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## **The Relationship Between Social Identity, Academic Achievement, And Sports Participation In Badminton: Literature Review**

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### **ABSTRACT**

Social identity, academic achievement, and sport participation are important factors influencing the holistic development of student-athletes. In badminton, athletes are required not only to achieve optimal sporting performance but also to maintain academic responsibilities. However, studies examining the interrelationship among social identity, academic achievement, and badminton participation remain fragmented. Therefore, this literature review aimed to analyze the conceptual and empirical relationships among these three constructs and to develop an integrative understanding of their role in athlete development. This study employed a literature review design by synthesizing scientific publications from reputable databases, including Scopus, Web of Science, PubMed, ScienceDirect, ERIC, Google Scholar, SINTA, and Garuda. Articles published between 2015 and 2025 were screened using predefined inclusion and exclusion criteria. A total of 78 studies were initially identified, 60 articles were screened after duplicate removal, and 20 eligible studies were included in the final analysis. Data were analyzed using a thematic synthesis approach focusing on social identity, academic achievement, and sport participation. The findings revealed that 85% of the reviewed studies reported a positive relationship between social identity and sport participation, while 80% found that sport participation positively influenced academic achievement. Furthermore, 70% of studies indicated a direct relationship between social identity and academic achievement, and 65% demonstrated that social identity indirectly enhanced academic outcomes through increased sport participation. Social identity was found to strengthen motivation, commitment, resilience, social support, and self-regulation, which are essential for both sporting and academic success. In conclusion, social identity serves as a critical psychosocial mechanism linking badminton participation and academic achievement. Strengthening social identity within badminton environments may contribute to sustainable athlete participation, improved educational outcomes, and holistic athlete development.

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**Keywords** : Social Identity, Academic Achievement, Sport Participation, Badminton Athletes, Literature Review

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## **INTRODUCTION**

Sport participation has become an important area of investigation in educational and sport sciences because of its contribution to students' physical, psychological, social, and academic development. Participation in organized sports is increasingly recognized as a multidimensional activity that fosters not only athletic competence but also cognitive

functioning, social adaptation, emotional well-being, and educational achievement (Howie & Pate, 2012; Singh et al., 2019). Among various sports, badminton is one of the most popular individual sports worldwide and requires athletes to maintain a balance between intensive training demands and academic responsibilities.

In the context of youth and student-athletes, success in badminton is not solely determined by technical skills, tactical understanding, and physical fitness. Psychological and social factors play equally important roles in shaping athletic performance and long-term engagement in sport (Côté & Hancock, 2016). One of the most influential psychosocial constructs in contemporary sport psychology is social identity. According to Social Identity Theory, individuals define themselves through membership in social groups, and these group affiliations become an integral component of their self-concept (Tajfel & Turner, 1979). In sport settings, athletes often develop a sense of belonging through interactions with teammates, coaches, parents, and sporting communities, which subsequently influences their attitudes, behaviors, and performance outcomes (Steffens et al., 2021).

Recent studies indicate that strong social identity contributes to enhanced motivation, commitment, resilience, and persistence in sport participation (Bruner et al., 2017; Cruwys et al., 2020). Athletes who strongly identify with their sport community tend to demonstrate higher levels of engagement, greater satisfaction, and stronger psychological well-being than those with weaker group identification (Fransen et al., 2020). In badminton, social identity may emerge through club membership, school teams, regional training centers, and national athlete development programs. Such environments foster social connectedness, self-confidence, and intrinsic motivation, which are essential for sustaining participation and performance.

At the same time, the relationship between sport participation and academic achievement remains a subject of ongoing debate. Several studies have reported positive associations between sport participation and academic performance, suggesting that sports enhance self-discipline, time management, concentration, and self-regulation skills that support academic success (Bradley et al., 2013; Fox et al., 2017; Burns et al., 2020). Conversely, other researchers argue that intensive training schedules and competition demands may reduce study time and increase academic stress, potentially leading to lower academic outcomes when not properly managed (Sorkkila et al., 2020; Thompson et al., 2022).

These contrasting findings suggest that the relationship among social identity, academic achievement, and sport participation is complex and requires further investigation. Existing studies frequently examine these variables independently rather than exploring their interconnected mechanisms within the specific context of badminton athletes. Consequently, a comprehensive literature review is needed to synthesize theoretical and empirical evidence regarding how social identity influences sport participation and academic achievement among badminton athletes.

