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Collegiate Level Student-Athletes Identity and Academic Success

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Collegiate Level Student-Athletes Identity and Academic Success

Collegiate Level Student-Athletes Identity and Academic Success.

A Synthesis of the Research Literature

A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Physical Education)

by

Alex Richardson

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Collegiate Level Student-Athletes Identity and Academic Success

THE COLLEGE AT BROCKPORT
STATE UNIVERSITY OF NEW YORK
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Title of Synthesis Project: Collegiate Level Student-Athletes Identity and Academic Success.

Cathy Houston-Wilson

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Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

Cathy Houston-Wilson

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Table of Contents

Title page.....1

Abstract.....4

Chapter 1.....5

Chapter 2.....8

Chapter 3.....10

Chapter 4.....20

References.....23

Appendix.....25

Abstract

The purpose of this synthesis is to review the literature on collegiate level student-athletes identity and academic success. The articles that were reviewed helped to answer two questions which were, what kind of identity do student-athletes typically associate with and what are the factors that drive them to that identity, and do student-athlete's have better GPA's and academic success during their seasons or in their offseasons. Delimiting factors were used to limit research which yielded 10 articles. It was discovered that most student-athletes typically will adapt a student identity over time instead of an athletic identity because of the slim chances of going pro. It was also revealed that student-athletes have better success in their offseasons than during their season.

Keywords: Athletic performance, academic achievement, student-athlete, Division III

Collegiate Level Student-Athletes Identity and Academic Success

Chapter 1 – Introduction

Student-athletes at a collegiate level are recognized as students who participate in competitive, organized, sports that are sponsored by the college they're enrolled in. Student-athletes cannot participate in their school's sports programs if they do not meet the school's academic requirements. Therefore, it is important to recognize what success means for these student-athletes. According to Nichols, Lough, and Corkill (2019), the main academic successes measured are indicated as graduation rates and the GPA's of students-athletes. Athletic success is much trickier to define. Many studies have used subjects such as roster spots/depth charts, level of competition, and individual accolades. Along with successes comes the identity in which these student-athletes align with. Athletic identity is the way an individual thinks and feels like an athlete and is the main indicator of an athlete's self-esteem. Academic identity is associated with academic commitment, perseverance, and performance (Van Rens, Ashley, & Steele, 2019). A student-athletes success and failure in the classroom and on the field will have some sort of impact on the identity in which they rely on. Regardless, Van Rens, Ashley, & Steele agree, both academic and athletic identities are beneficial to student-athletes' overall well-being.

Athletes commonly continue to pursue athletics after high school and into college for their own personal experiences. A number of studies being conducted on the topic of student-athlete success show that athletes engaging in sports can have positive educational experiences that are favorable to their personal and academic growth (Nichols, Lough, & Corkill, 2019). This continuation of student-athlete experiences into their collegiate careers helps solidify the identity a student-athlete chooses. Among all other things, student-athletes are typically young adults that are continuing to find themselves through their everyday activities. A general identity that student-athletes many times adapt to is an athletic identity because of the passion sports bring

Collegiate Level Student-Athletes Identity and Academic Success

about. This may play a large role in creating their identity because of the sport they're involved in that helps enforce their personal development with leadership, confidence in accomplishing goals, and resiliency (Nichols, Lough, & Corkill, 2019).

Although student always comes before athlete in the phrase, "Student-athlete", that has not always been the case in the past. However, Kelly, et al, (2018) suggests that most student-athletes are now properly reflecting the phrase more than ever. This is due to an increase in discipline in the classroom which translates to an increase of discipline on the field.

Statement of the Problem:

Student-athletes have high expectations placed upon them in the class room and on the field. As students first, and athletes second, these young adults are constantly challenged within their own structure of school, sports, and where their identity lies within their own choices. Specifically, understanding student-athlete experiences and how they identify themselves from their success can lead to a greater understanding of how they develop throughout their collegiate careers and can lead to further research in the future.

Research Questions:

1. What kind of identity do student-athletes typically associate with and what are the factors that drive them to that identity?
2. Do student-athletes have better GPA's and academic success during their seasons or in their offseasons?

Statement of Purpose:

Collegiate Level Student-Athletes Identity and Academic Success

The purpose of this synthesis is to review the literature on collegiate level student-athletes identity and academic success.

