

Inner and Outer Factors Causing Student-Athletes to Experience Burnout Symptoms

Tianibelle Rivera¹ and Johnny Lopez-Figueroa[#]

¹Commonwealth-Parkville School, Puerto Rico

[#]Advisor

ABSTRACT

This investigation elucidates burnout experienced by student-athletes, including the internal and external causes that lead to burnout. It discusses parental pressure, teacher workload, coaching styles, and time management skills as the causes of student-athlete stress. This investigation's objective is to emphasize the importance of coping mechanisms and a positive environment for student-athletes to improve their performance academically and athletically. This research informs the struggles student-athletes go through in their everyday lives. Personalized interventions are portrayed as crucial strategies for student-athletes to improve their burnout symptoms. This investigation highlighted many questionnaires and studies that used student-athletes to observe their burnout levels and the amount of social support they receive. The investigation discusses the stigma of asking for help and how student-athletes are sometimes embarrassed. Lastly, the results showed a rapid increase in the level of burnout student-athletes go through nowadays, and if not acted on immediately, it could result in some of them dropping out of school or their sport.

Introduction

In this investigation, the sole purpose of this paper was to teach the public about the daily struggles that student-athletes must go through while balancing their lives together. The investigation discusses the factors that can or may affect a student-athletes' mental health through topics like parental pressure, ignorant teachers, bad coaches, time management skills, and many more. The purpose is to show that student-athletes can develop coping skills while improving their sports performance and academic excellence. This paper informs the people who cause stress in student-athletes (the factors) and how to understand and realize their impact on a student-athlete's life. This research paper is vital for many reasons. It informs the audience, which can be student-athletes, that they are not alone and that most, if not every, student-athlete goes through these pressures, causing them an abundance of stress. Parents must learn about their children's struggles and how they can help them deal with them and improve their performance by not burdening or causing more stress. Teachers also learn that they must understand a student-athlete situation, and the massive workload some teachers give is the primary reason some student-athletes quit their sport or fail the class. This research paper is also crucial because it teaches the audience the importance of caring for their mental health and teaches some coping strategies to battle negativity. This research paper tries to teach beginner student-athletes what they are to expect and how they should cope with all these factors. Lastly, this paper is crucial to inform people, not student-athletes, that it is a challenge, and it is not easy to have all those responsibilities and still perform well.

Research Question

What are the primary factors contributing to burnout among student-athletes, including parental pressure, teacher workload, and time management challenges, and how do these factors impact their mental and physical health?

Literature Review

Causes of Mental Health Problems due to Student-Athlete Pressure

Most reasons why student-athletes drop out of their sport or get burned out are concerning mental health problems. This study demonstrates how pressure on student-athletes might result in mental health issues. The present study examines the impact and ramifications of pressure placed on student-athletes. The results of this study outline the effects of pressure on student-athletes. Surveys and questionnaires were used to explain the numbers accurately. It demonstrates the damaging effects of excessive pressure on an athlete's mental state by coaches and captains. The behaviors and ailments that student-athletes often have, such as substance misuse, eating disorders, anxiety, and depression, are also covered. It includes the causes, such as coaches and schools, and their physical and mental health effects. A study conducted by Heather Ryan, Joy Gaston Gayles, and Lydia Bell concludes by demonstrating the detrimental effects of the extreme strain student-athletes have on both their physical and emotional well-being:

The American Psychiatric Association (2018) describes mental illness as any changes in actions, thoughts, or emotions, which may lead to relationship, social, or employment issues. Included in this definition are illnesses such as bipolar disorders, schizophrenia, developmental disorders, and depression. Approximately 19.4% of young adults between the ages of 18 and 25 years' experience some form of mental health disorder such as depression or anxiety (Locke, Wallace, & Brunner, 2016). This is not surprising given that the 2016 CIRP Freshman Survey (a national survey of college first-year students), found that 41% of incoming full-time freshmen reported that as high school seniors they were "frequently" overwhelmed by all they had to do and 47% anticipated seeking personal counseling while in college (Eagan et al., 2017). Additionally, the Freshman Survey found first-year college students indicating the lowest levels of emotional health in over three decades, with 12% reporting that they felt frequently depressed. (Ryan et al., 2018)