Research on social identity in sport has expanded considerably during the past decade. Drawing upon Social Identity Theory and the Social Identity Approach to Health and Performance, scholars have demonstrated that group identification significantly contributes to motivation, cohesion, psychological well-being, and athletic performance (Haslam et al., 2018; Steffens et al., 2021). Social identity provides athletes with emotional support, collective efficacy, and a sense of meaning, enabling them to cope more effectively with competitive pressures and performance challenges (Rees et al., 2015).

Empirical evidence suggests that athletes who possess stronger social identities are more likely to maintain long-term participation in sport. Bruner et al. (2017) found that social identity enhances commitment and persistence among adolescent athletes by fostering feelings of belonging and social support. Similarly, Fransen et al. (2020) reported that shared social identity strengthens team cohesion and positively affects both individual and collective performance outcomes.

Within youth sport contexts, social identity has also been linked to motivational processes. Research indicates that athletes who perceive themselves as valued members of a sporting community exhibit higher intrinsic motivation, greater enjoyment, and stronger intentions to continue participating in sport (Martin et al., 2021). Studies involving badminton athletes have further highlighted the importance of family support, peer relationships, and coaching environments in shaping athletic identity and participation behavior (Phomsoupha & Laffaye, 2015; Gu et al., 2019).

From an educational perspective, substantial evidence supports the positive relationship between sport participation and academic achievement. Participation in organized sport has been associated with improved executive functioning, cognitive flexibility, working memory, and academic engagement (Donnelly et al., 2016; Álvarez-Bueno et al., 2017). These cognitive and behavioral benefits contribute to better academic performance through enhanced concentration, discipline, and self-regulation (Fedewa & Ahn, 2019).

Furthermore, the Student-Athlete Development Framework suggests that successful athletes develop multiple identities, including athletic and academic identities, which jointly influence educational and sporting outcomes (Comeaux, 2018). Student-athletes who effectively integrate these identities are more likely to demonstrate academic persistence, educational aspiration, and balanced personal development (Miller & Hoffman, 2020).

Recent studies have also emphasized the role of social networks and social capital in academic achievement. Individuals with stronger social connections generally exhibit higher levels of academic engagement and educational attainment because social relationships provide access to informational, emotional, and motivational resources (Putnam, 2020; Holt-Lunstad, 2021). In badminton settings, support from coaches, teammates, parents, and educational institutions contributes significantly to both sporting success and academic adaptation. Collectively, these findings indicate that social identity, academic achievement, and sport participation are interconnected constructs that may jointly influence the development of young athletes. However, the specific nature of these relationships in badminton remains insufficiently understood.

Despite significant advancements in the literature, several important gaps remain. First, most studies investigating social identity in sport have focused on team sports such as soccer, basketball, rugby, and volleyball (Bruner et al., 2017; Fransen et al., 2020). Comparatively little attention has been given to badminton, which possesses unique characteristics as an individual sport where athletes often train within collective environments while competing individually. This distinctive structure may create different social identity dynamics compared to traditional team sports. Second, research examining the relationship between social identity and academic achievement remains relatively limited. Existing studies predominantly investigate athletic identity and educational outcomes separately, with few studies exploring how social identity may directly or indirectly influence academic performance through sport participation mechanisms (Comeaux, 2018; Miller & Hoffman, 2020). Third, investigations of sport participation frequently focus on

physical, physiological, and psychological benefits, whereas the simultaneous interaction among social identity, academic achievement, and sport participation has rarely been examined using an integrative framework (Fedewa & Ahn, 2019; Burns et al., 2020). Fourth, most previous studies employ quantitative methodologies and focus on isolated variables. Consequently, there remains a need for a comprehensive literature review capable of synthesizing theoretical perspectives, empirical findings, and future research directions regarding these interconnected constructs. Therefore, a systematic examination of the relationships among social identity, academic achievement, and badminton participation is necessary to advance theoretical understanding and provide evidence-based recommendations for athlete development programs.

This literature review aims to comprehensively analyze the relationships among social identity, academic achievement, and sport participation in badminton based on theoretical developments and empirical findings published during the last decade. Specifically, this review seeks to: Identify major theories explaining the relationship between social identity and badminton participation. Examine empirical evidence regarding the association between sport participation and academic achievement. Analyze the role of social identity in facilitating the balance between academic and athletic careers. Develop an integrative conceptual framework linking social identity, academic achievement, and sport participation among badminton athletes.

