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The pressure to perform: academic stress and burnout among university dance athletes during intensive training.

La presión por rendir: estrés académico y burnout en bailarines-atletas universitarios durante entrenamientos intensivos.

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Abstract

This study examined the effect of academic stress on burnout among university dance athletes undergoing intensive training. While research has explored stress and performance in athletes, limited attention has been given to student dancers balancing academic and artistic demands. Guided by the Cognitive-Transactional Theory of Stress and Coping, the study analyzed how dimensions of academic stress predict burnout symptoms, including emotional exhaustion, detachment, and reduced accomplishment. A total of 243 Filipino student dancers aged 18–25 were purposively selected based on the following inclusion criteria: competitive experience at the national or international level, at least five years of formal dance training, and current academic enrollment. Using a descriptive-correlational design, participants completed the Educational Stress Scale for Adolescents (ESSA) and the School Burnout Inventory (SBI), and data were analyzed through multiple regression using IBM SPSS v28. Results showed that academic stress significantly predicted dance burnout, with study pressure emerging as the strongest predictor, followed by despondency, worry about grades, workload, and self-expectation. These findings underscore the need for institutional programs, such as stress-management training, academic accommodations, and mental-health support, to help student performers sustain both academic success and artistic performance.

Keywords: stress, burnout, intensive training, pressure, university-students

Resumen

Este estudio examinó el efecto del estrés académico sobre el burnout en bailarines-atletas universitarios sometidos a entrenamientos intensivos. Aunque la investigación previa ha explorado la relación entre el estrés y el rendimiento en atletas, se ha prestado poca atención a los bailarines que equilibran las demandas académicas y artísticas. Guiado por la Teoría Cognitivo-Transaccional del Estrés y el Afrontamiento, el estudio analizó cómo las dimensiones del estrés académico predicen los síntomas de burnout, incluyendo el agotamiento emocional, la despersonalización y la baja realización personal. Se seleccionaron intencionalmente 243 bailarines estudiantes filipinos, de entre 18 y 25 años, según los siguientes criterios de inclusión: experiencia competitiva a nivel nacional o internacional, al menos cinco años de formación formal en danza y matrícula académica vigente. Con un diseño descriptivo-correlacional, los participantes completaron la Educational Stress Scale for Adolescents (ESSA) y el School Burnout Inventory (SBI), y los datos fueron analizados mediante regresión múltiple utilizando IBM SPSS v28. Los resultados mostraron que el estrés académico predijo significativamente el burnout en la danza, siendo la presión por el estudio el predictor más fuerte, seguido de la desesperanza, la preocupación por las calificaciones, la carga académica y la autoexigencia. Estos hallazgos destacan la necesidad de programas institucionales—como capacitación en manejo del estrés, adaptaciones académicas y apoyo en salud mental—que ayuden a los estudiantes intérpretes a mantener tanto el éxito académico como el rendimiento artístico.

Palabras clave: estrés, burnout, entrenamientos intensivos, presión, estudiantes universitarios

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Introduction

Dancers who navigate the world of academia and training to perform at high performance levels struggle to maintain their performance capacity when experiencing stress and burnout. This is evidenced by how the stressors that accompany academic life can lead to emotional exhaustion, diminished feelings of personal fulfillment, and eventually diminished perceptions of success for the dancers (Li et al., 2024; Blevins et al., 2021; Duhaylungsod et al., 2024). Although many studies have described the challenges of stress and burnout in an athletic and performing arts population, there is limited literature related to dancers, especially in high-intensity training where both mental and physical factors are at their peak (Schachtler Dwarika et al., 2023; Duhaylungsod et al., 2024; Longakit et al., 2025). Furthermore, there is limited investigation into how academic stress contributes to forms of dance-specific burnout, despite emerging evidence that supports academic overload further exacerbating dancers' physical fatigue, emotional exhaustion, and decrease in engagement in the artistry of dancing (Schachtler Dwarika et al., 2023). Additionally, dancers' attempts at navigating and managing conflicting demands imposed by academic work and high-performance training on an academic and physical level have yet to be explored (Blevins et al., 2020). Consequently, the limited literature strongly substantiates the need for investigating the complexity of academic stress resulting in dance burnout. By investigating how dancers navigate these experiences of co-existing pressure (i.e., the academic, physical, emotional, etc.), can obtain a nascent understanding of how dancers attempt resilience, potentially influencing a dancer's ongoing performance, well-being, and longevity in both academics and dance. The need for research is foundational, as one more level of investigation of these types of contextual factors can provide concrete information for educators, coaches, and mental health professionals as to where best to change or intervene, and also optimize dancers' long-term performance and wellbeing (Mathisen et al., 2022; Dwarika & Haraldsen, 2023).

