
*Am I an athlete or a student? Identity salience and stereotype threat in student-athletes*, examines the role identity salience has on task completion. Through the application of two studies, researchers examine the salience on both athlete and student identity. Participants in study 1 began by completing a questioner which “primed” them with student, athletes or no identity at all. (Yopyk & Prentice, 2005) After completing the questioner they were administered a math exam. In study 2, participants again given a questioner but were not primed with an identity before completing an additional questioners. As a result, researchers found that depending on the task presented, participants always come with multiple identities and often assumed a different identity when needed. However, when students were “primed” with an identity before completing the math exam, an impact could be seen.

I believe that this article is important to the field, particularly Student Affairs, because it provides practitioners with a good examination into the impact identities can have on a student. Specifically focusing on the impact student and athlete identity makes this article even more important. With many colleges and universities having a large population of athletes it is vital that practitioners have a better understanding of this specific student population.

I believe that this article is important to my study because it provides a good examination into the salience identities and how identities can impact a student. This research also provides me with a better knowledge of how identities can be used by or to
impact students, inevitably having an influence on their overall development. Finally I find this article to be beneficial because the research provides a good discussion on previous studies that have been done as it relates to student identity.

In the article college student athletes were examined to see how they respond to cues in a classroom environment that bring about negative stereotypes associated to academic performance. Students were given a questioner, priming them as an athlete or non-athlete before completing a test booklet. As a result, it was found that gender plays an important role when it comes to identity threat. (Harrison et al., 2009) More specifically, females perform at a poorer level when a link is made between their athletic and academic identities. Conversely, males were found to perform better on challenging test when only their athletic identity was primed. (Harrison et al., 2009) Overall the finding exhibited a correlation between stereotypes and academic performance.

I believe that this article is important to both academics and student affairs. Having an understanding of how negative stereotypes may influences a student are important when interacting with that specific group of students. Understanding that what may be perceived about a student has an impact them; can help you tailor your efforts to make those negative perceptions be positive impacts.

I believe that this article is important to my study due to the nature of its findings. I believe that the differences in findings as related to gender are very important. We see that although athlete identity may include both male and female, that identity can have a very different impact depending on gender. This is important because when looking at athlete identity and how this impacts development, I need to keep in mind that this development may be very different for both male and female athletes.

The following examination looks at academic and athletic motivations and how that impacted academic performance in student athletes. Researchers examined 211 athletes through an anonymous questioner. It was found that “this study contradict the argument that academic motivation is not related to academic performance.” (Gaston-Gayles, 2004, p.82) Additionally, this study found that the pursuit of a professional athletic career does not impact academic success.

This study is important to both Student Affairs and Academic Affairs. When developing new programs and services directed toward student athletes, consideration needs to be given toward this groups academic motivations. Additionally the research done in this study can help to define specific program related to academic motivations for different communities within the student athlete community.

I find this piece to be important to my study due the correlation I perceive between athletic motivations and athletic identity. I propose student’s athletic motivations are a piece of what comprises their identity as an athlete. Additionally I find this article to be important due to the sample of student that they used. The examination of 211 Division I athletes provides beneficial insight into the exact population I intend to focus on.

This study examined 538 Division I-A student athletes, questioning their treatment from faculty and other students. Students reported very few positive but many negative perceptions made by faculty and students such as the dumb jock stereotype, low intelligence, and little academic motivation. (Simons, 2007) Additionally, these negative perceptions become even more complicated when considering things such as race and gender in conjunction with athletic identity. Overall these negative perceptions and treatment have had a negative effect on college student athletes where they see themselves a devalued and automatically stereotyped in an academic environment due to their athletic identity.

This study is important to the field of Student Affairs and Academic Affairs because it provide direct reports from student athletes about their experiences. Provided with direct reports from this population allow for a better understanding of how they are being treated and what they are experiencing.

I find this article to be particularly important to my study due to direct reports made from the group of Division I-A student athletes. As the primary group for my study this provides me with useful insight into this group of students. I believe this report provides a good context for what students are faced with when navigating their academics, and touches on some of the measures they have taken to overcome these obstacles. Finally this is another piece in helping me understand how a student athlete’s identity is comprised and what factors influence this as well as their overall student development.

The study done in this paper directly examines athlete identity, specifically the dimensions of public and private aspect of an athlete’s role and their impact. The study was primarily done to create a survey that would consider and measure these two specific dimensions. Consequently researchers created the psychometrically scale, Public-Private Athletic Identity Scale; PPAIS, measuring these two dimensions.

I believe that although beneficial on some level, this work has far more benefit in areas directly related to sports. What I do find beneficial from this is that this work makes a distinction between the public and private aspects of athlete identity. I believe that this is of benefit because one needs to be aware of both of these aspects if the situation arises where a student is struggling in these areas and needs assistance.

I believe this work to beneficial to my current study in an indirect way. Although this study examines athlete identity, this is not specific to student athlete identity. Professional and retired athletes were included in the study. What I do find beneficial come with the comparison of the model developed in this study to other model that examines athlete identity. Until reading this study, I was unaware of the AIMS, AIMS-Plus, and AIQ Scales listen in the reading. Provided with the current research and discussion of the PPAIS, I will have an understanding of possible limitation in the aforementioned scales when I examine them.