This investigation discusses the effects and consequences of pressure put on student-athletes. This source is essential to the investigation because it has crucial information for the research paper. It contains the effects and consequences of mental and physical health and the causes, such as coaches and school. It also discusses the habits or conditions student-athletes tend to have depression, anxiety, eating disorders, and substance abuse. This information will help advance the investigation because of the numerous topics it discusses related to student-athletes' stress and pressure. This investigation is crucial for the research paper, therefore advancing the research since it has all the basics discussed in the paper. In conclusion, this source is vital for the investigation because of its numerous topics discussing student-athletes' pressure and stress while also including the consequences and causes.

Social Support Coaches Give to Student-Athletes

While coaches can contribute positively to athletes' motivation, they can also affect it by the lack of social support some coaches give. The objective is to raise the social support coaches provide collegiate student-athletes by teaching them coping mechanisms that enhance their mental and physical well-being. The social assistance that student-athlete coaches and captains offer them is the focus of this source. About 88 D1 student-

athletes who competed in five different sports are on the tables provided in this inquiry. The study suggests that mental health and coping skills are shown by teaching coping skills during performance as shown in the study. The questionnaire's results demonstrated reductions in anxiety and coping mechanisms. This source displays tables with data on student-athletes in about five different sports. An intervention that teaches mental skills during performance may improve mental health outcomes and athletic coping skills. The Journal of Applied Sport Psychology conducted a study and analyzed improvements in anxiety and athletic coping skills shown by the answers to the questionnaire:

The transactional model of stress and coping proposes that effective coping and social support are important variables to buffer the negative effects of stressors on mental health. The present study aimed to teach college student-athletes coping skills to improve both performance and mental health and increase their social support from coaches and captains. Participants were 88 (M age = 19.8 years, SD = 1.1 years) college student-athletes who played 5 sports at a National Collegiate Athletic Association Division I university (51% female, 83% White). Participants were divided into intervention and waitlist control groups and completed the Demographic, Athletic Coping Skills Inventory, Beck Anxiety Inventory, Beck Depression Inventory, and the World Health Organization Quality of Life questionnaires before and after the 8-week intervention period. The intervention included 5 sessions of mental skills training for performance and coping with life stressors, 2 sessions with coaches for social support, and 4 sessions with captains for social support. (Fogaca, 2019)

The support coaches and captains provided for student-athletes was the main objective of this investigation. These include tables with information on student-athletes who compete in about five sports in this investigation. According to the study, a study that teaches mental skills during performance may improve mental health outcomes and athletic coping skills. The results of the questionnaire showed improvements in anxiety and ways to cope. This source is crucial to the investigation because it provides information on how student-athletes feel about the pressure placed on them. Since it includes tables with the responses to the questionnaires that student-athletes completed, this information helps the investigation. Lastly, the evidence that the study gives is crucial to the investigation.

Student-Athlete Perceptions of Stress, Support, and Seeking Mental Health Services

To better understand how Division I athletes at four different universities perceive stress, the current study polled 158 of them. Investigating coping strategies was the current goal. Support from coaches and some employees of the athletic department is given. It explains the stigma of requesting assistance and lists the more typical outcomes or causes. Because of all the obligations and pressures placed on them, this study demonstrates how student-athletes constantly feel like they are running out of time. They have family, social, and professional obligations, as well as academic and athletic responsibilities. More than 150 D1 athletes from different colleges were used for this study to learn more about the effects of pressure and mental health on athletes' daily lives. Student-athletes perceived their teammates who sought mental health therapy favorably compared to those who neglected their mental health. A study conducted by the Journal of Issues in Intercollegiate Athletics analyzed perceptions of stress in collegiate student-athletes as stated in the following:

