

## **INVESTIGATING IMPACT OF ATHLETE'S ROLE IDENTITIES AND CARRIER DEVELOPMENT ON JOB SELECTION AND LIFE SATISFACTION**

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### **ABSTRACT:**

*The research was conducted to examine the relationship between the psychological constructs of student identity and career decision-making, self-efficacy levels, and their Impact on students' job selection and life satisfaction in colleges of Pakistan. The study will contribute heavily to the present body of knowledge in career development and sport management. It will augment the limited amount of empirical data regarding college athletes' career development. The study offers a piece of in-depth information on role identities and sports impacts on student and athlete individuality and career development for college-level athletes. Eighty out of a hundred students were selected from different colleges of Lahore through a simple random sampling technique.*

*Key words: Athletes, Career Development, Role Identities, job selection, life satisfaction*

### **Introduction:**

The aim of competitive intercollegiate sports and the future of the athlete participants has been a subject of debate since the start of college sports (Burgess, 1911; Waldo, 1903). Opponents highlighted the risks associated with excessive focus on sports activities in educational institutions and raised numerous concerns that included time wastage, study-related issues, commercialism, gambling, bribery and exploitation (Williams, 1949). Researchers studied influences of various factors on the athletic and academic performance of college-level athletes investigating variations based on the sports played, sex, socioeconomic status, the strength of athletic personality and race (Ewing, 1975; Blann, 1985).

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The major concerns of critics and analysts remain the absence of academic motivation, stress to win, delayed career maturity and weak integration to campus (*Person & LeNoir, 1997*). Identity foreclosure is a phenomenon where one role takes the lead at the cost of all the other roles, restricting individual investigation of elective encounters and thoughts (*Marcia, 1966*).

Researchers have revealed that college players have weak career maturity compared to their fellow students (*Kennedy & Dimick, 1987*). demonstrated that a substantial identification with athletic identity causes delayed career development in college-level players along with role conflict issues (*a phenomenon where the burden of a particular role leaves the individual unable to meet the needs of another part*) (*Settles, Sellers, & Damas, 2002, p. 574*).

Numerous researchers have raised fears that college athletes lag compared to their college fellows and often remain caught off guard for a profession outside athletic rivalry (*Murphy, Petitpas, & Brewer, 1996*). Researchers have employed many unique concepts of vocational psychology to study and learn about career processes. A significant concept that included numerous perspectives and ideas remains career development. Super (1957) floated his career development model, explaining the process of growth throughout an individual's lifespan.

The career maturity theory by Crites (1978) forms an important aspect of the career development process. Researchers defined career maturity as the ability of an individual to take age-appropriate and informed decisions and manage their career development tasks (*Savickas, 1984*). Researchers have warned that male college athletes are more likely to have lower levels of career maturity (*Adler & Adler, 1991*).

Another important aspect of career development is career decision-making, an individual's belief that they can successfully fulfil the responsibilities needed to make a career choice. Some researchers believe that those who strongly stick with their athlete

role are less likely to explore other opportunities in educational parts. Researchers Brown and Hartley tracked down no critical connection between athletic personality and five vocation improvement factors. for example arranging, investigation, dynamic, a universe of work data and information on favored word related gathering (*Brown, C. & Glastetter – Fender, C., 1999*).

Analysts found that understudy competitors with higher athletic characters have lower levels of vocation confidence (*Tyrand, S., Harris, H. & Post, P., 2013*). These contradicting findings show that a need for further research is needed for further clarification. Van Rens (2018) offered that future career prospects and financial security motivate student-athletes to pursue tertiary education. All participants of the research reported that it is their strategy to prepare for life after sport. This entire paper has been developed on the grounds mentioned earlier. The approach and experimentation are thoroughly described in section 2. The data analysis and findings are covered in part 3, while the discussion of the results is covered in section 4. Finally, the findings and future directions of the study are summarized in the final section.

## **2. RESEARCH METHODOLOGY:**

### **2.1. Study Design:**

The study is descriptive, statistical and cross-sectional.

### **2.2. Population of the Study:**

The targeted respondents of this research included the individuals whose information was analyzed in the study. The respondents were 100 athletes of various games from 3 major colleges of Lahore, Punjab, Pakistan. The nature of the study was linked with role identities and career development of athletes. So, in this study, the researcher selected the respondents of the college athletes who were interviewed to fill the questionnaire related to the role identities and their Impact on the career development of

the athletes. Their responses were analyzed and examined to conduct the resultant data analysis.

