



ISSN: 2146-1961

Toktaş, S. & Zambak, Ö. (2024). Examining The Psychological Well-Being, Psychological Resilience, Burnout Characteristics of Football Coaches and the Relationship Between Them; an Experimental Study, *International Journal of Eurasia Social Sciences (IJOESS)*, 15(57), 1384-1400.

DOI: <http://dx.doi.org/10.35826/ijoess.4529>

ArticleType: Research Article

EXAMINING THE PSYCHOLOGICAL WELL-BEING, PSYCHOLOGICAL RESILIENCE, BURNOUT CHARACTERISTICS OF FOOTBALL COACHES AND THE RELATIONSHIP BETWEEN THEM; AN EXPERIMENTAL STUDY

Sermet TOKTAŞ

Dr., Adıyaman University, Adıyaman, Türkiye, stoktas@adiyaman.edu.tr

ORCID: 0000-0002-2445-5734

Ömer ZAMBAK

Associate Prof. Dr., Gümüşhane University, Gümüşhane, Türkiye, omer_zambak@yahoo.com

ORCID: 0000-0001-7301-3935

Received: 05.04.2024

Accepted: 07.08.2024

Published: 01.09.2024

ABSTRACT

The aim of the study is an experimental study on football coaches' psychological well-being, psychological resilience, burnout levels and the relationship between them. The sample of this research, which used a descriptive research design, consisted of 146 football coaches. The data were obtained by applying the 'Psychological Well-Being Scale', 'Maslach Burnout Scale' and 'Connor-Davidson Psychological Resilience Scale'. 146 coaches from Denizli, Ankara and Izmir amateur football leagues participated in the study in 2019. Data regarding the applied scales were analyzed in the SPSS 18 program. It was determined that the psychological well-being, psychological resilience and burnout levels of football coaches were statistically moderate. However, the level of psychological resilience was found to be a significant predictor of burnout and psychological well-being levels. According to the results of the study, football coaches have a statistically moderate burnout, psychological resilience and psychological well-being capacity. Based on the information obtained from the face-to-face interview, it was determined that they felt highly exhausted/powerless. As a result, the study is valuable as it reveals that football coaches are highly affected by the lives of their athletes and that they need support to overcome the psychosocial problems they experience.

Keywords: Psychological resilience, psychological well-being, burnout, football coach.

INTRODUCTION

There are some factors that cause negative phenomena such as unpredictability, pessimism, lack of clarity, anxiety, learned helplessness, uneasiness, created fears, decreased self-esteem and similar negative phenomena. These variables are closely related to burnout, level of psychological well-being, and level of psychological resilience, respectively. This understanding is related to the vital processes that lead to some people feeling physically weak, as well as problems that cause asociality. Football coaches are the ones who are most exposed to and observe the difficult times that people have to go through. They are coaches who are always with their athletes, spend intense time with them, determine their goals, and help their athletes overcome the difficulties and injuries they experience. Coaches should be aware of their athletes' overtraining states as well as psycho-social, emotional, psychological burnout syndrome, etc. It also supports them in times of problems. In this way, coaches are also affected by the burnout, mental, anxiety and psychosocial syndromes experienced by their athletes (Cho, S et al., 2019, Davis, L et al. 2018). While this situation prevents coaches from improving themselves and achieving their goals, it leads to burnout, loss of pleasure from their work, and emotional strain. And ultimately, they can leave the jobs they love for their own benefit (Montero & Campayo, 2010, Bearschank, 2010; Jeung, et al., 2018).

When we say burnout syndrome, it is explained as a state of exhaustion, unsatisfied personal desires, failure, decrease in energy and power, or the state of exhaustion that occurs in the coach's internal reserves as a result (Gorji 2011). Unfortunately, the feeling of burnout, which reduces the coach's sense of job satisfaction and makes his professional identity questionable, negatively affects the importance he gives to his athletes and the level of care he gives to his athletes (Li, et al., 2019, Ng, et al., 2011, Olusoga et al. 2010). According to the reasons listed above, it is really vital for coaches who experience these processes to be psychologically strong, to prevent the progression of burnout, and to be able to manage this negative process strongly both professionally and individually.

Psychological resilience; It is expressed as the ability of individuals/coaches to overcome and cope with these negative factors when they encounter challenging life stress triggers and to recover by returning to a positive state (Sisto et al. 2019); Tugade (2010); in other words, Psychological resilience strengthens the individual's capacity to adapt and recover as it fosters the individual's will to maintain or regain his spiritual and mental resilience by acting intelligently when faced with risk factors.

