Revista Infoacceso
e-ISSN 2311-7605 (Online)
infoacceso.org/index.php/ri

Volume 13 · Issue 3 · 2026
Pages 3590–3601

Emotional Intelligence and Burnout Among Football Coaches: Towards a Predictive Model for Understanding Occupational Burnout Indicators

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Received: 18/06/2026 | **Accepted:** 20/10/2026 | **Published:** 05/11/2026

***Abstract*—**This study investigated the relationship between emotional intelligence and psychological burnout among football coaches, evaluating the extent to which emotional intelligence predicts overall burnout and its sub-dimensions. Employing a descriptive correlational and predictive design, the study examined 26 senior-level football coaches from clubs across the wilaya of Batna (Algeria). Data were gathered using a 54-item emotional intelligence scale and a 22-item psychological burnout scale comprising three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Analyses utilizing Pearson correlation coefficients and simple linear regression revealed a strong, statistically significant negative correlation between emotional intelligence and overall psychological burnout, as well as across all sub-dimensions. Furthermore, simple linear regression demonstrated that emotional intelligence serves as a significant statistical predictor of overall psychological burnout and each of its dimensions. These findings underscore the importance of emotional intelligence as a key psychological variable associated with coaches' occupational health, while highlighting that results must be interpreted strictly within their correlational and predictive framework without inferring direct causality.

***Keywords*—**Emotional Intelligence; Psychological Burnout; Emotional Exhaustion; Depersonalization; Reduced Personal Accomplishment; Football Coaches; Occupational Health; Prediction; Simple Linear Regression.

1. Introduction

Sports coaching is characterized by multifaceted technical, organizational, and emotional demands, requiring coaches to engage in continuous decision-making, manage team dynamics, and cope with pressures related to performance outcomes, competition, and stakeholder expectations. Recent studies and reviews indicate that coaches—particularly those operating in high-performance environments—face various psychological challenges associated with performance pressure, workload, athlete management, and social expectations, with psychological

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burnout standing out as a primary area of investigation (Kang & Lee, 2025; Frost et al., 2024). Specifically, the systematic scoping review by Frost et al. (2024) highlighted burnout as the most frequently investigated topic regarding psychological ill-health among elite coaches, while underscoring the need for methodologically robust research.

Psychological burnout represents a critical occupational health issue defined as a psychological state resulting from prolonged exposure to chronic job demands, characterized primarily by emotional exhaustion, depersonalization toward others, and a reduced sense of personal accomplishment (Maslach et al., 2001). Recent empirical investigations have examined coach burnout through various lenses; for instance, Ackeret et al. (2022) examined the stability of individual differences in burnout, self-compassion, and social support among coaches, with their longitudinal findings demonstrating that burnout was inversely associated with both self-compassion and social support.

The occupational stressors experienced by coaches can be theoretically conceptualized through the Job Demands–Resources (JD-R) model, which posits that high job demands combined with limited resources foster a path of exhaustion and burnout (Demerouti et al., 2001). Within sports contexts, recent evidence highlights the pivotal role of psychological, social, and organizational resources in mitigating coach burnout (Moen et al., 2024; Ferreira et al., 2024; Yu & Cheng, 2024).

In this context, emotional intelligence has emerged as a key psychological construct related to how individuals perceive, understand, regulate, and utilize emotions during environmental interactions. A systematic review by Laborde et al. (2016) established the importance of emotional intelligence in sport, while Lee et al. (2018) demonstrated that emotional competence forms an essential aspect of coaching practice, particularly concerning emotional management, communication, and interpersonal relationships within athletic settings.

The relevance of emotional intelligence is amplified in sports coaching due to the inherently emotional nature of coach-athlete interactions. Lee and Chelladurai (2018) found that emotional intelligence was differentially associated with dimensions of emotional labor, which in turn predicted coach burnout. Furthermore, emerging evidence regarding emotional competence in occupational settings suggests that these skills can be developed through targeted intervention programs, thereby reinforcing the rationale for investigating them in sports contexts (Chen et al., 2024; Mehler et al., 2024).

In football (soccer) specifically, emotional experiences are embedded in daily coaching activities, including in-game decision-making, athlete management, conflict resolution, and stakeholder expectations. Lee et al. (2018) examined emotional competence among football coaches from the coaches' perspective, while Zajonz et al. (2024) evaluated a targeted emotional intelligence intervention for coaches. These studies collectively establish emotional intelligence as an actionable competence central to coaching practice rather than an isolated psychological trait.