### **2.3. Instrumentation:**

Since there are many tools available for data collection that include questionnaires, interviews and observations, it is the responsibility of the researcher to choose a valid and reliable instrument. In this research, there is a general demographic page as well as three other devices, including Career Decision-Making Self-Efficacy Scale- Short Form (Betz, Klein, & Taylor, 1996), Athlete Identity Measurement Scale (Brewer et al., 1993), and Student Identity Scale (Shields, 1995).

There was an online questionnaire that served as the measurement instrument for the study. The questionnaire had questions and following subscales and 1-5 options for every question (strongly disagree, disagree, neutral, agree, strongly agree).

### **2.4. Objectives:**

- To find the Correlation between career development, student identity and athletic identity in academic athletes.
- To quantify the Impact of character identity and profession advancement on job selection and life satisfaction of athletes.
- To find whether student identity, athlete identity or profession advancement vary based on gender.

### **2.5. Study Hypotheses:**

**The study hypothesis is:**

H0: The student identity, athlete identity or career development vary based on gender.

H1: The student identity, athlete identity or career development do not vary based on gender.

- H0: The student identity, athlete identity or career development harms the athletes' job selection and life satisfaction.
- H1: The student identity, athlete identity, or career development do not negatively impact athletes' job selection and life satisfaction.

#### **2.6. Sample Size:**

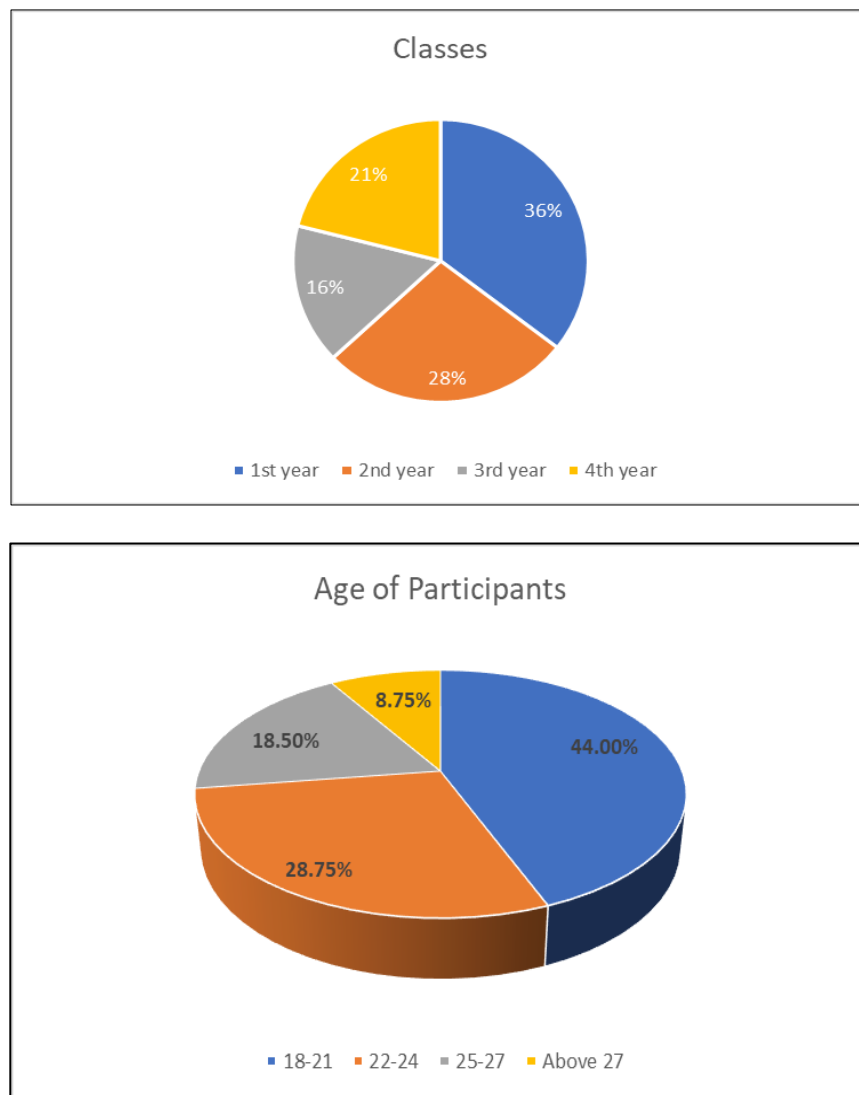
In this study, the simple arbitrary sampling practice was used. From the sampling frame of 100 college athletes, a sample of 80 athletes was selected by the researcher using Yamane's formula:

$$n = \frac{N}{1 + Ne^2}$$

### **3. DATA ANALYSIS AND RESULTS:**

Data analysis of the review incorporates key factual strategies. Unwavering quality scores were determined for every one of the instruments utilized in the review. Afterward, enlightening insights and connections were determined. Further, dependability scores are recorded for every gadget chose for the review. Progressive numerous relapse investigation was performed to decide the commitment of the segment factors and the competitor and the Impact of understudy personalities on vocation dynamic. Figure 1 represents the categorization of participants based on their educational classes and their age.