Due to several factors, intercollegiate student-athletes have more demands on their time than ever before. Many feel they have more than a full-time job when one considers the academic and athletic expectations. In addition to these two facets, one must also consider external aspects including family and social life, and for some athletes, employment. Given these factors, student athlete mental health is a real concern. The current study surveyed 158 Division I athletes from four universities seeking to explore perceptions of stress, coping mechanisms, support from coaches and some athletic department personnel, and the stigma of seeking help. The results indicated student-athletes perceive stress impacting their daily life, but in different forms. Student-athletes were also more likely to seek help from non-team support staff than coaches and team-related support staff, and in general, perceived teammates who sought mental health treatment more positively than

their perception of how their teammate would treat other teammates. (Cutler and Dwyer Student-Athlete Perceptions of Stress, Support, and Seeking Mental Health Services)

The study is crucial because of the details and clear explanation of how student-athletes are struggling with their mental health. Student-athletes' mental health is a big issue nowadays, students are struggling to manage their responsibilities and duties. This study asks 158 D1 athletes from four universities about the impact of pressure and mental health on their lives. It showed that student-athletes had a better opinion of their teammates who cared about their mental health than those who did not. The teammates who did not care for their mental health had worse performance and attitude. This source is crucial for multiple reasons, mostly the percentages that present evidence of the situation. The information helps advance the investigation since it shows the number of student-athletes who think the same. In conclusion, all the evidence presented shows the opinions and effects that stress, and pressure have on student-athletes.

Symptoms of Stress and Burnout in Monthly Session Athletes

A personalized, season-long intervention, the goal is to lessen symptoms of stress and burnout. University student-athletes were in a season-long intervention program to address burnout and stress. Four athletes participated in monthly sessions, and the interviews were conducted before and after the intervention. Their selection was based on how well they scored on the burnout questionnaire. Every student-athlete underwent seven to nine biweekly intervention sessions in addition to pre- and post-interview sessions. Goal setting, time- and task management, self-monitoring with weekly check-ins, and writing for reflection were the most often employed techniques. Even though they experienced burnout, all the students wanted to keep playing their sport after the intervention because it made them feel better. The goal of this study was to assist students in managing their burnout. It also helps students create strategies to deal with stress and other issues interfering with their regular schedules. A study conducted by Nicole Dubuc-Charbonneau and Natalie Durand-Bush analyzed data from interviews for self-regulation strategies as stated in the following:

A multiple case study approach was used to investigate how four university student-athletes learned to self-regulate by taking part in an individual season-long intervention designed to reduce stress and burnout symptoms. A male hockey player, female fencer, male swimmer, and female basketball player met the initial selection criteria of scoring 3.0 or higher on two of the three subscales of the Athlete Burnout Questionnaire. Pre- and post-intervention interviews and seven to nine bi-weekly intervention sessions were conducted with each participant. All data were transcribed verbatim and subjected to a content analysis, after which narratives were created to depict each student-athlete's unique experiences throughout the intervention. Through a tailored educational approach, these student-athletes learned to develop and implement self-regulation strategies to manage the multiple demands and challenges. (Dubuc-Charbonneau & Durand-Bush, 2018)

This source outlined the stress factors of student-athlete stress and how students can cope with burnout. This study chose four student-athletes from different sports, scoring 3.0 or higher on two of the three subscales of the Athlete Burnout Questionnaire. Each student-athlete went through 7-9 biweekly intervention sessions and before and after interviews. The methods used were goal setting, time and task management, self-monitoring with weekly check-ins, and journaling for reflection. The source is crucial to this investigation because it elucidates how different student-athletes struggle with burnout and how they all apply their tactics to persevere in their sport. This investigation helps advance the investigation in several ways, and it shows different perspectives on student-athlete burnout and how various sports experience it; it shows how athletes can decide to use the tactics and try to overcome this burnout and not let that get in the way of their sport. In conclusion, this source is crucial to this investigation because it displays the different perspectives of various sports experiencing burnout and which tactics to use to overcome it.

