Comparison of Situational Coping Strategies, Psychological Well-Being and Life Satisfaction in Athletic and Normal Students

Received: 2021-07-18
Accepted: 2022-01-30
Vol. 2, No.4. Autumn. 2021, 28-41

Masoumeh Ahmadi[1]
Mehrdad Hasanzadeh[2*]
Shiva Yousefzadeh Ghara Aghaji[3]
Leila Kaabi Amir[4]

[1]MA of Clinical Psychology, University of Mohaghegh Ardabili, Ardabil, Iran
[2]MA of Psychology and Education of Exceptional Children, Payame Noor University, Ardabil, Iran
[3]MA of Motion Behavior, University of Tehran, Tehran, Iran
[4]MA Student of Educational Research, University of Mohaghegh Ardabili, Ardabil, Iran

*Correspondence:
Mehrdad Hasanzadeh, MA of Psychology and Education of Exceptional Children, Payame Noor University, Ardabil, Iran

Email:hasanzadehmehrdad2@gmail.com
Orcid : 0000-0001-8943-1568

Abstract

Purpose: Physical activity includes a wide range of health benefits that can protect people from diseases and provide and strengthen their mental and physical health. Therefore, in the present study, situational coping strategies, psychological well-being and life satisfaction in athletic and normal students will be compared.

Methods: The leading research method was descriptive causal-comparative. The statistical population of this study was all undergraduate students of Mohaghegh Ardabili University. From this population, by sampling multi-stage clusters (university, faculty, department and finally the classroom, respectively), 200 people were selected. (100 athletes and 100 normal people) and the Situational Coping Strategies Questionnaire (SCSBQ-28), the Ryff Psychological Well-Being Scale (RSPWB-18) and the One-Question Life Satisfaction Scale (LSS-1) were administered to them. The method of analysis was multivariate analysis of variance (MANOVA).

Results: The results showed that athletes use uncompromising strategies significantly less than normal people (MD= -1.478, P= 0.023). Also, psychological well-being (MD= 7.667, P< 0.001) and life satisfaction (MD= 0.956, P= 0.007) of athletes are significantly higher and with a very desirable level than normal people.

Conclusion: Cultural and sports managers can encourage individuals and organizations to perform and budget to increase these activities by considering the psychological benefits of sports activities. Psychotherapists and counselors should also consider sports activities as behavioral techniques to promote well-being and satisfaction.

Keywords: Situational coping strategies, psychological well-being, life satisfaction, sports activity

Introduction

In recent decades, sport as a socio-cultural phenomenon has been growing, so that studies on the technical components, game tactics and physical fitness of athletes are

increasing (Voser, Hernandez, Okubo & Junior, 2017). Physical activity provides a wide range of health benefits that can protect people from disease and enhance their mental and physical health (World Health Organization, 2010). In other words, regular physical activity can prevent a range of chronic diseases, including cardiovascular disease, type2 diabetes, and some cancers, and manage improved musculoskeletal health, weight control, development of motor skills in children, and mental health problems. World Health, 2010; Durstine, Gordon, Wang & Luo, 2013). On the other hand, physical inactivity is one of the most important risk factors in global premature mortality, which is responsible for 9% of premature deaths worldwide (Lee, Shiroma, Lobelo, Puska, Blair & Katzmarzyk, 2012). In this regard, athletic performance during training and competition is not only influenced by physical determinants such as physical fitness level and skills, but also through psychological abilities (Berger and Tobar, 2011; McCormick, Meijen & Marcora, 2015). In fact, athletic performance is the result of a combination of professional abilities (including technique and tactics), physical (including strength and speed) and psychological abilities of players (including goal setting, self-confidence, anxiety and stress management) (Thelwell, Greenless & Weston, 2017).

On the other hand, because of the pressures to perform well on sports teams, athletes are at risk for mental health (e.g., anxiety and depression) in a competitive sports environment (Rice, Parker, Rosenbaum, Bailey, Mawren & et al, 2018). Nevertheless, although psychological factors play a very important role in athletes' performance and are very effective in some decisive moments, they have been neglected (Voser et al, 2017). Thus, the growing path of sports management studies has begun to address issues related to the relationship between sports services and their welfare implications (Engelberg, Moston, & Skinner, 2015). In other words, when players are equipped with the necessary professional and psychological abilities for sports, it can be expected to have good and safe sports performance and suffer less sports injuries (Thelwell et al., 2017). In sports psychology, the component of mental health, which is very close to psychological well-being, plays a very important role as a core and central component. Research on mental health in elite athletes has grown rapidly in recent years (Rice et al, 2016). Several studies have shown a significant level of mental health distress among the professional athlete population that has been a cause for concern (Foskett & Longstaff, 2018; Schaal et al, 2011). Factors that increase athletes' susceptibility to mental health syndrome include exercise-related stressors such as physical injury (for example: concussion, musculoskeletal or limb injury), poor performance, maladaptive perfectionism, and competition for choice (Reardon, Hainline, Aron, Baron, Baum & et al, 2019), as well as general stressors in non-sporting contexts such as recent adverse life events (Rice, Gwyther, Santestebanecha, Baron, Gorczynski et al, 2019).