**Figure No. 01**  
**Age and education level of the participants**



The Cronbach alpha statistics for each scale are enlisted in Table 1. The alpha values for all scales are promising as they are more than 0.8 resulting in the data obtained is more reliable.

**Table No. 1**  
**Reliability statistics of the scales**

<b>Scales</b>	<b>*<math>\alpha</math></b>	<b>Items</b>
Student & Athlete Identity	0.82	09
Career Development	0.87	04
Job Selection and life satisfaction	0.83	07
<b>Overall</b>	<b>0.88</b>	<b>20</b>

\*  $\alpha$ = Cronbach alpha

Table 2 shows that the independent variables Student identity, Athlete identity and Career development are significantly correlated with the dependent variable. It is also observed that the variable Career development is highly correlated ( $r=0.92$ ) to Job selection and life satisfaction compared to other variables. Because the independent variables are highly linked, the analysis may have a multicollinearity problem.

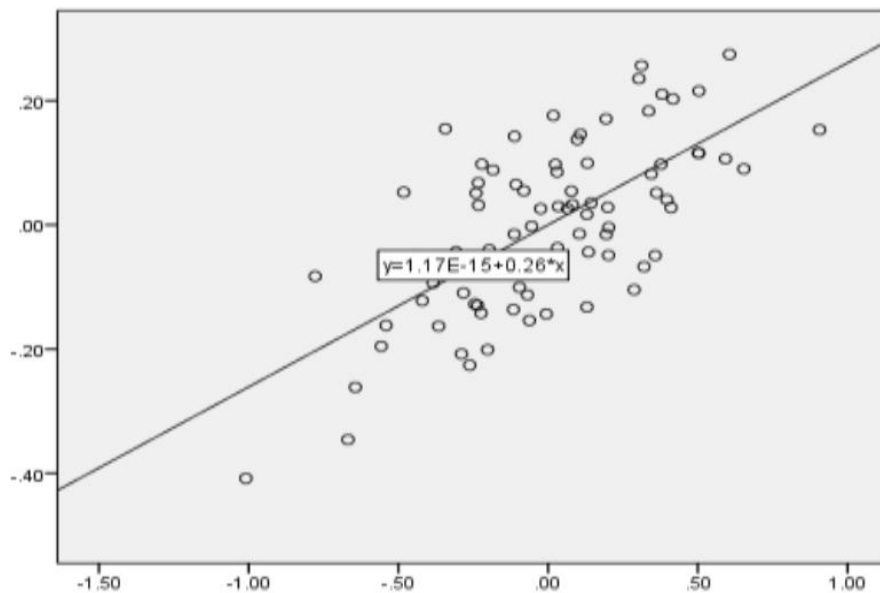
**Table No. 2**  
**Descriptive statistic and Correlation**

<b>Measure</b>	<b>Mean</b>	<b>SD</b>	<b>SAI</b>	<b>CD</b>	<b>JS&amp;LS</b>
<b>SAI</b> = Student & Athlete Identity Scale	3.51	1.25	1	0.47	0.82
<b>CD</b> =Career Development Scale	3.97	1.39		1	0.923**
<b>JS&amp;LS</b> =Job selection and Life Satisfaction Scale	3.73	1.17			1

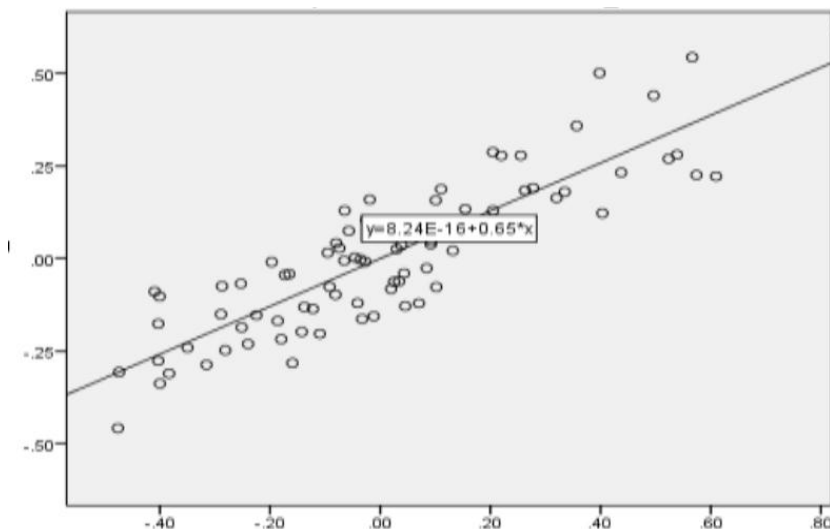
Multiple regression techniques were used to identify the empirical influence of sovereign variables SAI and CD on

dependent variables JS and LS. Partially regression graphs with a linear model of JS& LS with SAI and CD variables were created for this purpose, demonstrating that linear and logical correlations exist between the variables.

