

Culture of Athletics

Annotated Bibliography

Student-Athlete Knowledge Community Education Plan

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Articles Included

African American Student Athletes' Perceptions of Career Transition in Sport: a qualitative and visual elicitation. Harrison, K., & Lawrence, S. (2003).

Female and male student athletes' perceptions of career transition in sport and higher education: a visual elicitation and qualitative assessment. Harrison, K., & Lawrence, S. (2004).

The Influence of Student Engagement and Sport Participation on College Outcomes among Division I Student Athletes. Gayles, Joy Gaston, & Hu, Shouping. (2009).

Am I an Athlete or a Student? Identity Salience and Stereotype Threat in Student-Athletes. Yopyk, D.J.A., & Prentice, D.A. (2005).

Intercollegiate Athletes and Effective Educational Practices: Winning Combination or Losing Effort? Umbach, P.D., et.al. (2006).

Athletic identity: Hercules' muscle or Achilles heel? Brewer, B., Vanraalte, J.L., & Linder, D.E. (1969).

The Role of Gender Identities and Stereotype Salience With the Academic Performance of Male and Female College Athletes. Harrison, K., et.al. (2009).

Quantifying the Psychological Benefits of Intercollegiate Athletics Participation. Weight, E., et.al. (2014).

A developmental perspective on transitions faced by athletes. Wylleman, P., & Lavallee, D. (2004).

One Role or Two? The Function of Psychological Separation in Role Conflict. Settles, I.H., Sellers, R.M., & Damas, A. (2002).

A Theoretical Analysis of Academic and Athletic Roles. Snyder, E.E. (1985).

Examining Academic Role-Set Influence on the Student-Athlete Experience. Bell, L.F. (2009).

Culture of Athletics Annotated Bibliography

Harrison, K., & Lawrence, S.
(2003).

**African American Student
Athletes' Perceptions of
Career Transition in Sport: a
qualitative and visual
elicitation.**

Race Ethnicity and Education,
6, 4, pp 373-394.

DOI:
10.1080/1361332032000146384

This paper explores 26 African American NCAA Division II student-athletes perceptions of their athletic career transitions. The authors used the Life After Sports Scale (LASS) to qualitatively and quantitatively analyze seven different domains that influence perceptions of the career transition process, focusing on the qualitative portion of that assessment for this paper. The study uncovered five major themes that influence the perceptions of the African American student-athletes on the career transition process: Inspirational Imagery Validation, Academic and Athletic Success, Classroom Accomplishments, Family Devotion, and Life After Sports. The paper then discusses the limitations of these findings and suggests ways further explore the relationships between career development, athletic identity, and race/racial theories in higher education.

Culture of Athletics Annotated Bibliography

Harrison, K., & Lawrence, S.
(2004).

**Female and male student
athletes' perceptions of career
transition in sport and higher
education: a visual elicitation
and qualitative assessment.**

Journal of Vocational
Education & Training, 56, 4, pp
485-506.

DOI:
10.1080/13636820400200266

This paper explores 143 National Collegiate Athletic Association (NCAA) Division II student-athletes perceptions of their career transition processes. The authors designed and administered the Life After Sports Scale (LASS), choosing to explore the qualitative response section of this assessment to uncover reoccurring themes in the student-athletes responses. The results of this study showed 3 majoring reoccurring themes throughout the interviewee's responses: Career Path Well Planned, Balancing Academics and Athletics, and Positive Role Model. The paper expands on each of these themes and makes a call to student-athlete support services personnel to be more aware of the importance of these themes and how they relate to their experiences in career development in an effort to continue addressing the needs of student athletes as they transition out of sport. One limitation that was highlighted in the paper was that this study was a description of a male student athletes transition and that further studies are needed that will utilize a female visual profile with female participants, and a male visual profile with male participants. The authors also make the call to continue qualitative research designs to investigate the career transition process for the student-athletes.

Culture of Athletics Annotated Bibliography

Gayles, Joy Gaston, & Hu, Shouping. (2009).

The Influence of Student Engagement and Sport Participation on College Outcomes among Division I Student Athletes.

Journal of Higher Education, 80, 3, pp 315-333.