Stress in Adolescents in Elite Sports

Adolescent athletes participating in elite sports typically face significant stress. In this study, teenage athletes attending a top Austrian athletic school had their levels of burnout assessed. This source looks at the level of stress that teenage student-athletes face. The degree of burnout experienced by teenage student-athletes is examined in this source. The analysis revealed that adolescent student-athletes experienced high rates of burnout. Training methods, long-term objectives, and pressure were the main contributors. A survey discussing risk factors with burnout and student-athletes was completed by sixty-three athletes. A source done by Alexander Schorb, Jakob Aichhorn, Günter Schiepek, and Wolfgang Aichhorn also discovered a noticeable quantity and intensity of burnout among young elite athletes attending an Austrian sports school as stated in the following:

Adolescent elite athletes are exposed to considerable stress. This study investigated the extent and intensity of burnout in adolescent athletes attending an elite Austrian sports school. Methods: The German version of the Athlete Burnout Questionnaire (ABQ) and additional questions on burnout-related risk factors were applied to a sample of 63 students. Results: The data show a substantial burden of burnout in the student sample, compared to a sample of adult endurance athletes. Burnout was negatively associated with training duration and with a perspective onto a professional sports career, and positively associated with thoughts about finalizing sports, with the number of injuries, and with high levels of success-related psychic pressure. Conclusions: Burnout in adolescent elite athletes at an Austrian sports school was evident in number and severity. Psychological factors like doubts on the career, perceiving a professional perspective in sports, self-efficacy, or sense-making may interact with contextual factors in a circular way. (Schorb et al., 2023)

This source analyses the level of burnout that adolescent student-athletes suffer from. The investigation showed the high rates of burnout among adolescent student-athletes. Most of the causes were the training styles, goals for the future, and pressure. Sixty-three student-athletes did a questionnaire about how student-athletes and the burnout-related risk factors. Lastly, the source found that burnout in adolescent elite athletes at an Austrian sports school was evident in number and severity. This source is vital for the investigation because it shows how burnout affects student-athletes, especially adolescents. The information helps advance the investigation because it gives adolescents' point of view, therefore improving the investigation by comparing college student-athletes with adolescent student-athletes. In conclusion, the source examined burnout by interviewing an Austrian school with about sixty-three students about athletic burnout.

Difficulties in Time Management for Student-Athletes

To be a student-athlete one of the main skills they must dominate is time management, such as balancing workload, getting to practices on time, attending school, etc. The purpose is to solve the difficulties of juggling demanding academic work with competitive athletics. This article discusses how planning techniques and dedication are essential to becoming a top athlete. The findings implied that each athlete had evolved a unique strategy for managing their training. Due to overtraining or burnout, most of the subjects suffered setbacks in their academic and athletic performance. It demonstrates how juggling these responsibilities is the biggest challenge faced by student-athletes, and that failure to do so can result in stress and burnout. This source looks at the difficulties that elite athletes have in juggling their academic obligations with their prominent level of performance in their sport. Nine outstanding student-athletes participated in interviews to discuss how they managed the demands of both athletics and academics. Irish Educational Studies conducted a study that demonstrated that they employed a unique strategy to combine their studies and training as stated below:

To become a top athlete requires time, commitment, and carefully planned training. Optimum adaptation to training requires the careful balancing of stress and recovery. The student athlete must balance all these demands with the additional requirements of an academic programme. This can bring unique stresses and challenges. This research aims to investigate the challenges of combining high-level sport with academic demands.