Related to this, one of the indicators of mental health is life satisfaction (Schimmack, Diener & Oishi, 2010). Life satisfaction is a cognitive process for assessing one's quality of life with respect to some salient aspects, and a positive assessment of one's condition and quality of life meets certain standards and expectations (Diener et al, 1985, Prasoon & Chaturvedi, 2016). In fact, life satisfaction is an arbitration process in which people evaluate their quality of life based on their unique criteria or perceived satisfaction; Therefore, it is the perception and mentality of individuals (not the realities of their lives) that has the greatest impact on their lives

(Piko & Hamvai, 2010; Karimi, Najafi and Mohammadifar, 2016; Hassani, Asghari, Kazemzadeh Bitali & Abdoli Soltani Ahmadi, 2016). Life satisfaction arises from examining a person's long-term life (Ivanova, 2014; Keyes, Shmotkin & Ryff, 2002), which reinforces better functioning and coping with problems and obstacles (Jachimowicz, Kostka & Stisfaka, 2009). According to Wilson (2016), life satisfaction is significantly related to sports identity. In this regard, studies have shown that student-athletes are more satisfied with life than normal students (Gholizadeh, Ojaghi, Hekmati & Pirzadeh, 2009) but other studies show that professional athletes due to high training and high pressure. Experiencing life satisfaction is less likely to be experienced (Felton & Jowett, 2014). However, some athletes show higher life satisfaction so that they enjoy life more than other athletes (Chen, Wu, & Chang, 2015). In general, college athletes place more importance on health and have higher life satisfaction than normal people (Arı, Ulun, Yunus, Yarayan, Dursun, Tuğba, Bozkurt & Üstün, 2020). Life satisfaction indicates mental well-being, in other words, quality of life (Coffey, Warren & Gottfried, 2015). Life satisfaction has been described as a psychological state that is generally associated with psychological well-being (Malinauskas, 2010). Life satisfaction is one of the important indicators of well-being (Prason & Chatorudi, 2016) and in other words, it is a cognitive component of psychological well-being (Diener, 2009; Gravanovora, 2013).

In this regard, understanding the ways to increase the psychological well-being of sports participants, consumers and employees has become an important issue in the contemporary sports industry (Doyle, Philo, Locke, Funk & McDonald, 2016; Kim, Kim, Newman, Ferri & Perrewe, 2019). Well-being refers to a person's cognitive and emotional assessment of his or her current life or life from a long-term perspective (Diener & Scollon, 2014). Lack of mental well-being is not a mental illness, but something that everyone experiences, albeit to varying degrees. Psychological well-being is also a good way of life and a combination of good feeling and effective performance (Tennur Yerlisu, 2015). The results of Ghasempour and Judat (2013) show that student-athletes are in a better position than non-athlete students in terms of psychological well-being, positive relationships with others and purpose in life. Studies also show that regular physical activity and exercise at different ages play an important role in reducing mental health problems and disorders and increasing mental health and psychological well-being (Opdenacker, Boen, Bourdeaudhuij & Auweele, 2008; Edwards & Steyn, 2008; Edwards, Ngcobo, Edwards & Palavar, 2005; Krawczynski & Olszewski, 2000). According to Maltby and Day. (2001), one of the benefits of physical exercise is the improvement of one's psychological well-being. In other words, it is thought that physical exercise, especially depression and stress, is reduced. Encouraging students to do physical and sports activities at a young age and puberty can help increase their mental health and psychological well-being (Abedanzadeh, Pourkargari & Parsaei, 2015). Sports participation, especially during physical activity, has many health and well-being benefits (Biddle, Gorely & Mutrie, 2015). However, prominent athletes are as likely as normal individuals to experience anxiety (Rice, Purcell, De Silva et al, 2016) and depression (Gulliver, Griffiths & Christensen, 2012; Hammond, Gialloreto & Kubas, 2013).