The article highlights the increasingly critical public opinion of collegiate athletics and examines whether National Collegiate Athletic Association (NCAA) Division I student-athletes benefit from student engagement and sport participation opportunities. Using the Basic Academic Skills Study (BASS) the authors measured student-athletes interests, attitudes, and academic skills; the BASS is made up of 3 components, the Progress in College (PIC), the Social and Group Experiences (SAGE), and the Mini-Battery of Achievement (MBA). The results from this study lead to multiple conclusions. First, student background characteristics tend to have limited influence on engagement in educationally purposeful activities. Second, engagement has positive and significant impacts on college outcomes for student-athletes, leading the authors to support that this population can benefit from increased college engagement much like the general student population. Lastly, the results suggest that the influence of student engagement on cognitive outcomes is conditional on the type of sport student-athletes participate in, signifying differential effects for student athletes in different sports. These findings positively add to existing literature about the experiences of college student-athletes. The authors concluded the paper by challenging higher education administrators and policy makers to stop considering the student-athlete population as homogenous and to intentionally engage high and low profile student-athletes in different types of activities to provide them with the desired affective and cognitive outcomes.

Culture of Athletics Annotated Bibliography

Yopyk, D.J.A., & Prentice, D.A. (2005).

Am I an Athlete or a Student? Identity Salience and Stereotype Threat in Student-Athletes.

Basic and Applied Social
Psychology, 27, 4.

DOI:10.1207/
s15324834basp2704_5

This article highlights the effects of specific tasks on the salience, or dominance, of competing athletic and student identities in National Collegiate Athletic Association (NCAA) student-athletes. The article begins by giving a brief background of what social identities are and how negative stereotypes can have detrimental effects on the performance of those individuals being stereotyped. The authors theorized that even though previous major studies had investigated the effects of gender and race on identity salience and performance that they could expect similar results from the student-athlete population as well. The first study reaffirmed the initial hypothesis of the authors, finding that student-athletes spend less time on academic endeavors than their peers, that student-athletes primed with their athletic identity before a math test performed worse than those primed with their academic identity, and finally that student-athletes primed with their athletic identity before taking a Self-Rating Scale had significantly lower self-regard than athletes primed with their academic identity. The second study again reaffirmed the initial hypothesis of the authors, showing that student-athletes generated more athlete-related words during their word completion assessment after they had completed a self-rating inventory than those student-athletes who had just completed a math test. These two studies are a testament to the remarkable fluidity of self-definition. In both studies the authors found that student-athletes do assume different identities depending on the task immediately at hand. The article concludes by noting that these identities are incredibly deep seeded and can be brought to the forefront of a student-athletes' unconsciousness by a simple question or reminder.

Culture of Athletics Annotated Bibliography

Umbach, P.D., et.al. (2006).

Intercollegiate Athletes and Effective Educational Practices: Winning Combination or Losing Effort?

Research in Higher Education,
47, 6, pp 709-733.

[http://www.jstor.org/stable/
40197573](http://www.jstor.org/stable/40197573)

This article discusses the current scrutiny that intercollegiate athletics has found itself under and continues into an analysis of data collected from The National Survey of Student Engagement (NSSE) to compare the collegiate experiences of student-athletes to those of non-athletes. The NSSE database is uniquely well suited for this study because of the foundation in established literature and theory that students learn more when they are engaged at reasonably high levels in a variety of educationally purposeful activities. The sample for this study includes a total of 57,308 undergraduate students, 7,821 student-athletes and 49,407 non-athletes with representation from 395 four-year schools. The study was designed to answer how, if at all, do the educational experiences of student-athletes compare with non-athletes, if the experiences of student-athletes differ from those of non-athletes, do these differences vary significantly by institution, and what is the relationship between the level of competition and engagement in good practices in undergraduate education, perceptions of the campus environment, and self-reported gains? To those ends the authors uncovered that student-athletes are as engaged as their peers in educationally meaningful activities, both male and female student-athletes report that their campuses provide more academic and social support than their non-athlete peers report, and both male and female student-athletes report greater gains than non-athletes, most significantly in the areas of personal/social development and practical competence. The article goes into depth about the differences in significance seen between the NCAA divisions and NAIA. Limitations of this study include the validity of self-reported gains, the limitation in the way in which the NSSE survey identifies student-athletes, the inability to determine the sports that the athlete respondents participated in, and an inability to control for self-selection. The study concludes by commenting on the differences of these findings compared to the medias representation of college athletics, and reaffirmed the need for more national level publications in this topic area.

Culture of Athletics Annotated Bibliography

Brewer, B., Vanraalte, J.L., & Linder, D.E. (1969).

Athletic identity: Hercules' muscle or Achilles heel?

International Journal of Sport Psychology, 24, pp 237-254.

