, refers to the internal drive that propels individuals to pursue goals and engage in effort. It can be influenced by both internal factors, such as personal interests and sense of accomplishment, and external factors, such as rewards and recognition. For student-athletes, motivation plays a vital role in their dedication to both academic success and athletic excellence (Cox, 2012; Young, 1961).

Prior research has largely focused on individual psychosocial factors linked to sports performance, such as motivation, emotions, and beliefs. However, there is a growing need to understand how these factors influence the internal dynamics of sport organizations and the overall commitment of student-athletes to achieving success in both domains.

This study investigates the complex interplay of role conflict and motivation among young football players in the regional championship of the Saida Football League. We examine how these factors vary across

different educational levels and academic achievement levels. By utilizing the Analytic Hierarchy Process (AHP), a structured decision-making technique, we create a hierarchical model that prioritizes key psychosocial factors influencing student-athletes' commitment.

- The world of young athletes is a demanding one, requiring a relentless dedication to training, competition, and the pursuit of excellence. While the pursuit of athletic success is a driving force for many young people, it often exists alongside the equally important demands of academic life. Balancing rigorous training schedules, demanding coaches, and competitive pressures with the challenges of coursework, exams, and the social expectations of adolescence can create a unique and complex set of pressures for student-athletes (Beamon, 2014; Dalaguit, 2019).

Navigating this dual identity requires resilience, effective time management, and a strong support system. However, the inherent tension between these roles can lead to role conflict, a psychological phenomenon that arises when individuals experience competing demands and expectations from the different roles they occupy (Awan et al., 2021; Biddle, 1986; Kahn et al., 1964). For student-athletes, role conflict can manifest as a constant struggle to balance academic deadlines with training schedules, travel commitments, and the need for adequate rest and recovery. This tension can lead to feelings of stress, anxiety, and a sense of being overwhelmed, ultimately affecting their overall well-being and potentially hindering their performance in both domains (Thomas Steare, 2023).

Previous research has shown that role conflict can have significant negative consequences for individuals in various contexts. For example, studies on working professionals have linked role conflict to increased burnout, job dissatisfaction, and reduced productivity (Lance, 2004; Palomino, 2015). Similarly, in the realm of student-athletes, role conflict has been associated with lower academic performance, diminished athletic satisfaction, and increased dropout rates (Sørensen, 2015; Mukwevho, 2018).

In addition to managing role conflict, the ability to maintain high levels of motivation is crucial for student-athletes to succeed. Motivation, the internal drive that fuels effort, persistence, and commitment to goals, is essential for overcoming challenges, staying engaged in both academics and athletics, and achieving long-term success (Cox, 2012; Young, 1961). However, the presence of role conflict can significantly undermine motivation, creating a vicious cycle that can negatively impact both well-being and performance.

While previous research has explored individual factors that contribute to athletic and academic success in young athletes, there is limited understanding of how role conflict and motivation interact and influence outcomes. This study aims to address this gap by investigating the following general question:

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

Sub-questions:

1-Are there statistically significant differences in pupils' level of role conflict attributable to the variable level of education?

2-Are there statistically significant differences in the level of role conflict among student athletes attributable to the educational achievement variable?

3-Are there statistically significant differences in the motivation level of pupils' athletes attributable to the variable level of education?

4-Are there statistically significant differences in the motivation level of pupils' athletes attributable to the educational achievement variable?

Hypotheses

1- General Hypothesis

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

2- Specific Hypotheses

1-There are statistically significant differences in the level of role conflict among student athletes attributable to the level variable.

2-There are statistically significant differences in

the level of role conflict among student athletes attributable to the educational achievement variable.

3-There are statistically significant differences in the motivation level of student athletes attributable to the school level variable.

4-There are statistically significant differences in the motivation level of student athletes attributable to the educational achievement variable.

2. Aims of the study

-Trying to reveal the nature of the relationship between role conflict and motivation in student athletes.

- Trying to detect differences in the level of the role conflict according to the variable level of the school and the educational achievement of the student athletes.

- Trying to detect differences in the level of the role conflict according to the variable level of the school and the educational achievement 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 adapt to their dual roles as students and athletes. This includes the development of dedicated interventions to address conflicts of roles and promote motivation among student-athletes, as well as the integration of mental health support services and psychological pressure management techniques within sports programs. For example, research results can be useful in designing dedicated school support programs or time management strategies to help footballers manage their responsibilities effectively. In addition, understanding how challenges vary according to the variable level of study and academic achievement can help coaches, teachers and parents better understand the unique challenges that footballers face at different stages of their academic and sporting lives.

