Athlete burnout is acknowledged as a multifaceted psychological condition that involves emotional exhaustion, depersonalization, and reduced personal accomplishment (Raedeke, 1997). Elite athletes are often the focus of investigating athlete burnout due to intense training demands and pressure to perform (e.g., Francisco et al., 2016; Lonsdale et al., 2009). On college campuses, moderate athlete burnout has been found among collegiate student-athletes (Dubuc-Charbonneau et al., 2014), yet little is known about collegiate sport club members who also invest considerable time and energy into their sport (Lower-Hoppe et al., 2020). In addition to sport activities, sport club members are responsible for the administration and operation of their club, which may exacerbate feelings of burnout (Czekanski & Lower, 2019). Gustafsson et al.’s (2011) integrated model of athlete burnout highlights antecedents of burnout (e.g., school/work demands, social relationships) as well as consequences (e.g., withdrawal and impaired performance), providing a guiding framework to study the complexity of athlete burnout in diverse sport contexts. The purpose of the current study is to examine the antecedents and consequences of athlete burnout within collegiate sport clubs through integrated models.

The researchers adopted a survey research design, inviting 51 collegiate sport club teams across two universities in the United States. Informed consent was collected prior to survey administration, with a total of 226 sport club members representing 31 club teams participating in the study. The questionnaire assessed sport club involvement (frequency of club activities, member involvement in club activities) and perceived work life balance (WLB; Gröpel, 2006) as antecedents of burnout, with athlete satisfaction with individual (IPS) and team performance (TPS; Reimer & Chelladurai, 1998) assessed as consequences of burnout. The questionnaire also assessed three dimensions of burnout - devaluation, emotional and physical exhaustion (EPE), and reduced sense of accomplishment (RSA) - as it pertained to members' sport club involvement (Raedeke & Smith, 2001). To classify sport club involvement types, the researchers conducted K Means Clustering using SPSS 26, resulting in four different types: practice-oriented, travel-oriented, competition-oriented, and low-involvement. Two simple mediation models using two different independent variables (IPS and TPS) were identified to examine mediating effects of sport club involvement types and WLB through three dimensions of burnout employing SPSS Process Macro. These were examined based on 95% bias-corrected bootstrapping confidence intervals (Iteration= 5,000; Hayes, 2018). A binary variable (member=0, officer=1) was included as this has been identified a factor affecting sport club involvement (Warner & Dixon, 2013).

Results indicated significant indirect effects of WLB (LLCI=−.1373; ULCI=−.4571) and competition-oriented involvement (LLCI=−.0727; ULCI=−.4198) on IPS through RSA (R2, 41.3%). Similarly, the results of the other model suggested significant indirect effects of WLB (LLCI=−.1448; ULCI=−.4977 and LLCI=−.0376; ULCI=−.3572) and competition-oriented involvement (LLCI=−.0818; ULCI=−.4499 and LLCI=−.0064; ULCI=−.2398), through RSA and EPE respectively, on TPS, while EPE mediated WLB on TPS (LLCI=−.3738; ULCI=−.0078; R2, 36.7%). Findings suggest active sport club members are able to manage WLB to mitigate burnout and increase satisfaction with IPS and TPS. Implications pertaining to sport club administration, scheduling, resource allocation, and officer training will be presented.