**Figure No. 02**  
**Relationship of job selection and life satisfaction with**  
**Student & Athlete Identity**



**Figure No. 03**  
**Relationship of job selection and life satisfaction with**  
**Career Development**





Figures 2-3 demonstrate that all independent factors had a substantial linear connection with athletes' job preference and life happiness response variable. Compared to other variables, the link between JS&LS and SAI was considerably more dispersed, but the association between CD and SAI was much closer to the straight line. As a result, multiple regression analysis may investigate or prove the empirical link between JS&LS and SAI and CD variables. Following fitted multiple regression model for the collected data will be used:

$$JS\&LS = \alpha + \beta_1 (SAI) + \beta_2 (CD) + e \quad (1)$$

Where,  $\alpha$ =intercept,  $\beta_i$ = Slope of line,  $e$ = Random error term. Here, the Athlete's job selection and life satisfaction (JS&LS) is a response variable while Student and role identities (SAI) and Career Development (CD) are predictors.

**Table No. 03**  
**Regression results summary for model**

Variable	Beta (Model)	VIF
Constant	-0.04	-----
Student and role identities	0.067*	2.77
Career Development	0.024	6.52
R <sup>2</sup>	0.95	
F	1456.14	

Table 3 shows that the R<sup>2</sup> value was 0.95, indicating that the multiple regression model was well-fit. The R<sup>2</sup> value shows that the regression model can explain the variability of an athlete's job selection and life satisfaction (JS&LS).

The model's regression coefficients show that all of the variables, including Student identities and Role identities, as well as Career Development, have a significant impact on athletes' Job Selection and Life Satisfaction, implying that these variables have a direct effect on performance and job selection, i.e., increasing or decreasing any of these variables changes score performance.

#### **4. Discussion:**

The purpose of the study was to see how student identities, athlete identities, and professional development influenced job selection and, as a result, life satisfaction among athletes.

Super's focus on the necessity of developing one's self-concept was one of his biggest contributions to professional development. In 1951, Super started the Career Pattern Study. A strong athletic identity is highlighted as a barrier for planning a future after sports, according to De Subijana (2015), and a multi-dimensional identity will assist an athlete with a successful transition to the conclusion of a sports career. On the other hand, a strong academic drive will counteract the detrimental effects of a strong athletic identity.

Anderson (2004) discovered that athletic identity is linked to four factors: competence, muscular appearance, the significance of exercise, sports and physical activity, and encouragement from others when designing the 21-item Athletic Identity Questionnaire. The more time spent participating in sports, the stronger one's athletic identity will become. According to researchers, athletes with a strong athletic identity are also more prone to ignore other parts of their lives. S. Chen, S. Snyder, and M. Magner (2010). This research backs up the previous work.

Van Rens (2018) discovered studies with contradictory findings. A survey conducted by Sturm in 2011 revealed no negative correlation between academic and athletic identities, but a survey conducted by Yukhymenko-Lescroart in 2018 found a positive correlation.

There are currently few researches that look at how student and athletic identities are linked to academic and athletic performance indicators among student-athletes. Those who achieve and live their sporting prime believe their athletic identity is critical to their sense of self. In contrast, those who have passed their sporting prime say the value of athletic identity has diminished with time, and it is simpler to focus on other areas.

## **5. Conclusion:**

Super (1957) expressed that an individual's profession arranging happens in five phases over their lifetime. As indicated by Super, moving starting with one area then onto the next requires refining one's capacities, interests, and qualities, which results from self-discovery and identity development. Lally and Kerr (2005) conducted interesting research that revealed how participants' career goals, athletic identities, and student identities evolved throughout their university education.

Participants' early professional intentions were hazy, and they had no clear route to follow. These findings are consistent with Hartley's and Brown's findings that students may participate in their academic and athletic roles. Still, their athletic involvement may allow them to pursue non-athletic career alternatives. Compared to other students, student-athletes who participate in revenue-generating sports are more likely to have a strong athletic identity. Students who have better career development options have better job selection and life satisfaction.

As a result, it is argued that student identities, athlete identities, and career development choices have a major impact on athletic performance, job selection, and career development.

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