ACADEMIC PERSISTENCE, EFFORT AND MOTIVATION IN STUDENT-ATHLETES
The role of academic-athletic identity and passion toward sport

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.

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

RESEARCH FROM THE FRONT PORCH

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

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