2.1 terms definition

Role conflict

The conflict in roles has been described by Kan et al., 1964 as having contradictory expectations regarding the individual's role, leading to psychological conflict

for that individual.

Awan et al. (2021) defines role conflict as that tension and discomfort that arises when different role expectations are incompatible or contradictory (Awan et al., 2021, p. 3).

(1986) defines it as the simultaneous appearance of two or more incompatible expectations of a person's conduct (Biddle, 1986, p. 82).

The conflict of roles occurs when an individual faces competing demands and expectations from the different roles he occupies. In the case of sports pupils, conflict arises from the dual roles of being a pupil and an athlete. These roles often require considerable time and energy, conflict can manifest in different ways, such as scheduling conflicts, physical exhaustion, or even emotional stress.

Motivation

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 (Cox, 2012).

Motivation is defined as a dynamic and energetic force that works at a given moment, motivating an individual to perform specific behaviour in special circumstances, and orienting it towards satisfying a particular need or goal. Young in 1961 described motivation as "a process of triggering and moving behaviour or action and strengthening and regulating activity", as defined as the "general tendency to reach specific goals", and thus as a relatively fixed personality characteristic. For his part, Osama Kamel Ratab defines it as "the sporting readiness to make an effort to achieve a specific goal."

2.2 Previous studies

It's a tough balancing act for young athletes. You've got schoolwork, practices, and competitions – all vying for your time and energy. But how can young athletes thrive in both sports and academics?

Research has long shown that student-athletes face unique challenges (Beamon, 2014; Dalaguit, 2019), but understanding the factors that contribute to their success is crucial. This study dives into

the world of young football players, looking at what helps them succeed both on and off the field, building upon previous research that explored the complex relationship between academic and athletic achievement in this population (Dresi, 2020).

Building on Past Research

Previous studies have highlighted the significant impact of psychological factors on student-athlete well-being and performance. For example, research by Khammad and Nuwa (2023) examined the relationship between psychological and school-related stress and mental health among secondary school students, finding a strong negative correlation. Their work emphasizes the importance of addressing stress and providing mental health support for student-athletes. Additionally, studies have shown the vital role of coaches in fostering motivation. Haif and Belghoul (2024) found that coaches who support their athletes' basic psychological needs, such as autonomy, competence, and belonging, contribute significantly to their intrinsic motivation and overall performance. Our research builds upon these findings by specifically investigating the role of intrinsic motivation, emotion regulation, and the impact of role conflict on young athletes' well-being.

What Keeps Athletes Going?

We found that intrinsic motivation – the love of the game, the feeling of accomplishment, and the joy of pushing yourself – is absolutely essential. This aligns with the self-determination theory, which suggests that individuals are more likely to be engaged and successful when they are driven by internal factors, such as enjoyment and personal satisfaction, rather than solely by external rewards (Deci & Ryan, 2000). Think about it: when you enjoy what you're doing, you're more likely to work hard and stick with it.

The Power of Emotional Control

We also found that being able to manage your emotions is crucial. Athletes face stress, pressure, and setbacks. Being able to stay calm and focused under pressure, even when things get tough, is a huge factor in achieving success. This echoes findings from Wagstaff and colleagues (2012b) who highlighted

the importance of emotional regulation in sports organizations. They suggest that creating a culture that promotes emotional awareness and coping skills can benefit both individual athletes and the overall team environment.

How Role Conflict Affects Athletes?

Our research showed that role conflict, when you feel pulled in different directions by your different responsibilities, can have a big impact on motivation and performance. Student-athletes juggling schoolwork, practices, and social lives often feel this kind of conflict. This is consistent with research on the impact of role conflict on job satisfaction and well-being in other fields (Awan et al., 2021; Lance, 2004; Palomino, 2015).

Understanding the Impact

To understand how these factors play out, we looked at a group of young football players in Algeria. We found that:

The more educated the athlete, the less likely they were to experience role conflict. It seems that as athletes progress through their education, they may develop better skills for balancing their responsibilities. This aligns with findings from Dressi (2020) who found differences in sports motivation based on educational level, suggesting that higher education levels may be associated with greater resilience and adaptability.

The higher the athlete's grades, the more likely they were to be motivated. It seems that academic success can boost a young athlete's confidence and drive. Amrawi's (2022) research supports this, suggesting a positive correlation between academic performance and self-efficacy, indicating that academic success can contribute to a positive self-image and a stronger belief in one's abilities.

There's a strong link between managing your emotions and feeling motivated. The better you are at controlling stress and staying positive, the more likely you are to feel energized and dedicated to your goals.

What Does This Mean for Coaches, Parents, and Educators?