Operational Definitions:

1. Academic Achievement/Success – The fulfillment of a schools graduation rate or a students GPA at or above the eligibility requirement.
2. Student-Athlete Identity – Identity that is influenced by the students academics and/or athletics to form their way of thinking and development.
3. Collegiate Student-Athlete – A participant in competitive sport sponsored by the college and NCAA. These participants are students first and athletes second

Delimitations:

1. All articles focused on student-athlete performances in college.
2. All articles were published between 2008-2020.
3. All articles were peer reviewed and in full text.

Collegiate Level Student-Athletes Identity and Academic Success

Chapter 2 – Methods

The purpose of this chapter is to review the methods used to review the literature on collegiate level student-athletes identity and academic success. The studies collected for this synthesis were located using the EBSCO database from The College at Brockport's Drake Library. Within the EBSCO database the following databases were searched: SPORTDiscus and Academic Search Complete. Within these databases a total number of 10 articles met the criteria for inclusion as part of the critical mass within this literature review. In order for an article to meet the criteria for selection in this synthesis it must have been published between 2008-present, this will provide the synthesis with the most up to date and current information available. Other criteria for selection included scholarly and peer reviewed articles that were full-text. Having scholarly and peer reviewed articles provides more validity within the articles and better overall quality. Other articles or sources selected as part of this literature review provided context about the topic, background information and supplemental information to complete the review. All articles and sources are appropriately cited in the reference section of this paper.

In order to gather valuable articles for this synthesis certain keywords and phrases were used when searching the data-base. The first keywords searched was Athletic Performance, Academic Achievement, and Division III, that resulted in 2 number of hits. These first few phrases were chosen to find the most concentrated and focused articles on the topic. The second keywords searched were only Athlete Performance and Academic Achievement which resulted in 58 hits when shortening the window of publication date to 2010 – 2020. Using these two phrases gave more options to choose from when searching for quality articles. Lastly, Student-Athletes and Academic Achievement fulfilled the 10 articles necessary for research after revealing 72 hits with a shortened publication date from 2010 – 2020 again. Just simply using the

Collegiate Level Student-Athletes Identity and Academic Success

phrase, “student-athletes” helped with providing a little bit of a different selection to choose from when searching for articles.

Articles that were selected for use in this synthesis were scholarly and peer reviewed articles that were full-text. Also, when selecting articles for use in this synthesis it was important that each article selected had valuable information regarding student-athletes, their academic performance and the identity they choose to associate with.

Specific criteria were used in order to be a part of the literature review. All of the articles selected were based on the athletic performance’s impact on academic achievement in the collegiate level. Participants in the studies reviewed were all student-athletes in a college setting.

For this synthesis a total number of 10 articles were used to compile data on the topic of Athletic and academic performance and the identity of these athletes. Articles came from a variety of journals including; Journal of Sport Behavior, Journal of Intercollegiate Sport, Sport Journal, The Sport Psychologist, College Student Journal, Ethics and Behavior, Journal of Issues in Intercollegiate Athletics, and Social Science Quarterly.

The critical mass for this synthesis is comprised of 400,793 student-athlete participants. Within the 10 articles used for the literature review there was a total of 230,259 males athletes, and 170,534 female athletes.

Data were analyzed using the following methodologies for the studies under review (ANOVA, Analysis of a census, MANOVA, Academic Progress Rate (APR), Standard Deviation, Quantitative & Qualitative analysis approach, & Chi-square tests)

Collegiate Level Student-Athletes Identity and Academic Success

Chapter 3

Review of Literature

The purpose of this chapter is to review the literature on collegiate level student-athletes identity and academic success. In reviewing the literature, there are three topics that led to the main focus of the research. In particular the following topics will be reviewed: student-athletes perception, academic achievement/success, and student/athlete identity.

Student-athlete Perception

Parsons (2013) examined how student-athletes thought professors perceived and treated them at a private NCAA Division II university. The study consisted of 178 male and 74 female athlete participants. All participants were undergraduate students and were surveyed with closed and open-ended questions. This was an anonymous paper and pencil survey during random times. The study was voluntary and the participants could stop taking the survey any time. The data was analyzed through chi-square tests and then were transcribed through the SPSS software to examine the participant responses compared to the expected responses. These responses were coded and categorized into emergent themes. The study finished by concluding that participants did care about their academics. The reported GPA of each student was comparable to the rest of the general student population. When an athlete had a class with a professor who had a negative attitude towards athletes, only a few participants dropped the course, did not attend class, or focused more on their sport. Two-thirds of the athletes even chose to work hard to show they were good students.