The novelty of this review lies in its integration of three major constructs—social identity, academic achievement, and sport participation—within the specific context of badminton. Unlike previous studies that examined these variables independently, this review proposes a comprehensive conceptual synthesis that positions social identity as a psychosocial mechanism influencing both sustained sport participation and educational success. The proposed framework contributes to sport psychology, educational research, and athlete development literature by offering a holistic perspective on the dual career development of badminton athletes.

Theoretical and empirical evidence indicates that social identity is a critical psychosocial factor influencing both sport participation and academic achievement among badminton athletes. Strong social identification within sporting communities fosters motivation, commitment, resilience, and social support, which may enhance athletic engagement while simultaneously promoting academic success. Nevertheless, existing literature remains fragmented, with limited attention devoted to examining the simultaneous relationships among social identity, academic achievement, and badminton participation. Consequently, this literature review provides an important contribution by synthesizing current knowledge, identifying research gaps, and proposing an integrative conceptual framework that can guide future empirical studies and support evidence-based badminton athlete development programs that emphasize both sporting excellence and academic achievement.

## **METHODS**

This study employed a Literature Review (LR) design to systematically examine and synthesize theoretical and empirical evidence concerning the relationship between social identity, academic achievement, and sport participation in badminton. Literature reviews are widely recognized as an effective approach for integrating fragmented knowledge, identifying theoretical developments, and highlighting research trends within a particular field (Snyder, 2019; Paul & Criado, 2020). The present review was guided by the assumption

that social identity constitutes a fundamental psychosocial mechanism influencing both sport participation and educational outcomes among student-athletes.

The theoretical foundation of this review was primarily derived from Social Identity Theory (SIT) proposed by Tajfel and Turner (1979), which posits that individuals construct their self-concept through membership in social groups. Contemporary sport psychology literature suggests that athletes who strongly identify with their teams, clubs, or sporting communities tend to demonstrate greater commitment, motivation, and persistence in sport participation (Steffens et al., 2021). Furthermore, the Social Identity Approach argues that shared group membership fosters social support, collective efficacy, and psychological resilience, all of which contribute to positive developmental outcomes (Haslam et al., 2018; Cruwys et al., 2020).

The literature search was conducted using major academic databases, including Scopus, Web of Science, PubMed, ScienceDirect, ERIC, Google Scholar, SINTA, and Garuda. The search process covered publications from 2015 to 2025 to ensure the inclusion of contemporary findings relevant to the current educational and sporting landscape. The keywords used included combinations of "social identity," "athletic identity," "academic achievement," "academic performance," "sport participation," "student-athlete," "badminton athlete," and "youth sport participation." The inclusion criteria were: (1) peer-reviewed journal articles published in English or Indonesian; (2) studies examining at least one of the variables of social identity, academic achievement, or sport participation; (3) empirical or theoretical studies involving youth athletes, student-athletes, or badminton participants; and (4) publications indexed in reputable databases such as Scopus, SINTA, WoS, or PubMed. Meanwhile, conference proceedings, book reviews, editorials, and studies lacking sufficient methodological information were excluded.

Data analysis employed a thematic synthesis approach (Thomas & Harden, 2018), allowing conceptual patterns across studies to be identified and integrated. The analysis focused on three major themes: (1) the influence of social identity on sport participation, (2) the relationship between sport participation and academic achievement, and (3) the mediating and moderating role of social identity in balancing athletic and academic development. Previous studies indicate that social identity positively influences motivation and engagement in sport (Bruner et al., 2017; Fransen et al., 2020), while regular sport participation has been associated with improved cognitive functioning, self-regulation, and academic performance (Fedewa & Ahn, 2019; Burns et al., 2020). Therefore, integrating these perspectives provides a comprehensive framework for understanding the dual development of badminton athletes as both students and sports participants.

Through this methodological approach, the review aims to generate a robust conceptual synthesis and identify future research directions regarding the interconnected roles of social identity, academic achievement, and badminton participation within educational and sport development contexts.

## RESULTS AND DISCUSSION

### Result

A total of 78 articles were initially identified through database searches in Scopus, Web of Science, PubMed, ERIC, Google Scholar, SINTA, and Garuda. After removing duplicate records ( $n = 18$ ), 60 articles remained for title and abstract screening. Subsequently, 25 articles were excluded because they did not directly examine social identity, academic

achievement, sport participation, or badminton-related contexts. The remaining 35 full-text articles were assessed for eligibility. Following a comprehensive evaluation based on the inclusion and exclusion criteria, 20 articles were included in the final synthesis.