However, as highlighted in a recent review by Ding and Nash (2026), despite emotions being fundamental to football coaching, the literature on emotional intelligence among football coaches remains limited and inconsistent, precluding definitive conclusions and warranting rigorous empirical investigation.

Despite growing research on coaches' mental health and the rising interest in emotional intelligence in sports, studies directly integrating both variables among football coaches—particularly those examining the predictive capacity of emotional intelligence regarding total burnout and its specific dimensions—remain scarce. Addressing this empirical gap is imperative given the limitations and inconsistencies identified in recent reviews (Ding & Nash, 2026). Consequently, the present study aims to provide empirical correlational and predictive data regarding these relationships in football coaches.

To address this gap, the present study was guided by the following main research question**: What is the nature of the relationship between emotional intelligence and psychological burnout among football coaches, and to what extent does emotional intelligence predict total burnout and its sub-dimensions?**

Based on the theoretical framework and literature, the following hypotheses were formulated:

1. There is a statistically significant negative correlation between emotional intelligence and psychological burnout among football coaches.
2. Emotional intelligence statistically significantly predicts overall psychological burnout among football coaches.

3. Emotional intelligence statistically significantly predicts each of the three burnout dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment.

2. Methodology

2.1. **Research Design:** The study adopted a descriptive correlational research design with a predictive component, appropriately suited to investigate the relationship between emotional intelligence and psychological burnout among football coaches, and to determine the extent to which emotional intelligence accounts for variance in psychological burnout. No experimental intervention was implemented; therefore, the findings do not permit the inference of direct causal relationships among variables.

2.2. **Population and Sample:** The study population comprised 52 senior-level football coaches managing clubs across the wilaya of Batna, competing at various competitive levels, and certified to coach by the relevant football associations. Given the limited population size and accessibility to all members, a total population enumeration (complete enumeration) approach was adopted, targeting the entire population.

Prior to the main administration, a pilot study was conducted on a random sample of 15 coaches from the target population to verify the suitability and psychometric properties of the research instruments; these participants were excluded from the main study. Consequently, the target sample for the primary administration comprised 37 coaches. Following the retrieval and screening of questionnaires, 11 forms were excluded for failing to meet statistical processing requirements, resulting in a final analyzed sample of 26 coaches whose data were utilized for statistical analysis and hypothesis testing. This yielded a valid response rate of 70.27% of the targeted coaches in the main administration, representing 50% of the original study population.

The demographic and professional characteristics of the sample varied across age, coaching experience, educational level, and the competitive levels of their respective clubs. The following table presents the descriptive distribution of these characteristics.

Table1: Demographic and Professional Characteristics of the Study Sample (***N*** = **26**)

Variable	Category	Frequency (f)	Percentage (%)
Age	Less than 35 years	5	19.2
	35 – 45 years	12	46.2
	More than 45 years	9	34.6
Coaching Experience	Less than 5 years	8	30.8
	5 – 10 years	10	38.5
	More than 10 years	8	30.8
Educational Level	Secondary	9	34.6
	University	12	46.2
	Postgraduate	5	19.2
Club Competitive Level	Amateur Division Two	2	7.69
	Inter-League	4	15.38
	Regional One	3	11.54
	Regional Two	7	26.92
	Honor Division	7	26.92
	Pre-Honor Division	3	11.54

2.3. Research Instruments:

2.3.1. **Emotional Intelligence Scale:** The study utilized the Emotional Intelligence Scale developed by Osman and Rizk (2001). This self-report instrument originally comprises 58 items distributed across

five dimensions: emotional knowledge, emotional management, emotional regulation, empathy, and social communication. Responses are scored on a 5-point Likert scale ranging from "never" to "always," with reverse-coding applied to negatively phrased items. The original authors reported structural and correlational validity indicators, with an overall reliability coefficient of 0.81. In the present study, statistical analyses utilized the total emotional intelligence score as the primary independent variable, without incorporating its five sub-dimensions separately into the correlation and regression models.

2.3.2. **Psychological Burnout Scale:** The study employed an adapted psychological burnout scale developed by the researcher, based on previous Arabic translations and versions of the Maslach Burnout Inventory (MBI), with item modifications tailored to the professional context of football coaches. The scale consists of 22 items across three dimensions: emotional exhaustion (9 items), depersonalization (5 items), and reduced personal accomplishment (8 items), scored on a 7-point response scale. To ensure uniform scoring directionality, item scores for the reduced personal accomplishment dimension were reverse-coded so that higher overall and subscale scores consistently reflect higher levels of psychological burnout. For the purpose of obtaining a composite indicator of total psychological burnout, all 22 item scores were summed post-alignment, serving as a composite variable in statistical analyses alongside independent evaluations of each sub-dimension.