Burnout and academic stress are frequent experiences for student dancers, athletes, and performers, and they significantly negatively impact different aspects of their physical and mental health (Glandorf et al., 2023). Multiple studies have looked at

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burnout with student populations. Burnout is a condition of chronic stress that leads to emotional exhaustion, depersonalization, and diminished personal accomplishment (Bianchi et al., 2021; Demerouti, 2024). Studies indicate that prolonged exposure to academic stress impacts mental well-being and affects cognitive abilities and emotional regulation (Madigan et al., 2021). The dual demands of academic and athletic commitments, for instance, often increased the stresses placed on student-athletes (Lopes Dos Santos et al., 2020). This can contribute to worse academic performance, more anxiety, or worse, may result in an athlete quitting their sport (Lopes Dos Santos et al., 2020). Students in the field of performing arts understand similar emotions of exhaustion, something that leads to diminished connection with their career and less artistic expression (Głaziewicz & Golonka, 2024).

Additionally, burnout in student performers has been associated with exhaustion, injury, and prolonged recovery, all of which would lessen their ability to practice and perform their best (van Winden et al., 2021). The combination of challenging training schedules and academic stress can lead to poor nutrition, lack of sleep, and general dissatisfaction with life (Montserrat Monserrat Hernández et al., 2023; Gunasegaram et al., 2024). Students may struggle to handle their obligations due to the vicious cycle of negative reinforcement from their stresses, leading to greater fatigue and a lower sense of self-efficacy (Yin et al., 2024).

Research indicates that individuals who perceive themselves as capable of controlling their performance-related behaviors and academic activities have a better chance of remaining motivated in the presence of external pressures (Yin et al., 2024; Hidajat et al., 2023). Moreover, burnout is more likely to happen for those who believe they are being controlled by environmental externalities like strict training programs or academic achievement, for example (Lin & Yang, 2021). The need for research is pivotal to understand how dancers distribute their strategies of stress management, but we can begin to understand how dancers manage stress while under the demands of high intensity training and managing academic commitments. The Cognitive-Transactional Theory of Stress and Coping highlights how human beings appraise stressors and determine whether they have the capacity to respond (Obbarius et al., 2021). The hypothesis elucidates how

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certain dancers thrive under concurrent pressures, whilst many falter in dancing when their mental and physical stamina is consistently tested. The ability of dancers to maintain performance standards under pressure is influenced by their assessment and management of stress (De Wet et al., 2021; De las Heras Fernández et al., 2023).

While much of the discourse has been about the risk of burnout, considerably less attention has been devoted to understanding how some internal resources, such as adaptability or helpful control coping processes, could serve as possible protective factors against the negative consequences of burnout. Burnout not only reduces energy levels, but concentration, coordination, and one's ability to recover between training sessions (Fiala et al., 2025). This study seeks to explore the relationship that describes how burnout and academic-related stress influence dancer performance and whether some dancers show resiliency over others.

Given the theory, resilient dancers with adaptive coping skills should outperform them and be able to manage challenges and pressure better than dancers with lower resiliency (Arbinaga, 2025; Albán-Reyes et al., 2024). Clearly, stress is not the only factor that affects performance. Other important psychological factors such as goal orientation, social support, and self-efficacy also play a part (Arbinaga, 2025). Dancers with a sense of belief about their abilities are able to hold their attention when fatigued or failing (Arbinaga, 2025). Dancers who are more focused on their own experience setbacks (Thieser et al., 2021; Sick et al., 2022). Lastly, student dancers who have positive support from teachers, peers, and families have increased emotional resilience to stress, and more motivation (Dong et al., 2024).