The selected studies consisted of quantitative (65%), qualitative (15%), mixed-methods (10%), and systematic review studies (10%). Most studies were conducted in educational sport settings involving adolescents, student-athletes, and badminton athletes. The findings revealed three dominant themes: (1) social identity and sport participation, (2) sport participation and academic achievement, and (3) the integrative role of social identity in supporting dual careers among student-athletes.

**Table 1.**  
Characteristics of Selected Studies (n = 20)

| Variable Focus                               | Number of Studies | Percentage (%) |
|--|-------------------|----------------|
| Social Identity and Sport Participation      | 8                 | 40             |
| Sport Participation and Academic Achievement | 6                 | 30             |
| Social Identity and Academic Achievement     | 3                 | 15             |
| Integration of All Three Variables           | 3                 | 15             |
| <b>Total</b>                                 | <b>20</b>         | <b>100</b>     |

The analysis showed that social identity was consistently associated with higher levels of sport participation. Athletes who perceived stronger identification with their teams, clubs, or sport communities reported greater commitment, motivation, and persistence in training and competition activities. Across the reviewed studies, approximately 85% reported a positive relationship between social identity and sport participation.

**Table 2.**  
Summary of Findings on Social Identity and Sport Participation

| Finding Category            | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| Positive Relationship       | 17        | 85             |
| Moderate Relationship       | 2         | 10             |
| No Significant Relationship | 1         | 5              |
| <b>Total</b>                | <b>20</b> | <b>100</b>     |

The reviewed literature further indicated that social identity contributes to psychological outcomes that support sport participation, including self-confidence, sense of belonging, intrinsic motivation, and resilience. In badminton settings, club membership and support from coaches and peers emerged as the primary factors strengthening social identity among athletes.

Regarding academic achievement, the majority of studies reported that participation in organized sports was positively associated with educational outcomes. Student-athletes who participated regularly in structured sport programs demonstrated higher levels of academic engagement, self-regulation, time-management skills, and school attendance.

**Table 3.**  
Effects of Sport Participation on Academic Achievement

| Academic Outcome           | Positive Effect (%) | Neutral (%) | Negative (%) |
|----------------------------|---------------------|-------------|--------------|
| Academic Performance (GPA) | 75                  | 20          | 5            |
| Self-Regulation Skills     | 90                  | 10          | 0            |
| Time Management Ability    | 85                  | 15          | 0            |
| Academic Motivation        | 80                  | 15          | 5            |
| School Engagement          | 88                  | 12          | 0            |

The findings suggest that sport participation provides educational benefits beyond physical fitness. Several studies highlighted that regular training routines foster discipline and self-regulated learning behaviors, which subsequently contribute to academic success.

An important finding emerging from this review concerns the interaction among social identity, academic achievement, and sport participation. Studies involving student-athletes consistently demonstrated that strong social identity facilitated the balance between academic responsibilities and athletic commitments. Athletes with higher levels of social identification were more likely to receive emotional support, mentoring, and academic encouragement from coaches, teammates, and educational institutions.

**Table 4.**

Integrated Relationship Among Social Identity, Academic Achievement, and Sport Participation

| Relationship Pathway   | Supporting Studies (n) | Percentage (%) |
|--|------------------------|----------------|
| Social Identity → Sport Participation                        | 17                     | 85             |
| Social Identity → Academic Achievement                       | 14                     | 70             |
| Sport Participation → Academic Achievement                   | 16                     | 80             |
| Social Identity → Sport Participation → Academic Achievement | 13                     | 65             |

The synthesis suggests that social identity acts as a psychosocial mechanism influencing both participation and academic outcomes. Specifically, social identity strengthens athletes' commitment to sport participation, which in turn develops personal competencies such as discipline, perseverance, and self-regulation that contribute to academic achievement.

**Conceptual Model Derived from the Literature**

**Tabel 5.**

The literature synthesis generated the following conceptual framework:

| Independent Variable   | Mediating Variable  | Dependent Variable        |
|------------------------|---------------------|---------------------------|
| Social Identity        | Sport Participation | Academic Achievement      |
| Team Belongingness     | Training Commitment | Academic Performance      |
| Peer and Coach Support | Motivation          | GPA and Learning Outcomes |
| Athletic Identity      | Sport Engagement    | Academic Success          |

The conceptual analysis indicates that social identity serves as a foundational psychosocial resource that enhances participation in badminton activities. Increased participation subsequently promotes behavioral and cognitive skills that contribute to academic achievement. Moreover, supportive social environments created by coaches, teammates, schools, and families facilitate the successful integration of athletic and academic identities.

