

## **CARRERA DUAL: FACTORES PSICOSOCIALES QUE INFLUYEN EN EL SÍNDROME DE BURNOUT. UNA REVISIÓN NARRATIVA**

El concepto de carrera dual (CD) fue introducido por la Comisión Europea en el ámbito del deporte en el año 2007 y hace referencia a la carrera focalizada en dos áreas: el deporte y los estudios o trabajo. Compaginar el deporte con los estudios puede ser desafiante para los estudiantes – atletas, ya que requiere cierta disciplina y exigencia. Debido a esto, los estudiantes de carrera dual pueden desarrollar el síndrome de burnout, afectando a su bienestar tanto físico como mental, por lo que es importante prevenirlo y manejarlo. El objetivo de este trabajo es explorar qué variables influyen en el aumento o disminución de los síntomas de burnout en estudiantes de carrera dual. Para ello se realizó una revisión narrativa en dos bases de datos: PubMed y Psycinfo. Esta revisión estaba basada en diferentes factores psicosociales que podrían influir en el desarrollo del síndrome de burnout. Los resultados muestran dos tipos de factores: factores de protección (resiliencia, expectativas parentales en el ámbito escolar, modalidad deportiva, inicio de la etapa deportiva y adquisición de becas completas) y factores que favorecen la aparición del burnout (modalidad deportiva individual, adquisición de becas parciales o su ausencia y etapa deportiva final). Respecto sexo, las mujeres presentaban mayores niveles de burnout en comparación a los varones. Se considera necesario activar programas que potencien las variables de protección, tanto en escuelas como en instituciones deportivas, para tratar de prevenir o manejar los posibles síntomas de burnout y así mejorar la adaptación de los estudiantes de carrera dual y, en consecuencia, su salud. Además, sería interesante realizar futuras investigaciones sobre otras variables relacionadas, como el abandono y sus motivos en alguno de los ámbitos (deportivo y/o escolar).

**Palabras clave:** Factores psicosociales; Burnout deportivo; Burnout escolar; Carrera Dual; Estudiantes – atletas.

## **DUAL CAREER: PSYCHOSOCIAL FACTORS INFLUENCING BURNOUT SYNDROME. A NARRATIVE REVIEW**

The concept of dual career (DC) was introduced by the European Commission in the field of sport in 2007 and refers to a career focused on two areas: sport and studies or work. Combining sport with studies can be challenging for student-athletes, as it requires a certain discipline and demand. Because of this, dual career students can develop burnout syndrome, affecting both their physical and mental well-being, so it is important to prevent and manage it. The aim of this paper is to explore which variables influence the increase or decrease of burnout symptoms in dual career students. For this purpose, a narrative review was conducted in two databases: PubMed and Psycinfo. This review was based on different psychosocial factors that could influence the development of burnout syndrome. The results show two types of factors: protective factors (resilience, parental expectations in the school environment, sports modality, beginning of the sports stage and acquisition of full scholarships) and factors that favor the appearance of burnout (individual sports modality, acquisition of partial scholarships or their absence and final sports stage). Regarding gender, women presented higher levels of burnout compared to men. It is considered necessary to activate programs that enhance the protective variables, both in schools and in sports institutions, to try to prevent or manage possible burnout symptoms and thus improve the adaptation of dual career students and, consequently, their health. In addition, it would be interesting to carry out future research on other related variables, such as dropout and its reasons in one of the areas (sports and/or school).