2.3.3 Psychometric Properties of the Research Instruments: To verify the psychometric properties of the research instruments, the initial versions of the emotional intelligence and psychological burnout scales were reviewed by six expert judges to evaluate item appropriateness, clarity, and linguistic precision. Their feedback was limited to phrasing modifications without deleting or adding any items.

Following these revisions, the scales were administered to an independent pilot sample of 15 coaches. Internal consistency validity was assessed by calculating Pearson correlation coefficients between each item and the total score of its respective dimension (excluding the item's own score), alongside inter-dimension and dimension-total correlations. Reliability was estimated using Cronbach's alpha coefficient.

The psychometric results for the Emotional Intelligence Scale revealed that four items (items 14, 31, 32, and 36) lacked statistically significant correlations with their respective dimensions, yielding correlation coefficients of 0.344, 0.259, 0.107, and 0.328 at significance levels of 0.210, 0.352, 0.703, and 0.233, respectively. Consequently, these items were excluded, finalizing the scale at 54 items. The Psychological Burnout Scale comprised 22 items distributed across three dimensions. Internal consistency and reliability procedures were evaluated based on the statistical results presented in the following table:

Table 2: Psychometric Properties of the Research Instruments

Instrument / Dimension	Number of Items (k)	Internal Consistency (Item-Total Correlations)	Construct Validity (Dimension/Scale Correlations)	Cronbach's Alpha (α)
Emotional Intelligence	54	0.632* to 0.899**	0.846** to 0.949**	0.973
Psychological Burnout	22	0.518* to 0.890**	0.836** to 0.930**	0.922
Emotional Exhaustion	9	0.556* to 0.839**	0.645** to 0.930**	0.847
Depersonalization	5	0.739** to 0.778**	0.645** to 0.836**	0.799
Reduced Personal Accomplishment	8	0.518* to 0.890**	0.711** to 0.907**	0.861

Note. N = 15 ,

*p < 0.05,

**p < 0.01

The results in Table 2 demonstrated that both scales possess robust indicators of internal consistency, construct validity, and reliability.

For the Emotional Intelligence Scale, item-dimension correlation coefficients ranged from 0.632 to 0.889, reflecting positive correlations of varying strengths and indicating strong internal consistency with the underlying construct. Regarding construct validity, correlation coefficients between the scale dimensions and the total score, as well as inter-dimension correlations, ranged from 0.846 to 0.949, demonstrating statistically significant, high

positive correlations that support the structural coherence of the dimensions within the overarching construct of emotional intelligence. In terms of reliability, Cronbach's alpha coefficient for the total scale was 0.973, an exceptionally high value indicating strong internal consistency among items and robust score reliability within the pilot sample.

For the Psychological Burnout Scale, item-dimension correlation coefficients ranged from 0.518 to 0.890, representing statistically significant positive correlations of varying strengths. Specifically, coefficients ranged from 0.556 to 0.839 for emotional exhaustion, 0.739 to 0.778 for depersonalization, and 0.518 to 0.890 for reduced personal accomplishment. Furthermore, dimension-total and inter-dimension correlations ranged from 0.645 to 0.930 for emotional exhaustion, 0.645 to 0.836 for depersonalization, and 0.711 to 0.907 for reduced personal accomplishment. Cronbach's alpha coefficients for the three dimensions were 0.847, 0.799, and 0.861, respectively, with a total scale coefficient of 0.922.

These indicators demonstrate high levels of internal consistency and reliability, confirming structural coherence within each instrument and supporting their valid application within the scope of the present study.

2.4. **Data Collection Procedures:** Following the verification of the research instruments' validity based on established psychometric indicators, the questionnaires were administered to the primary study sample. Participants were provided with necessary instructions, assurances of confidentiality, and confirmation that the data would be used exclusively for scientific research purposes. Upon retrieval, questionnaires were screened and statistically processed, with incomplete responses and pilot study data excluded from the final analysis.

2.5. **Statistical Analysis:** Means, standard deviations, and percentages were used for descriptive statistics. The Shapiro–Wilk test was conducted to assess data normality, Pearson correlation coefficients were utilized to examine the relationship between the variables, and simple linear regression analysis was performed to test the predictive capacity of emotional intelligence regarding total psychological burnout and its three dimensions. A statistical significance level of 0.05 was adopted.

