

Evaluation of Turkish Football Federation vocational training seminars in terms of efficiency

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ABSTRACT

The aim of this study is to evaluate the efficiency of the training activities and training programs offered in the vocational training of football coaches working under TFF with regard to its scope and content. The survey technique was applied to obtain data on the thoughts of the football coaches who participated in the training. Football coaches, one of the main actors in the football market, have to attend training seminars to fulfill the necessity of being able to work at various times put into practice; determined by The Association of European Football Federations (UEFA) and implemented by The Turkish Football Federation (TFF), in their professional processes. Coaches who do not attend the relevant compulsory training seminars or do not have any valid excuses, are not able to officiate at any football club until the next seminar period according to Training and Classification of technical Men 6. Article 3. In the process related to the 2021 season, continuous development seminars have been started with the credit system, which is a new training system that UEFA has determined to be mandatory for some technical people. The survey questions have been prepared by us with some sports-specific additions depending on the Educational Satisfaction scale made by Bengi and Ozberk (2017). The data obtained has been evaluated in the SPSS statistical program and analyzed with frequency and cross tables. In this aspect, research is based on a descriptive model to reveal the general state of the market. The reliability of the study was determined by us very high with 97%. In the results section of the study, demographic characteristics related to the execution of the coaching profession, such as coach license degrees, football playing background, educational status, socio-economic status; quantitative and qualitative findings related to the trainings were given. The results of the study revealed the satisfaction level of the trainings, the demands and requests related to the trainings, and the productivity levels between the compulsory development system and the continuous development system. In general, the aim of this study is to determine the satisfaction of the coaches affiliated to the Turkish Football Federation about their trainings with the help of suggestions and to achieve higher level of field work efficiency by increasing their knowledge.

Keywords: Training, football coaches, satisfaction, training seminar, productivity.

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INTRODUCTION

The football game is a team sport with physical, physiological, technical, tactical, mental, psychological, social and pedagogical needs. Each of these features carries individual characteristics. Each is as important as the other and is used in accordance with the current need of football and influences the success. Each of these features is trained in accordance with the needs of football (Eniseler, 2018). The coaches who are required to apply these fields of Science, each of which is different from each other and contains different characteristics

according to each sport, must renew themselves continuously according to the conditions of the day. For this reason, the Football Association in Turkey has made written instructions for the coaches to continue their training and be able to work accordingly.

Professional Technical Man in Training and Classification of technical men, other than compulsory expenses related to participation in its activities, they are also technical keepers and coaches who receive salary from the club and have a written agreement with the club

regarding this matter. The coach described here is defined as those who have graduated from TFF regulated courses, received a bachelor's degree, or have been accepted to equivalency by TFF (2016). Apart from these definitions, a coach's job is not just to run or to show how the sport is done. He transfers the information he receives from sports scientists, sports physicians and sports psychologists to the athlete after interpreting it and comparing it with his own experiences. Because the data of scientists is theoretical information, they are not suitable for practical application. These data must undergo some changes according to the personality and sporting characteristics of the athletes (Başer, 1986). A lifelong education is seen as a certain reality for football coaches who plan and implement this information according to their circumstances, to constantly renew themselves on these issues and to blend these scientific data with the current issues.

The obligation of football coaches to participate in seminars is legally regulated by the Turkish Football Federation through the "Instruction of Training and Classification of Technical Men" and the "Instruction on the Status and Working Principles of Technical Men" dated August 2018. Again, this Article; V. Rights and obligations of the parties article, Matter 14 C clause "To make technical men to attend courses, seminars, examinations and meetings organized by TFF, Matter 15 A clause obligations of technical men, technical personnel are required to attend courses, lectures or conferences organized by the TFF or the club.

The training of football coaches in Turkey is under the authority of TFF and is shared with the coaches by the Turkish Football Coaches Association (TUFAD), which is the stakeholder of TFF. The trainings are programmed within the framework determined by TFF, and this program is implemented by TUFAD's in accordance with the coach license levels throughout Turkey. The top-level pro bachelor coach seminars are held in cooperation with TFF, TUFAD, in only one place every three years. Continuing education seminars with the credit system that UEFA wants to implement all over the world have been started in Turkey with the cooperation of TFF and TUFAD. As of 2021, UEFA A-B, TFF A, Elite A and professional goalkeeping coaches who have provided 15 credits will now be able to complete the working criteria with the requirement to complete 15 credits with the registration to be valid every three years. TFF B, amateur goalkeepers and Grassroots C coaches can get work permits by registering to attend a compulsory development seminar every two years as before.