Nine elite student athletes (three females, six males) took part in semi-structured interviews around how the student athletes balanced their training and sporting demands with the academic demands of their course of study. The interviews were transcribed verbatim and analyzed using grounded theory. The results suggested that the athletes had each developed their own distinct approach towards training management. Most of the subjects had experienced setbacks in their study and athletic performance due to overtraining or burnout. (Gomez et al., 2018)

This source shows how planning techniques and dedication are essential to becoming a top athlete. It shows how balancing these responsibilities is the trickiest task student-athletes face and that failing to do it may end in stress and burnout. This source focuses on the amount of pressure elite athletes have while balancing their academic obligations with their high-level performance in their sport. Interviews with nine elite student-athletes revealed how they handled the responsibilities of both athletics and academics. Finally, the results showed that each used different approaches to balance their training and studies. This source is vital for my investigation because it does not just talk about student-athletes but also the experiences of elite student-athletes with massive workloads. The information helps advance the investigation because it shows how each elite student-athlete used a different approach to the balances they had to make. In conclusion, this source revealed that there is not just one solution for burnout but many, and it all depends on the person's dedication and conditions.

Psychological Effects of Poor Coaching on Student-Athletes

One of the main negative factors in athlete development nowadays is poor coaching, which affects athletes psychologically and physically. The purpose of this source was to explain how inadequate coaching affects a person's psychology. The psychological effects of inadequate coaching reported by collegiate, professional, and semi-professional athletes are shown in this study. This research design provides the foundation for comprehending the impact of negative coaching on athletes. It also asked student-athletes about their coaches. Sixteen student-athletes talked about their negative interactions with coaches. The answers to the questions highlighted the five primary issues with coaches: inadequate instruction, indifference, unfairness, impeding athletes' ability to think clearly, and athlete fatigue. Student-athletes developed different coping mechanisms because of the teaching styles of their coaches. A study conducted by Brian T. Gearity, and Melissa A. Murray advances the research and is essential to the study as stated below:

Researchers conclude that the two themes, inhibiting athlete's mental skills and athlete coping, are related to several constructs in sport psychology literature such as motivation, self-efficacy, focus and concentration, team cohesion, and stress and coping. Instruction on coping skills is warranted for athletes dealing with poor coaching. Future research should also examine the relationship between coping skills and dropout in youth sport. The five themes derived from athletes' reports were: poor teaching by the coach, uncaring, unfair, inhibiting athlete's mental skills, and athlete coping. Two of these themes, inhibiting athlete's mental skills and coping, are closely connected to psychological constructs, and are presented in this paper. (Gearity & Murray, 2011)

This source outlined the basic five problems that coaches cause that harm student-athletes. Some of the things that coaches do that harm student-athletes are the following: poor teaching by the coach, uncaring, unfairness, inhibiting athletes' mental skills, and athlete coping. Since the objective of this investigation was to describe the psychological effects of poor coaching, it goes perfectly with my research. Sixteen student-athletes talked about their experiences with poor coaching. This source is widely needed and crucial for the investigation because it highlights the underground and negative things that coaches do that harm a student-athletes performance in their sport. This source helps advance the investigation by giving the things that coaches do that harm student-athletes, providing a better perspective on negative coaching environments. This source also shows how the student-athletes affected by bad coaches coped with it or how they developed mechanisms to make it work. In conclusion, this source advances the investigation widely and is crucial for the research.

Burnout Profiles in Student-Athletes Influenced by Parental Pressure

This source first looked at the symptoms of burnout that student-athletes experience based on their sport and academic setting. Based on their sport and academic burnout symptoms, the current study sought to determine what types of burnout profiles student-athletes have. Over 800 people were examined by this source, of whom 391 were student-athletes and 448 were parents, primarily mothers. The student-athletes completed questions concerning burnout and their expectations for success. Regarding their expectations for their child's success, the parents responded to a questionnaire. The likelihood of student-athlete burnout increased with higher success expectations. A study made by Matilda Sorkkila, Kaisa Aunola, and Tatiana V. Ryba examined the degree of burnout that student-athletes were going through academically and athletically while also outlining parental pressure as stated below:

