

Collegiate Student-Athletes' Psychosocial Factors and Academic Achievement: A Meta-Analytic Review



Poster identified as a finalist for the Outstanding Graduate Student Poster Award

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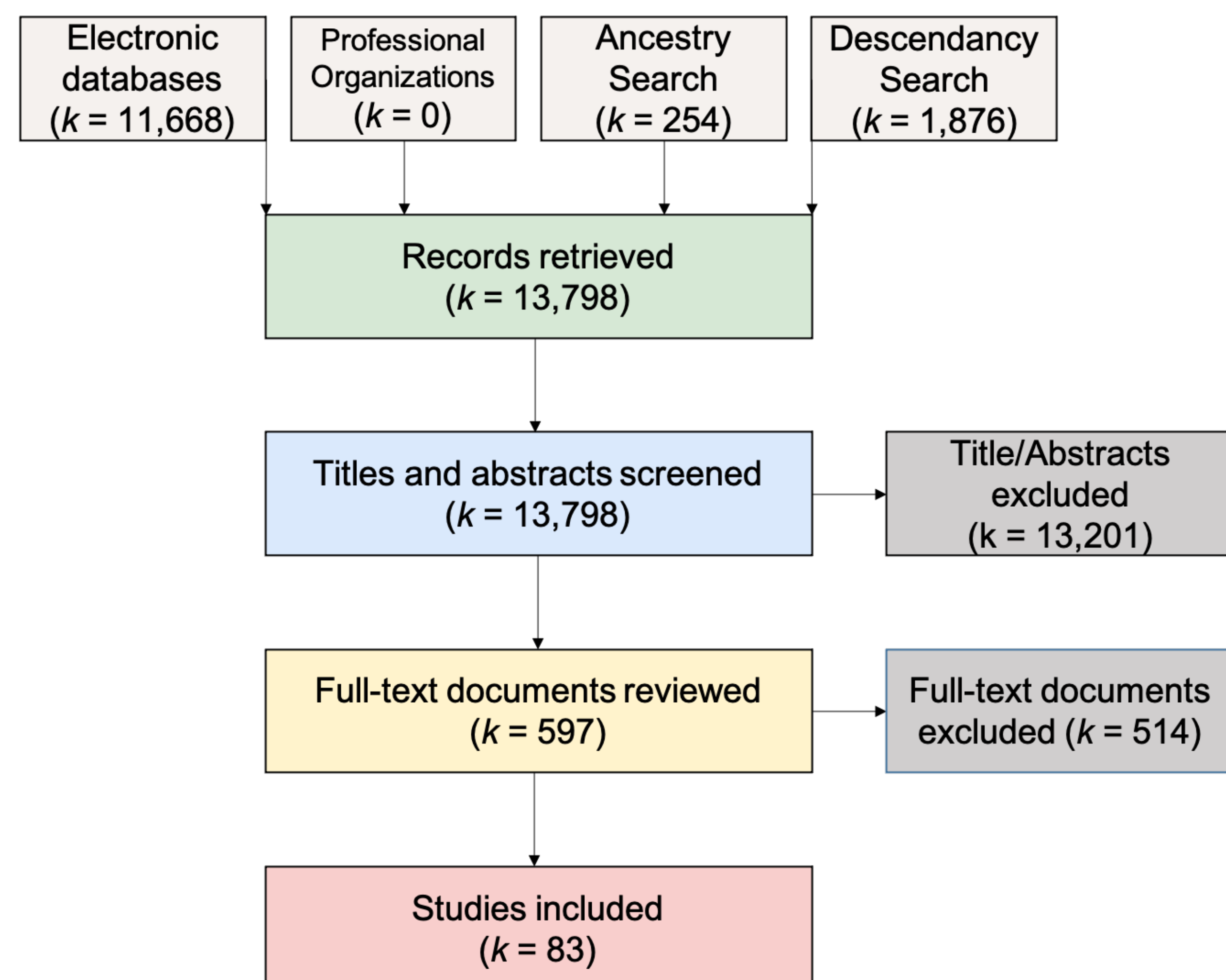
Introduction

Administrators, educators, and campus personnel strive for more holistic approaches to improve the academic success of collegiate student-athletes.