In the football coaches labor market, coaches are classified according to their license documents and have the right to work in the league categories determined according to those license documents they have.¹ According to these documents, the specialties of coaches

working in various categories are different from each other, but each must be aware of the same issues. For example, knowing that goalkeepers have a special position within the team Yildiz stated that is important today to have a specially trained coach. Football coaches are one of the most important stakeholders in the football market. They are sports men who receive many trainings related to the field of football coaching and apply these knowledge and training on behalf of themselves, football players and the club before, during and after the competition. In addition, there is a four-dimensional management scheme as an important element to ensure management relations. As you can see from here, coaching is not an easy process.

For a coach to help his athletes achieve goal-oriented changes during training, it is essential that he gain expertise in this field. They play an important role in ensuring the physical, psychological and especially mental development of football players. For all of these, besides technical, tactical and motoric characteristics, it is important to remember that there are areas that should be used during education such as trust, entertainment, ethical values, communication, psychology, nutrition, pedagogy (Aksoy, 2018). People can be satisfied with the work they have done, and it is a reaction they developed against the work and the organization (Porter et al., 1975). Job satisfaction is also evaluated as the proportion of the output that the staff receives from the organization in return for their contributions to the organization (Sartain and Baker, 1978; Bayansalduz, 2014). It is about the values that people have and their pleasure at what they do (Tiffin and Mc Cormik, 1968). It is the person's attitude towards his work (Gençay, 1997). Job satisfaction is a result of the various attitudes a person feels towards his job (Bayansalduz et al., 2014). These attitudes include; wages, supervision, working conditions, opportunities for development, recognition of ability, evaluation of work, supervision, human relations in the organization and the environment of the institution (Blum and Taylor, 1968; Bayansalduz, 2014). Depending on the importance of the development conditions mentioned here, preparing the professional training requirements of Turkish football coaches and having them adopt and apply them with a good presentation will increase the efficiency.

Productivity is an indicator of what results an individual achieves with the input and resources that the group or organization has allocated to achieve certain outcomes (Schuler and Huber, 1985). It refers to the efficient use of individuals' productivity, resources and capacities according to the nature of the work. Efficiency in general is the relationship between the output produced by a production or service system and the input used to create that output (Prokopenko, 1992). Based on this, productivity is defined as the effective use of various goods or services depending on their production. High efficiency is to produce more with the same amount of resources, or to produce more output with the same

¹ For Classification and Fields of Study of Technical Men bkz. Teknik Adamların Eğitimi ve Sınıflandırılması Talimatı, md.3.

input.

For all these reasons mentioned above, it is seen as essential that coaches be trained in the best way and about all current issues and that this training should continue with in-service training if they perform this profession. According to Aydođan (2016), education is expressed as the process or development of learning knowledge, skills and abilities. Especially in recent years, in order to keep up with the rapid changes that have occurred in all areas, it is emphasized that the employees should constantly renew themselves and that these trainings should meet the need. Ensuring that training is efficient and that football coaches are more efficient on the field; it is expected to make the necessary contribution to Turkish and world football. By adhering to all these expectations, the aim of the study is to determine the positive and negative aspects of the training form, subjects, time, trainers and environment in the in-service development seminars given in order to increase the productivity of Turkish football coaches in the practice field, and to increase the productivity in the later trainings.

METHOD

The survey technique was applied to get the feedback of football coaches on their compulsory training. The survey questions were prepared as an educational satisfaction scale by Bengi and Özberk (2017). The survey was applied to 450 football coaches who constitute the sample of the study. Simple random sampling method has been used; it has been considered that by 2021, the coaches have participated in compulsory development seminars at certain undergraduate levels every two years and have participated in training seminars required to continue in the coaching profession. In order to determine whether the sample mass in the study represented the main mass equally and homogeneously, 0.05 significance level was analyzed with a single sample t-test. ($p < 0.05$) level of importance the sample mass was found to represent the main mass equally and homogeneously. The reliability of the scale of our study was found to be quite high with Cronbach's Alpha 0.97, which is 97%. In order to determine the validity of the scale related to our study, Extraction Method: Basic Component Analysis was applied. In the total Variance Table described, it is observed that the scale consists of three factors and to what extent these factors measure the desired phenomenon. 1. 53.488% of the phenomenon measured by factor; 2. 11.436% of factor; 3. The factor measures 3.622%. In addition, this survey, which consists of 3 factors and 30 questions, measures the satisfaction level of the coaches from the training program by 68.547%. In order to determine whether the data showed normal distribution, Kolmogorov-Smirnov test was applied. The data did not show a normal

