



RESEARCH

2023 Graduate Student Research Grant Recipients

Beyond the Fields and Courts: Enhancing Cultural Intelligence for Career Readiness and Social-Psychological Well-being among Student-Athletes

Paul Yuseung Doh, Texas A&M University

While the NCAA values advancing student-athletes' lifelong success and well-being, various cultural and inclusion issues have become prevalent due to the increasing population of international students and racial-ethnic minorities in NCAA institutions. One essential developmental capability of student-athletes is cultural intelligence (CQ), which is a key to functioning effectively in diverse cultural settings to athletic, academic, and social experiences. Therefore, the purpose of this study is to empirically examine the antecedents of CQ (openness, team climate, and institutional climate) and the expected benefits of enhanced CQ (communication effectiveness, engagement, career readiness, social and psychological well-being) across the three NCAA divisions.

Cultivating Leaders Beyond Sport: Athletes' Perceptions of Student-Athlete Advisory Committee (SAAC)

Karina Jolly, Troy University

Student-Athlete Advisory Committee (SAAC) is designed to include student-athletes in decisions that influence the NCAA and its member institutions. Along with providing insight on their experiences and influencing policy, SAAC participation enables student-athletes to transfer sport-specific skills to a professional setting. The purpose of this study is to explore the structural components and perceived value of SAAC participation as well as SAAC's influence on the leadership competencies of student-athletes. Findings will assist the NCAA in developing a greater understanding of stakeholder perceptions of SAAC experiences and benefits while informing initiatives to increase SAAC awareness and legitimacy at the campus level.

Exploring Empowerment Amongst Intercollegiate LGBTQIA2S+ Athletes Through Photovoice Analysis

Amanda Kaufman, Miami University (OH)

Empowerment refers to the sense of control one has over their life and has been strongly correlated to high self-esteem and self-efficacy (Pensgaard & Sorensen, 2002; Rogers et al., 1997). There is a lack of scholarship exploring the connection between empowerment and sport for LGBTQIA2S+ athletes competing in all levels of sport. The purpose of this qualitative research project is to examine the lived experiences of LGBTQIA2S+ student-athletes with a focus on the empowering or disempowering aspects of sports participation. Methods will include Photovoice, analysis of logbooks, and interviews. Participants will be current NCAA student-athletes identifying as LGBTQIA2S+.

Increasing Social Support Effectiveness to Improve NCAA Athletes' Collegiate Experiences

Claire Wanzer, University of Delaware

Relational communication literature identifies social support as being associated with athletes' improved satisfaction, anxiety management, well-being, and burnout reduction. This two-part study will first conduct in-depth interviews with NCAA athletes about the nature and type of interpersonal support they have received. These data will then be used in part two to develop a survey to quantitatively assess relationships between traits, contexts, and message features of effective social support and the strength of an athlete's identity. Results have implications for the provision of social support to student-athletes, with the goal of improving student-athlete mental health and satisfaction with their collegiate experience.

Effort-Reward Imbalance among Student-Athletes: Relationships with Exploitation, Well-being, Performance Satisfaction, Stress, and Burnout

Joseph M. White, The University of Memphis

Using the job-related effort-reward imbalance (ERI; Siegrist, 1996) model as a framework, this study will examine the relationships between levels of ERI and measures of well-being and athletic performance satisfaction among collegiate student-athletes, as well as whether stress and burnout mediate these relationships. Secondly, the study will explore the relationship between ERI and perceived exploitation among student-athletes, furthering our understanding of how differing NIL contracts, or lack of contracts, impact student-athletes. Higher ERI among student-athletes is anticipated to predict lower well-being and performance satisfaction, and higher perceptions of exploitation, providing insight for athletics departments and staff to improve student-athletes' experiences.