Baily and Bhattacharyya (2017) investigated the top and bottom competitive sports teams to determine which teams performed notably better academically. Data collection was

Collegiate Level Student-Athletes Identity and Academic Success

running from 2012-2013 academic year for four-year NCAA DI schools. There were 17 men and women teams utilized for 34 total sport teams used for the study. The Academic Progress Rate (APR) was used for the sports teams to track the academic progress and success of student-athletes. To calculate APR, student-athletes are given points for staying in school and academic eligibility (at or above 2.5 GPA), then each team's score is divided by the total number of points a team could have had and multiplied by 1000. A team receiving a score of 1000 means every student-athlete maintained eligibility, and returned to school for the next term. A score below 930 would mean that a team is no longer eligible for competition in a post-season. A one-way ANOVA, mean APR and standard deviation were used as well to reveal that the top athletic teams performed better academically compared to the less successful sport teams. This study holds significance for universities with strong athletic programs because of the scrutiny they're usually facing as a result of poor academic achievement from their athletes. Since little evidence has been given on athletes performing much worse academically than general students, significant focus can be put towards comparing athlete to athlete.

Nichols, Lough, and Corkill (2019) looked into DI FBS sport programs and how they differed from one another in mindset, personal growth initiative, and student-athlete experiences. This study was created to examine academic and athletic performers abilities with psychological development behavior frameworks. Data were collected from 331 (135 males and 189 female) student-athletes from 6 universities. Sport, gender, academic standing, and race/ethnicity were the categories used to separate data. This study also carried more upperclassmen such as juniors, seniors, and some postgraduates than younger classman. Qualtrics was used for the surveys. Collection of the data took 14 weeks to complete. A two-way MANOVA took over the analyzation of the internal factors (mindset, personal growth, and student-athlete experiences)

Collegiate Level Student-Athletes Identity and Academic Success

and academic and athletic performances. High academic performers had much greater academic experiences than the low academic performers. Surprisingly, there were no significant connections between academic and athletic performances for student-athletes mindset. In addition to that, there was nothing noteworthy for academic and athletic performers on personal growth initiative or student-athlete experiences. It was determined that the only real differences in high and low academic and athletic performers on the frameworks of mindset, personal growth, and student-athlete experience was from academic experiences. High academic performers maintained more academic experiences in comparison to student-athletes with worse academic performances.

Academic Achievement/Success

McElveen and Ibele (2019) investigated the relationship between intramural and division III sport participation to retention and academic success in first year collegiate students. Both athletic and recreational college programs can aid students in their transition to college life by engaging them with a community and providing them the opportunity to be around more peers. There were 568 first year students that were put into four groups for analysis: no participation, student-athlete, intramural participant, and participants in both. Retention rates were based on fall 2014 first year students that enrolled in fall 2015 semester. Pearson's χ^2 analysis was also used to examine the variance in retention rates. The authors used GPA and credit hours earned from fall 2014 to spring 2015 as the definition of academic success. A one-way MANOVA was used to relate mean GPA and credit hours. MANOVA showed that there were no statistical differences in academic success from the participant groups. Retention rates were not significantly impacted either but the intramural group retained a higher rate than student-athletes (5.83%) and an even higher rate than the no participation group (10.48). This study did include

Collegiate Level Student-Athletes Identity and Academic Success

gender, athletic sport participation, GPA, and credit hours earned. When the results for retention rates came back for student-athletes it was driven by the 95.45% from female student-athletes while the retention rate for males was significantly lower at 76.79%. This examination shows that intramural and DIII sport participation does not negatively affect first year student's GPA or credit hours earned. However, this study did demonstrate a positive correlation between retention and intramural and DIII sports.

In addition, Scott et al., (2008), conducted a study to examine whether or not there's a difference in GPA and credits earned by student-athletes during their season vs. their offseason for all three divisions. The expectation was that high levels of competition place more stress on student-athletes which makes it tougher on them to perform in the classroom. Student-athletes could not be in the study if they were multisport athletes and could only be involved if they were within their first three semesters to avoid any timing conflict. For DIII athletes, the authors had to contact FARs (Faculty Athletics Representatives) to gain academic data since it is not mandatory for DIII institutions to post. Once approved and agreed to send data, GPA's of 3,143 DIII student-athletes was available for use. Sample *t* tests were used to see the differences and similarities in student-athlete GPA's and credits taken during and after their sport seasons. In the analysis, DIII student-athletes had slightly lower GPA's in season (2.93) than they did in their offseason (3.00). DII schools were also invited to participate in the data collection for research. Using the Academic Tracking System (ATS), tracking academic performance from student-athletes came forward much easier than DIII data did. A direct result from a sufficient put in place system resulted in 92 schools and 11,815 DII student-athletes participated in the study for the researchers. Nevertheless, the results of DII schools performing better academically in the offseason was again the trend. Offseason GPA's were 2.87 and in season GPA's were 2.83.