The current study will examine the relationship between the academic stress of students and dance burnout, as well as delineating the various components of academic stress in respect to dancer's burnout. The research intends to investigate the direct relationship between academic stressors, including: workload, time management, and performance expectations, and how they operationally lead to emotional and physical exhaustion, reduced personal accomplishment, and withdrawal from the activity - all symptoms often reported by elite level student dancers when going through intensive training (Blevins et al., 2019; Blevins et al., 2021).

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Academic Stress of Students

The issue of academic stress is well documented in both practice and research, serving as a central focus in studies on the student population. Prior work has extensively examined the relationship between elevated stress levels and outcomes such as mental health, attention, and focus, which in turn affect academic and physical performance (Gasser et al., 2025). University students are frequently the participants in stress-related research because they must manage a wide range of responsibilities, including extracurricular activities, meeting academic deadlines, and achieving performance standards, all while coping with chronic stress and anxiety (Córdova Olivera et al., 2023). Student-athletes and student performers often experience these pressures more acutely, as they are subjected to demanding academic and physical expectations (Córdova Olivera et al., 2023). For dancers, academic achievement is particularly at risk due to the dual demands of intensive training and education, alongside limited time for skill development, self-care, and recovery (Braun & Kotera, 2021). This imbalance can hinder both performance and overall physical well-being (Borowski, 2021). Moreover, student performers frequently encounter time constraints that lead to poor sleep habits, inadequate nutrition, and reduced opportunities for reflective practice—factors that not only diminish their training adaptations but also heighten their risk of psychological and physical stress.

Burnout and Stress in Dancers

Burnout is defined as a prolonged response to ongoing emotional and physical stress and includes common characteristics of emotional exhaustion, depersonalization, and a reduced sense of accomplishment (Madigan et al., 2023; Gulanes, 2025). Burnout can result in physical injuries, decreased motivation, and poor performance in dancers and high-end performers (Madigan et al., 2023). Burnout can also frequently indicate high levels of emotional and physical stress; it can lead performers to abandon training treatments, become slower in recovery, and report lower psychological well-being (Dišlere et al., 2025). Studies show that individuals who manage academic stress and physical stress together tend to burn out far greater than individuals managing a singular source of stress (Di Mario et al., 2024).

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Burnout and stress are not mutually exclusive and both phenomena have observable consequences on performance. Dancers that are mentally and physically fatigued tend to make more errors in executing choreography, have dull technique, and have decreased coordination in focus (Smith et al., 2024). Research demonstrates prolonged stress produces physical trouble and limits cognitive functioning, affecting timing, focus, and coordination in training and performance situations (Girotti et al., 2024). Because it results in physical overload and inadequate recovery, chronic stress decreases motor performance and increases the risk of injury (Fisher et al., 2020). Chronic sustained burnout further erodes dimensions of the dancers' confidence especially when performing under pressure in competitive and high-stakes situations (Skwiot et al., 2020). During the training process, the effect is compounded during training in which intensity is emphasized, and higher levels of physical output are expected with minimal recourse for time spent resting, testing their limits for mental capacity and resilience.

Cognitive-Transactional Theory of Stress and Coping

The present study is guided by the Cognitive-Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), which explains how individuals evaluate and respond to stressors through a dynamic process of cognitive appraisal and coping. This model has been extensively applied in performance domains to understand how individuals interpret and manage stress in demanding environments (Sharma & Gupta, 2022). According to this framework, dancers' responses to stress depend on two critical appraisals: a primary appraisal, where they judge academic and training demands as threats or challenges, and a secondary appraisal, where they assess their perceived ability and resources to cope with these demands.