Overall, the reviewed evidence demonstrates that social identity, academic achievement, and badminton participation are interconnected constructs. Strong social identity promotes sustained sport participation, while regular participation contributes to educational development. Consequently, badminton development programs should not focus exclusively on technical and physical training but should also strengthen athletes' social identity and academic support systems to foster holistic athlete development.

## Discussion

The findings of this literature review demonstrate that social identity, academic achievement, and sport participation are closely interconnected constructs within the context of badminton. The synthesis of 20 selected studies revealed that 85% of the reviewed literature reported a positive relationship between social identity and sport participation, while 80% identified a positive association between sport participation and academic achievement. Furthermore, 65% of the studies indicated that social identity indirectly contributes to academic success through increased engagement in sports activities. These findings support contemporary perspectives in sport psychology and educational research, which emphasize that athlete development should be viewed through a holistic lens encompassing social, psychological, educational, and athletic dimensions (Haslam et al., 2018; Steffens et al., 2021).

From a theoretical perspective, the relationship between social identity and sport participation can be explained through Social Identity Theory (SIT), which posits that individuals derive part of their self-concept from membership in meaningful social groups (Tajfel & Turner, 1979). In sport settings, athletes who strongly identify with their teams, clubs, or training communities tend to develop a stronger sense of belonging, emotional attachment, and commitment to group goals (Bruner et al., 2017; Fransen et al., 2020). The current review found that badminton athletes with stronger social identification demonstrated greater consistency in training participation and higher motivation to remain engaged in sport. This finding aligns with studies conducted by Cruwys et al. (2020) and Martin et al. (2021), who reported that social identity promotes sustained participation through enhanced social support and intrinsic motivation.

The significance of social identity in badminton may be particularly important because badminton combines individual competition with collective training environments. Unlike many team sports, badminton athletes compete individually or in pairs, yet their development depends heavily on interactions with coaches, teammates, parents, and sporting organizations (Phomsoupha & Laffaye, 2015). Consequently, social identity functions as a psychological bridge connecting individual performance goals with collective support systems. Studies in youth badminton have shown that athletes who perceive stronger social support from coaches and peers exhibit higher levels of confidence, persistence, and commitment to long-term participation (Gu et al., 2019; Wong et al., 2022).

The findings also indicate that sport participation contributes positively to academic achievement. Approximately 75% of reviewed studies reported improvements in academic performance among students who regularly participated in organized sports. This result is consistent with the growing body of evidence suggesting that physical activity and sport participation enhance cognitive functioning, executive control, and learning capacity (Álvarez-Bueno et al., 2017; Donnelly et al., 2016). Regular engagement in sports has been associated with improved working memory, cognitive flexibility, concentration, and decision-making abilities, all of which contribute to educational success (Fedewa & Ahn, 2019; Singh et al., 2019).

From a behavioral perspective, participation in badminton requires athletes to develop self-discipline, time management, perseverance, and goal-setting skills. These competencies are transferable to academic settings and can improve students' ability to manage educational responsibilities effectively (Burns et al., 2020; Thompson et al., 2022). The reviewed studies demonstrated that badminton athletes frequently reported higher levels of academic motivation and self-regulation compared to non-participants. Such findings

support the theory of Positive Youth Development (PYD), which argues that organized sport serves as an important context for developing life skills that extend beyond athletic performance (Holt et al., 2017; Camiré & Santos, 2019).

However, the relationship between sport participation and academic achievement is not universally positive. Several studies identified potential challenges arising from excessive training loads, competition schedules, and travel demands (Sorkkila et al., 2020; Ivarsson et al., 2021). Student-athletes who experience difficulties balancing academic and athletic responsibilities may face academic stress, fatigue, and reduced learning opportunities. These findings highlight the importance of effective support systems that help athletes manage dual-career demands. In badminton, where athletes often begin intensive training at an early age, educational institutions and sport organizations must collaborate to ensure that athletic development does not compromise academic progress (Guidotti et al., 2015; Stambulova & Wylleman, 2019).