**Keywords:** Psychosocial factors; Sports burnout; School burnout; Dual career; Student-athletes.

**RESULTS**

AUTHORS	OBJECTIVES	PARTICIPANTS	INSTRUMENTS	VARIABLES	RESULTS
Sorkkila et al. (2018)	O1: Investigate the development of burnout in school and sport. O2: Analyze the influence of achievement expectations on the development of burnout.	N=391 Age: 15-16 (M= 16; DT=0.17). ♀ 200 and ♂ 191.	- Sport Burnout Inventory – Dual Career Form (SpBI-DC). - Perception of Success Questionnaire.	Burnout. Perception of achievement	- School burnout affects sports burnout, but not vice versa. - The perception of achievement was not associated with symptoms of sports or school burnout.
Sorkkila et al. (2019)	O1: Investigate whether there are different levels of school and sports burnout. O2: Examine the differences between burnout profiles in terms of their resilience.	N=391 Age: 16 (M= 16; DT=0.17). ♀ 199 and ♂ 192.	- Sport Burnout Inventory – Dual Career Form (SpBI-DC). - Brief Resilience Scale (BRS).	Burnout Resilience	- Most have stable burnout; a third of them with an increasing trend. - Resilience shows negative correlation with burnout.
Félix et al. (2021)	O: Differences between single athletes and dual race athletes in terms of resilience and burnout.	N=32 (7 athletes; 25 DC) Age: 22 (M=22.3;SD=3.9) ♀ 3 and ♂ 29	- Sport Burnout Inventory (SpBI). - Resilience Scale.	Burnout Resilience	CD showed greater resilience against athletes. In addition, they showed lower levels of burnout.
Nikander et al. (2021)	O1: Identify the different levels of adaptability to dual running. O2: Examine the relationship between burnout and the expectations of success of student-athletes and their parents.	N.athletes=391 (196 individual, 195 collective) Age:16 (SD=0.17) ♀200 y ♂191  N.parents=448 ♀ 260 and ♂ 188	- Sport Burnout Inventory – Dual Career Form (SpBI-DC). - Career Adapt – Abilities Scale – Dual Career (CAAS-DC). - Success Expectation Scale. - Parental Beliefs Questionnaire.	Burnout Adaptability Expectations Parental expectations	- Adaptability and burnout: negative relationship. - Different levels of adaptability (28% low; 26% very low). Women < Men. - Individual expectations of achievement → + adaptability. - Expectations parents → - burnout children only in the school environment.
Orcajada et al. (2022)	O: To examine the differences in burnout perceived by dual career students from a multifactorial perspective based on gender, sports modality, time of sports career, scholarships received and grades obtained.	N=231 (141 individual, 90 collective) Age:24 (DT=0.9) ♀ 136 and ♂ 95	- Sport Burnout Inventory – Dual Career Form (SpBI-DC). - Perceptions of Dual Career student – athletes (ESTPORT).	Burnout Sports modality Sex Sporting moment Ratings	Increased burnout in: - Individual > collective modality. - Women > Men. - Sports start < Final. - Partial > Full Scholarships. - There are no significant differences in terms of ratings.

**DISCUSSION / CONCLUSION**

Among the psychosocial factors that influence the possible burnout of CD students, two groups stand out: 1) Protective factors such as resilience, parental expectations (at the academic level), the modality of team sports, the beginning of the sports career and obtaining full scholarships. In particular, students who pursue a dual degree show greater resilience than students with a single career; and 2) The factors that favour the appearance of burnout are the individual sports modality, the final stretch of the sports career and partial scholarships or their absence. Differences between sexes are also found, with women having the highest level of burnout and low adaptability.

Considerations: regarding the intervention factors, it is concluded that it would be interesting to attend to those variables that reduce burnout, such as the resilience or social environment of the individual. This environment is considered an influential factor in cognitive, moral and relational development, according to the Ecological Model. For future studies it is recommended to work on the possibility and Bronfenbrenner reasons for dropping out (school or sports). Some studies based on the Theory of Self-Determination consider that expectations and motivations of achievement, especially at the intrinsic level, can play an important role. To carry out this type of intervention, it would be advisable to include the figure of the Sports Psychologist.

**INTRODUCTION**

The dual career (DC) is defined as "the career focused mainly on sport and studies or work" (European Commission, 2007). In the case of students, combining sport and studies can be very demanding and lead to burnout syndrome with a significant impact on health and well-being. At the sports level, burnout can generate negative consequences such as injuries or illnesses. The dual career can be explained from three theoretical models: Holistic Sports Career Model (Wylleman and Lavallee, 2004), Sports Career Trajectories Model (Pallarés, 2011) and Bronfenbrenner's Ecological Model (1979). Currently, in the preparation of students – athletes in Spain, a Career Assistance Plan has been developed, offered by various institutions (State, autonomous communities, universities).

The aim of this paper is to explore the psychosocial factors that influence the development of burnout syndrome in student-athletes.

**METHOD**

2018-2023

**Procedure**

Previous search "Dual career" = 6  
"Performance"

PUBMED "Dual career"; "Burnout" = 2

"Dual career"; "Burnout"; "Sport" = 5

PSYCINFO "Dual career"; "Burnout" = 4

"Dual career"; "Burnout"; "Sport" = 51

N= 62 items.

Selection criteria:

Duplicates = 10

Participants = 7

Participants < 15 = 3

Objectives = 13

Theme = 18

**Total = 5 items**

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