The present study aimed to examine what kind of burnout profiles exist among student-athletes based on their sport and school burnout symptoms. Moreover, it was investigated whether athletes' expectations of success in sport and school, on the one hand, and parental expectations, on the other hand, were predictors of the likelihood of the athlete to show a certain profile, after considering the effects of gender, grade point average, type of sport, and level of competition. The participants were 391 student-athletes (51% females) from six different upper secondary sport schools in Finland, and 448 parents (58% mothers). (Sorkkila, 2017)

In this source, parents, and student-athletes answers to a questionnaire showed how burnout is widely affected by parental success expectations. More than 800 parents or student-athletes filled out questionnaires regarding burnout among student-athletes. Student-athletes reported a loss of motivation due to parental expectations, anxiety, and stress. Four different burnout profiles were identified: well-functioning, mild sports burnout, school burnout, and severe sports burnout. This source is crucial to the investigation because it highlights how parents have a massive impact on their children's mental health. The information advances the research by providing a clearer picture of how parents' success expectations have a detrimental impact on the performance and burnout rate of athletes. Results showed that higher success expectations caused a higher risk of student-athlete burnout. In conclusion, this source provides a clearer perspective of how parents must start putting themselves in their children's shoes and care more for their mental health.

Athletic Identity in Student-Athletes and Non-Athletes

This source examined how athletes perceived their identity, sports commitment, and the effect of sports participation. This purpose was to examine perceived athletic identity, sports commitment, and the effect of sports participation. It tried to identify the impact of athletic participation on college students. It surveyed 163 student-athletes and 112 non-athlete students to complete a questionnaire with some instruments. The instruments were the following: the Athletic Identity Measurement Scale, the Sport Commitment Model, the Life Roles Inventory-Values Scales, and Athletic Involvement on the Social Life. Seven other factors, namely, Personal Role, Importance of Sport, Personal Attributes, Expectation of Others, Core Benefits, Social relationships, and Special Behaviors, were seen in the responses to the questionnaires. The athletes perceived themselves highly, agreeing with past investigations. This study conducted by Steve Chen, Shonna Snyder, and Monica Magner showed how non-student-athletes perceive themselves in comparison to student-athletes as stated below:

This study examined perceived athletic identity, sport commitment, and the effect of sport participation to identify the impact of athletic participation on college students. This study surveyed 163 student-athletes (59%) and 112 non-athlete students (41%) from a National Collegiate Athletic Association Division-I affiliated institution (males = 172, 62.5%; females = 103, 37.5%). The survey questionnaire was developed and modified from four well-established instruments, the Athletic Identity Measurement Scale, the Sport Commitment Model, the Life Roles Inventory-Values Scales, and Athletic Involvement on the Social Life. The data collec-

tion process was initiated and completed in the 2008 spring semester. Seven sub-factors: Personal Role, Importance of Sport, Personal Attributes, Expectation of Others, Core Benefits, Social Relationship and Special Behaviors, were identified through a series of factor analyses. The participants placed their athletic role highly and moderately agreed with the researchers' proposed core benefits of athletic participation. (Chen et al., 2023)

While this source discusses student-athletes' perceptions of themselves it also gives a glimpse of non-student athletes. This source surveyed 163 student-athletes and 112 non-athlete students to fill out a questionnaire that consisted of four instruments: the Athletic Identity Measurement Scale, the Sport Commitment Model, the Life Roles Inventory-Values Scales, and Athletic Involvement on the Social Life. This source shows the several types of virtues as well as defects that 3% of college students (student-athletes) must go through. This source showed how an athlete's identity serves as a core factor to that athlete's mental health and performance. This source also asked student-athletes about their sport and if it plays a leading role in their lives. Overall, student-athletes indicated they were proud to accept their role as an athlete and did not view sport as the only important activity in their lives. This source is vital for the research because it demonstrates a clear perception of how sports heavily impact a student-athlete's life and time. The information advances the investigation by giving the four main instruments that student-athletes must comply with or must be well with.