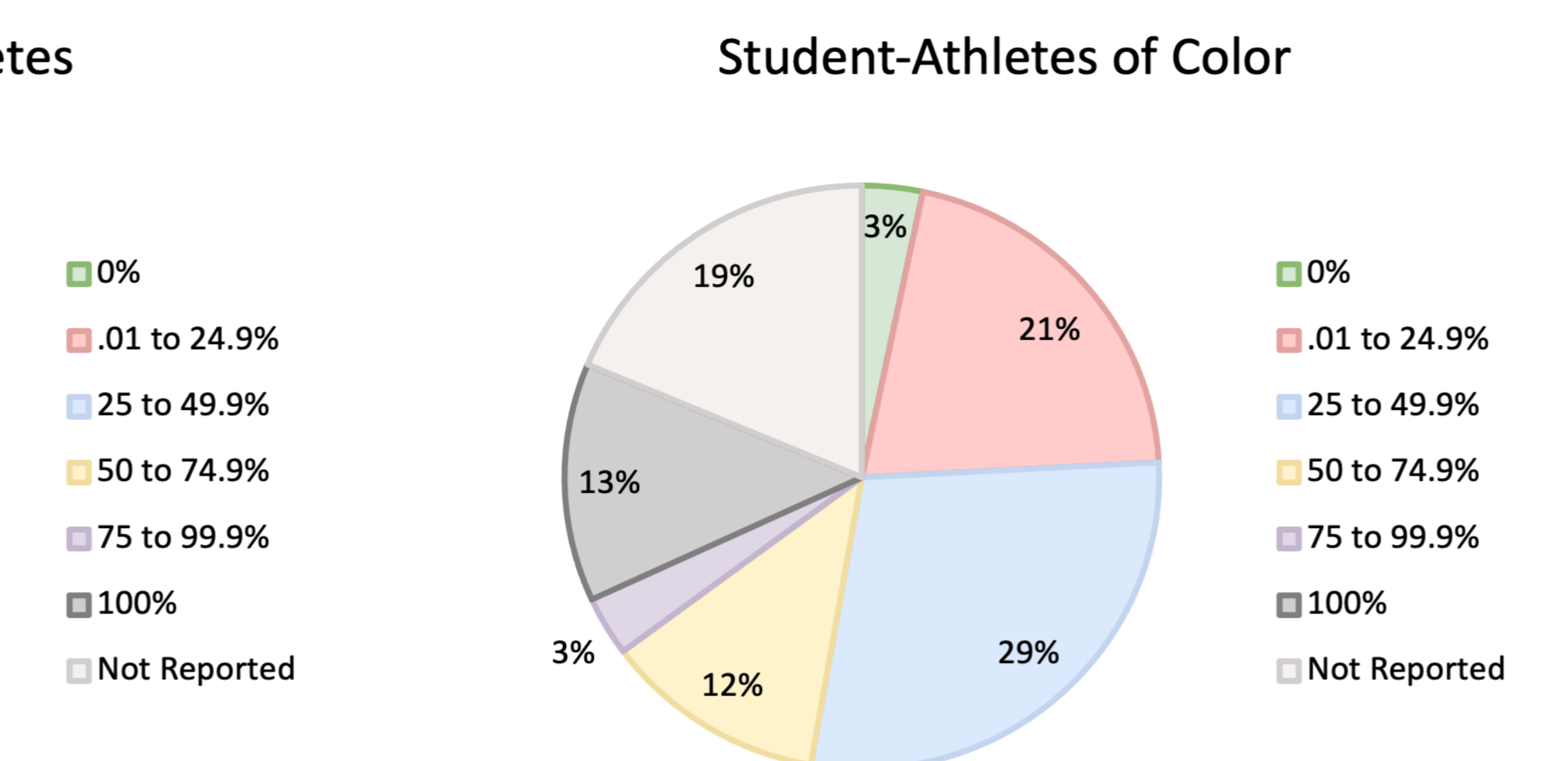
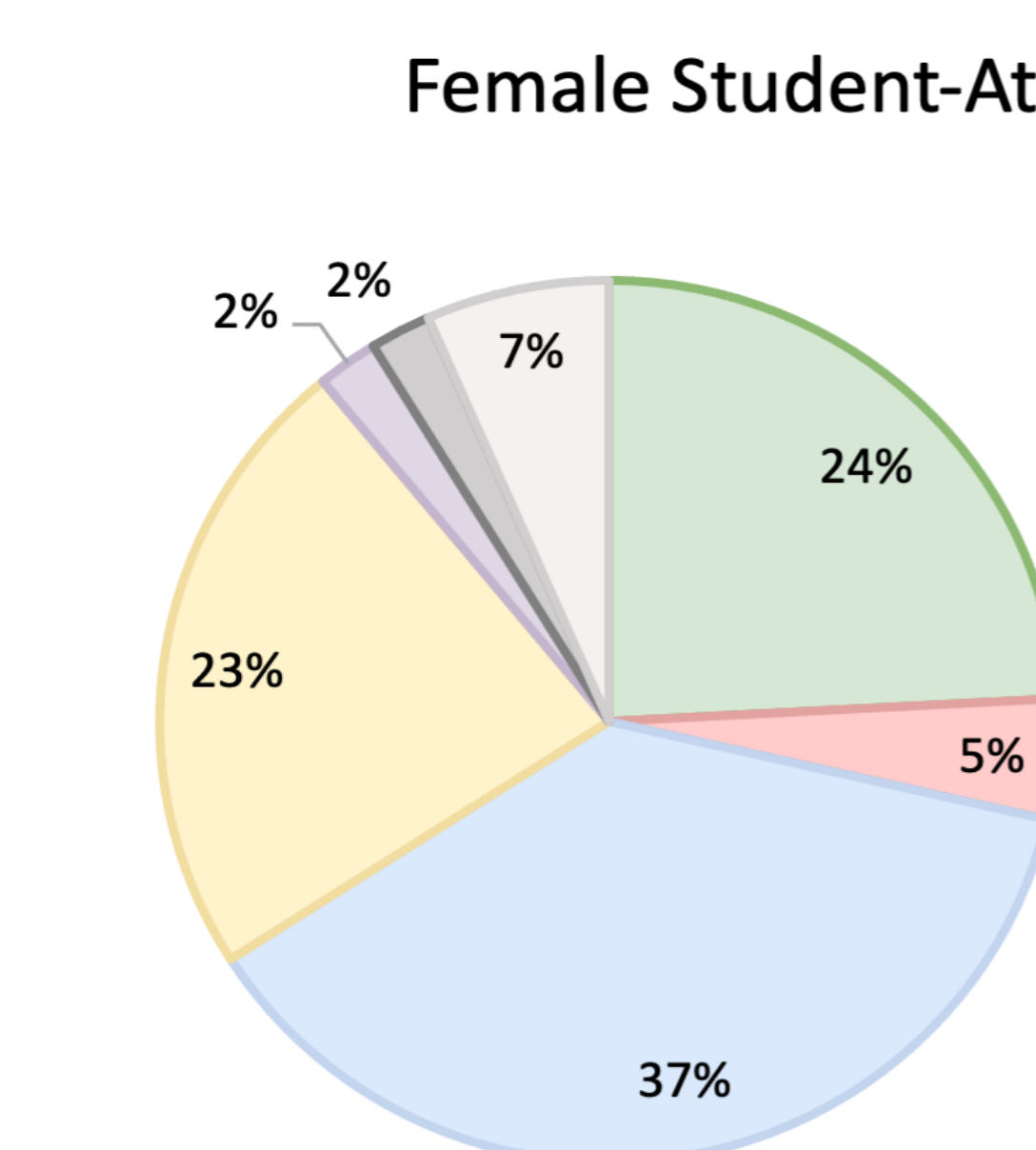
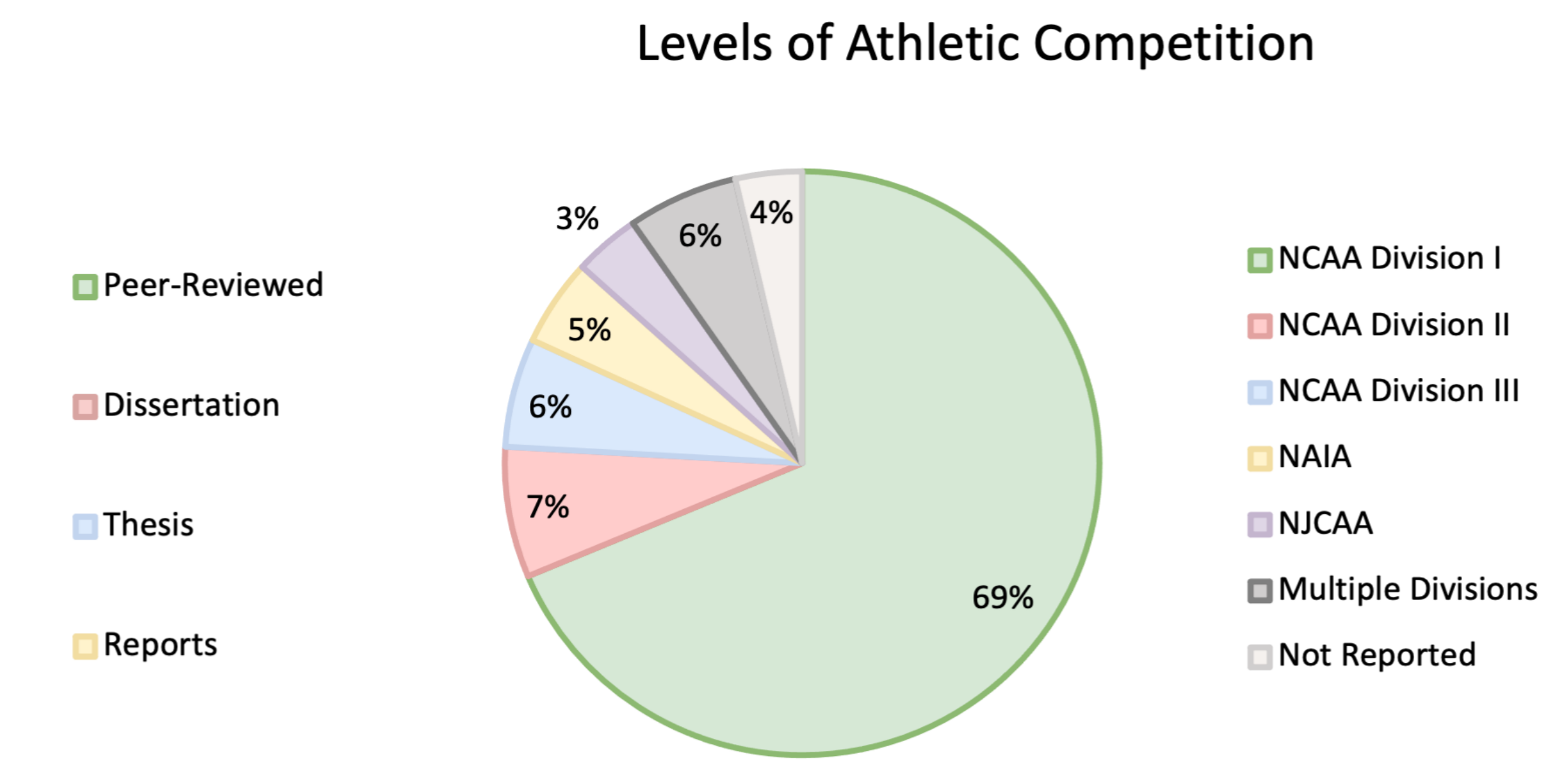
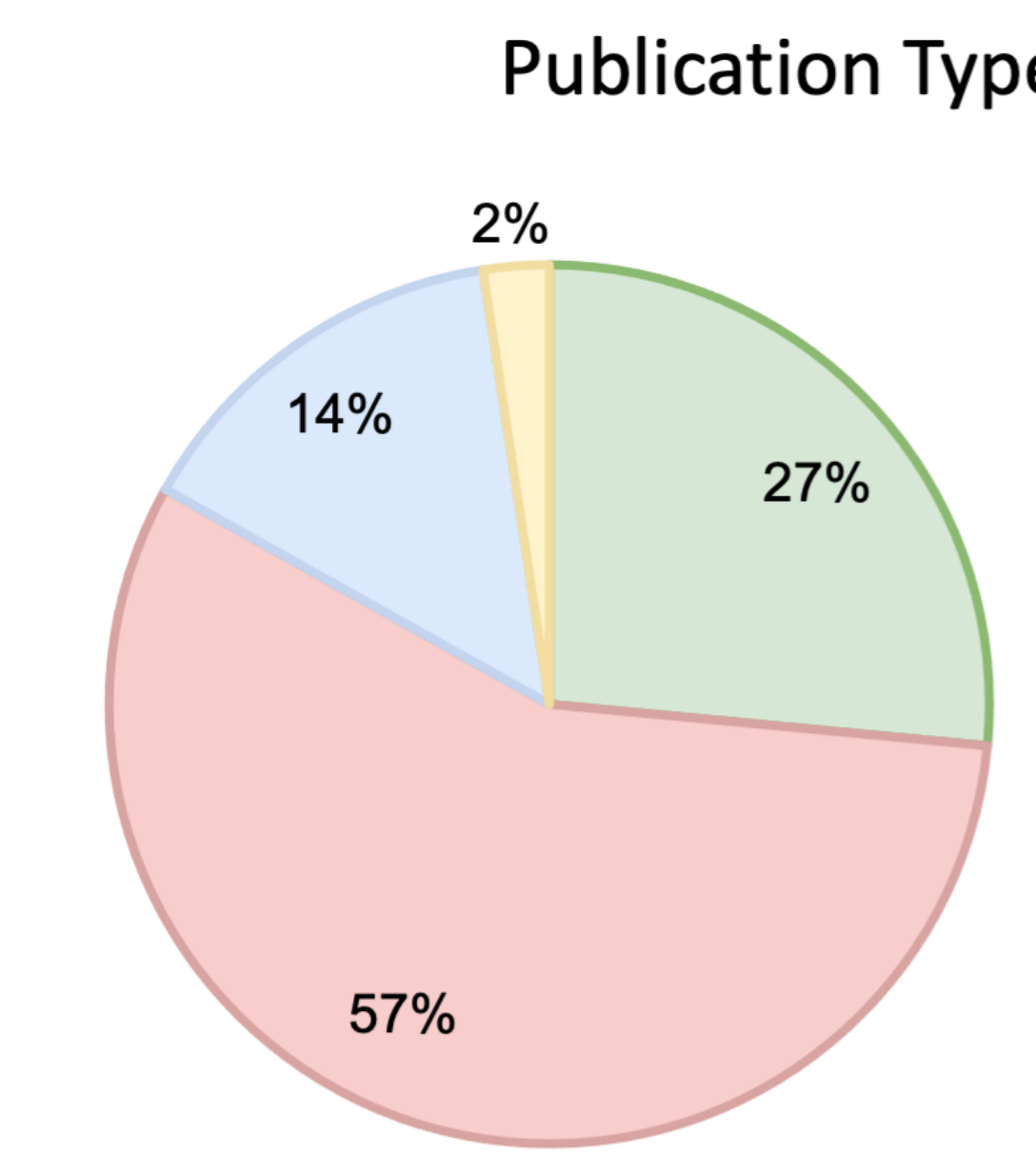
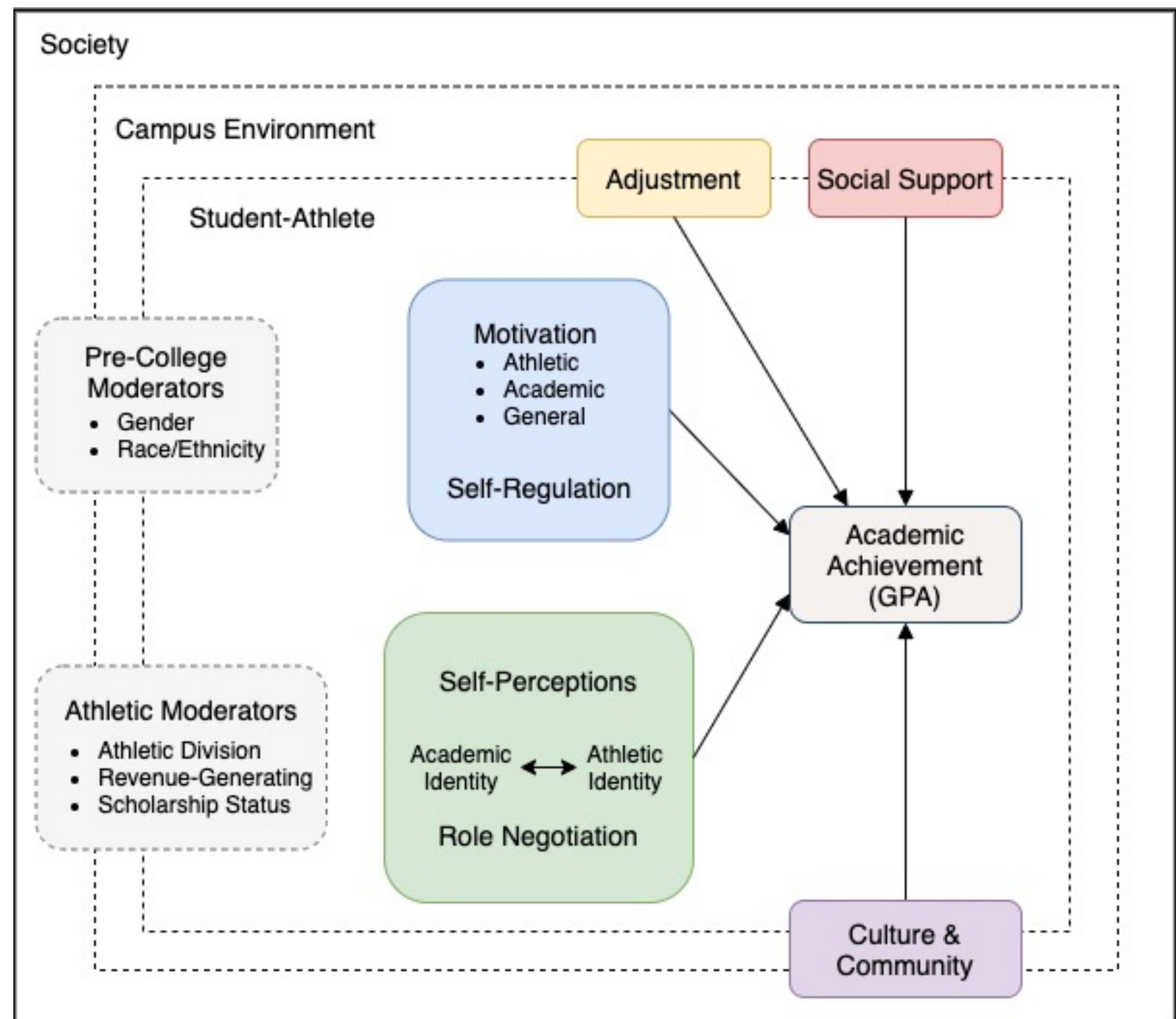
This meta-analytic study examines the relationships between psychosocial