Your problems Unwanted experiences such as constant stress and difficulty in solving problems are linked to low levels of psychological resilience (Waldeck et al. 2016); Albayrak (2019), A person's ability to cope with minor difficulties without deteriorating their functionality and experiencing difficulties is expressed as a strong level of psychological resilience and psychological well-being (Somoğlu, 2016).

Coach's psychological resilience also determines their level of psychological well-being. While an individual's good psychological resilience forms the basis for developmental adaptation to life conditions (Çeviker (2018), it is also an effective factor that heals traumatic pasts.

Again, psychological resilience enables people to take a very strong position against traumatic events and to develop their adaptation to social life after problems, thus creating a defense against the negative consequences that may occur afterwards. In this way, undesirable factors that negatively affect coaches can be overcome with psychological resilience. In addition to the mentioned benefits of the coach's high psychological resilience, it also prevents mental health problems, stress, anxiety problems, depression, etc. It also contributes greatly to improving problems such as (Shrivastava & Desousa (2006).

In addition to the psychological resilience of the coach, another phenomenon that positively affects the psycho-social health of the individual is the psychological well-being of the individual. The psychological well-being of the coach creates a balance effect between positive and negative life experiences as well as life satisfaction. In particular, psychological well-being, which supports the resolution of traumatic factors and the psychological strengthening of the coach/person, thus provides protective support for mental health (Weiss et al. 2016). Providing adequate support and assistance to athletes while they experience a lifestyle that is out of routine in a competitive environment that includes many negative factors opens up the possibility for this period to have negative psycho-social effects on coaches.

Due to these factors, it is considered important to determine the relationship between the psychological resilience levels of football coaches and their psychological well-being, burnout levels, determine attitudes that will improve psychological resilience, and determine the required requirements. The difficulties experienced by coaches who experience the challenging processes of their athletes together, are affected by them, and always provide support to them can be identified and psychologically strengthened. In this way, active contribution can be given with the most suitable methods to help coaches overcome these challenging processes in the most efficient way and with minimum damage. This practice can also increase the job quality and professional satisfaction of coaches. Accordingly, this is very vital for determining the psychological well-being, psychological resilience and burnout levels of football coaches and making plans to utilize these reserves in a way that will ensure development. When the literature is examined, no study has been found studying the relationship between burnout, psychological well-being and psychological resilience levels of football coaches.

The aim of the research was to define burnout, psychological well-being and psychological resilience levels of football coaches and relevant parameters. It is anticipated that this research, which is decided to be implemented in this way, will serve as a source in the literature for future research.

METHOD

In this section of the study, information is given about the data collection tools, research model, sample, and statistical methods used for data analysis.

Research Model

The relational screening model is the determination of the relationship/effect between two or more variables through correlation analysis (Fraenkel et al., 2012). Descriptive screening is research applied to large groups, in

which the opinions and attitudes of the participants regarding a phenomenon or event are obtained and these are tried to be described (Karakaya, 2012).

Data Collection Methods

The survey processing phase took nearly 15 min. for participants. In this research, psychological well-being Scale was used to learn the psychological well-being levels of football coaches, the Maslach Burnout Scale was used to learn the burnout levels, and the Connor-Davidson Psychological Resilience Scale was used to learn the psychological resilience levels.

Personal Information

The first part used questions that measured personal information developed by the researcher (gender, age, how many years have you been doing sports?). In addition, during the face-to-face interview, the following questions were asked to the subjects participating in the study for informational purposes only and notes were taken.

- 1) Coaches, are you serving on the team willingly?
- 2) Are you happy being a football coach?
- 3) You feel exhausted.
- 4) Are you psychologically strong while working?
- 5) Have you received any training on psychological resilience?
- 6) Education levels

Sample

The size of the research was determined by applying power analysis and sample size “the pass program”. Studies in the body of literature were used in the applied analysis (Rushton et al. 2015). Since the study was in the summer and the clubs were not in match season, the research consisted of 146 male coaches. The sample size of the study consists of football coaches working as football coaches in the amateur leagues where the research was conducted. 146 football coach created. For football coaches to join the working group; a) Having a football coaching certificate and working in a football team, b) Having been working as a football coach for at least one year, c) Not having any illness that would prevent participation in order to be a research participant, d) And participating in the research voluntarily. Compliance with the principles was sought.