distribution ($p < 0.05$). Therefore, non-parametric test statistics were used in mean differences between groups and relationship and impact analyses. The Kruskal Wallis test was used to determine the average score difference between the variables at a severity level of 0.05. To determine the relationship between variables, Spearman's (rho) Correlation Analysis was used at 0.01 level.

FINDINGS

The demographic characteristics of the coaches participating in the research are given in Table 1.

As it can be seen in Table 1, 99.1% (99.1%) of 450 coaches who participated in the study were male and 9 (9%) were female. Of the coaches surveyed, a total of 20-30; 32 (7.1%) were 31-40 years old; 122 (27.1%) were 41-50 years old; 161 (35.8%) and 135 people (30.0%) were 51 years of age or older. Of the total 450 coaches involved in the study, 19 (4.2%) were in elementary school, 32 (7.1%) were in middle school, 193 (42.9%) were in high school, 163 (36.2%) were undergraduates, 38 (8.4%) were undergraduates, and 5 (1.1%) were in postgraduate (PhD) education. Of the total 450 coaches surveyed, 305 (67.8%) were amateurs, 144 (32.0%) were professionals, and 1 (2%) did not play football at all. Of the total 450 coaches involved in the study, 67 (14.9%) received certificates as graduates from the Faculty of Sports Sciences/School of Physical Education and Sports/Physical Education and Sports Departments, while 378 (84.0%) people received certificates from the courses opened by the federation and 5 (1.1%) people received certificates as coaches from abroad.

As it can be seen above in Table 2, of the total 450 coaches who participated in the survey, 7 (16%) were pro-coach, 73 (16.2%) were UEFA A, 119 (26.4%) were UEFA-B, 19 (4.2%) were ELITE-A, TFF-A, TFF-B, 211 (46.9%) were TFF-GRASSTROOTSC, 21 (4.7%) were TFF-A and B goalkeeper certificates. Of the total 450 coaches who participated in the survey, 283 (62.9%) participated in continuous (on-loan) coach development seminars mandated by UEFA with the new implementation, while 167 (37.1%) participated only in seminars conducted with the old system. If we look at the working time of 450 coaches in total, 168 (37.3%) have 1-5 years, 96 (21.3%) have 6-10 years, 69 (15.3%) have 11-15 years and 117 (26.0%) have 16 years or more. When we look at the income levels of 450 coaches, it is seen that coaches with incomes below the minimum wage in 2020 are 136 people (29.7%), while coaches earning 2500-7499 TL are 270 people (62.6%) and 35 coaches with incomes of 7500 and above (7.7%).

Table 3 shows opinions and suggestions of 110 people of 450 participants about the way in which the coaching seminars were conducted, the place where they were conducted, and topics and instructors. There are also some opinions that are not relevant to the seminars, such

Table 1. Data on coaches' demographic characteristics.

Parameter	Number	Percent
Gender		
Men	446	99.1
Woman	4	.9
Total	450	100.0
Age		
20-30	32	7.1
31-40	122	27.1
41-50	161	35.8
51 and older	135	30.0
Total	450	100.0
Education		
Primary School	19	4.2
Secondary School	32	7.1
High School	193	42.9
Degree	163	36.2
Postgraduate	38	8.4
PhD	5	1.1
Total	450	100.0
Football Played Category		
Amateur	305	67.8
Professional	144	32.0
Never Played	1	.2
Total	450	100.0
Place for Coaching License		
BESYO	67	14.9
Federation Course	378	84.0
Abroad Course	5	1.1
Total	450	100.0

as the job opportunities of the coaches, the fees they receive, the increase in the number of courses and the reduction of the fees of these courses by the TFF, but these should be evaluated by doing a separate study. In addition, the coaches stated their opinions and suggestions regarding the seminars to be conducted with fewer people, the question and answer section to be given more space, the qualifications and duration of the theoretical courses to be increased and the implementation course time to be increased. It is seen that while 340 people out of 450 participants did not express any negative views regarding the course, place, time, instructors and subjects of the seminars, the majority of the 110 people who make opinions and suggestions have problems with their working life in coaching and the TFF's undergraduate upgrade courses. Those who make opinions and suggestions stated that the theoretical and practical courses should be more

comprehensive, the seminars should be conducted with fewer numbers and the question and answer part should be wider.

