

## RESEARCH HIGHLIGHTS

- Compared to females, male student-athletes perceive their classes of a lower value and report putting less effort into studying.
- As expected, academic identity is a strong predictor of academic persistence, effort, and motivation. Athletic identity is a negative predictor of academic effort.
- Student-athletes with harmonious passion toward sport persist in classes, exhibit high effort, see value/usefulness of their education, and perceive themselves academically competent.
- Obsessive passion toward sport and exclusive athletic identity are detrimental to academic success of student-athletes.
- Academic identity is an important predictor of academic effort, persistence, and motivation; student-athletes with a strong academic identification report high academic motivation regardless of the level of obsessive passion for sport.

*Participating in sports can enhance or hinder academic progress, depending on how and to what extent sport has been internalized by a student-athlete.*

## QUESTIONS FOR PRACTICE

1. Are student-athletes encouraged to define themselves by criteria other than sport?
2. What do coaches and athletic staff do to ensure that passion toward sport does not become all-absorbing for their student-athletes?
3. Does the athletic department create a supportive environment for student-athletes to excel in all aspects of their lives, including academic? What opportunities exist for student-athletes to be well-rounded, motivated, and persistent in aspects other than sport in their lives?
4. What does the athletic department do to encourage harmonious development of student-athletes, helping them explore and engage in various on- and off-campus activities?
5. How do athletic staff and coaches promote (or hinder) academic identity of student-athletes?



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Additional Resources:  
*Academic and Athletic Identity Scale*

<http://positivepsychologynews.com/news/kathryn-britton/2011072218629>

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