Collegiate Level Student-Athletes Identity and Academic Success

Along with that, there were less credits taken on average during the season than the offseason as well (0.4 less credits). Finally, DI institutions delivered academic data by way of the Academic Performance Program (APP). This is a mandated data submission that the NCAA requires of its institutions, which in-turn is a benefit for the authors of this study. 50,099 student-athletes were utilized when conducting the *t* tests for DI schools. The DI students averaged 0.03 lower GPA in season than when they were out of season. This was also the result of lower credit hours earned in-season than in their offseason. It was thought that structure of one's sport would bring about easier transitions of academic success but in these studies alone of each division, that was never the case regardless of how small the difference was.

Alternatively, Kelly, et al., (2018) explored the most updated method of tracking an athletic program academic success (APR) and its impact on the academic and athletic lives of student-athletes in high profile sports. Each year teams are penalized due to poor academic progress. However, in 2012 it became a record number for collegiate sport programs that became penalized. This mainly effected DI men's high profile, large revenue generating basketball and football teams. The Academic Progress Rate (APR) is the easiest and most up to date monitoring system of a team's academic progress. The data for this research includes 248 football teams and 249 basketball teams from multiple DI schools. The analyses of this study only has its focus on male student-athletes in these high-profile sports because of the amount of revenue they generate, along with how poorly the athletes on these teams have done academically. The APR reform that was put in place was meant to help track and improve those sport programs academic success. Each athletics team is based on the 1000-point APR scale with a minimum score of 925 to remain eligible without penalty. The 925 standard represents 50% graduation rate. Eligibility and retention of student-athletes on each team makeup the point system. The authors used season

Collegiate Level Student-Athletes Identity and Academic Success

wins as a measurement for athletic success as well. Coaching change, power 5 (conference teams such as ACC, SEC, Big Twelve), NCAA subdivision (FBS or FCS) were also put into the equation in relation to each team's APR scores. Total, the first-year average for basketball was 922.04 APR score. This means that on average basketball teams fell below the minimum 925 score in 2004-2005. Football teams averaged 925.20 APR, which just barely was above the acceptance minimum. This was the first year of testing it though. In the final year of the study, basketball teams averaged 948.56 APR and football teams averaged 946.56 APR which were significantly better. Based on the progression of the study from year one to year 6, the APR reform that the NCAA put in place proved its significance for student-athlete academic development and success. This major improvement is done from expectations of school administrators being placed upon student-athletes with as much support as they need.

Student/Athlete Identity

Lu, Heinze, and Soderstrom (2018) looked at the characteristics associated with student-athlete identity salience. 17 universities and a total of 703 student-athlete's (31% male, 69% female) participated in a survey using Qualtrics survey software. The online survey was 10-15 minutes and ran from April until September 2016. The survey was composed of three parts; student-athlete identity salience and its connection with their experiences in sports and academics, open-ended qualitative questions on identity salience and conflict, and questions on their demographics. A 7-point Likert scale was used for the responses with categories from strongly disagree to strongly agree. Inductive approaches were used to analyze the qualitative data on identity salience and conflict. Researchers found that most student-athletes had generally high levels of athlete identity salience. However, student-athletes who had higher GPA's had stronger student-identity salience. Organizational and individual factors are related to identity

Collegiate Level Student-Athletes Identity and Academic Success

saliency. It was also noted that student-athletes with high student or high athlete identity saliency experienced identity conflict. Identity conflict can have implications for student-athletes task performance, future jobs, and mental health. Researchers have found that stress is a direct contributor of identity conflict as well. This research was very recent and therefore reflects young adult life as it is now. According to a number of scholars and practitioners, student-athletes face significant demands based on the many roles they have to take on and pressures that have increased overtime.