As can be seen in Tables 4 and 5, when we look at the satisfaction levels of 450 coaches participating in our study according to various variables, we can talk about a moderate level of satisfaction in general. When we look separately, we see that the satisfaction of the seminars decreases as the level of satisfaction increases according to the education levels. We know that the content of the training is not based on the training level of the coaches, but on the level of the coaching certificate in here. Again, when we look at Table 5, we see that the coaches with TFF-Grasroots-C certificate, which is the lowest level according to the level of education, are more satisfied than the others with a ratio of 3.7242; also we see that UEFAA_B goalkeeping coaches are more satisfied with a ratio of 3.8667 than UEFA-A goalkeeping coaches with a

Table 2. Data on coaches' licenses.

Parameter	Number	Percent
Type of coaching license		
Pro-Technical Director	3	.7
UEFA-A	73	16.2
UEFA-B	119	26.4
ELITE-A	2	.4
TFF-A	3	.7
TFF-B	14	3.1
TFF-Grasstrootsc	211	46.9
TFF-Technical Director	4	.9
TFF-A Goalkeeper	14	3.1
TFF-B Goalkeeper	7	1.6
Total	450	100.0
Participation in education with credit system		
Yes	283	62.9
No	167	37.1
Total	450	100.0
Coaching hours		
1-5 years	168	37.3
6-10 years	96	21.3
11-15 years	69	15.3
16 years and older	117	26.0
Total	450	100.0

Table 3. Data on coaches' opinions and suggestions.

	Frequency	%	Valid %	Cumulative%
Increasing the qualifications and duration of theoretical courses	14	3.1	13.9	13.9
Lowering license upgrade costs	11	2.4	10.9	24.8
Amateur cluster coaches' salaries are paid by the government	6	1.3	5.9	30.7
Increasing in-field application course times	18	4.0	17.8	48.5
Giving importance to question and answer to trainees and instructors	9	2.0	8.9	57.4
Seminars should be held with a small number of participants	4	.9	4.0	61.4
TUFAD should provide coaches with job opportunities and support	12	2.7	11.9	73.3
Increasing coach salaries in amateur cluster	9	2.0	8.9	82.2
Training programs and match tactics with video explaining	7	1.6	6.9	89.1
Coaching course numbers should be increased	11	2.4	10.9	100.0
Total	101	22.4	100.0	
People who do not express opinions or suggestions	349	77.6		
Total	450	100.0		

ratio of 3.5190. Again, it is possible to see that the level of satisfaction increases as the document level drops from the top-level Pro-coach (3.3556), UEFA-A (3.4594), UEFA-B (3.5885). It seems that the level of these seminars should be determined separately. It seems that there is not much difference in the satisfaction of the coaches compared with the credit system and the old

system. Also, when we look at the satisfaction levels of the coaches according to their working time, we see that the coaches working for 1-5 years are much more satisfied with the seminars than the others with a ratio of 3.7395. It is possible to say that coaches who have worked 16 years and over have less satisfaction levels than others, with a ratio of 3.5533. It seems likely that

Table 4. Level of satisfaction of coaches.

Parameter	Number	Arithmetic average
Gender		
Man	446	3.6337
Woman	4	3.8667
Age		
20-30	32	3.5448
31-40	122	3.6508
41-50	161	3.6772
51 and older	135	3.5943
Education		
Primary	19	4.0070
Secondary	32	3.8271
High School	193	3.6801
Degree	163	3.6010
Postgraduate	38	3.3632
PhD (Dr)	5	2.4933
Football played category		
Amateur	305	3.6411
Professional	144	3.6287
Never Played	1	3.0333
Place for coaching license		
BESYO	67	3.5910
Federation Course	378	3.6449
Aboard Course	5	3.5467

Table 5. Level of satisfaction of coaches.

