

# INPLASY

## Why do students drop out of regular sport in late adolescent? The experience of a systematic review

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### ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Completed but not published.

**Conflicts of interest** - None declared.

**INPLASY registration number:** INPLASY2024110015

**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 4 November 2024 and was last updated on 4 November 2024.

### INTRODUCTION

**Review question / Objective** Our objective is to scrutinize past studies about dropout from sport. Our research aims to explore factors influencing sport persistence among university students, utilizing the Bronfenbrenner's ecological model which includes intrapersonal, interpersonal, and environmental factors. This model offers a more nuanced understanding of the concept of sport persistence.

**Condition being studied** To achieve our aim, we have formulated the following research question: What sort of factors can be identified to have a significant effect on the dropout from sport regarding the individual, micro-, meso-, and macro system levels among athletes younger than 25 years?

### METHODS

**Search strategy** Systematically searches were conducted in EBSCO Discovery Service Search Engine, which contains 85 databases. The keywords we used for searching were "sport dropout", "dropout from sport", "discontinuation of sport " AND "influential factors", "individual factors", "intrapersonal factors", "Interpersonal factors", "environmental factors", "institutional climate". On December 16th, 2022, searches were conducted resulting in a total of 512 records. After a double filtering process, 51 of these records were excluded, leaving 461 records. Abstract and title screening removed an additional 389 records, leading to 72 papers that underwent full-text screening. Ultimately, 11 papers were included in the qualitative synthesis.

**Participant or population** This paper aims to systematically search dropout from sport among student-athletes (age below 25 years) due to focusing on children and adolescents, more specifically, students learning in primary, secondary or tertiary education) and participating in any kind of sport (competitive or recreational).

**Intervention** This paper aims to systematically search dropout from sport among student-athletes (age below 25 years) due to focusing on children and adolescents, more specifically, students learning in primary, secondary or tertiary education) and participating in any kind of sport (competitive or recreational).

**Comparator** None reported.

**Study designs to be included** Study design: quantitative (survey) and qualitative (interview) research.

**Eligibility criteria** The following inclusion criteria were set, following the PICOS format (P: Population, I: Interventions, C: Comparisons, O: Outcomes, S: Study designs):

1. population: age below 25 years (due to focusing on children and adolescents, more specifically students learning in primary, secondary or tertiary education) and participating in any kind of sport (competitive or recreational);
2. intervention: original empirical research published in a peer-reviewed journal;
3. comparison: manifestation of dropout from sport and factors influencing it determined by any levels of Bronfenbrenner's model;
4. outcomes: any kind of intrapersonal, interpersonal and environmental factors contributing to the dropout from sporting activity of the child and/or adolescent;
5. study design: quantitative (survey) and qualitative (interview) research;
6. written in English language; and
7. in disciplines of education, psychology, health, social sciences and humanities and sports sciences.

In this study, reviews, commentaries, letters to the editor, conference papers, books, book chapters, dissertations and newspaper articles were excluded. Also, papers focusing on non-healthy participants were not used for analysis.

**Information sources** We used EBSCO (Elton B. Stephens Company) Discovery Service Search Engine, which includes 85 databases.

**Main outcome(s)** Overall, when focusing on dropout prevention, some factors can be

mentioned as variables predicting persistence, such as personality, positive emotions, enjoyment, satisfaction with sport and life and openness. Also, low levels of fatigue and health-related issues (e.g. injuries) and, parallelly, high levels of motivation and commitment, orientation, companionship, victory orientation, volition, future sporting intentions and learning and development may be predictive. Also, positive feedback, desire to learn and peer comparison can be listed.

Regarding the microenvironment, the coach can be supportive when using an autonomy-supportive leadership style and creating a task-involving motivational climate (greater competence, sense of autonomy). Concerning the peers, the positive presence of teammates should be emphasised. Parents and siblings are less and less important. Regarding the mezo and macro-environment, social expectations and gender differences should be pointed out. Intensive training, living with pain, muscle soreness and pushing performance limits may have a negative impact on persistence, and we can see lower drop-out rates in sports that can be played over the long term, even as a hobby. The development of emotional and motivational skills (emotion regulation, perception of abilities, development-oriented thinking, perseverance), optimism, an optimal level of competition, as well as geographical and material accessibility and social status can also be supportive.

**Quality assessment / Risk of bias analysis** The quality of the studies was evaluated by the Joanna Briggs Institute (JBI) critical appraisal tool [20]. This tool assesses various aspects of study design, conduct, and reporting to gauge the reliability and validity of findings. It considers factors such as randomization, blinding, sample selection, and data analysis methods. By identifying potential sources of bias, researchers can better interpret study outcomes and make informed decisions about the applicability of evidence in healthcare practice. This measure aids in promoting transparency, rigor, and credibility in research, thereby enhancing the quality of evidence-based healthcare interventions and guidelines. Papers were evaluated according to the appropriate tool on a 4-point scale (yes/no/unclear/not applicable).

**Strategy of data synthesis** The quality of the studies was evaluated by the Joanna Briggs Institute (JBI) critical appraisal tool [20]. This tool assesses various aspects of study design, conduct, and reporting to gauge the reliability and validity of findings. It considers factors such as randomization, blinding, sample selection, and data analysis methods. By identifying potential sources of bias, researchers can better interpret

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**Subgroup analysis** None reported.

**Sensitivity analysis** None reported.

**Language restriction** English.

**Country(ies) involved** Hungary.

**Keywords** "sport dropout", "dropout from sport", "discontinuation of sport " AND "influential factors", "individual factors", "intrapersonal factors", "Interpersonal factors", "environmental factors".

#### **Contributions of each author**

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