Beron and Piquero (2016) studied the relationship of athletic and academic identities and the correlation to student-athletes GPA for all three NCAA divisions. When conducting the study, the authors did separate student-athletes by division and by sex. The authors wanted to focus on this approach as opposed to the traditional and the popular graduation rates for academic success research. In this study, the GPA's for student-athletes for division I, II, and III were analyzed using ordinary least squares (OLS). A survey in 2006-2007 was used to collect data from 158,161 DI student-athletes (71,473 females & 86,688 males), 88,524 DII student-athletes (36,083 females & 52,441 males), and 156,108 DIII student-athletes (64,978 females & 91,130 males). This was from a total of 2,026 teams. Researchers chose 1-3 teams per school in each division to represent the study. 19,000 student-athletes were utilized to conduct the full study. Each variable in this study was based on student-athlete self-reported responses. The dependent variable was the student-athletes GPA's. Independent variable included four parts: sex of student-athletes, time that student-athletes spent on their sports by coach's discouragement of certain majors and if student-athletes spent two or more days away from their college from competitions/training, athletic identity, and academic identity. Analysis was done by OLS and a series of midpoints to transfer the letter grade from student-athletes' GPA's. The researchers also

Collegiate Level Student-Athletes Identity and Academic Success

tested across equations for significances between athletic identity and academic identity by sex. As a result, female student-athletes reported higher GPA's than males. Student-athletes that viewed themselves as athletes as opposed to students reported lower GPA's. Also, student-athletes who spent more time thinking about their sport or if they expected a professional sports career, they reported lower GPA's than their counterparts. Overall, researchers concluded that a student-athletes GPA is usually dictated or influenced by how they see themselves. There were no major findings on a student-athletes athletic identity and its effects on academic performance.

Alternatively, Van Rens, Ashley, and Steele (2019) conducted two studies for their research. The researchers examined the academic and athletic identities of 8 student-athletes in study one. In study two, the researchers looked into academic identity and the correlation between student-athlete academic performance and life satisfaction. In study number one, an email was sent to recruit the participants. 4 of the student-athletes used in the study were full-time students and the other 4 were part-time. Interviews were done to conduct the studies where the researches would record one-on-one. The interviews were semi-structured with open-ended questions to give flexibility and organization to the questions asked. For the analysis, the researchers transcribed the interviews verbatim and used the data management program NVIVO 11. Finally, they used an inductive approach to link themes for the athletes and existing theories. As a result, all participants reported that they could look past a professional sports life because of the probability of that happening and have begun to pursue their degree for their lives. Although this was the case, not all participants had the same mindset towards an academic identity. Outside pressures from parents to obtain a degree or pressure from sports programs to apply to universities was felt as well instead of the genuine feeling of an athletic identity. Luckily, all

Collegiate Level Student-Athletes Identity and Academic Success

participants reported being satisfied with their degree of choice, thus fueling their academic identity as opposed to an athletic one.

In their second study, the researchers aimed to get a better understanding of academic and athletic identities and the link with student-athletes overall well-being. Based off of what they learned in the first study, the expectations were academic identities would be better for student-athletes global life satisfaction. Using 86 participants (50% male and female), 79 of them were full-time students and 7 of them were part-time students. The Academic and Athletic Identity Scale (AAIS) was utilized to distinguish student-athletes academic or athletic identities. This consisted of participants rating their sense of self on a 1-7-point scale to give the authors a true sense of who each student-athlete is. ANOVA's were used to analyze data of academic and athletic identity scores based on competition level in sport, life satisfaction, academic achievement, and correlation analyses of both identities. As a result, there were significant differences between international competition levels and local levels for athletic identities of student-athletes. Local level athletes didn't have nearly as much athletic identity as international athletes did. However, there were no big changes in academic identities for athletes in any of the levels of competition. The research indicated that athletic identities are always carried with student-athletes in one form or another. However, an academic identity is significant in searching for academic achievement and overall well-being.

In addition, Proios (2013), looked into student-athlete identity development prior to becoming collegiate student-athletes. The specific purpose of this article was to examine moral orientations, athletic identity, and social orientations and the effect they have on athletes prepping for college. Proios utilized 140 gymnastic athletes (29 boys and 111 girls) for the study with ages ranging from 8 to 17. Consent was given from the coaches of each team and the

Collegiate Level Student-Athletes Identity and Academic Success

parents from each athlete that participated in the study. Moral Orientation was measured by Moral Orientations Students in Physical Education Questionnaire (MOSPEQ) which was a 9-point Likert scale. Athletic identity was measured by Athletic Identity Measurement Scale (AIMS), and consisted of 7 statements that athletes had to answer based on their perception of their identity. Social goal orientation was measured by three subscales; coach praise, friendship, and group acceptance. This had a 5-point Likert scale for rating. The participants scored the highest in coach praise than friendship or group acceptance for social orientation. For moral orientation, it is acknowledged that experiences, and stimulating experiences specifically help anyone to develop their moral orientation faster than without many experiences. In addition to that, the hypothesis of an athlete's role can impact the way an athlete acts in multiple settings. Identity can play a large role in jump starting the moral functions of young adults and into collegiate settings. However, it has not been clearly proven that athletic identity has direct impact on moral orientation. The conclusion of this is that more development, athletic identity, and social goal orientation contribute to one another in a variety of ways and share detailed traits.

