

Abstract

Title: Determining the Level of Psychological Exhaustion in Sports and School Environments Among Upper Primary School Children in Sports and Regular Classes

Objectives: The aim of this bachelor's thesis project is to determine the level of psychological exhaustion in sports and school environments among upper primary school children in sports and regular classes. Additionally, the project aims to compare the level of psychological exhaustion in the school environment between students in sports classes and regular classes.

Methods: This study was conducted using a quantitative research method with two anonymized online questionnaires. Specifically, the Athlete Burnout Questionnaire (ABQ) was used to determine the level of psychological burnout in sports, and the School Burnout Inventory (SBI) was used to assess the level of psychological burnout in the school environment. Both questionnaires are recognized tools for measuring burnout syndrome and were adapted for the purposes of this research. A total of 182 students aged 12-15 completed the questionnaires. From each grade, two classes from the upper level were selected, one sports class and one regular class. Data evaluation was carried out using the keys of each questionnaire, which include procedures for calculating scores. Descriptive statistics were then performed, followed by statistical analysis of the processed data.

Results: The results of the questionnaire survey indicate that sports classes exhibit a high level of burnout in the emotional/physical exhaustion factor of psychological burnout in sports. Conversely, regular classes exhibit a high level of burnout in the factors of reduced sense of personal accomplishment and devaluation of sports. In the area of school burnout, there was no statistically significant difference between sports and regular classes in the factors of school as a meaningful activity and conflict of personal life with school. A statistically significant difference between the classes was found only in the factor of satisfaction with one's own results.

Conclusion: Psychological burnout in sports and the school environment among older school-aged children is a highly relevant issue today. The results show that in sports classes, in terms of psychological burnout in sports, a high level of burnout in the factor of emotional/physical exhaustion is exhibited by 23 respondents, while in regular classes, it is exhibited by 14 respondents. In the factor of reduced sense of personal accomplishment, a high level of burnout is shown by 51 respondents in sports classes and 63 respondents in regular classes. In the factor of sport devaluation, a high level of burnout is found in 19 respondents from sports classes and 26 respondents from regular classes. The results of psychological burnout in the school environment, in terms of the factor school as a meaningful activity, show that a high level of burnout is demonstrated by 8 respondents from sports classes and 12 respondents from regular classes. In the factor of satisfaction with one's own results, a high level of burnout is exhibited by 2 respondents in sports classes and 3 respondents in regular classes. No respondent from either sports or regular classes reached a high level of burnout in the factor of conflict between personal life and school. From a statistical perspective, no statistically significant differences were found between classes in psychological burnout in the school environment, except for the factor of satisfaction with one's own results, where a statistically significant difference between classes was found. This research emphasizes the need for mental health support in both school and sports environments for older school-aged children and provides valuable insights for schools, coaches, and parents.

Keywords: burnout; physical activity; psyche; overload; school; free time; youth