Factors Affecting Student-Athletes' Adjustment to School Life

In this study, variables influencing middle and high school athletes' adjustment to school and life were examined. This study examined the variables influencing middle and high school athletes' adjustment to school life. A survey was completed by 500 high school athletes, elite athletes, and physical education students. This study only looked at one dependent variable, which was school life adjustment. Next came the independent variables, which included social support, stress and depression, and sociodemographic characteristics. A statistically significant correlation was observed among the variables of life satisfaction, family circumstances, and school life adaptation. A study conducted by The Journal of Korean Society for School & Community Health Education analyzed student-athletes school adjustment including stress and depression, among other factors as stated below:

Objectives: This study analyzed factors affecting school life adjustment of athletes in middle and high school. **Methods:** The data in this study came from a survey that was conducted to 500 students at physical education high school athletes and elite athletes in general school from the beginning of December 2009 to the end of January 2010 in Seoul and Kyunggi. Finally, 436 cases were used. The dependent variable in this study was school life adjustment. And the independent variables were socio-demographic factors, stress and depression factors, social support factors. (Moon, 2011)

This study surveyed 500 students who were all in some athletic activity. The results showed one dependent variable and some independent variables such as socio-demographic factors, stress and depression factors, and social support factors. The source also showed a statistically significant result between school life adaptation, family circumstances, and life satisfaction variables. Second, social support stress and depression were associated with depression. Third, there was a negative correlation between changing school life and certain stress factors, all of which were associated with depression. This source is crucial for the investigation because it shows high schoolers' perspectives on sports and how they affect mental health. The information helps advance the investigation by providing a clear perspective of all the factors that could affect a student-athlete's mental health. Lastly, for student-athletes to cope with stress and depression, effective preventative education and health education programs on stress and depression should be done in schools.

Materials, Design & Methods

The investigation used a computer with an internet connection alongside an internet browser, Google Chrome. To find the sources required for this investigation, the Google Scholar and Ebsco Host search engines were paramount for pinpointing the necessary sources to elucidate the research question. Although the internet connection was unstable at times, it proved sufficient to conduct all the required constituents of this investigation. Although some sources did not specify if they were peer-reviewed, they were all approved by the investigation mentor. There was a reading process for the summarizing approach as a delineated requirement. All these components working in tandem created the optimal conditions for the consummation of this project. This investigation utilized a qualitative research type. A documentary analysis design and a descriptive content analysis methodology were used to collect the bulk of information.

Results

The utilized search engine proved most beneficial for the selected sources of this investigation. One of the sources was not recent (2018), and it dealt with information regarding the many causes of mental health problems due to student-athlete pressure. The second source was recent (2019). It discussed information regarding the amount of social support coaches and captains give to student-athletes. The third source was recent (2020), and it indicated to the audience how student-athlete perceptions of stress are rapidly increasing, support is lacking from staff, and seeking mental health services is difficult for these types of student-athletes. The fourth source was very recent (2023), and it described most symptoms of stress and burnout in athletes in monthly sessions and how burnout is increasing rapidly nowadays. The fifth source was not recent (2018), and it delved into the fact that stress in adolescents in elite sports is one of the leading causes of why young adolescents quit sports. The sixth source was not recent (2018), and it demonstrated that a common issue in today's world is the difficulties in time management for student-athletes. The seventh source was not recent (2010), and it described the effects of poor coaching on semiprofessional athletes. The eighth source was not recent (2017), and it described types of burnout profiles while also discussing internal and external parental pressure. The ninth source was not recent (2010), and it showed the Effects of sports participation on students and how it affects their social life and identity. The tenth source was not recent (2010), and it discussed the effects of stress, depression, and social support on school life. Google Scholar proved effective in delimiting the sources presented in this investigation. No external sources were needed to pinpoint the required sources. Although it is not sure if all the provided sources were peer-reviewed, they were all approved by the investigation mentor.