Process

The study was applied to 146 male participants who were football coaches in teams competing in Denizli, Ankara and Izmir amateur football leagues in 2019. 100% of the coaches are university graduates, 67.1% of them work in teams unwillingly, 80.1% are satisfied with being a football coach, and 81.5% feel exhausted. In face-to-face interviews, 84.5% of the coaches reported that they sensed psychologically powerless while working, 71.8% sensed psychologically powerful, and 100% reported that they had not received any training on

psychological resilience. The data obtained was obtained by applying surveys given to voluntary participants determined through face-to-face interviews. Distribution of scales consisting of multiple questions to the subjects proceeded till the intended sample number. The survey processing phase took nearly 15 min. for all subject. In the study, the Psychological Well-Being Scale was used to learn the psychological well-being levels of football coaches, the Maslach Burnout Scale was used to learn the burnout levels, and the Connor-Davidson Psychological Resilience Scale was used to learn the psychological resilience levels.

Scales/ Questionnaire

The Questionnaires was handed to football team coaches competing in the amateur league in 2019. The 146 male subjects participating in the study were informed about the purpose of the research, that their participation in the research was voluntary and that the data obtained in the research would be used only for scientific purposes. Participants were asked to fill out psychological well-being, burnout and psychological resilience questionnaires in order to participate in the study. Participation was based on voluntary basis. Individuals participating in the research were told that they could leave the form at any time without completing it.

Connor-Davidson Resilience Scale (2003)

Questionnaire were developed to assess participants' states of resilience. The scale was adapted by Karairmak (2007) into Turkish. The scale is an adapted form consisting of 25 questions. It consists of 3 sub-dimensions: tolerance to negative events, perseverance and personal competence, and spiritual disposition. Psychological resilience levels were determined as a result of the surveys. CD-RISC-25 (Connor-Davidson Psychological Resilience) Scale has a five-point-likert feature. It's a five point scale where each item was evaluated among 0-4 points. The biggest point to be obtained from the questionnaire is 100, and a big point shows a high level of psychological resilience. Cronbach's alpha coefficient was computed by Karairmak (2007) as 0.89.

The Maslach Burnout Scale

Scale was developed by Maslach and Jackson (1981), was validated and reliable by Ergin (1993) and adapted to Turkish. Five-point-likert type changing from 0 to 4 on the scale, it includes the sub-dimensions "personal failure (lack of personal success)", "Emotional Exhaustion" and "Depersonalization" There are 22 items with scoring. Scoring is as follows: 0 = Never, 1 = A few times a year, 2 = A few times a month, 3 = A few times a week, 4 = Every day. There are 9 definitions in the emotional exhaustion subscale, 5 in the depersonalization subscale, and 8 definitions in the personal fail sub-scale in questionnaire. Nevertheless, emotional exhaustion means the condition in which the individual feels himself/herself throughout his/her profession. Increased emotional states such as feeling exhausted, restlessness, hopelessness, and tension. "Depersonalization" means that the individual is insensitive and unfeeling towards the profession he/she works in, acts only physically, not spiritually, and acts like a traitor towards his/her colleagues behave like matter. "Personal failure" is the situation where an individual feels a decrease in his/ her sense of self-confidence due to his /her

success and a regression in his/her profession. Increasing calculated scores indicate that the individual's burnout is increasing. The scale has no cut-off point. Validity and reliability were ensured by Ergin.

Psychological Well-Being Scale

Developed by Ryff (1989) consists of 84 items, is in a sixpoint likert type and consists of six factors. The subscales of the scale consisting of autonomy, positive relationships with others, individual development, selfacceptance, goal in life and environmental mastery. Positive relationships with the other party dimension means that the individual can establish strong, empathetic relationships, autonomy means the person may be free without needing the endorsing of the other part. Environmental mastery meanings the efficient evaluation of the environment, individual development means the individual's desire for continuous progress and development, life purpose means that the individual lives his life purposefully and according to certain goals. Self-acceptance refers to the individual's acceptance of himself as he is. The scale has a 42-item form. The validity and reliability study of the form and its Turkish adaptation were conducted by Akin et al. (2012).

Statistical Analysis

Data regarding the applied scales were analyzed in the SPSS 18 program. Parametric test assumptions of the research data obtained through the scales were analyzed using the Shapiro-Wilks test. Accordingly, data that matched the parametric test assumptions were calculated by applying t-test in independent groups, and data that did not meet the assumptions were calculated using the Mann Whitney U test. In addition, psychological well-being, burnout and psychological resilience levels were evaluated using simple linear regression analysis. The significance value is based on $p < .05$

The study used relational and descriptive screening models. Correlational research design was used a to determine the psychological well-being, burnout and psychological resilience levels of football coaches.

FINDINGS

Table 1. Some Characteristics Of The Football Coaches Participating In The Research

Variables	Results
Age	32.23±6.98 (Min 24, Max 47)
Working time	75.02±61.03 (Min 12, Max 138)

The working hours of the coaches were noted in months.

As seen in Table 1, the football coaches participating in the study are in the age range of 32.23±6.98 (Min 24, Max 47), all of the participants are Sports Sciences graduates, 75.02±61.03 (Min 12, Max 138) months. All of the participants work as football coaches.