One of the most important findings of this review is the identification of social identity as a mediating mechanism linking sport participation and academic achievement. Athletes who possess a strong sense of belonging within their sporting community tend to receive greater emotional support, informational resources, and motivational encouragement from teammates, coaches, and family members (Haslam et al., 2018; Rees et al., 2015). These social resources contribute not only to athletic persistence but also to academic adaptation and success. This finding supports the Social Identity Approach to Health and Performance, which suggests that group membership provides psychological resources that facilitate positive developmental outcomes across multiple domains of life (Cruwys et al., 2020; Steffens et al., 2021).

The reviewed literature further indicates that social identity enhances academic achievement through the development of social capital. According to Putnam (2020), social capital refers to the resources embedded within social relationships that can facilitate individual success. In educational contexts, athletes with strong social networks often gain access to academic guidance, peer learning opportunities, and emotional support that contribute to improved academic outcomes. Holt-Lunstad (2021) similarly emphasized that strong social connections are associated with greater educational engagement and psychological well-being. Within badminton environments, supportive coach-athlete relationships and positive peer interactions may therefore function as critical determinants of both sporting and academic success.

Another important observation concerns the integration of athletic and academic identities. The Student-Athlete Development Framework proposes that successful student-athletes develop multiple identities rather than relying exclusively on athletic identity (Comeaux, 2018). Athletes who maintain balanced academic and athletic identities are more likely to demonstrate resilience during transitions, adapt to educational demands, and prepare for life beyond sport (Miller & Hoffman, 2020; Stambulova & Wylleman, 2019). The findings of the present review support this perspective, suggesting that social identity can facilitate the coexistence of academic and athletic roles rather than creating conflict between them.

From a practical standpoint, the findings have important implications for badminton coaching and athlete development programs. Coaches should recognize that athlete development extends beyond technical and physical preparation. Creating inclusive team cultures, promoting positive social relationships, and fostering a strong sense of belonging may enhance athletes' motivation, participation, and educational outcomes simultaneously

(Fransen et al., 2020; Martin et al., 2021). Educational institutions should also implement dual-career support systems that enable badminton athletes to balance training and academic responsibilities effectively (Guidotti et al., 2015; Stambulova & Wylleman, 2019).

Despite these contributions, the reviewed literature reveals several limitations. Most studies have been conducted in Western countries and team-sport settings, with relatively limited evidence focusing specifically on badminton athletes in Asian contexts, where badminton holds significant cultural and competitive importance (Phomsoupha & Laffaye, 2015). Furthermore, many studies employ cross-sectional designs that limit causal inference regarding the relationships among social identity, sport participation, and academic achievement. Future research should adopt longitudinal and mixed-method approaches to explore developmental trajectories and contextual influences more comprehensively (Bruner et al., 2017; Ivarsson et al., 2021).

In summary, the findings indicate that social identity serves as a critical psychosocial resource that strengthens sport participation and supports academic achievement among badminton athletes. Through enhanced motivation, social support, self-regulation, and psychological well-being, social identity contributes to the successful integration of athletic and academic development. These results reinforce the importance of adopting holistic athlete development models that recognize the interconnected roles of social, educational, and sporting experiences in fostering long-term success among badminton athletes.

## **CONCLUSION**

This literature review demonstrates that social identity, academic achievement, and sport participation are strongly interconnected constructs in the context of badminton athletes. Based on the synthesis of 20 selected studies published during the last decade, the findings reveal that 85% of the reviewed studies reported a positive relationship between social identity and sport participation, while 80% identified a positive association between sport participation and academic achievement. Furthermore, 70% of the studies found that social identity directly contributed to academic outcomes, and 65% indicated that social identity indirectly enhanced academic achievement through increased sport participation. Conceptually, these findings support Social Identity Theory, which explains that athletes who develop a strong sense of belonging to their sport communities are more likely to exhibit higher motivation, commitment, resilience, and persistence in badminton participation. Strong social identity fosters supportive relationships with coaches, teammates, families, and educational institutions, creating a positive environment for both athletic and academic development. Empirically, regular participation in badminton contributes to the development of self-regulation, time-management skills, discipline, and academic engagement, which subsequently improve educational performance. The review also highlights that athletes who successfully integrate their athletic and academic identities tend to achieve better dual-career outcomes. Therefore, social identity should be considered a key psychosocial factor in badminton development programs. Strengthening athletes' social connectedness and support systems may simultaneously enhance sport participation, academic achievement, and long-term athlete development. Future studies are encouraged to examine these relationships longitudinally and across diverse badminton populations to further validate the proposed conceptual framework.

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