This publication explored the influence of the "Athletic Identity" within the constructs of a multidimensional self-concept and the development of a research instrument to measure the athletic identity. Because many people attribute a large amount of psychological significance to their involvement in sport and exercise (Eldridge, 1983) the researchers were curious what the potential benefits and costs of such a strong athletic identity could have. This was discussed in an initial literature review within the article. To quantify the strength of an individual's athletic identity the researchers developed and validated the Athletic Identity Measurement Scale (AIMS), a ten question assessment with all ten items on Likert scales based with (Strongly agree) and (Strongly disagree). This ten item scale is published in the article. All 3 studies contained in the article showed statistically significant differences in individuals' athletic identity depending on their involvement in sport, non-athlete, recreational, intramural, and intercollegiate. With the validity of the instrument shown in 3 separate studies the practitioners discussed the use of AIMS to investigate the relationship between athletic identity to emotional disturbance during common transitions encountered by athletes in the hopes of being able to facilitate preemptive interventions for at risk athletes to help them develop and value competence in non-sport activities. AIMS may also be relevant to individuals that develop exercise addiction as well. They called for further research to determine the athletic identity constructs influence on sex role orientation, personality, sport performance, and exercise behavior.

Culture of Athletics Annotated Bibliography

Harrison, K., et.al. (2009).

The Role of Gender Identities and Stereotype Salience With the Academic Performance of Male and Female College Athletes.

Journal of Sport and Social Issues, 33, 1, pp 78-96.

The article explores the factors that trigger the experience of academic identity threat among college athletes who represent a stereotyped group within most of higher education. The article discusses how negative and positive stereotypes impact behavior as well as the importance of gender in identity threat processes among college athletes and an overview of identity threat cues in the classroom. The study looked at 88 college athletes (45 male and 43 female) enrolled at two large state schools. The participants were randomly assigned to the "athletic only prime" condition, the "academic-athlete prime" condition, or the "neutral prime" condition. Once primed the athletes took a 40-item verbal analogy test constructed from 32 SAT and 8 GRE verbal analogy items taken from practice manuals. What the researchers found was that the female college athletes performed more poorly on the test when subtle reminders of their athletic identity were made in the classroom. Beyond that the study showed that the female student-athletes performance suffered even more when they were primed with the "scholar-athlete" priming concept. The researchers hypothesized that this was because when primed with the "scholar-athlete" concept the female student athletes were attempting to overcome the threat of confirming the negative academic stereotype associated with college athletes but this in fact impeded their ability to do so. Oppositely when the male student-athletes were primed with their "athletic identity" they performed significantly better than those male student-athletes primed with either the "scholar-athlete" or "neutral" identity. The study was limited in its ability to address how the racial and ethnic identity of college athletes impacts their responses because of its small sample size of minority college athletes, specifically those who play revenue producing sports. Another important limitation was the studies lack of a female prime for the female student-athletes because there is evidence that when women are primed with their "female" identity they perform better on verbal tests (Shih, Pittinsky, & Trahan, 2006). More research is needed to provide insight into how cultural, contextual, and interpersonal factor influence the performance of stigmatized college students.

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Weight, E., et.al. (2014).

Quantifying the Psychological Benefits of Intercollegiate Athletics Participation.

Journal of Issues in Intercollegiate Athletics, 2014, 7, pp 390-409.

This article explores the impact that competitive athletics as a holistic educational experience has towards the fulfillment of the mission of higher education by comparing select psychological outcomes between current university students and varsity athletes. The selected psychological outcomes included achievement striving, self-discipline, toughness, leadership, self-esteem, teamwork, perseverance, courage, and social/emotional intelligence. The scales utilized had been refined and had demonstrated high reliability coefficients in previous empirical research. The study was inconclusive, there did not appear to be growth in the areas of measure for either athletes or non-athletes throughout their collegiate experiences. It was noted that it may not be realistic to expect to see change given the sampling and measurement techniques used in this particular study. What the study did find was that non-athletes indicated a greater ability to pursue opportunities than athletes, and that nonrevenue athletes indicated greater ability than revenue athletes. However, one perception of their athletic experience is that it could in fact be seen as a on large university opportunity and that this should not be overlooked. Another important finding of this study was that student athletes scored significantly higher on the scales of achievement striving, teamwork, leadership, valor, and perseverance, supporting much of the literature regarding the benefits of physical activity. Some limitations of this study included an overrepresentation of white females, particularly in the student-athlete population, a noted lack of revenue sport athlete representation, no longitudinal data, and only representation from Division I-FBS institutions. The authors called for future research to further define the intended learning outcomes of an undergraduate experience, how youth or high school engagement effects involvement and growth in college, and conducting a study that includes much better representation in the sample.

Culture of Athletics Annotated Bibliography

Wylleman, P., & Lavallee, D.
(2004).

A developmental perspective on transitions faced by athletes.