Table 2. Psychological resilience, burnout and psychological well-being levels of football coaches

Variables	N	Minimum	Maximum	Average	SS
CDPSÖ Total Scale Score	146	28	85.00	65.34	16.27
CDPSÖ Perseverance and Personal Competence Sub-Dimension	146	18.00	57.00	41.86	10.02
CDPSÖ Tolerance to Negative Events Sub-Dimension	146	3.00	23.00	13.69	5.16
CDPSÖ Spiritual Tendency Subscale	146	.87	16.00	10.92	2.37
MTO Total Scale Score	146	22.00	68.00	45.02	9.42
MBI Emotional Exhaustion Subscale	146	7.00	37.00	16.96	7.54
MBI Depersonalization Sub-Dimension	146	7.00	16.00	6.94	5.06
MTÖ Personal Failure Subscale	146	9.00	33.00	21.06	5.06
PIOÖ Total Scale Score	146	24.00	215.00	163.28	31.79
PIOÖ Autonomy Sub-Dimension	146	7.00	43.00	26.90	6.95
PPIOS Environmental Dominance Sub-Dimension	146	7.00	38.00	26.55	5.97
PIOÖ Individual Development Sub-Dimension	146	8.00	41.00	26.98	26.99
PIOÖ Positive Communication with Others Sub-Dimension	146	7.00	43.00	31.01	6.87
PPIAS Life Goals Sub-Dimension	146	8.00	39.00	27.01	7.01
PIOÖ Self-acceptance Subscale	146	7.00	38.00	26.97	6.39

As seen in Table 2, the psychological resilience, burnout and psychological well-being levels of football coaches, the psychological well-being levels of football coaches (163.28 ± 31.79) and burnout levels (45.02 ± 9.42), psychological resilience levels (65.34 ± 16.27) are at medium level. It was determined that.

(Table 2). When subscale scores are observed:

- a. According to the subscale data of the psychological resilience scale of the coaches, it was observed that their perseverance and personal competence levels and tolerance levels towards negative events were medium, and their spiritual tendency levels were low.
- b. According to the subscale data of the Coaches' Burnout scale, it was determined that the state of emotional exhaustion was at a medium level, the state of depersonalization was at a low level, and the perception of personal failure was at a high level.
- c. According to the subscale data of the psychological well-being scale of the coaches, it was observed that the perception of autonomy, individual development, self-acceptance and life goals were at a medium level, environmental mastery was at a low level and positive communication with other people was at a high level.

Table 3. The Relationship Between Psychological Resilience Levels, Psychological Well-Being Levels And Burnout Levels Of Football Coaches

Variables	Total Psychological Resilience	Total Burnout	Total Psychological well-being
Total Psychological Resilience	1	.238**	.581**
Total Burnout	.238**	1	-.111
Total Psychological well-being	.581**	-.111	1
Average	65.67	50.01	160.29
Standard Deviation	14.85	8.96	32.97

* The correlation was found to be significant at the .01 level.

The SPSS analysis results regarding the prediction of burnout and psychological well-being levels of football coaches' psychological resilience levels are shown in Table 3. The psycho-social health level of football coaches is related to the psychological resilience of the coaches can be seen (Table 3).

Table 4. Level of psychological resilience predicts psychological well-being and burnout

Model	R.	R2	SS	B	Beta	T	F	P.
Burnout	.048	-.313	13.86	792.04	8.89	9.02	4.01	.01
Psychological Well-being	.015	.327	11.26	19.99	7.02	2.23	32.04	.01

Predictors (Constant), Maslach Burnout Total, Beta value for Burnout, Beta value for psychological well-being, Psychological Well-being Total; SS: standard deviation data shared

When the table4 was examined, it was determined that the psychological resilience of the coaches was highly correlated with both burnout and psychological well-being. In this sense, as a result of the regression analysis applied, it was determined that psychological resilience significantly predicted the burnout factor (R: .048; R2: -.313; t:9.02; p:.01). Accordingly, 32% of the burnout of football coaches is explained by the level of psychological resilience. On the other hand, it was determined that coaches' psychological resilience was a significant predictor of their psychosocial well-being levels (R: .015; R2: -0.327; t:2.23; p: .01).

According to the results noted in the face-to-face interviews; 67.1% of the coaches work in teams unwillingly, 80.1% are satisfied with being a football coach, and 81.5% feel exhausted. It was reported in face-to-face interviews that 84.5% of the coaches felt psychologically weak while working, 71.8% felt psychologically strong, and 100% reported that they had not received any training on psychological resilience.