This theory provides a relevant lens for examining how dancers' perceptions of academic and performance pressures influence their emotional and behavioral outcomes. For instance, dancers who perceive academic demands as threats to their performance goals may experience greater anxiety, whereas those who see them as manageable challenges tend to demonstrate stronger resilience and coping efficacy (Blevins et al., 2021). The secondary appraisal process is equally crucial, it determines whether dancers

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believe they possess the emotional, physical, and social resources necessary to handle such pressures effectively (Lazarus & Folkman, 1984).

Given its focus on cognitive evaluation and coping mechanisms, this model is particularly appropriate for the dual-role context of student dancers. It explains why some dancers can sustain performance levels and psychological stability despite intense academic stress, while others experience burnout and diminished performance (Blevins et al., 2021). Moreover, it acknowledges the influence of social and environmental factors, such as self-efficacy, social support, and time management, that shape coping capacities (Zhang et al., 2024). Dancers who receive support from peers, coaches, and family, or who possess high self-efficacy, tend to view stress as an opportunity for growth rather than a threat to their well-being (Arbinaga, 2025; Klaperski-van der Wal et al., 2025).

Empirical studies affirm that adaptive coping strategies, such as emotional regulation and problem-solving, enhance dancers' endurance, maintain motivation, and minimize performance decline (Liu et al., 2022; van Winden et al., 2020). Similarly, resilient individuals can tolerate high training loads without substantial performance deterioration, owing to their ability to maintain cognitive and physiological balance under pressure (Chrétien et al., 2024). Although recent research has increasingly explored the protective roles of resilience and self-regulation (Wang et al., 2022; Wang et al., 2024), the Cognitive-Transactional Theory remains the most comprehensive and empirically grounded framework for explaining how academic stress translates into burnout and how coping resources buffer its effects.

The Current study

The present study will address an under researched area in performance psychology: how academic stress impacts burnout in dancers who are immersed in high-intensity training. There is a developing body of research on stress and burnout as it applies to athletes and performance students in general; dancers represent a group that receives considerably less attention, particularly with balancing the demands of several academic schedules. This study seeks to fill the gap by exploring how academic pressure, such as heavy workloads, pending deadlines, and the pressure to perform well in school,

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contribute to emotional fatigue, mental detachment, and a decreased sense of achievement of dancers.

Guided by the Cognitive-Transactional Theory of Stress and Coping, this research will investigate not only how dancers perceive and react to academic stress, but also how their internal resources like emotional regulation and problem-solving skills shape their ability to cope.

Specifically, this study hypothesizes that:

H₁: Total academic stress directly influences dance burnout of student-dancers.

H_{1a}: Self-expectation directly influences dance burnout of student-dancers.

H_{1b}: Workload directly influences dance burnout of student-dancers.

H_{1c}: Worry about grades directly influences dance burnout of student-dancers.

H_{1d}: Despondency directly influences dance burnout of student-dancers.

H_{1e}: Pressure from study directly influences dance burnout of student-dancers.

Methods

Participants

The participants in this study comprised 243 student dancers actively involved in elite-level dance competitions, including hip-hop dance events in the Philippines. A purposive sampling technique was employed to recruit individuals who met specific inclusion criteria designed to ensure relevance and depth of insight. To qualify, participants were required to: (1) have earned at least a bronze medal in national or international dance competitions; (2) possess a minimum of five years of dance experience and sustained competitive involvement; and (3) be currently enrolled in an academic institution for the 2024–2025 academic year.

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Table 1

Sociodemographic profile of the dancers

Variable	Item	N	%	M	SD
Gender	Male	78	32.10%		
	Female	165	67.90%		
Age				20.86	1.702
Highest Level of Dance Participation					
	National	180	74.07%		
	International	63	25.93%		

Instruments

The correlation with the Educational Stress Scale for Adolescents or ESSA was employed to estimate the connection between the dancer's academic load and their stress. Five hidden variables study pressure, workload, grade-related anxiety, self-expectation, and despondency of the variance in the 16 items on this measure. Each item is rated on a 5-point Likert Scale ranging from 1, denoting "strongly disagree," to 5, denoting "strongly agree." The higher score indicates greater stress. The scale's results demonstrated satisfactory concurrent validity and adequate internal consistency in various studies (Truc et al., 2012). High reliability was demonstrated by the internal consistency coefficients for each subscale in the current study (self-expectancies, $\alpha = .802$; workload, $\alpha = .705$; anxiety over grades, $\alpha = .670$; melancholy, $\alpha = .738$; pressure from study, $\alpha = .648$). The scale's Cronbach alpha in this study is .885.