Summary

The purpose of this chapter was to review the literature on collegiate level student-athletes identity and academic success. The first part of this chapter reviewed the perceptions, experiences, and expectations of student-athletes in all three divisions of the NCAA. The second part was based on the way student-athletes achieve academic success given the added pressure of sport and academic responsibilities. Finally, the third part of this chapter focused on student and athletic identities as they relate and develop for each individual student-athlete lifestyle over time. The literature that was reviewed gives insight and several perspectives towards student-athlete overall pressure and academic struggles.

Chapter 4**Results, Discussion and Recommendations for Future Research**

The purpose of this chapter is to present the results of the review of literature on collegiate level student-athletes identity and academic success and how these results align with the purported research questions which guided this synthesis project. In addition, recommendations for future research as it relates to collegiate student-athletes identity and their success are presented.

The results of this review of literature revealed that a student-athletes identity has tremendous weight placed on it due to the pressure and responsibilities given from academics and athletics. Although athletics and the success that comes with it are almost always a choice and a privilege rather than a right, many athletes feel they need athletics for an escape, or for pure passion and love for the sport. The academic side of student-athlete's everyday lives are the necessity though, and indicates that a student identity is what most gravitate towards because of the slim odds of making it to the pros athletically.

Discussion**Interpretations**

As part of this literature review, several research questions were posed. The first research question, what kind of identity do student-athletes typically associate with and what are the factors that drive them to that identity. Academics and the necessary success needed from it to continue participating in a sport have to be the main priority, therefore has caused most student-athletes to eventually associate themselves with a student-identity mindset. The second research question was, do student-athletes have better GPA's and academic success during their seasons or in their offseason. Along with the student-identity mindset, student-athletes have been known

Collegiate Level Student-Athletes Identity and Academic Success

to have higher academic success in their off-season's as opposed to their in-season grades. There have sometimes been assumptions that the structure of sport creates an easier academic environment for students, but given the work load, the data in articles suggest otherwise.

Implications

When evaluating the information associated with student-athlete identities, it is suggested that the student identity is the most preferred by students and the more successful academically than an athletic identity would be. From understanding this, coaches and athletic administrators need to make more of an effort to consistently maintain structure of their academic expectations, especially in the beginning of each semester. Doing this will constantly remind athletes that academics should always come first regardless of their talent level. Together coaches, administrators, and professors can maintain high academic achievement of all student-athletes that apply themselves fully to any program put in place to help them succeed.

Recommendations for Future Research

In reviewing the data base on collegiate level student-athletes, the following limitations were noted regarding the studies under review; scholarships that influenced student-athletes to go to a certain school that may have had a direct impact on their academic success, student-athletes with jobs, and older adults that went back to school to become student-athletes. Based on these limitations and other insights related to the literature the following recommendations for future research should be considered:

1. Understanding the many stressors that are associated with student-athletes, especially at large revenue generating schools.
2. Investigate the different strategies associated with time management for a student-athletes with and without jobs.

Collegiate Level Student-Athletes Identity and Academic Success

3. Research on athlete and student identities and it's development over time for all people of all ages.

Summary

The purpose of this literature review was to investigate collegiate level student-athlete's identities and academic success. Delimiting variables were used to do an exhaustive data-based search which yielded 10 articles. These articles were then systematically used to determine the findings in collegiate level student-athlete's identities and academic success. Research revealed that student-athletes typically associated with the student identity over athlete identity because of the lesser chance of going professional in their sport and because of the opportunities that their academics have given them. The research also showed us that academic success was harder to come by when the student-athlete was in-season than out of it.

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Collegiate Level Student-Athletes Identity and Academic Success

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Collegiate Level Student-Athletes Identity and Academic Success

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
Miltiadis Proios	Athletic Identity and Social Goal Orientations as Predictors of Moral Orientation	Ethics & Behavior	To investigate the relation among moral orientations, athletic identity, and social goal orientations.	The researcher had a separate meeting with each team's group of parents and after the scope of the research was explained, their permission was required in order for their child to participate	A multivariate analysis of variance was used to examine the influence of age, gender, type of sport, sport division, and school performance on moral orientation scales.	The result concerning the fact that there are no significant differences among the types of sport is consistent with the findings of other studies establishing, at the same time, that the traits of gymnastic sports similarly affect the athletes' moral development.	The investigation of the relationship of moral and social goal orientations and the self-concept in sport is the main purpose of the present study. This purpose was set because moral development, as well as achievement goal and athletic identity, according to the literature, constitutes psychological constructs sharing specific cognitive, social, motivational, and behavioral traits.