CONCLUSION and DISCUSSION

Bu There are some factors that cause negative phenomena in athletes such as unpredictability, pessimism, lack of clarity, anxiety, learned helplessness, uneasiness, created fears, decrease in self-esteem level and similar. These situations affect not only the sports environment and athletes, but also the coaches who always care for them. Accordingly, this research conducted in 2019 aimed to determine the psychological well-being, burnout, psychological resilience levels and related factors of football coaches. When the psychological resilience levels of the subjects were examined in terms of the marital status variable, the psychological resilience levels of married coaches were seen to be higher than those of singles. In our study, it was concluded that social support is an effective factor that increases the level of psychological resilience. On this occasion, it can be stated that having a social support provider such as a spouse/partner/friend is among the protective factors that have an impact on the formation of the concept of psychological resilience. When looking at the literature, it is noted that emotional burnout is more common in coaches who have social support (relationship) (Güllü & Şahin, 2019; Tatlıcı & Kırmoğlu, 2008).

However, according to the information we obtained from the observations in our research, it is noteworthy that the depersonalization levels of single coaches are higher. Accordingly, it can be stated that it occurs as a

result of single coaches transferring their psychological/emotional deficiencies due to the work environment to their social lives, lacking satisfactory social support.

Football coaches experience high levels of burnout as they closely monitor the negative processes and difficult lives of their athletes (Biber, et al. 2010; Gáspár & Szabó, 2019).

Unfortunately, this experience can lead to a decrease in job satisfaction, a negative impact on professional identity, a decrease in the quality of education provided, etc. It may allow undesirable results (Zhang, et al. (2018). Canrinus, et al. (2012) supports our study as a result of their research, showing that coaches experience high levels of burnout, therefore there has been an increase in dialogue problems with athletes. Same research subject but in different areas. Studies have shown that there is a relationship between psychological resilience and burnout. However, we cannot see similar studies applied to football coaches in the literature, so we cannot source every finding. When the results of the research conducted in terms of burnout levels of football coaches are examined, it is seen that football coaches have a statistically moderate level of burnout. It is noted that the majority of them express themselves as burnt out. It is thought that the difference between the statistical results and the statements of the coaches is due to the coaches not knowing how the burnout they perceive can be conceptually classified or what type of burnout it may be related to. It is observed that football coaches who feel exhausted while giving training have higher levels of emotional exhaustion, depersonalization and general burnout. Essentially, it has been determined that individuals who are not satisfied with being a football coach have higher emotional exhaustion and total burnout levels. According to the psychological resilience level data, which has a potential impact on the level of burnout, it has been determined that the psychological resilience levels of coaches who do football coaching reluctantly and who are not satisfied with being a coach are low. Accordingly, individual awareness and their desire to do coaching sincerely are among the important factors in the first stage of coaches' ability to provide effective training both personally and professionally in specific sports fields such as football and to experience psycho-social problems such as burnout.

Factors related to the work environment, such as ineffective communication in team work, many inadequacies in the work area, and obstacles in problem-solving ability, can also affect coaches psycho-socially (Brunetto et al. (2013); Çetinkaya, et al. (2018). Accordingly, peaceful work It is known that the environment allows both coaches and athletes to feel good psychologically (Koç, M 2018).

Especially in an environment where coaches work long hours, it is desirable to increase psychological well-being and increase the effectiveness of training and education services (Tolukan, et al. 2016; Wu, et al. 2016). In this context, when the results of the study regarding the coaches' perception of themselves as psychologically strong or weak, it was seen that the levels of determination and personal competence of those who expressed themselves as psychologically weak during the period when they were training the football players were low, while their emotional exhaustion and general burnout levels were high. On the other hand, those who trained football players and felt psychologically effective had high levels of psychological resilience, tolerance to negative situations, perseverance and personal competence scores. Likewise, while these coaches'

perceptions of personal failure, depersonalization, and emotional exhaustion are significantly lower, their life goals and self-acceptance results are higher. These data may be a reason for the participant coaches' dissatisfaction with the clubs they work for, their reluctant work, and the psychological burden of the working environment. Psychological resilience is an understanding that activates the coach while initiating a more positive adaptation phase to experiences that can be considered traumatic (Luthar et al. 2014). In this way, it allows coaches to be much more resilient psychologically. In addition, having knowledge about psychological resilience plays a role in raising personal awareness by aiming to improve psychological well-being, psychological health and protective factors (Thomas & Revell 2016; Mumcu et al. 2017). Looking at the research results in this way, coaches who have knowledge about the concept of psychological resilience have high levels of psychological resilience, tolerance to negative situations, personal competence and perseverance. This issue may be due to the improvable nature of psychological resilience. By having knowledge of this understanding, it may be possible to improve psychological resilience and psychological protective factors by increasing them. Consistent with these data, it has been observed that coaches who have knowledge and training related to psychological resilience have high levels of self-acceptance, harmonious relationship with others, autonomy, individual development, psychological well-being, environmental mastery and life goals. It can be stated that the stated results arise from the mentioned positive benefits of psychological resilience.