Parameter	Number	Arithmetic average
Type of coaching license		
Pro-Technical Director	3	3.3556
UEFA-A	73	3.4594
UEFA-B	119	3.5885
ELITE-A	2	3.6833
TFF-A	3	3.5667
TFF-B	14	3.6571
TFF-Grassroots-C	211	3.7242
TFF-Technical Director	4	3.7667
TFF-A Goalkeeper	14	3.5190
TFF-B Goalkeeper	7	3.8667
Participation in education with credit system		
Yes	283	3.6282
No	167	3.6487
Coaching hours		
1-5 years	168	3.7395
6-10 years	96	3.5573
11-15 years	69	3.6324
16 years and older	117	3.5533

they think they have gained the necessary experience in the time that has passed here, and while the information given may now be known, many of these are due to the fact that they are still unable to upgrade their existing documentation. For those who have worked with the same document for many years, it can be create a frustration. I recommend a separate study on this situation. We find that satisfaction levels are higher with the proportion of those who have graduated from BESYO and received documents (3.5910) and those who received documents after TFF's course (3.6449). I think that those who graduated from BESYO may have seen these issues as a little more detailed and that can be why. Here, I think that those who graduated from BESYO may have seen these issues in a little more detail. When we look at those who have played football as amateurs and professionals, their satisfaction levels are close to each other. It is also seen here that out of the

450 coaches who attended the seminars, only 1 person who had never played football at the time, shows that the BESYO and TFF course certified coaches with a history of football in general participated in the trainings.

As shown in Table 6, there is a significant difference between the level of education and the satisfaction levels of the course participants ($p < 0.05$). As the training levels of the coaches increase, the satisfaction levels of the organized courses decrease. The highest satisfaction is from the coaches at the primary school education level. The lowest satisfaction is that of the coaches at the PhD level.

As shown in Table 7, there is a negative non-strength relationship between the training levels of the coaches and their satisfaction with the courses ($p < 0.01$). As the training levels of the coaches decrease, the satisfaction levels of the seminars increase.

Table 6. Kruskal Wallis's test on the difference between coaches' training levels and satisfaction levels.

Satisfaction with education			χ^2	Sd	p
Primary S.	19	310.76			
Secondary S.	32	270.80			
High School	193	231.02			
Degree	163	214.21	22.716	5	.000
Graduate	38	181.89			
PhD	5	98.00			
Total	450				

Table 7. Spearman's (rho) correlation analysis for the relationship between coaches' training experiences and their satisfaction.

Spearman's rho	Correlation Coefficient	-.193**
Education Status	P	0.000
	N	450

RESULTS

In this study, the satisfaction status of the coaches who are working under the Football Federation in Turkey during the training sessions which are required to work according to the level of the coach certificate, the conduct and evaluation of the seminars, communication with the trainers and management, the use of tools and classrooms were measured. When the results were examined, it was determined that there was a statistically significant difference between the training levels of the coaches and the satisfaction levels of the training in the seminars. As the training levels of the coaches decrease, the satisfaction of the seminars increases. In general, people who have continued their education and received

higher education to the extent permitted by social and economic conditions have a very different view of the job, compared to people who have lower education level. Rather than entering the working life at an early age, people who endure the cost of longer education and sacrifice for a while more than earning income, take part in their working life as qualified laborers at the end of their education. Investment in education, as a reward for time spent, demands on wages and other working conditions are also rising. In addition, working life is not just a place where money is earned for those people; it means an environment where high status in society, a prestigious job, and opportunities to develop social relations are provided (Cakir, 2001). As can be seen from here, it is expected that there will be a difference between

educated individuals and individuals with low levels of education. Lodahl and Kejner (1965) and Lounsbury and Hopes (1986) found that individuals with higher education were more satisfied with their work than individuals with other levels of education.

It has been found that there is a negative non-strength relationship between the training levels of the coaches and their satisfaction with the organized courses. As the training levels of the coaches decrease, the satisfaction levels of the seminars increase. It is thought that because the content of the trainings is generally planned according to the coaching levels of the coaches, it is assumed that since there will be seminars at different levels within the new credit system, each coach will be able to choose the trainings according to his/her own wishes will be the solution. We can see that coaches with TFF-Grasroots-C certification, which is the beginning level of coaching, are much more satisfied with training than others. It is observed that UEFA-B goalkeeping coaches are more satisfied with training than UEFA-A coaches, and that the Pro-Coach, which is the highest level, increases satisfaction with training in the opposite direction to UEFA-B and to UEFA-A. This means that coaches with a high level of Education have a low level of satisfaction, as well as coaches with a high degree have less satisfaction with training than others. Acar (2000) stated that the training seminars should be conducted according to the specialties of the coaches. In our study, it shows that training seminars based on documents and working areas will benefit in increasing educational efficiency. For all these reasons, it is recommended that trainer training seminars be held in different environments with different training subjects according to coaches' coach license levels.