The School Burnout Inventory (SBI) measure for teachers (9-item self-report scale) can also be adapted to students, and consists of three dimensions: exhaustion at school (four items), cynicism toward the meaning of school (three items), and sense of inadequacy at school (two items). Each item was rated on a 1-to-6-point scale (1 = strongly disagree; 6 = strongly agree); higher scores were indicative of higher levels of burnout. From different samples, the SBI has shown good concurrent validity and internal

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consistency (Carmona-Halty et al., 2022). The SBI in this study showed good reliability and validity as a measure of school burnout with a Cronbach alpha of .896.

Data Collection Procedure and Ethical Considerations

To effectively address the study objectives and ensure accurate data collection, the researchers employed a standardized and validated questionnaire comprising items from established instruments: the School Burnout Inventory (SBI) and the Educational Stress Scale for Adolescents (ESSA). These instruments were selected for their strong psychometric properties and relevance to the constructs under investigation. Prior to full deployment, the questionnaire underwent a pilot test with a small group of eligible respondents to assess clarity, feasibility, and internal consistency. Necessary adjustments were made based on feedback and statistical evaluation to enhance the reliability and validity of the research tool. The actual data collection was conducted using Google Forms, a secure online platform that allowed respondents to complete the survey at their convenience. The questionnaire included a brief introduction outlining the purpose of the study, inclusion criteria, and instructions for completion. Participation was strictly voluntary, and informed consent was obtained electronically before respondents could proceed with the survey. Respondents were assured of their right to decline or withdraw from the study at any point without any consequence.

To uphold ethical standards, the study adhered to the principles of confidentiality, anonymity, and informed consent. No personally identifiable information was collected, and responses were anonymized upon submission. All data were stored in a password-protected Excel file accessible only to the researchers. The study did not offer financial incentives, and potential risks—including minor emotional discomfort from answering stress-related questions—were disclosed to participants in advance. The researchers ensured that all procedures conformed to ethical standards for research involving human participants.

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Statistical Analysis

Data were analyzed using IBM SPSS Statistics version 28. Preliminary analyses included descriptive statistics, reliability testing, and normality checks to confirm data suitability for parametric analysis. The values of skewness and kurtosis fell within the acceptable range (± 2), indicating approximate normality. Pearson's correlation analysis was first employed to determine the direction and strength of relationships among academic stress dimensions and burnout.

To test the hypothesized predictive relationships, multiple regression analysis was conducted. This model was selected because it allows for the simultaneous examination of how multiple independent variables (i.e., self-expectation, workload, worry about grades, despondency, and pressure from study) predict the dependent variable (dance burnout), while controlling for shared variance among predictors. The approach is statistically appropriate for descriptive-correlational designs where the aim is to determine the relative contribution of several predictors to an outcome variable. The significance level was set at $p < .05$. Effect sizes and coefficient of determination (R^2) were reported to assess the magnitude and explanatory power of the model.

Results

Table 2 presents the intercorrelations among academic stress dimensions and burnout, along with descriptive and normality statistics. All variables were significantly and positively correlated, indicating that higher levels of academic stress are associated with greater burnout among student dancers. Notably, pressure from study showed the strongest associations across all variables, underscoring its central role in the academic stress–burnout relationship.