Psychological well-being, psychological resilience and burnout levels examined together may affect each other at different levels. As a result of the research, the result that the level of psychological resilience is a significant predictor of psychological well-being and burnout levels proves the effect in question. Similarly, studies have shown that the concepts of psychological resilience and psychological well-being are related to each other (Smith & Young, 2017); In another study by Souril and Hasani-rad, 2011 where they looked at the relationship between psychological resilience and burnout, it was concluded that burnout was directly related to low levels of psychological resilience. In the light of these data, it is emphasized that investigating the concepts mentioned together can be effective in achieving positive psychosocial development. In this respect, this research is considered important in terms of emphasizing these concepts that are vital in every aspect that will affect football coaches and coaching.

As the study data shows, football coaches have different effects on psychological well-being, psychological resilience and reducing the level of burnout and providing effective coaching. Therefore, the results of this research may provide insight to researchers in providing the support needed to reduce the burnout that coaches are heavily exposed to. Accordingly, it is anticipated that the research will contribute to the literature. Conducting the study in different clubs and completing the research with the participation of a total of 146 football coaches draws the limitations of the study. Due to these limitations, the study results cannot be generalized with certainty. It can be seen to be directly related to the psychological well-being, psychological resilience and burnout levels of football coaches. The increase in the burnout levels of the coaches, who closely experience the process experienced by the football players and who are with them in their most difficult

periods, while providing football training and education to the football players, may be related to the decrease in the psychological well-being levels and the decrease in the psychological resilience levels. Even though the psychological resilience levels of football coaches are statistically at a medium level, they are not sufficient to reduce burnout levels and increase psychological well-being levels. Accordingly, very effective gains can be achieved by supporting the psychological resilience of football coaches at a level that will develop individual strength and at the level needed. It should be known that coaches can provide more effective support to their athletes who experience negative processes so that they can leave this period behind in a healthy, productive and easier way.

The research was applied to 146 coaches from Denizli, Ankara and Izmir amateur football leagues in 2019. As a result, it is understood that the psychological resilience level of football coaches has an impact on psychological well-being and burnout characteristics. This is important as it shows that strengthening the level of psychological resilience is vital. Accordingly, some experimental studies can be applied to strengthen the psychological resilience levels of football coaches in future research on this subject. Similarly, qualitative research can be applied to enable a stronger and more experienced learning of the current psychological resilience levels of football coaches and the factors that may be effective in increasing this level.

SUGGESTIONS

Long-Term Effects: Examine the long-term effects of psychological intervention programs. This may help understand how coaches' psychological well-being, resilience, and burnout levels change over time.

Cultural Differences: Compare the psychological resilience and burnout levels of coaches across different cultural and geographical regions. This may reveal the impact of cultural factors on these issues.

Use of Technology: Investigate the effects of digital and mobile applications on coaches' psychological well-being and resilience. In particular, the role of technology in stress management and burnout prevention can be examined.

Educational Programs: Evaluate the effectiveness of educational programs specifically designed for coaches. Examine whether these programs increase coaches' psychological resilience and reduce burnout levels.

Social Support Systems: The effects of football coaches' social support systems (family, friends, colleagues) on psychological well-being and resilience should be investigated.

ETHICAL TEXT

Participants' confidentiality and protection of personal data were taken into consideration in the study. The study was conducted in accordance with scientific ethical rules. In this article, the journal's writing rules, publication principles, research and publication ethics rules and journal ethics rules were followed. The responsibility for any violations that may occur regarding the article belongs to the authors.

Data for this study were collected in 2019.

The contribution rate of the first author to this study is 60% and the contribution rate of the second author is 40%.