Collegiate Level Student-Athletes Identity and Academic Success

<p>Brianna Scott, Thomas Paskus, Michael Miranda, Todd Petr, & John McArdle</p>	<p>In-season vs. Out-of-season Academic Performance of College Student-Athletes</p>	<p>Journal of Intercollegiate Sport</p>	<p>The primary purpose of this model was to determine whether GPAs change over the course of a student-athlete's time in college</p>	<p>Contacted 400 DIII FAR's (Faculty Athletics Representatives), via email to gather term-by-term academic data</p>	<p>Analysis of a census</p>	<p>Division III student athletes were found to have a slightly lower semester GPA in-season than they did out-of-season. Across all cases, the average in-season GPA was 2.93 and the average out-of-season GPA was 3.00</p>	<p>The results from this study revealed that, at least for a small group of Division III institutions, student-athletes tended to have lower GPAs even though they were taking fewer credits during their playing seasons.</p>
<p>Marissa Nichols, Nancy Lough, & Alice Corkill</p>	<p>Exploring Success: Variations in Division I Student-Athlete Academic and Athletic Performance</p>	<p>Journal of Issues in Intercollegiate Athletics</p>	<p>The purpose of this study was to explore differences in internal factors related to student athlete success among NCAA Division I Football Subdivision (FBS) high and low academic</p>	<p>Primary data was collected from 331 Division I FBS student-athletes representing six institutions within the Pac-12 and Mountain West conferences located in the Pacific Northwest, Pacific</p>	<p>A two-factor Multivariate Analysis of Variance (MANOVA)</p>	<p>This study's findings coincide with previous studies that found meaningful interactions and investment with peers outside of the athletic department as</p>	<p>The primary research question determined the only differences between high and low performers on the three frameworks (academic and athletic Mindset, PGI, and SAEI) was in academic experiences. Namely, high academic performers had more academic experiences compared to low</p>

Collegiate Level Student-Athletes Identity and Academic Success

			and athletic performers.	Southwest, and Desert Regions. A nonprobability sampling method, or convenience sampling, was used for this study.		important to academic success	academically performing student-athletes.
Sarah Bailey & Mouchumi Bhattacharyya	A Comparison of Academic and Athletic Performance in the NCAA	College Student Journal	Investigating the Academic Progress Rate (APR) of college athletes	Data was collected from the 2012-2013 academic year for NCAA Division I schools.	A one-way ANOVA was run to investigate whether there was a significant difference in these six categories in terms of the average APR.	This resulted in a p value of 0.0029, which indicated that the top athletic teams also performed better academically compared to their bottom counterparts.	The findings of this study are important for universities with strong athletic performances, as these institutions are often under scrutiny in regards to the academic achievement of their athletes. Because little proof has been given on athletes performing significantly less academically than their non-athlete counterparts, more attention can be focused on comparing athlete to athlete
Fleur E.C.A. Van Rens, Rebecca A. Ashley, & Andrea R. Steele	Well-Being and Performance in Dual Careers: The Role of Academic and Athletic Identities	The Sport Psychologist	To examine the student-athletes academic and athletic identity in conjunction to their performance	In Study 1, we aimed to gain a contextual understanding of the academic and athletic identities of student-athletes using a qualitative approach. In	ANOVAs were conducted to explore differences in academic and athletic identities based on	The results of Study 1 and 2 converged in that athletic identity was reported as more central to student-athletes'	The combined findings of the current research, however, indicate that academic identity is an important determinant of academic attainment and well-being of Australian student-athletes and is not associated with competitive

Collegiate Level Student-Athletes Identity and Academic Success

				Study 2, we used a quantitative approach to investigate associations among academic and athletic identities, academic performance and sport-competition levels, and domain-specific life satisfaction	sport-competition levels, and correlational analyses	overall sense of self compared with their academic identity. However, the qualitative results suggest that student-athletes may divest from their athletic identity when facing sporting setbacks or when approaching athletic retirement	sport-performance levels achieved by student-athletes. Therefore, we recommend that researchers and practitioners investigate and facilitate the development of strong, self-determined academic and athletic identities among student-athletes.
Kelly Christopher, Shane Soboroff, Andrew Katayama, Matthew Pfeiffer, & Michael Lovagila	Institutional Reforms and the Recoupling of Academic and Athletic Performance in High-Profile	Sport Journal	This research investigates whether the most recent means for monitoring a team's academic success (APR), has led to changes in the	First is a dataset we constructed that included team APR for Division 1 FBS football and Division 1 basketball programs. We added additional data from 89	Academic progress rate. Each athletic team's APR score is based on a 1000-point scale with a 925-point minimum standard. This	Findings provide evidence that institutional demands are affecting both types of programs and that football and basketball teams are	Data appear to support continued efforts at academic reform and suggest a link between success in the classroom and on the field. Future research is needed to establish whether reform achieves these effects in the manner intended—coercing coaches to increase the focus on the