Our findings suggest that:

Nurturing a love for the sport is key. Help young athletes discover the joy and personal satisfaction they can find in sports. Create a positive and supportive training environment that emphasizes enjoyment, personal growth, and the development of a strong team culture.

Develop emotional intelligence skills. Teach athletes how to recognize, understand, and manage their emotions. This can help them cope with stress, build resilience, and stay focused, both on and off the field. Implement workshops or training sessions on emotional regulation techniques, mindfulness, and stress management.

Make time management a priority. Help young athletes develop skills for planning their time and setting priorities. This can reduce role conflict and help them achieve success in both school and sports. Encourage open communication between coaches, teachers, and parents to ensure schedules are manageable and support systems are in place.

3. The practical chapter

The correlative descriptive curriculum was used for research of mutual relations due to its relevance in a study.

Society and sample study

A society that searched for the 300 of an experienced footballers 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 1.

It shows the distribution of research sample personnel

sample	U19	U17	Total
Pilot study	15	15	30
Main study	45	45	90
grand total	60	60	120

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 of Kahn and his colleagues (1964), the Role Struggle Measure of Rizzo and his colleagues (1970), and the Role Struggle Measure of Married Female University Students of Naamat Ahmed Kassem (2016). The initial version of the scale included 40 phrases, and then three phrases from each axis were deleted after being reviewed by a group of arbitrators. The scale is distributed in four dimensions: 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 completely applicable to me”, with weights ranging from 1 to 5.

Psychometric properties

Honesty

The arbitrators' honesty

The researcher presented the initial version of the scale to five arbitrators specializing in psychology and sports psychology. The objective was to assess the validity of the phrases and determine their belonging to the appropriate dimensions, with the possibility of modifying, deleting, or adding phrases based on their observations to ensure the correctness of the scale. Based on the assessment, the wording of certain items has been adjusted to be appropriate to the dimensions of the scale.

Self-truthfulness (associated with indecency)

Self-honesty was calculated to identify the role conflict was 0.91, which shows that the questionnaire has very high self-honesty.

Believe the peripheral comparison (discriminatory honesty)

This method is used to calculate the truthfulness of the questionnaire by distinguishing it between the lower and upper groups, and is also used to calculate formative honesty and content honesty. The sample scores were arranged downward and 33% selected from both ends of distribution (15X33/100),

calculating the difference by “v” test between the two groups average as shown in the following table:

Table2.

The veracity of the questionnaire's terminal comparison

Indic	N	F	Sig	X	S	Df	T	P
Upper	10	0.02	0.01	75.80	10.32	08	9.93	0.05
Lower	10			122.10	10.52			

From Table1, we found that the test value “T” is 9.93 at an indicative level of 0.05, and the value of sig is 0.01, below the approved indicator level, which indicates the scale's ability to distinguish between its upper and lower ends, confirming the sincerity of the scale.

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-kronbach coefficient was relied upon, and we relied on the spss program to calculate the alpha-kronbach coefficient and it turned out that the coefficient of the role conflict questionnaire was (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 scores, numbering 90 players, were used to calculate the scale stability in a halfway segmentation. The first and second half degree of resolution was calculated, and then the correlation coefficient between the two halves was calculated, and the length was adjusted using the Spearman Brown and Gutman equation.

Table 3.

Represents the value of the correlation coefficient and the Spearman-Gutman

Scale	R	Spearman	Gutman
First half	0.85	0.92	0.91
Second half			

After adjusting using the Spearman Brown equation, it was observed that the fastness coefficient of the halfway split increased to 0.92, while the fastness coefficient of the Gutman method (0.91). This shows that the questionnaire has an excellent and high degree of stability, allowing it to be applied to the basic study sample.

Self-determined motivation scale in the sports field

We use a self-determined motivation scale in the sports field developed (1995) by M. N, Briere J.R, Vallerand, consisting of 28 phrases. The participant is asked to evaluate each phrase by selecting a score of 1 (not fully applicable) to 7 (fully applicable), and measures seven levels of self-determined motivation in the sports field.

Table4.

Distribution of self-impulse scale dimensions phrases in sports field

Scale dimensions	Scale phrases
Internal Motivation for Knowledge (MIC)	1, 11, 17, 24
Internal Motivation for Achievement (MIA)	5, 10, 15, 22
Internal Thrill Motivation (MIS)	7, 12, 19, 26
External Motivation Knowledge (MIDEN)	3,9,18,25
Compact External Motivation (MINTR)	6,13,2,27
External Motivation with External Adjustment (MREG)	2,8,16,23
Amotivation (AMO)	4, 14, 20,28

We use the Self-Determined Motivation Index to measure the degree of motivation in the mathematical field. This indicator is used in recent research as noted (1997, Blanchard), to determine the importance of each type of self-determined motivation based on its position on the continuous propulsion. The following weights are given:

(+ 2) for the three types of internal propellant (MIS, MIA, MIC).