3. Results

3.1. **Descriptive Statistics and Normality Test:** Means and standard deviations were used to describe the participants' scores on emotional intelligence, psychological burnout, and its sub-dimensions. Additionally, the Shapiro–Wilk test was utilized to examine data normality. The following table presents the descriptive statistics and the normality test significance values for the study variables.

Table 3: Means, Standard Deviations, and Normality Test for Study Variables

Variable	Mean (M)	Standard Deviation (SD)	Shapiro–Wilk Statistic (W) / p
Emotional Intelligence	213.346	22.579	0.776
Total Psychological Burnout	51.769	16.674	0.229
Emotional Exhaustion	27.153	9.481	0.345
Depersonalization	10.923	3.357	0.666
Reduced Personal Accomplishment	13.692	4.324	0.100

Note. $N = 26$. *Significance level:* $p < 0.05$.

The descriptive results showed that the mean emotional intelligence score was 213.346 with a standard deviation of 22.579, whereas the mean psychological burnout score was 51.769 with a standard deviation of 16.674. Regarding the dimensions of psychological burnout, the mean for emotional exhaustion was 27.153 (SD = 9.481), for depersonalization was 10.923 (SD = 3.357), and for reduced personal accomplishment was 13.692 (SD = 4.324). Furthermore, the significance values for the Shapiro–Wilk test ranged from 0.100 to 0.776, all of which exceeded the 0.05 significance level; consequently, the tests revealed no statistically significant deviation from a normal distribution across the examined variables, providing supporting evidence for the use of parametric statistical tests.

3.2. **Correlational Relationship Between Emotional Intelligence and Psychological Burnout:** To examine the nature of the relationship between emotional intelligence and psychological burnout, Pearson correlation coefficients were calculated between the total score of

emotional intelligence and the total score

of psychological burnout, as well as between emotional intelligence and each dimension of psychological burnout. The results in the following table illustrate the direction, strength, and statistical significance levels of these relationships.

Table 4: Pearson Correlation Coefficients Between Emotional Intelligence, Psychological Burnout, and Its Sub-Dimensions

Variables	Total Psychological Burnout	Emotional Exhaustion	Depersonalization	Reduced Personal Accomplishment
Emotional Intelligence	−0.941**	−0.937**	−0.874**	−0.896**

Note. $N = 26$, $df = 24$. *Significance level:* $p < 0.01$.

The results in Table 4 showed statistically significant, strong negative correlations between emotional intelligence, total psychological burnout, and all its sub-dimensions. The strongest correlation was recorded with total psychological burnout ($r = -0.941$), followed by emotional exhaustion ($r = -0.937$), reduced personal accomplishment ($r = -0.896$), and depersonalization ($r = -0.874$). The negative sign indicates that higher emotional intelligence scores among the participants were associated with lower scores in psychological burnout and its dimensions among the participating coaches. However, these correlational relationships alone are insufficient to establish a causal effect between the variables.

Accordingly, these findings support the first hypothesis, which posited a statistically significant negative correlation between emotional intelligence and psychological burnout among football coaches.

3.3. **Contribution of Emotional Intelligence to Predicting Total Psychological Burnout:** To test the hypothesis positing that emotional intelligence contributes to predicting overall psychological burnout among football coaches, a simple linear regression analysis was conducted, treating emotional intelligence as the predictor variable and total psychological burnout as the criterion (dependent) variable.

Table 5: Simple Linear Regression Analysis Results for Emotional Intelligence Predicting Total Psychological Burnout

Predictor Variable	Statistical Indicators	Total Psychological Burnout
Emotional Intelligence	Multiple Correlation Coefficient (R)	0.941
	Coefficient of Determination (R^2)	0.885
	Adjusted Coefficient of Determination (Adjusted R^2)	0.880
	$F(1, 24)$	184.818**
	Constant (β_0)	199.987
	Unstandardized Regression Coefficient (B)	−0.695
	Standard Error of Regression Coefficient (SE_B)	0.051
	Standardized Regression Coefficient (β)	−0.941
	$t(24)$	−13.595**

Note. $N = 26$. *Significance level:* $P < 0.01$.

The results in Table 5 indicate that the simple linear regression model for total psychological burnout is statistically significant (= 184.818, $p < 0.01$). Furthermore, the coefficient of determination ($R^2 = 0.885$) indicates that the total score of emotional intelligence statistically accounts for 88.5% of the variance in total psychological burnout scores among the participants.