In M. Weiss (Ed.),
Developmental sport
psychology. Morgantown, WV:
Fitness Information Technology

This chapter from the textbook, Developmental Sport and Exercise Psychology: A Lifespan Perspective, takes an in-depth look at the major developmental transitions the high level athletes will encounter. It looks at the athlete's athletic, psychological, social, academic, and vocational development and explains why each of these distinct developmental areas is important as the athlete sport career develops. After defining the importance of these developmental areas the authors present a developmental model that takes a "beginning-to-end" perspective and reflects developmental and interactive nature of the normative transitions athletic, psychological, social, academic, and vocational levels. The author's then breakdown a case study of an athlete, applying the developmental model presented earlier. The entire model is aimed at facilitating an understanding of the role of developmental factors by linking them to the demands of a particular stage and transition. Two things that are needed to complete this model are more empirical research investigating the sport-, gender-, and culture-specific variations, and the linking of the demands of the particular stages and transitions with the resources available to the student-athletes to make each transition successfully.

Culture of Athletics Annotated Bibliography

Settles, I.H., Sellers, R.M., & Damas, A. (2002).

One Role or Two? The Function of Psychological Separation in Role Conflict.

Journal of Applied Psychology,
87, 3, pp 574-582.

DOI:

10.1037//0021-9010.87.3.574

This article explores how collegiate student-athletes view their academic and athletic role identities as separate from and interfering with each other. This study consisted of 200 intercollegiate athletes from a National Collegiate Athlete Association Division I institution. The athletes were given a questionnaire made up of the Athletic Identity Measure (AIM), 1 academic importance question, a 16-item measure of academic-athletic role conflict developed by Robert M. Sellers and Alphonse Damas Jr., the Rosenberg Self-Esteem Scale, the Perceived Stress Scale, and the Center for Epidemiological Studies-Depression Scale. Upon analysis the authors uncovered several correlations within the responses. First, they found that both academic and athletic roles to be very important to the subjects of this study and that this dual importance was linked to some level of distress, especially as athletes progress in their careers and become more involved in both academics and athletics. Second, the authors found that student-athletes who viewed being a student and being an athlete as separate roles benefitted from higher levels of psychological well-being. They hypothesized that this may be because a greater separation of roles may allow a student-athlete to focus better on the demands of the immediate task. When that clear boundary does not exist the student-athlete may always be multitasking, thinking about homework during practice and games during class possibly making it harder to meet goals and therefore producing a drop in well-being. The researchers found no gender differences within their results, only that student-athletes to whom being an athlete was a more important identity experienced lower well-being.

Culture of Athletics Annotated Bibliography

Snyder, E.E. (1985).

A Theoretical Analysis of Academic and Athletic Roles.

Sociology of Sport Journal,
1985, 2, pp 210-217.

This theory paper describes multiple role identities that students may undertake throughout their collegiate experience. The model put forth by the authors is built off of the convergence of two theoretical perspectives, symbolic interactionism and exchange theory, in an attempt to more completely explain the rationale behind student's social actions. The main roles explored by this basic model are the academic and the athletic roles of the collegiate student-athlete, and the interactions of these roles are based off of a simple 4-item box model based off of the commitment levels of the individual to the roles. Type I (scholar-athlete) is a student-athlete that is highly committed to both the academic role and the athletic role, assuming that this individual has the intellectual and physical ability and skill to balance both roles equally. Type II (pure scholar) is highly committed to their academic pursuits and shows little to no commitment to their athletic role. Type III (pure athlete) are individuals that are willing to devote all of their time and energy to their athletic pursuits, often creating a schedule that meets the minimum academic requirements while maintaining athletic eligibility. Type IV is a student who is neither committed to their academic or athletic roles, these individuals are often committed to the arts, vocational, or technical studies. As an introduction to role convergence and interactions this article does a nice job framing the different roles that college students may undertake in their careers and acts a good theory starting point when designing future studies in this area.

Culture of Athletics Annotated Bibliography

Bell, L.F. (2009).

Examining Academic Role-Set Influence on the Student- Athlete Experience.

Journal of Issues in
Intercollegiate Athletics,
Special Issue, pp 19-41.

This qualitative study looks at the student-athlete academic experience through the responses of 41 Division I-Football Bowl Subdivision (FBS) student-athletes. The study used role-identity as the theoretical framework and through this identified several key players in the academic role-set for student-athletes. The study identified coaches, athletic academic advisors, fellow athletes, nonathlete peers, faculty, and parents as the key players. From this study 3 major findings were reported, the first exposing concerns that student-athletes are receiving messages regarding the importance of a college degree but that major choice is irrelevant; second, bringing to light the extent of the positive role that athletic academic advisors can have on the student-athletes experience; third, highlighting the need to include and research further the role of parents in the academic role-set of student-athletes. The article includes in-depth discussion regarding the various influences that these relationships can have on the student-athlete's academic experience.