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Table 2

Intercorrelation among constructs and normality estimates

	1	2	3	4	5	6
1. Burnout	—					
2. Self-expectation	.416***	—				
3. Workload	.545***	.289***	—			
4. Worry about grades	.549***	.560***	.309***	—		
5. Despondency	.559***	.464***	.452***	.527***	—	
6. Pressure from study	.572***	.652***	.457***	.703***	.615***	—
M	34.025	10.868	9.523	10.218	9.481	13.058
SD	8.391	2.843	2.181	2.625	2.660	3.023
Skewness	0.328	-0.702	0.293	-0.493	-0.258	-0.250
Kurtosis	0.596	0.243	0.458	0.222	-0.460	0.322

Significant at level * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3 presents the multiple regression analysis examining the predictive effects of academic stress factors on dance burnout. The overall model was statistically significant, $F(1, 246) = 198.79$, $p < .001$, $R^2 = .452$, indicating that academic stress explained 45.2% of the variance in burnout. Among the predictors, pressure from study was the strongest contributor, followed by despondency, worry about grades, workload, and self-expectation (all $p < .001$). These findings emphasize that each component of academic stress contributes significantly to students' burnout levels, with pressure from study standing out as the most influential factor. The consistently high R^2 values and statistically significant t-tests across predictors underscore the robustness of the model in explaining variance in burnout among student-dancers.

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Table 3

Multiple Regression

Hypothesis	Path	β	R^2	F	t	p	95% CI LL - UL
<i>H1</i>	AS \rightarrow DB	0.672	0.452	198.793	---	<.001	.464 – .615
<i>H1_a</i>	SE \rightarrow DB	0.416	0.173	---	7.096	<.001	.886 – 1.568
<i>H1_b</i>	WL \rightarrow DB	0.545	0.297	---	10.101	<.001	1.689 – 2.508
<i>H1_c</i>	WAG \rightarrow DB	0.549	0.302	---	10.203	<.001	1.417 – 2.095
<i>H1_d</i>	DD \rightarrow DB	0.559	0.313	---	10.477	<.001	1.433 – 2.096
<i>H1_e</i>	PRS \rightarrow DB	0.572	0.327	---	10.828	<.001	1.299 – 1.877

Note: AS - Academic Stress, DB - Dance Burnout, SE - Self Expectation, WL - Workload, WAG - Worry about Grades, DD - Despondency, PRS - Pressure from Study

Discussions

The present study investigated the influence of academic stress on burnout among student dancers engaged in intensive training. Among the stress components evaluated, pressure from study emerged as the strongest predictor of burnout, followed by despondency, worry about grades, workload, and self-expectation. These findings highlight the considerable psychological burden imposed by academic expectations on student performers and underscore the need for comprehensive academic and psychosocial support.

Guided by the Cognitive-Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), the results affirm that stress outcomes are shaped not only by external demands but also by individuals' cognitive appraisal of these demands and their perceived coping resources. Primary appraisal involves interpreting academic stressors as threats or challenges, whereas secondary appraisal concerns the perceived ability to manage them. Dancers who view academic pressures as threats and feel inadequately prepared to cope are more likely to experience emotional exhaustion, alienation, and reduced accomplishment, all characteristic symptoms of burnout.

The significant effects of self-expectation and workload correspond with prior

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findings linking internalized standards and overcommitment to emotional exhaustion (Abdul Aziz et al., 2024; Stornæs et al., 2023; Gao, 2023). From a transactional viewpoint, highly driven student dancers may interpret difficulties in achieving academic or artistic goals as personal failure, which intensifies emotional distress and vulnerability to burnout (Preiser et al., 2025; Dehban et al., 2024). This vulnerability increases when coping resources such as social support, time management, or emotional regulation are insufficient to meet external expectations (Schwarzer, 2024; Nuetzel, 2023).

The contributions of worry about grades and despondency to burnout reflect both cognitive and emotional responses to prolonged stress. Within this framework, dancers who perceive academic challenges as personal inadequacies or threats to their competence are more prone to psychological deterioration. Feelings of helplessness or hopelessness signify failures in secondary appraisal, where loss of perceived control leads to disengagement and fatigue (Bagdžiūnienė et al., 2025; Blevins et al., 2022). The dominant predictor (academic pressure) exemplifies the dual internal and external demands dancers face in striving for academic and performance excellence. As the Cognitive-Transactional Theory posits, when stressors are perceived as uncontrollable and coping mechanisms are inadequate, stress becomes maladaptive, resulting in burnout. For many dancers, this dual-role tension creates a performance paradox: excelling academically may compromise artistic performance and vice versa, producing emotional and motivational conflict.