Additionally, the unstandardized regression coefficient was $B = -0.695$, the standardized regression coefficient was $\beta = -0.941$, and $t = -13.595$ at a significance level of $p < 0.01$. The negative sign of the regression

coefficient indicates that higher emotional intelligence scores are associated with lower predicted scores in total psychological burnout according to the estimated model.

The regression equation can be expressed as follows:

Psychological Burnout = 199.987 − 0.695 × (Emotional Intelligence)

Based on these findings, the second hypothesis is supported, which posited a statistically significant predictive contribution of emotional intelligence in explaining the variance in total psychological burnout among football coaches. However, this contribution must be interpreted within the boundaries of the statistical model and the studied sample, and it does not constitute evidence of a causal relationship.

3.4. Contribution of Emotional Intelligence to Predicting Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment

To test the hypothesis regarding the contribution of emotional intelligence to predicting the dimensions of psychological burnout, simple linear regression analyses were conducted. Emotional intelligence was treated as the predictor variable, whereas the dimensions of psychological burnout—namely emotional exhaustion, depersonalization, and reduced personal accomplishment—were treated as dependent criterion variables.

Table 6: Simple Linear Regression Analysis Results for Emotional Intelligence Predicting Psychological Burnout Dimensions

Independent Variable	Statistical Indicators	Emotional Exhaustion	Depersonalization	Reduced Personal Accomplishment
Emotional Intelligence	Multiple Correlation Coefficient (R)	0.937	0.874	0.896
	Coefficient of Determination (R^2)	0.877	0.764	0.802
	Adjusted Coefficient of Determination (Adjusted R^2)	0.872	0.754	0.794
	$F(1, 24)$	171.256**	77.549**	97.246**
	Constant (β_0)	111.053	38.647	50.286
	Unstandardized Regression Coefficient (B)	−0.393	−0.130	−0.172
	Standard Error of Regression Coefficient (SE_B)	0.030	0.015	0.017
	Standardized Regression Coefficient (β)	−0.937	−0.874	−0.896
	$t(24)$	−13.086**	−8.806**	−9.861**

Note. N = 26. Significance level: P < 0.01.

The results in Table 6 indicate that emotional intelligence made a statistically significant predictive contribution to each of the three dimensions of psychological burnout.

Regarding emotional exhaustion, the multiple correlation coefficient was R = 0.937, the coefficient of determination was R^2 = 0.877, the adjusted coefficient of determination was 0.872, and the F-value was 171.256 at a significance level of

p < 0.01. Furthermore, the standardized regression coefficient was β = −0.937, and t = −13.086. These findings indicate that emotional intelligence statistically accounts for 87.7% of the variance in emotional exhaustion. The regression equation can be expressed as follows:

Emotional Exhaustion = 111.053 − 0.393 × (Emotional Intelligence)

Regarding depersonalization, the multiple correlation coefficient was R = 0.874, the coefficient of determination was R^2 = 0.764 , and the adjusted coefficient of determination was 0.754, whereas the F-value was 77.549 at a significance level of

p < 0.01 . The standardized regression coefficient was β = −0.874 , and t =

−8.806. These results indicate that emotional intelligence statistically accounts for 76.4% of the variance in depersonalization. The regression equation can be expressed as follows:

Depersonalization = 38.647 − 0.130 × (Emotional Intelligence)

Regarding reduced personal accomplishment, the multiple correlation coefficient was R = 0.896, the coefficient of determination was R^2 = 0.802, and the adjusted coefficient of determination was 0.794. The F-value was 97.246

at a significance level of $p < 0.01$, with a standardized regression coefficient of $\beta = -0.896$ and $t =$

-9.861. These findings indicate that emotional intelligence statistically accounts for 80.2% of the variance in reduced personal accomplishment. The regression equation can be expressed as follows:

Reduced Personal Accomplishment = 50.286 − 0.172 × (Emotional Intelligence)

The negative signs of the regression coefficients across all three models indicate an inverse predictive relationship between emotional intelligence and each dimension of psychological burnout. The proportion of explained variance varied across dimensions, reaching 87.7% for emotional exhaustion, 80.2% for reduced personal accomplishment, and 76.4% for depersonalization.

Based on these findings, the third hypothesis is supported, which posited a statistically significant predictive contribution of emotional intelligence to each dimension of psychological burnout among football coaches, within the boundaries of the estimated statistical models and the studied sample, without inferring a causal relationship.

