

Title: The Co-Developmental Dynamic of Sport and School Burnout Among Student-Athletes: The Role of Achievement Goals

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Aims: The aim of the current study was to investigate the co-developmental dynamic of sport and school burnout in student-athletes across the first year of upper secondary school, and to further examine how achievement goals in sport and school predict the development of sport and school burnout.

Method: The sample consisted of 391 Finnish-speaking student-athletes from six upper secondary sport schools, aged 15-16. The participants completed a battery of questionnaires during class time at the beginning of their first year in upper secondary sport school (T1) and again, six months later (T2). 50% of the individuals practiced in individual sports and 50% in team sports, and had been competing at regional level for at least 7 years. The participants' Grade Point Average (GPA; possible range from 4-10) was 8.85, and 68% of the participants expected to obtain a master's degree at university. Sport Burnout was measured using the Sport Burnout Inventory-Dual Career Form (SpBI-DC), School Burnout was measured using the SBI, and Achievement Goals in Sport and School (modified into school context) were measured using the Perception of Success Questionnaire.

Results and Practical Implications: The results showed that dimensions of sport and school burnout, that is exhaustion, cynicism, and inadequacy, showed all substantial stability during the first year of upper secondary school. The level of school exhaustion at the beginning of upper secondary school predicted subsequent sport exhaustion at the end of the school year. The results showed that mastery orientation was negatively associated with cynicism and feelings of inadequacy within the same domain and school performance orientation, was positively associated with school cynicism. The current study contributed to the existing literature by showing that exhaustion spills over (i.e., spreads) from school to sport domain, which is of significant importance to policy makers of upper secondary schools, sport clubs, and coaches to prevent student-athletes from burning out. Also, among adolescent student athletes, mastery goals may protect from sport- and school-related cynicism and inadequacy within the same domain. Performance goals in school also predicted cynicism toward school. Therefore, student athletes could be motivated in sport and school by teachers and coaches using self-development and learning as a method.

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