On the other hand, according to psychological theories, coping strategies play an important role in managing stressful situations, reducing stress and ultimately in

mental health and psychological and physical well-being of individuals, and effectively and optimally deal with problems that are one of the signs of well-being (Eini, Hashemi & Ebadi Kasbakhi, 2020). Coping is defined as the process of implementing a response to a stressor, where stress is seen as the experience of dealing with related problems in efforts to achieve the goal (Lazarus, 1966). Coping efforts can change moment by moment at any stage of a stressful event (Lazarus & Folkman, 1985). Situational coping strategy is something that a person has done (or is doing) at a particular coping stage or in a particular period, when people face difficulties and problems, to develop a variety of cognitive and behavioral strategies to deal with it. (Brown, Phillips, Ebony Vinson & Robertson, 2011). Coping strategy modulates the relationship between stress and its consequences (Lazarus and Folkman, 1984). In Besharat (2005b) research, the use of avoidance coping style compared to coping style has a higher correlation with athletic success in athletes. Also, between elite athletes and regular athletes, in the overall score of cognitive emotion regulation - whose components are very close to situational coping strategies - and positive refocusing strategies, refocusing on planning, positive reassessment, adopting views, catastrophizing and blaming others. There is a significant difference. This difference is due to the higher score of total cognitive emotion regulation and the scores of positive refocus strategies, refocusing on planning, positive reassessment, taking a view, and lower scores of catastrophic strategies and blaming others in elite athletes than in normal athletes. This means that professional athletes have a higher cognitive regulation (Maghsoudi, Ajilchi & Zareian, 2016). The research of Sadidi and Yamini (1397) showed that there is a significant positive relationship between problem-oriented strategies and psychological well-being and in contrast, there is a negative and significant relationship between emotional-oriented strategies and emotional malaise with psychological well-being. Although no study was found in the group of athletes, studies have shown that women who use appropriate coping skills are better able to cope with life's needs and challenges, reduce the destructive effects of stress on their body and mind, and are less prone to aberrations and abnormal behaviors. They become social (Babakhani and Badiee, 2018). There is also a relationship between coping strategies with stress and quality of life (Helvic et al, 2016; Cohen et al., 2011; Gholamzadeh et al, 1397). In the case of athletes, the presence of stressors such as bad refereeing during the match, the presence of bad environmental conditions, the reaction of spectators during the match, the tendency to win at the cost of deviating from sports ethics, the experience of injury, observing rival cheating, the possibility of cheating to win, Reprimanding the player by the coach, criticizing the coach during the match (De Fabio & Saklofske, 2014), makes the necessity of effective coping skills to maintain the athlete's mental health and achieve athletic success inevitable because these skills are the inability to cope with stressors in sports environments. Affects and prevents the influence of disturbing factors (Lazarus, 1984). Therefore, in the present study, situational coping strategies, psychological well-being and life satisfaction in athletic and normal students will be compared.

Materials and Methods

The leading research method will be descriptive causal-comparative. The statistical population of this study is all undergraduate students of Mohaghegh Ardabili University. From this population,

by sampling multi-stage clusters (university, faculty, department and finally class, respectively), 200 samples were selected. (100 athletes and 100 normal people) and a questionnaire of situational coping strategies, Ryff Psychological Well-Being Scale and One-Question Life Satisfaction Scale will be administered on them. It is important to note that in experimental and comparative studies, each group should include at least 30 subjects (Delavar, 2013), which due to the high sample size value and less variance error in the above sample, as well as the probability of data Missing and abundance of student community This sample size was considered. In the following, the psychometric properties of the instruments will be explained.

Situation Coping Strategies Brief Questionnaire (SCSBQ-28): The Short Situation Coping Strategy Questionnaire was designed by Monzani, Steca, Greco, D'Addario, Cappelletti and Pancani (2015) and asks participants to consider the relevant stressors in the recent past. Bring it and show how to deal with it. This questionnaire has 28 questions. Also questions based on a 4-point Likert scale (1 = I did not do this at all; 2 = I did this a little; 3 = I did this to some extent; 4 = I did this a lot) Are given. This tool, as theorized by Carver (1997), includes 14 dimensions, which are: self-distraction (active attention), active coping, denial, substance use, use of social support, use of instrumental support, behavioral retardation (Avoidance), projecting, positive re-framing (positive reconstruction), planning, joke, acceptance, spirituality, self-blame. Given the number of standardized factors, all are good indicators for the relevant factors. In addition, due to omega reliability, acceptable internal consistency was reported for all 14 dimensions. Evaluation of fitness indicators, and the validity and reliability of the original version was reported to be desirable (Monzani et al., 2015). Also Sharifi Fard, Nabizadeh, Ali-Babaei, Boroojerdi and Javdan (Unpublished) research in Iran also confirmed the fit indices of the model and also reliability with Cronbach's alpha method for the 14 dimensions and the whole questionnaire was good (0.76).