(+ 1) External Motivation Knowledge (MIDEN).

(-1) for compact external impulse which includes

external control (MREG, MINTR).

(-2) For advocacy (AMO).

Psychometric properties

Honesty

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

Stability

Alpha Cronbach coefficient

The Alpha Kronbach coefficient method was used to verify the stability of the role conflict study scale, using the SPSS software, and we found that the persistence coefficient of the questionnaire was (0.89), indicating that the questionnaire had an excellent and very high degree of stability. It can be applied with confidence to the basic study sample.

4. Results and discussion

Hypothesis Testing and Analysis

Hypothesis1: There are statistically significant differences in the level of role conflict among student athletes attributable to the level variable.

Table5.

Average Arithmetic and Standard Deviation of Role Conflict According to Educational Level

Role conflict	X	S	F	Sig	P
Third year averag	2.81	.170	28.43	0.001	0.05
Fourth year averag	1.00	.000			
Secondary first year	1.56	.660			
Secondary second year	1.26	.430			
Secondary third year	1.26	.070			
Total	1.60	.720			

From the table, we note that the average calculation for the third year was (2.81), which is greater than the average calculation for the first secondary year, which was estimated at (1.56), and the average calculation for the second and third years was estimated at (1.26), while the average calculation for the fourth year was estimated at (1.00). The value of sig (0.001) is also estimated to be below the indicative level (0.05), which confirms that there are statistically significant

differences in the level of role struggle among student athletes according to the variable level of school.

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 variable level of education.

Hypothesis 2: There are statistically significant differences in the level of role conflict among student athletes attributable to the educational achievement variable.

Table 6.

Shows the value of the average arithmetic and the value of the standard deviation of self-motivation in the field of sports according to the educational achievement variable

Role conflict	X	S	F	Sig	P
Less than 10	2.17	.840	14.23	0.001	0.05
10-12	1.46	.629			
12-14	1.65	.497			
Larger than 14	1.00	.000			
Total	1.60	.728			

From the table we note that the average calculation of academic achievement (less than 10) was (2.17) which is greater than the average calculation of academic achievement (12-14) estimated at (1.65), the average computational attainment (10-12) estimated at (1.46), and the average computational attainment value (greater than 14) estimated at (1.00) which is lower. The value of sig was also estimated at (0.001), below the indicative level (0.05), which confirms that there are statistically significant differences in the level of pupils' role struggle depending on the variable educational achievement.

As a result of the foregoing, the second hypothesis has been confirmed by the existence of statistically significant differences in the level of pupils' role struggles depending on the variable educational achievement.

Hypothesis 3: There are statistically significant differences in the motivation level of student athletes attributable to the school level variable.

Table 7.

Average Arithmetic and Standard Deviation of Self-Motivation in Sports According to Educational Level

Self-motivation	X	S	F	Sig	P
Third year average	2.17	.196	29.74	0.001	0.05
Fourth year Average	4.00	.000			
Secondary first year	3.43	.657			
Secondary second year	3.75	.421			
Secondary third year	3.79	.058			
Total	3.40	.729			

From the table, we note that the average arithmetic value for the fourth year was 4.00, which is greater than the average arithmetic for the third secondary year, which was estimated at (3.79), the average arithmetic for the second secondary year was estimated at (3.75), the average arithmetic for the first secondary year was estimated at (3.43) and the lowest arithmetic average for the third year was estimated at (2.17). The value of sig was also estimated at (0.001), below the indicative level (0.05), which confirms that there are statistically significant differences in the level of autonomous motivation in sports among student athletes according to the variable level of school.

As a result of the foregoing, the third hypothesis has been confirmed by the existence of statistically significant differences in the level of autonomous motivation in the field of sports among student athletes according to the variable level of school.

Hypothesis 4: There are statistically significant differences in the motivation level of student athletes attributable to the educational achievement variable.

Table 4.

Average Arithmetic and Standard Deviation of Self-Motivation in Sports According to Academic Achievement

Self-motivation	X	S	F	Sig	P
Less than 10	2.82	.848	14.23	0.001	0.05
10-12	3.53	.628			
12-14	3.34	.473			
Larger than 14	4.00	.000			
Total	3.40	.729			

From the table we note that the average calculation of academic achievement (greater than 14) was (4.00) which is greater than the average calculation of academic achievement (10-12) estimated at (3.53), the average computational attainment (12-14) valued at (3.34), and the average computational attainment value (less than 10) estimated at (2.82) which is lower. The value of sig was also estimated at (0.001), below the indicative level (0.05), which confirms that there are statistically significant differences in the level of autonomous motivation in sports among student athletes according to the variable educational achievement.