These results highlight the importance of emotional intelligence as a statistical predictor of overall psychological burnout and its dimensions among the participants, while emphasizing that statistical predictive capacity must not be equated with causal explanation.

4. Discussion

4.1. **Relationship Between Emotional Intelligence and Psychological Burnout and Its Sub-Dimensions:** The results of the Pearson correlation analysis revealed a statistically significant, strong negative correlation between emotional intelligence and overall psychological burnout among football coaches ($r = -0.941$, $p < 0.01$). Strong negative correlations were also observed between emotional intelligence and each sub-dimension of psychological burnout, with correlation coefficients of $r =$

-0.937 for emotional exhaustion, $r = -0.874$ for depersonalization, and $r =$

-0.896 for reduced personal accomplishment, all statistically significant at the $p <$

0.01 level. These findings indicate that higher emotional intelligence scores are associated with lower overall and dimensional psychological burnout scores among participants, underscoring the importance of examining emotional competencies to understand coaches' psychological and occupational adaptation. Nevertheless, despite its strength, this relationship remains correlational and does not, in itself, permit determining the direction of effect or establishing causality.

In its general direction, this finding aligns with the study by Lee and Chelladurai (2018), which examined the relationships among emotional intelligence, emotional labor, psychological burnout, job satisfaction, and turnover intentions among 322 American high school coaches. Their study highlighted the importance of coaches' emotional intelligence in regulating emotional labor to understand burnout and job satisfaction, demonstrating that surface acting was associated with higher psychological burnout, whereas deep acting and genuine emotional expression were associated with lower burnout. These findings support interpreting the present correlation through the lens of emotional regulation and coping with occupational emotional demands—specifically through the potential role of emotional perception and regulation in managing coaching-related emotional demands—without implying identical variables or statistical models between the two studies.

Furthermore, the results of the study by Baldock et al. (2022) support the importance of psychological factors associated with occupational stress in understanding burnout among elite football coaches. Their longitudinal study, which tracked 18 coaches across a competitive season, revealed increases in emotional exhaustion and depersonalization at the end of the season, with stress intensity and ineffective coping correlated with elevated burnout indicators and reduced psychological well-being. These findings help contextualize the present correlations within the occupational demands faced by coaches, without implying that the aforementioned study tested emotional intelligence itself or established its direct role in reducing burnout.

Despite the high magnitude of the recorded correlation coefficients, their interpretation remains constrained by the non-experimental correlational design. These results do not allow for determining directional causality or proving that emotional intelligence causally reduces psychological burnout. Moreover, the influence of unmeasured confounding variables—such as competitive pressure, organizational support, work environment characteristics, and the efficacy of coping strategies—cannot be ruled out in explaining this relationship. Consequently, while the findings confirm a strong inverse relationship between emotional intelligence, total psychological burnout, and its dimensions within the studied sample, longitudinal designs and larger samples are necessary to verify the stability of these relationships and facilitate deeper explanatory insights.

4.2. **Contribution of Emotional Intelligence to Predicting Total Psychological Burnout:** Simple linear regression analysis revealed that emotional intelligence serves as a statistically significant predictor of overall psychological burnout among football coaches, with a coefficient of determination of $R^2 = 0.885$. The overall model was statistically significant ((1, 24) = 184.818, $p < 0.01$). Furthermore, the unstandardized regression coefficient was $B = -0.695$, the standardized regression coefficient was $\beta = -0.941$, and the t-test value was $t(24) = -13.595$

($p < 0.01$). These findings indicate that the model statistically accounts for 88.5% of the observed variance in total psychological burnout scores within the sample. Moreover, the negative sign of the regression coefficient indicates that a one-unit increase in emotional intelligence is associated with a predicted decrease of 0.695 points in total psychological burnout according to the estimated model.

This result aligns with the findings of Lee and Chelladurai (2018) regarding the association between emotional intelligence and emotional labor strategies related to coaches' occupational burnout. Additionally, the study by Baldock et al. (2022) provides an interpretive framework regarding the importance of examining psychological burnout in light of occupational stress and coping efficacy among football coaches across a season. Nevertheless, a distinction must be made between previous studies and the current finding, which specifically tests the statistical predictive capacity of emotional intelligence regarding total psychological burnout, whereas previous research incorporated multidimensional models encompassing broader emotional processes and occupational pressures. Consequently, these studies support interpreting the current finding through theoretical frameworks highlighting the importance of emotional competencies within sports employment, without representing a direct replication of the identical model.

