

RESEARCH HIGHLIGHTS

- College athletes making the transition from high school to university often experience typical motivational challenges inherent in novel learning environments, but are also managing competing demands between academics and sports that may impede their motivation.
- Attributional Retraining (AR), a motivation-enhancing intervention, encourages students to think about achievement outcomes in controllable ways and has been shown to remediate motivation and performance deficits for at-risk students (Parker et al., 2016, 2018).
- AR can promote positive academic performance and reduce course drop-out numbers for athletes with low levels of perceived control and high stress. It helps them to modify maladaptive ways of thinking about achievement outcomes, gain control over their academic courses, and motivate behavior change.

Student athletes, who typically perform in two very different competitive achievement settings, experience many diverse outcomes that impact achievement motivation.

QUESTIONS FOR PRACTICE

1. What are the motivational barriers experienced in college athletes at my university?
2. What are the effective motivation techniques that promote positive academic outcomes for college athletes at my university?
3. How can I promote adaptive thinking strategies to help athletes manage competing demands at my university?



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Reference:

- [Enhancing the academic success of competitive student athletes using a motivation treatment intervention](#)
- [Attribution-based motivation treatment efficacy in high-stress student athletes: A moderated-mediation analysis of cognitive, affective, and achievement processes](#)

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