factors and academic performance of **91 U.S. collegiate student-athlete samples from 83 studies.**

Significance

The relationship between academic motivation and college GPA was significantly and negatively moderated by sample percentage of revenue-generating sports.



Academic identities and motivations plus social support factors positively impacted GPA. Athletic identities and motivations tended to decrease GPA.



Construct	No. of effects	k	r	SE	95% CI Low	95% CI High	Q	σ_1^2	σ_2^2
Athletic Identity	29	24	-.076*	.03	-.14	-.02	141.81	.06	.10
Academic Identity	27	22	.281***	.04	.19	.36	570.52	.13	.10
Role Negotiation	7	5	.178**	.04	.08	.27	41.79	.00	.07
Self-Perceptions	41	23	.154***	.03	.09	.22	162.88	.10	.08
Athletic Motivation	43	24	-.080*	.03	-.15	-.01	317.86	.12	.09
Academic Motivation	89	46	.232***	.02	.19	.28	458.65	.12	.07
General Motivation	82	15	.105**	.04	.03	.18	946.99	.10	.12
Self-Regulation	37	16	.233***	.04	.15	.32	295.84	.09	.14
Adjustment	82	33	.157***	.02	.11	.20	1172.73	.05	.12
Social Support	78	35	.102***	.02	.05	.15	1937.63	.08	.13
Culture & Community	29	9	.043	.04	-.03	.12	242.15	.00	.12