Ryff Psychological Well-Being Questionnaire (RSPWB-18): This questionnaire was designed by Ryff in 1989 and revised in 2002. This 18-item questionnaire is a kind of self-assessment tool that is answered in a 6-point continuum from strongly agree to strongly disagree. This questionnaire measures 6 dimensions of autonomy: predicting psychological well-being, positive communication with others, mastering the environment, personal growth, purposefulness in life and self-acceptance. Ryff (1989) reported the internal consistency coefficient of the subscales of this questionnaire between 0.86 and 0.93 and the retest reliability coefficient of 0.81 to 0.86. Evidence for the convergent validity of the Psychological Well-Being Questionnaire suggests that the six factors of psychological well-being are positively related to life satisfaction, self-esteem, and creativity, and negatively related to depression, luck, and the source of external control. Ryff (1989) reported a Cronbach's alpha coefficient between 0.83 and 0.91. In Iran, the reliability coefficient by the retest method of this questionnaire was 0.82 and its subscales were between 0.70 - 0.78, which is statistically significant (Bayani, Kouchaki & Bayani, 2008). In this study, the reliability coefficient of the tool using Cronbach's alpha method was calculated to be 0.8 and the subscales between 0.69 and 0.79.

Single-item Life Satisfaction Scale (SLSS-1): This scale was designed and Validated by Sharifi Fard, Ahmad Panah, Ali-Babaei, Zolgharnein, Nabi Zadeh and Taheri

(Unpublished), with a question that: "How do you evaluate your life these days?" In the 11-point Likert, it measures life satisfaction in a way that shows zero (overall worst condition) to 10 (overall best condition). Pearson correlation coefficient obtained from the double implementation of the scale is 0.74, which indicates the good reliability. Also, convergent validity with Well-being was 0.61 and divergent validity with anxiety and depression were -0.36 and -0.53, respectively, which is psychologically good.

Results

In the first stage and after the performance, out of 200 samples, 96 were student-athletes and 104 were normal students. Then, in the second stage, 90 people were entered into the analysis by removing incomplete and outdated data from each group. The analysis was performed at both descriptive and inferential levels. At the descriptive level, it was found that the subjects in terms of age group between 19 to 24, in terms of gender (male and female) and marital status (single and married) in each group in approximately 55% and 45%, in terms of Degrees are bachelor's (68%) and master's (32%), respectively, and in terms of economic status are average (66%) and good (34%), respectively, because the groups were very close to each other. Descriptive in general. In the inferential section, first in Table 1, the mean and standard deviation of the variables or other expressions of the components will be discussed.

Table 1- Mean and standard deviation

Component	Group	Average	The standard deviation
Compromised strategies	Athletes	69.49	8.140
	Normal	18.49	178.8
Uncompromising strategies	Athletes	87.18	301.4
	Normal	34.20	4.348
Well-being Psychological	Athletes	96.75	014.10
	Normal	29.68	382.8
Life satisfaction	Athletes	51.6	137.2
	Normal	56.5	553.2

Table 2. Test for homogeneity of variance my box

Source	M Box	F	Degree of freedom ۱	Degree of freedom ۲	Sig
group	22.952	240.2	10	151477.291	0.013

Table 2 shows the assumption of covariance homogeneity, which based on Tabachnick and Fidel (2001) has a significance level of 0.01, and there is no problem in this regard.

Table 3. Levin test for homogeneity of variance

Components	F	Degree of freedom۱	Degree of freedom۲	Sig
Strategies compromise reached	2.177	1	178	142.0
Strategies compromise undetected	0.880	1	178	349.0
Well-being Psychological	3.629	1	178	0.058
Satisfaction of life	2.098	1	178	0.149

Table 3 shows the assumption of homogeneity of variances that with respect to the significance level greater than 0.05 for adapted strategies (0.14), uncompromising strategies (0.34), psychological well-being (0.05), and life satisfaction (0.14), there is no problem in this regard and all components are in good condition.

