Student Athlete Stereotype Threat at Rice University
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Background
- Higher athletic identity predicted higher perceived stereotype threat (Feltz et al., 2013).
- Student-athletes who were primed for their student-athlete identity had lower academic self-regard scores and lower test scores than those who were primed for their student identity (Yopyk & Prentice, 2005).
- Student-athletes who were primed for their athlete identity attempted fewer problems in a timed test and had lower test scores than those in the no prime condition. Gender did not make a difference in either of these outcomes (Riciputi & Erdal, 2017).

Predictions
1. We predicted that there would be a significant main effect of athlete status; student-athletes would have a lower perceived intelligence score than non-student-athletes.
2. We predicted that there would not be a significant interaction between gender and athlete status.
3. We predicted that there would be a significant interaction of priming and athlete status; ratings would be higher for student-athletes in the primed group versus the non-primed group.

Method
- Participants completed a Qualtrics survey for course credit.
- Half of participants were randomly assigned to receive a priming condition, where they would be asked to read an article about the merits and skills of student-athletes in the workforce.
- Participants were then presented with eight short profiles about Rice students, and asked to rank them on a scale of 1-10 on a variety of traits relative to the average Rice student.
- Residential college, extracurriculars, and hobbies were varied across profiles while major and time spent working out was held constant.
- Ratings of intelligence, GPA, and dedication to academics were averaged to create a composite perceived intelligence score for each profile.

Results
- There was no significant main effect of athlete status on perceived intelligence, F(1,179)=0.194, p>0.05. Student-athletes (M=6.057) did not have a significantly lower perceived intelligence score than non-student-athletes (M=6.099).
- There was no significant interaction between gender and athlete status, F(1,179)=0.57, p>0.05.
- There was a significant interaction of priming and athlete status, F(1,179)=4.082, p<0.05. Student-athletes (M=6.078) in the primed condition had higher perceived intelligence scores than student-athletes in the not-primed condition (M=5.845).

Conclusions
- Gender is not a moderating variable for perceived intelligence of student-athletes.
- Emphasizing the positive attributes of student-athletes can change the perception of said athletes by their peers.
- The label of student-athlete is not enough to induce a negative stereotype. There must be some other variable which causes the known stereotype.

Future Work
- Future studies should investigate which traits of student-athletes are the causation of negative stereotypes. Profiles should vary beyond those of this study to hone in on the specifics of the stereotype.
- Future studies should also investigate the long-term effectiveness of the priming materials in changing the negative stereotype. The efficacy of these materials should also be investigated in professors.

References