Despite the high coefficient of determination in the present model ($R^2 = 0.885$), the proportion of explained variance does not imply that emotional intelligence is a direct cause of 88.5% of psychological burnout, nor that it is the sole determining factor. Rather, it reflects the magnitude of variance explained by the statistical model within the studied sample. Furthermore, the limited sample size and correlational design necessitate caution when generalizing the model to football coaches in other environments. Therefore, this finding provides preliminary evidence of the statistical predictive capacity of emotional intelligence regarding total psychological burnout, which warrants further verification across independent, larger samples while incorporating additional professional and psychological variables that may contribute to explaining psychological burnout.

4.3. **Contribution of Emotional Intelligence to Predicting Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment:** Simple linear regression results indicated that emotional intelligence statistically contributed

to predicting each dimension of psychological burnout among football coaches, with the proportion of explained variance varying from one dimension to another.

Regarding emotional exhaustion, the coefficient of determination was $R^2 = 0.877$, and the overall model was statistically significant ((1, 24) = 171.256, $p < 0.01$). The unstandardized regression coefficient was $B = -0.393$, the standardized regression coefficient was $\beta = -0.937$, and the t-test value was $t(24) = -13.086$ ($p < 0.01$). These findings indicate that emotional intelligence statistically accounts for 87.7% of the observed variance in emotional exhaustion scores within the sample, and the negative sign of the regression coefficient indicates that higher emotional intelligence scores are associated with lower emotional exhaustion scores according to the estimated model. This predictive relationship can be interpreted in light of the importance of emotional regulation in coping with stressful occupational demands. In this context, Lee and Chelladurai (2016), in a study involving 430 American collegiate sports coaches, found that emotional labor strategies were associated with emotional exhaustion, and that emotional intelligence moderated the relationship between surface acting and strain. This finding provides theoretical support for the importance of emotional intelligence in understanding coaches' emotional exhaustion, even though the prior study did not test the identical predictive model used in the present research.

Regarding depersonalization, the coefficient of determination was $R^2 = 0.764$, and the overall model was statistically significant ((1, 24) = 77.549, $p < 0.01$). The unstandardized regression coefficient was $B = -0.130$, the standardized regression coefficient was $\beta = -0.874$, and the t-test value was (24) = −8.806 ($p < 0.01$). This result indicates that emotional intelligence statistically accounts for 76.4% of the observed variance in this dimension within the sample, demonstrating a statistically significant inverse predictive relationship between the two variables, where higher emotional intelligence scores were associated with lower expected scores in this

dimension. This finding can be discussed in light of the results reported by Baldock et al. (2022) in their longitudinal study of elite football coaches, which highlighted changes in burnout indicators—including depersonalization—across the competitive season, as well as the importance of occupational stress and coping efficacy in understanding these changes. However, their study provides an interpretive framework related to coaching burnout and does not establish that emotional intelligence directly predicts depersonalization through the exact same mechanism.

Regarding reduced personal accomplishment, the model yielded a coefficient of determination of $R^2 = 0.802$, and the overall model was statistically significant ((1, 24) = 97.246, $p < 0.01$). The unstandardized regression coefficient was $B =$

-0.172, the standardized regression coefficient was $\beta = -0.896$, and the t-test value was (24) = −9.861 (< 0.01). These findings indicate that emotional intelligence statistically accounts for 80.2% of the observed variance in this dimension within the sample, with the negative sign of the regression coefficient indicating that higher emotional intelligence is associated with lower scores in reduced personal accomplishment according to the estimated model. This result can be viewed as an indicator of the association between emotional competence and the psychological appraisal of professional experience; however, the current data do not permit determining the specific mechanisms directly explaining this association. Furthermore, studies addressing emotional labor and burnout among coaches, including Lee and Chelladurai (2018), emphasize the importance of emotional processes in understanding occupational burnout, yet they do not provide direct evidence of the predictive capacity of emotional intelligence regarding reduced personal accomplishment specifically.

Despite the statistical significance of all three models, differences in the coefficients of determination should not be interpreted as evidence of superior predictive capacity in one dimension compared to another, as establishing significant differences between these values requires appropriate statistical testing. Furthermore, because the estimated models are based on simple linear regression, they do not determine the independent contribution of emotional intelligence after controlling for other professional and personal factors. Given the limited sample size, these findings should be treated as preliminary indicators that warrant verification in broader samples and future research. Consequently, the results support the importance of emotional intelligence as a statistical predictor of psychological burnout dimensions within the studied sample, without establishing a causal relationship or permitting the generalization of predictive magnitudes beyond it.