Table 4. Results of multivariate analysis of variance (MANOVA)

Source	Test	Value	F	Hypothesis df	Error df	Sig	Partial Eta Squared
group	Pilay effect	0.180	9.604	4	175	0.001	0.180
	Wilks Lambda	0.820	9.604	4	175	0.001	0.180
	The effect of hoteling	0.220	9.604	4	175	0.001	0.180
	Great - the root of the	0.220	9.604	4	175	0.001	0.180

Table 4 shows the multivariate analysis of variance tests based on which there is a significant difference between the groups (athlete and normal) in terms of components ($P < 0.0001$).

Table 5. Test between-group differences in component - of maladaptive strategies, well-being and life satisfaction

Table 5 shows the differences between groups in components based on the components of uncompromising strategies (0.023), psychological well-being (0.001), and life satisfaction (007). / 0), there is a significant difference between the groups but there is no significant difference in the component of adapted strategies (0.662). The triple error coefficient (Eta2) also shows that 2% of the variance of uncompromising strategies, 14% of the variance of psychological well-being, and 4% of the variance of life satisfaction due to group membership.

Table 5. Bonferroni multiple comparison

Variables	group A	group B	The average difference - Display (A – B)	standard error	Sig	Assurance distance Low - the lowest	95% The highest limit
Strategies compromise undetected	Athlete	Normal	*478.1	0.645	0230.0	750.2	-02.06
Well-being Psychological	Athlete	Normal	*667.7	0.379	001.0	946.4	387.10
Satisfaction of life	Athlete	Normal	*956.0	0.351	007.0	0.263	648.1

Table 6 shows the difference and direction of superiority of groups in components, based on which in the component of uncompromising strategies (MD = -1.478, P = 0.023) athletes are significantly less than normal individuals. They use uncompromising strategies. Also, regarding the components of psychological well-being (MD = 7.667, P <0.001) and life satisfaction (MD = 0.956, P = 0.007), athletes' well-being and satisfaction were significant. And with a much more desirable level than ordinary people.

Discussion

The results of the present study showed that athletic and normal students differ in the components of situational coping strategies (uncompromising strategies), psychological well-being and life satisfaction, with the explanation that the application of uncompromising strategies in athletic students is less It is normal. Although no direct studies were found in this field, but indirect studies are in line with the results of the leading research (Besharat, 2005; Maghsoudi et al., 2016). Also, the psychological well-being of student-athletes is at a desirable level better than normal, which is in line with other studies (Updenicker, Bowen, Bourdieu and Oville, 2008; Edwards and Stein, 2008; Abedanzadeh, 2015; Biddle et al, 2015). On the other hand, the life satisfaction of athletic students is also significantly higher than non-athlete (normal) and many studies are in line with it (Gholizadeh, Ajaghi, Hekmati and Pirzadeh, 2009; Chen, Wu and Chang, 2015; Eri, Yulon, Yarayan, Dorson, Bozkurt et al., 2020), although in the case of professional athletes, life satisfaction is lower due to physical and psychological pressures (Felton and Jute, 2014).

Uncompromising situational strategies issued in the face of issues and problems include denial, substance use, behavioral retreat (avoidance), and self-blame. Given the enhanced characteristics of sports, such as courage and stubbornness, and since they are more prepared for active confrontation to deal with issues and problems, it is natural for them to benefit less from passive or withdrawn confrontation because the characteristic Some of them are more active in the direction of exposure. Athletes, for example, increase their resilience in the face of sporting failures, and the continual experience of failure and victory, and their sensitivity to failure decreases (regular desensitization), which leads to They can accept failure and face it more easily.

Therefore, in difficult and failed situations, they take a more logical and systematic approach. These conditions are also reflected in the component of psychological well-being. Welfare has its own components of acceptance, environmental dominance, positive relationships, purposefulness, personal growth and independence, and as mentioned in athletes due to the characteristics and conditions strengthened in this area - which Mentioned - more can be seen. Explaining that exercise and physical well-being can be a positive factor for mental well-being, also some components such as interaction with others, purposefulness, and personal growth can occur in the context of sports activities, which ultimately Increases psychological well-being. Finally, independently and as explanations of strategies and well-being, increasing life satisfaction in athletes can be justified. Also, increasing well-being and reducing uncompromising strategies mediate to increase life satisfaction. On the other hand, since the small and large successes achieved in activities as well as diseases have a negative and inverse relationship, and physical and mental vitality has a positive and direct relationship with exercise can be another reason. It is about increasing well-being and life satisfaction.