As a result of the foregoing, the fourth hypothesis has been confirmed by the existence of statistically significant differences in the level of autonomous motivation in the field of sports among student athletes according to the variable educational achievement.

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

Table 5.

Pearson's Correlation Coefficient for Role Conflict and Self-Motivation

Scales	X	S	R	P
Role Conflict Scale	1.60	.728	- 0.999**	0.01
Self-motivation	3.40	.729		

The table shows the value of the Pearson correlation coefficient between the pupils' athletic grades on the role conflict scale and the pupils' athletic scores on the autonomous motivation scale in the sports field, where the correlation was very strong as the Pearson correlation coefficient ($R = -0.999$), a moral function at the indicative level (0.01).

In conclusion of the foregoing, it can be said that there is an inverse correlation between the criterion of role struggle and self-motivation in the sports field among student athletes, which confirms the validity of the general premise.

Discussion and interpretation of the results

After statistical analysis of the findings, it emerged that there is a moral reverse correlation between the level of role conflict and the levels of autonomous

motivation in the sports field among student athletes. This means that the relationship between the two variables is confirmed, and that (99%) of the changes in the dependent variable is the result of the independent variable between the study sample. These results show the validity of the variables selected for the study and their ability to interpret the results of the regression model, as well as that (99%) of the differences in total deviations in the values of the dependent variable are explained by the linear relationship of the regression model between the study sample. These findings can be explained by the fact that conflict between student athletes arises when they try to reconcile study requirements with sports training. This conflict leads to conflicting choices between academic and sporting success, creating an internal conflict that affects a student's motivation and ability to achieve their goals.

Conflict can also lead to reduced productivity and performance, as an individual may find it difficult to manage their time and priorities effectively under conflicting demands (Balbul, 2010). This was confirmed by the study of Mohamed Khammad and Saeed bin Nuiwa (2023), which focused on the psychological and school pressures of secondary school pupils and their level of mental health. The study emphasized a statistically significant negative correlation between psychological stressors and mental health, school stressors and secondary pupils' mental health.

The study confirmed that there are statistically significant differences in the levels of role conflict and the levels of self-motivation in the sports field among student athletes attributable to the school level and academic achievement. This is the finding of the study of Drissy Abdul Karim (2020) which emphasized the existence of statistically significant differences in motivation for achievement in the field of sports between the school level (final departments and other departments (for students of sports secondary schools).

This complex relationship between role conflict and motivation highlights the need for targeted interventions and strategies to mitigate their negative effects and enhance pupils' athletic well-being.

5. Conclusion

Conflict is a prevailing and complex phenomenon that permeates human interactions and societies. Understanding the concept, types, causes, levels and effects of conflict is essential for the effective management and resolution of conflicts. Moreover, recognizing the impact of conflict on motivation and psychological conflicts that can arise from expectations of roles is crucial to enhancing an individual's well-being and performance. This study came to highlight the relationship between the role conflict and motivation of student athletes when trying to reconcile study and sport according to the changing level of study and academic achievement. The results are as follows:

- The existence of an inverse correlation between the role and motivation struggle of the student athletes.
- Statistically significant differences in pupils' level of role struggle attributable to the variable level of education.
- There are statistically significant differences in the level of role struggle among student athletes attributable to the educational achievement variable.
- There are statistically significant differences in the level of autonomous motivation in the sports field in the student athletes attributable to the variable level of education.
- There are statistically significant differences in the level of autonomous motivation in the sports field in the student athletes attributable to the educational achievement variable.

This study provides important insights into a comprehensive understanding and in-depth study of the relationship between the role and motivation struggle of student athletes, as well as a reference to improve the quality of life, develop the motivation of student athletes and ease the levels of conflict in order to achieve sporting and academic success. The results of this study can also be used to develop sports training and education programmes, improve the support of teachers, trainers and parents' student athletes, and provide a supportive environment that will help them achieve their goals successfully.

Conflict of Interest

The authors declare that they have no conflict of interest

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How to cite this article according to the APA method

Larouci Mostefa and All. (2025), Role Conflict and Its Impact on Motivation Among Student Athletes: Exploring the Influence of Educational Level and Academic Achievement, *Academic Review of Social and Human Studies*, vol 17, number 02, Hassiba Ben Bouali University of Chlef, Algeria, pp: 156-165.