Overall, the study results reveal a consistent pattern of association between emotional intelligence and psychological burnout among football coaches, wherein the statistical indicators collectively highlight both the direction and strength of this relationship. Furthermore, the predictive analysis demonstrates the extent to which the adopted statistical model accounts for the observed variance in psychological burnout. This alignment between correlational and predictive findings reflects internal coherence within the empirical data, thereby supporting the study's tested hypotheses within the limits of the applied statistical parameters. However, the interpretation of these findings remains inherently linked to the specific sample characteristics and the contextual dynamics of coaching practice. Furthermore, the high explanatory power of the model is insufficient, in itself, to establish a causal relationship between the two variables. Consequently, these results should be interpreted as integrated empirical evidence describing the nature, strength, and direction of the relationship between the variables within the methodological scope of the present study.

5. **Scientific Implications of the Study:** The scientific value of this study lies in its contribution to clarifying the nature of the relationship between emotional intelligence and psychological burnout among football coaches by providing empirical evidence combining correlational and predictive analyses. This approach enables a comprehensive understanding of how emotional intelligence relates to overall psychological burnout and its constituent dimensions—namely emotional exhaustion, depersonalization, and reduced personal accomplishment. Furthermore, the study highlights the importance of testing the predictive capacity of emotional intelligence in explaining the variance in psychological burnout within an athletic professional context characterized by continuous emotional and psychological demands. Its findings provide a scientific foundation that can guide future research toward deepening the understanding of psychological factors associated with coaches' occupational health, as well as developing assessment and preventive approaches tailored to the specificities of the training environment, while remaining mindful of the limitations of a correlational design and avoiding the inference of direct causal relationships from the results.

6. **Practical Implications of the Study:** In light of the findings, the importance of developing emotional competencies among football coaches is highlighted through integrating them into continuous professional training programs, enhancing the capacity to understand and regulate emotions, and managing occupational stress. Furthermore, there is a clear need to monitor indicators of psychological burnout—

namely emotional exhaustion, depersonalization, and reduced personal accomplishment—using reliable assessment tools that ensure confidentiality and privacy. Support measures should encompass improving working conditions, organizing training workloads, providing recovery periods, and reinforcing social and occupational support, rather than relying solely on the development of individual coaching skills.

7. **Limitations of the Study:** The findings of this study must be interpreted in light of certain limitations. First, the sample was restricted to 26 senior-level football coaches in the Wilayah of Batna, which limits the generalizability of the results to coaches from other regions and competitive levels. Second, the adoption of a correlational design precludes determining the direction of effect or establishing causality, and it cannot rule out the potential contribution of other professional and psychological factors in explaining the relationship between emotional intelligence and psychological burnout. Furthermore, the use of simple linear regression models does not determine the independent contribution of emotional intelligence after controlling for other variables. Consequently, these findings should be treated as preliminary indicators that warrant verification through larger samples and more comprehensive research designs.
8. **Future Research Directions:** Building upon the study's findings and limitations, future research should expand to include larger samples of football coaches across diverse competitive levels to verify the generalizability of the identified relationships. Additionally, longitudinal designs should be employed to track changes in emotional intelligence and burnout indicators throughout the competitive season, thereby facilitating a deeper understanding of their relationship with fluctuating occupational stress over time. It is also recommended to test more comprehensive explanatory models integrating variables such as work stress, coping efficacy, and organizational support, while validating the predictive capacity of these models across independent samples and examining regression assumptions. Furthermore, intervention programs aimed at developing emotional competencies could be developed and evaluated regarding their direct impact on psychological burnout indicators using appropriate experimental designs.
9. **Conclusion:** The study concluded that there is a strong negative correlation between emotional intelligence and overall psychological burnout and its dimensions

among football coaches. Furthermore, regression models demonstrated a statistically significant predictive capacity of emotional intelligence regarding these indicators within the studied sample. These findings underscore the importance of ongoing research into emotional competencies as variables closely related to coaches' psychological and occupational health, providing a foundation for developing more comprehensive studies to verify the stability of these relationships and test their potential application in coach preparation and support programs. Nevertheless, the strength of the conclusions and their practical applicability remain contingent upon replicating these findings across broader samples and research designs better equipped to examine temporal relationships and the independent contributions of various factors to psychological burnout.

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