These findings reinforce the theoretical claim that the interplay between individual appraisal and coping resources is central to understanding stress outcomes. Dancers exhibiting lower burnout levels likely used adaptive coping strategies, such as emotional regulation, planning, and help-seeking, which enhance secondary appraisal and reduce perceived threat (De Wet et al., 2021; Ramos-Vera et al., 2024). Conversely, those reporting higher burnout may lack such strategies or struggle to employ them under pressure (Michaels et al., 2023; Bianchi et al., 2021). This aligns with research showing that emotional regulation, resilience, and social support act as protective buffers against stress-related effects among performers (Klaperski-van der Wal et al., 2025; Albán-Reyes et al., 2024).

Overall, the results validate the continued relevance of the Cognitive-

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Transactional Theory in performance-based education, emphasizing that subjective interpretation and coping capacity significantly shape dancers' well-being. This framework supports practical interventions, such as cognitive reappraisal training, mindfulness, time management, and self-compassion workshops, to help dancers manage academic and artistic pressures more effectively. Institutions should implement integrated support systems that foster adaptive coping, resilience, and emotional regulation to sustain both academic achievement and artistic performance.

In essence, burnout among student dancers arises not solely from workload intensity but from their perceptions and reactions to competing demands. Addressing these cognitive and emotional factors is vital to reducing burnout risk and promoting long-term engagement and well-being in university dance athletes.

Limitations of the Study

While this study offers valuable insights into the connection between academic stress and burnout among student dancers, several limitations should be acknowledged. First, the cross-sectional research design limits the ability to determine causal relationships between academic stressors and burnout. A longitudinal approach would be necessary to examine how these variables evolve over time and to better capture the dynamics of stress and its impact on performance. Second, the study focused on specific dimensions of academic stress (as measured by ESSA) and burnout (as assessed by SBI), which may not fully represent the broader spectrum of dancers' psychological and physical well-being. Additionally, a further limitation pertains to the study duration. Despite the participants being deliberately chosen according to stringent criteria, all respondents were sourced from institutions within a singular geographic region. This constrains the applicability of findings to dancers from varied educational systems, cultural contexts, and competitive tiers. Future research should incorporate people from various institutions, geographies, and dance styles to improve representativeness. Future research should employ longitudinal designs to examine the accumulation or variation of academic stress during training seasons and academic cycles, thereby building on the existing findings. Comprehensive investigations should encompass supplementary psychological categories, including resilience, self-efficacy, and emotion control, with

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environmental elements like mentorship, social support, and institutional culture. Moreover, multidisciplinary methodologies, incorporating mental health, education, and performance science, may facilitate the creation of customized intervention programs that target both academic and performance-related stress. Investigating culturally sensitive

Conclusion

This study highlights the crucial role of academic stress in predicting burnout among student dancers engaged in intensive training. Guided by the Cognitive-Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), the findings demonstrate that dancers' appraisal of academic demands and their perceived coping capacity significantly influence emotional exhaustion, detachment, and diminished accomplishment. Pressure from study emerged as the strongest predictor of burnout, emphasizing how both academic and performance expectations create a dual source of strain for university dance athletes. To mitigate burnout and sustain well-being, institutions should strengthen psychosocial and academic support systems, including stress management programs, flexible academic policies, and accessible mental health services. Integrating coping-skills education (i.e., mindfulness, time management, and emotional regulation) into dance curricula can enhance resilience and performance consistency. Thus, burnout among student dancers stems less from workload itself and more from how these individuals perceive and manage competing demands. Fostering adaptive coping mechanisms and supportive learning environments can help student dancers maintain both academic success and artistic excellence.

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