Given the satisfaction levels of the coaches according to their working time, it is observed that the coaches working for 1-5 years are much more satisfied with the seminars than the others. Coaches who have worked for 16 years and over have much less satisfaction than others. The relationship of seniority to expectations is clearly visible if it is assumed that coaches who cannot provide satisfaction from work in the sense of club level, will tend to quit. However, given the other job alternatives and the economic issues that may cause the individual to leave the job, it becomes clear that seniority does not have a very strong relationship with job satisfaction. Studies on this subject by March and Simon (1975), Acar (2000) and Kanungo (1995), show that there is no strong relationship between seniority and job satisfaction. A different study by Yorulmazla (2019) states that as the age ranges of coaches rise, the number of those who are satisfied with making the coaching profession increases. Those who answer No and Unstable are considered together, and in the same way, as age ranges rise, their satisfaction levels are questioned. Here football coaches now think they have gained the necessary experience in the passing time, the fact that many of the coaches still

have not been able to raise their certificates and that they and their environment are not at the level to meet both their economic and social expectations also shows that they have been frustrated. The increase in the satisfaction of the football coaches with their work shows that the efficiency of the training will also increase.

After the TFF course, we can see that those who have received documents have higher satisfaction levels than those who have graduated from BESYO's and received documents. Here, we can say that it may be since the graduates of BESYO have seen these subjects as a little more detailed in their educational life. İnal (1998) and Acar et al. (2016) states that it has been suggested that educators should be open to all innovations throughout their working life regardless, and constantly renew themselves. For this reason, no matter what happens, it is an inevitable fact that the coaches' constant renewal of themselves will also increase their working efficiency.

When we look at those who have played football as amateurs and professionals, their satisfaction levels are close to each other. It is also seen here that of the 450 coaches who attended the seminars, only 1 person who had never played football. The study by Yorulmazlar (2019) also confirms the general knowledge that coaches usually have a history of playing football before their career. After the end of their professional or amateur football life, they get the necessary training and documentation and make the transition to the coaching profession.

Of the 450 participants, 340 did not express any negative views regarding the course, place, time, instructors and subjects of the seminars. We can say that the subjects selected in the seminars are all subjects of science, especially because they include both theory and application subjects in the credit system. Some proposals have even suggested making them more comprehensive. According to Topkaya and Tekin (1998), they stated that football is a branch of science covering different fields such as physiology, anatomy, psychology and sociology. In this case, the fact that football education is supported not only by practice but also by theoretical parts and different branches of science will increase the efficiency in football.

When the credit system is compared with the old system, it is seen that there is not much difference in the satisfaction levels of the coaches. In fact, what makes us think here is that the coaches may have concerns about taking time off to regular seminars, and the idea of attending a seminar every two or three years, which is as easy as it used to be, to get a work permit. It is also suggested that a study should be carried out on this subject and that a full clarification should be made on the subject. Some ideas about the seminars which are stated by the coaches as opinions and suggestions; giving more space in the question and answer section, increasing the quality and duration of theoretical courses and increasing the duration of practical courses, it is suggested that

planning education by considering the current situation and deficiencies in the planning of the next seminars will increase the efficiency in education. Ozdemir (1995) stated that one area where total quality management can be used in education is in-service training programs. A parallel must be established between in-service training programs and pre-service programs. Traditional understanding of control and finding of failures and to try to address this deficiency (if possible) through in-service training. As a result, it is necessary to work on new management approaches taking into consideration the specific social structure of educational organizations. Educational organizations cannot be unconcerned with the new structures and practices observed in environmental organizations; otherwise the survival of the system will be in danger. It is not possible to take any system from the beginning and change it radically. He supported the importance of our work by saying that such initiatives have little chance of success. In parallel with the results, we can say that planning according to the positive and negative requests and suggestions of the participating coaches, not from the beginning, will increase the efficiency of the program before the seminars.

It is hoped that the results of the research will provide useful information for future similar research and that the highest efficiency will be achieved in the training of football coaches. The quality of the football coach is high and the TFF and TUFAD coach trainings desired by all participants will provide a great benefit to our country in socio-economic terms, both in the selection and training of the football player.

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