Collegiate Level Student-Athletes Identity and Academic Success

	College Sports		academic and athletic outcomes of high-profile football and basketball teams.	Division 1 basketball teams, including APR scores, wins, conference affiliations and coaching changes to the dataset for analyses of the effects of APR on basketball programs alone.	standard represents an approximate 50 percent graduation rate under current federally mandated methodology. The APR calculation allocates points for eligibility and retention of current student-athletes.	responding to similar institutional demands.	importance of player's student role.
McElveen & Ibele, Kelly	Retention and Academic Success of First-Year Student-Athletes and Intramural Sports Participants	Recreational Sport Journal	The purpose of this investigation was to compare the relationship of intramural sports and Division III athletic participation to retention and academic success in first-	The research team obtained a database from the institution's office of institutional research of a first-year student cohort (n = 568) that included gender, athletic sport participation,	Students were grouped into four categories for analysis: no participation, student-athlete, intramural participant, and participant in both athletics and	Recreation programs can be a strategic partner in providing a positive competitive outlet for both former high school and intercollegiate athletes.	There was no significant difference in academic success in first-year students among the groups. The results provide additional evidence that academic success is not hindered in first-year students who are involved in intramural sports

Collegiate Level Student-Athletes Identity and Academic Success

			year college students.	GPA, and credit hours earned.	intramural sports (both).		
Landy Lu, Heinze Di, Kathryn L, & Sara Soderstrom	Playing Multiple Positions: Student-Athlete Identity Salience and Conflict	Journal of Intercollegiate Sport.	The purpose of this study was to (a) gain insight into organizational and individual characteristics associated with identity salience, by examining student-athletes across universities; and (b) shed light on situations of identity salience and conflict for student-athletes.	We conducted a survey of collegiate student-athletes across 17 universities in the United States, using Qualtrics survey software.	Quantitative and qualitative analysis approaches.	In general, student-athlete respondents reported relatively high levels of athlete identity salience (M = 5.26, SD =.90). Also, student-athletes felt that dressing in team apparel had negative implications for the way they are treated by professors and classmates	Our results indicate that organizational and individual factors are associated with identity salience. Further, student-athletes with high student and/or athlete identity salience experience identity conflict, but our qualitative data suggest that the situations of identity conflict are different across these groups.
Jennifer Parsons	Student Athlete Perceptions of Academic	Journal of Sport Behavior	The purpose of this study was to examine how athletes	The participants were 252 athletes (178 males, 74	Chi-square tests were used to analyze the	Many of the findings indicated that the	The existence of a stigma did not appear to be as strong in the current study. Participants reported high

Collegiate Level Student-Athletes Identity and Academic Success

	Success and Athlete Stereotypes on Campus		believed professors perceived and treated them at a small, private, comprehensive NCAA Division II university.	females) selected by convenience sampling as current members of athletic teams at the university.	quantitative data sets and inductive analysis was used to develop themes from the qualitative responses	participants cared about success in the academic realm.	levels of academic interest, nearly full disclosure of their athletic identity, and generally favorable faculty perceptions and treatment.
Kurt Beron & Alex Piquero	Studying the Determinants of Student-Athlete Grade Point Average: The Roles of Identity, Context, and Academic Interests.	Social Science Quarterly	This study examines athletic and academic identity correlates with student-athlete (SA) GPA for not only DI but also DII and DIII SAs, separately by sex.	The GPAs of over 19,000 SAs across divisions are analyzed using OLS with covariates including athletic and academic indicators.	SAs separates by division, and separates by division and sex. Additional analyses were conducted for the revenue-producing sports.	As expected, females report a higher GPA than their male counterparts. As well, both DII and DIII SAs report higher GPAs than SAs from DI schools.	Recognizing the gaps in the literature surrounding academic performance among SAs across all the three NCAA divisions and sex, we used a large database of over 19,000 SAs to examine how a range of variables, including academic dedication, contextual circumstances, and self-appraisals, were related to an SA's GPA.