Discussion

Ten sources were used in this investigation. Those ten sources had the main idea of student-athlete burnout and whether it was the causes or consequences of burnout in student-athletes. The first source discusses the causes and effects of burnout in student-athletes. It shows the overall causes, such as coaches, parents, workload, and sports. The second source discusses the need for more social support given to student-athletes by their coaches and captains. They gathered 88 D1 student-athletes and made them do a questionnaire regarding social support given to them by their coaches and captains while also discussing the different coping strategies they can use. The third source discusses how different perceptions of stress can affect a student athlete's performance athletically and academically. This study used more than 150 D1 athletes and asked them about the effects of pressure on their daily lives. The fourth source discusses the symptoms of stress on the monthly performance of collegiate student-athletes. Four athletes completed a burnout questionnaire, and the results showed that even though the sport caused burnout, they wanted to keep playing it because it made them happy. The fifth source discusses

stress in adolescents in elite sports. In this study, athletes in an Austrian school went through a questionnaire to evaluate the levels of burnout they experienced. The sixth source discusses the difficulties of time management in student-athletes and how they manage it. The study discusses how overtraining and overstudying are the main components that contribute to the time management stress that student-athletes experience. The seventh source discusses the psychological effects of lousy coaching on athletes. More than 15 athletes were asked to describe their perspective on poor coaching, and all the responses were recorded, showing the five main things contributing to bad coaching skills. The eighth source discussed the burnout types that student-athletes go through based on their sport. About 391 student-athletes filled in questionnaires about burnout and success expectations at the beginning of the first year of upper secondary school, and the parents were asked to answer a questionnaire on their success expectations for their child. The ninth source showed athletic identity, commitment, and participation, which shows the impact of athletic participation on students. About 163 student-athletes were surveyed, and 112 non-athlete students answered questions based on the athletic identity measurement scale, the sport commitment model, the life roles inventory-values scales and athletic involvement in social life. The tenth source discusses the effect of stress, depression, and social support on school life. About 500 students were surveyed of physical education high school athletes and elite athletes in general school. There was a dependent variable in this study, which was school life adjustment, and the independent variables were socio-demographic factors, stress and depression factors, and social support factors.

Conclusion

This research investigation highlights the struggles and factors of student-athlete stress and how they can develop coping strategies to help them improve their performance in their sport and academic classes. This paper discussed parental pressure, ignorant teachers, massive workloads, and time management factors. While discussing student-athletes' struggles, this research paper also showed different strategies to decrease their stress levels. The main question of this research paper was, "What types of factors cause burnout among student-athletes?". The research paper revealed the causes of student-athlete burnout and how they affect their mental and physical health. Parents need to learn that their expectations for their children can sometimes affect them negatively and affect their performance and motivation in their sport. Teachers must know that the massive workloads they give sometimes worsen a student's situation and the time they must complete those tasks. Student-athletes must learn that to become successful, they must sacrifice many things and have the discipline to complete their responsibilities correctly, but this could affect their social life and mental health. This research paper aims to teach student-athletes that to be an athlete; they must have excellent time management skills to complete everything they are assigned and all their responsibilities. For future investigation regarding this topic, some recommendations for future research could be made involving why teachers have massive workloads, why parents are so hard on their children, and how current student-athletes feel about how their sport has affected their social lives. Some recommendations are to do more in-depth research on the environments that athletes grew up in and the countries that experience student-athlete burnout more.

Limitations

Firstly, the research question: "What are the primary factors contributing to burnout among student-athletes, including parental pressure, teacher workload, and time management challenges, and how do these factors impact their mental and physical health?" This question looks for the primary factors contributing to burnout in student-athletes, which many of the sources provided included, for example, the lack of social support from coaches or captains, the amount of massive workload assigned, parental pressure, and time management challenges. There are endless causes for athletes to suffer from burnout, but this investigation delved into the more

common causes. The articles did not always answer if the pressure was internally caused by external factors or externally caused by internal factors. In conclusion, it would be helpful for the factors to have a more in-depth analysis of their impact on athletes' physical and mental health and examine the environments the student-athletes were raised in or the ones they performed in.

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