REFERENCES

- Albayrak, A. Y. (2019). Spor ve Oyun: Gümüşhane Köy Seyirlik Oyunları. *The Journal Of Social Sciences*, 13(13), 216-226. <http://dx.doi.org/10.16990/SOBIDER.3660>.
- Akhrem, A., & Gazdowska, Z. (2016). Analysis Of The Athlete Burnout Phenomenon: The Past, The Present And The Future Of Athlete Burnout Research. *Baltic Journal Of Health And Physical Activity*, 8(3) <http://dx.doi.org/10.29359/BJHPA.08.3.07>.
- Bearschank, D. (2010). *Sources Of Stress For Teachers At High Risk Secondary Schools In The Western Cape (Doctoral Dissertation)* University Of The Western Cape.
- Biber, E., Ersoy, A., Acet, M., & Küçük, V. (2010). Evaluation Of Burnout Levels Of Turkish Football Coaches. *Selçuk University Journal Of Physical Education And Sports Science*, 12(2), 134-143.
- Brunetto Y, Shriberg A, Farr-Wharton R, Shacklock K, Newman S, Dienger J (2013) The Importance Of Supervisor–Nurse Relationships, Teamwork, *Well-Being, Affective Commitment And Retention Of North American Nurses. J Nurs Manag*, 21: 827-837. <https://doi.org/10.1111/jonm.12111>.
- Canrinus, E.T. Helms-Lorenz, M., Beijaard, D., Buitink, J. & Hofman, A. (2012). Self-Efficacy, Job Satisfaction, Motivation And Commitment: Exploring The Relationships Between Indicators Of Teachers' Professional Identity. *European Journal Of Psychology Of Education*. 27, 115-132. <https://doi.org/10.1007/s10212-011-0069-2>
- Çetinkaya, G., Kusan, O., & Mumcu, H. (2018). Comparison Of Stress Coping Levels Of Female And Male Wrestlers. <https://hdl.handle.net/20.500.12695/546>.
- Cho, S., Choi, H., & Kim, Y. (2019). The Relationship Between Perceived Coaching Behaviors, Competitive Trait Anxiety, And Athlete Burnout: A Cross-Sectional Study. *International Journal Of Environmental Research And Public Health*, 16(8), 1424. <https://doi.org/10.3390/ijerph16081424>
- Çeviker, A. (2018). *Professional Ethics In Coaching In Sports* (Example Of Sports With Physical Disabilities). Academician Bookstore.
- Davis, L., Appleby, R., Davis, P., Wetherell, M., & Gustafsson, H. (2018). The Role Of Coach-Athlete Relationship Quality In Team Sport Athletes' Psychophysiological Exhaustion: *Omplications For Physical And Cognitive Performance. Journal Of Sports Sciences*, 36(17), 1985-1992. <https://doi.org/10.1080/02640414.2018.1429176>.
- Emerson, D. J., Hair Jr, J. F., & Smith, K. J. (2023). Psychological Distress, Burnout, And Business Student Turnover: The Role Of Resilience As A Coping Mechanism. *Research In Higher Education*, 64(2), 228-259. <https://doi.org/10.1007/s11162-022-09704-9>.

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research In education* (8th ed.). New York: Mc Graw Hill.
- Gáspár, Z., & Szabó, A. (2019). *Burnout In Football Coaching. Football Psychology*, Publisher: Routledge. 150-162.
- Güllü, S., & Şahin, S. (2019). Antrenörlerde Duygusal Emek ve Tükenmişlik İlişkinin İncelenmesi. *Opus International Journal Of Society Researches*, 10(17). <https://doi.org/10.26466/opus.515620>.
- Jeung, D. Y., Kim, C., & Chang, S. J. (2018). Emotional Labor And Burnout: A Review Of The Literature. *Yonsei Medical Journal*, 59(2). <https://doi.org/10.3349/ymj.2018.59.2.187>.
- Karakaya, İ. (2012). *Bilimsel araştırma yöntemleri*. Anı Yayıncılık.
- Koc, M. (2018). Research On Correlations Between Academicians' Levels Of Organisational Commitment And Their Intention To Quit Their Job: A Comparison Of State And Foundation Universities. *Journal Of Education And Learning*, 7(1). <http://doi.org/10.5539/jel.v7n1p163>.
- Li, C., Zhu, Y., Zhang, M., Gustafsson, H., & Chen, T. (2019). Mindfulness And Athlete Burnout: A Systematic Review And Meta-Analysis. *International Journal Of Environmental Research And Public Health*, 16(3). <https://doi.org/10.3390/ijerph16030449>.
- Luthar Ss, Lyman El, & Crossman, Ej. (2014). *Resilience And Positive Psychology. In Handbook Of Developmental Psychopathology*, 3rd Edition (Eds M Lewis, Kd Rudolph): Boston, MA: Springer US
- Mumcu, H. E., Acet, M., Kusan, O., Zambak, Ö., & Koç, M. C. (2017). Examining To See Elite Sight-Disabled Athletes According To The Dimensions Of The Scale Of Motivation İn Sport. *Journal Of Human Sciences*, 14(3).
- Montero-Marín, J., & García-Campayo, J. (2010). A Newer And Broader Definition Of Burnout: Validation Of The" Burnout Clinical Subtype Questionnaire (Bcsq-36)". *Bmc Public Health*, 10, 1-9. <https://doi:10.1186/1471-2458-10-302>.
- Ng, J. Y., Lonsdale, C., & Hodge, K. (2011). The Basic Needs Satisfaction İn Sport Scale (Bnsss): Instrument Development And İnitial Validity Evidence. *Psychology Of Sport And Exercise*, 12(3). <https://doi.org/10.1016/j.psychsport.2010.10.006>
- Olusoga, P., Butt, J., Maynard, I., & Hays, K. (2010). Stress And Coping: A Study Of World Class Coaches. *Journal Of Applied Sport Psychology*, 22(3). <https://doi.org/10.1080/10413201003760968>
- Rushton Ch, Batcheller J, Schroeder K, & Donohue, P. (2015) Burnout And Resilience Among Nurses Practicing İn High-Intensity Settings. *Am J Crit Care*, 24. <https://doi.org/10.4037/ajcc2015291>
- Shrivastava, A., & Desousa, A. (2016). Resilience: A Psychobiological Construct For Psychiatric Disorders. *Indian Journal Of Psychiatry*, 58(1). <https://doi.org/10.4103/0019-5545.174365>
- Sisto, A., Vicinanza, F., Campanozzi, L. L., Ricci, G., Tartaglini, D., & Tambone, V. (2019). Towards A Transversal Definition Of Psychological Resilience: A Literature Review. *Medicina*, 55(11). <https://doi.org/10.3390/medicina55110745>
- Somoğlu, Mb. (2016). *Examining The Social Support Levels And Life Satisfaction Perceived By Hearing İmpaired Students According To Their Athletic Status. Unpublished Master's Thesis*. Institute Of Educational Sciences, Trabzon. Karadeniz Technical University.

- Smith, Gd. & Yang, F. (2017). Stress, Resilience And Psychological Well-Being In Chinese Undergraduate Nursing Students. *Nurse Educ Today*, (49): <https://doi.org/10.1016/j.nedt.2016.10.004>
- Souri, H., And Hasanirad, T. (2011). Relationship Between Resilience, Optimism And Psychological Well-Being In Students Of Medicine. *Procedia-Social And Behavioral Sciences*. (30), <https://doi.org/10.1016/j.sbspro.2011.10.299>
- Tatlıcı, M., & Kırımoğlu, H. (2008). Examining The Professional Burnout Levels Of Athletics Coaches. *Journal Of Physical Education And Sports Sciences*, 2(1)
- Thomas L, j., & Revell, Sh. (2016). Resilience In Nursing Students: An Integrative Review. *Nurse Educ Today*, <https://doi.org/10.1016/j.nedt.2015.10.016>
- Tolukan, E., Şahin, M. Y., & Koç, M. (2016). Cimnastik Antrenörlerinin Örgütsel Özdeşleşme Düzeyleri Ve İşten Ayrılma Niyeti İlişkisi. *Electronic Turkish Studies*. <http://dx.doi.org/10.7827/TurkishStudies.9558>.
- Tugade, M. M. (2010). 10 Positive Emotions And Coping: Examining Dual-Process Models Of Resilience. *The Oxford Handbook Of Stress, Health, And Coping*. <https://doi.org/10.1093/oxfordhb/9780195375343.013.0010>
- Vella, S. L. C., & Pai, N. B. (2019). A Theoretical Review Of Psychological Resilience: Defining Resilience And Resilience Research Over The Decades. *Archives Of Medicine And Health Sciences*, 7(2). https://doi.org/10.4103/amhs.amhs_119_19
- Waldeck, D., Tyndall, I., & Chmiel, N. (2015). Resilience To Ostracism: A Qualitative Inquiry. *The Qualitative Report*, 20(10).
- Weiss La, Westerhof Gj, Bohlmeijer, Et. (2016). Can We Increase Psychological Well-Being? The Effects Of Interventions On Psychological Well-Being: A Meta-Analysis Of Randomized Controlled Trials. <https://doi.org/10.1371/journal.pone.0158092>
- Wu, S., Singh-Carlson, S., Odell, A., Reynolds, G., & Su, Y. (2016). Compassion Fatigue, Burnout, And Compassion Satisfaction Among Oncology Nurses In The United States And Canada. *Oncol Nurs Forum*. <https://doi.org/10.1188/16.ONF.E161-E169>
- Zhang, W., Meng, H., Yang, S., & Liu, D. (2018). The Influence Of Professional Identity, Job Satisfaction, And Work Engagement On Turnover Intention Among Township Health Inspectors In China. *International Journal Of Environmental Research And Public Health*, 15(5). <https://doi.org/10.3390/ijerph15050988>