Conclusion

One of the limitations of the leading research was its implementation on the age range of youth (early adulthood) and students. Athletes were also amateurs. Therefore, it is suggested that the components and methods of this research be performed on other age groups (for example, adolescents and the elderly) and compared with professional athletes. Also, in practical suggestions, cultural and sports managers can encourage individuals and organizations to perform and budget to increase these activities by considering the psychological benefits of sports activities. Psychotherapists and counselors should also consider sports activities as behavioral techniques to promote well-being and satisfaction.

References

1. Abedan Zadeh, R., Pourkargari, E., & Parsai, S. (2015). Relationship between psychological strength and psychological well-being in students: The mediating role of physical activity. Journal of Sport Psychology, 2(4), 13-24. [Persian]
2. Badiei, H., & Babakhani, N. (2018). Comparison of components of social adjustment, emotional self-regulation skills and coping strategies in stressful situations in delinquent and normal women, Bi-Quarterly Journal of Disciplinary and Social Research, 6 (1), 5-24.
3. Berger, B., Tobar, D. (2011). Exercise and quality of life, in The NEW Sport and Exercise Psychology Companion, eds Morris T., Terry P. (Morgantown, WV: Fitness Information Technology;), 483–505.
4. Besharat, M. Ali. (2006). The effect of coping styles on athletic success. Movement, 24, 78-100. [Persian]
5. Biddle, S., Gorely, T., Mutrie, N. (2015). Psychology of physical activity: determinants, well-being and interventions. Milton Park, Abingdon, Oxon; New York: Routledge.
6. Brown, T. L., Phillips, C. M., Abdullah, T., Vinson, E., Robertson, J. (2011). Dispositional versus situational coping: Are the coping strategies African Americans use different for general versus racism-related stressors? Journal of Black Psychology; 37:311–335.
7. Çağrı, Arı., Cihan, Ulun., Yunus Emre, Yarayan., Mücahit, Dursun., Tuğba Mutlu, Bozkurt., Ümit Doğan, Üstün. (2020). Mindfulness, healthy life skills

and life satisfaction in varsity athletes and university students. Progress in Nutrition, 22. DOI: 10.23751/pn. v22i2-S.10561

8. Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. International Journal of Behavioral Medicine, 4, 92-100. doi:10.1207/s15327558ijbm0401_6
9. Chen, L. H., Wu, C. H., & Chen, S. (2015c). Gratitude and athlete' life satisfaction: A Intra-individual analysis on the moderation of ambivalence over emotional expression. Social Indicators Research, 123(1), 227–239. doi:10.1007/s11205-014-0737-0.ms.12196.
10. Clarke, A. T. (2006). Coping with interpersonal stress and psychosocial health among children and adolescents: A meta-analysis.
11. Coffey, J. K., Warren, M. T., Gottfried, A. W. (2015). Does infant happiness forecast adult life satisfaction? Examining subjective well-being in the first quartercentury of life. J.Happiness Stud. 16(6), 1401–1421
12. Cohen, C. I., Hassamal, S. K., & Begum, N. (2011). General coping strategies and their impact on quality of life in older adults with schizophrenia. Schizophrenia research, 127(1-3), 223-228. Journal of Youth and Adolescence, 35(1), 10-23. doi:10.1007/s10964-005-9001-x
13. Coyle, L. D., & Vera, E. M. (2013). Uncontrollable stress, coping, and subjective well-being in urban adolescents. Journal of Youth Studies, 16(3), 391-403. doi:10.1080/13676261.2012.756975
14. Di Fabio, A., Saklofske, D. H. (2014). Comparing ability and self-report trait emotional intelligence, fluid intelligence, and personality traits in career decision. Personality and Individual Differences, 8: 64-174.
15. Diener, E., Biswas-Diener, R. (2009). Will money increase subjective well-being? A literature review and guide to needed research. In Diener E (ed) The science of well-being: The collected works of Diener Ed. Social Indicators Research Series (37): 155-174. Dordrecht, The Netherlands: Springer Science & Business Media B. V.
16. Diener, E., Emmons, R. A., Larsen, R. J & et al. (1985). The Satisfaction with Life Scale. J Pers Assess, 49(1): 71-75
17. Diener, E., Scollon, C. N. (2014). The what, why, when, and how of teaching the science of subjective well-being. Teaching of Psychology 41(2): 175–183. Doi= 10.1177/0098628314530346.
18. Diener, E., Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. Psychological Science in the Public Interest 5(1): 1–31. Doi=10.1111/j.0963-7214. 2004.00501001.x.
19. Doyle, J. P., Filo, K., Lock, D., Funk, D. C., & McDonald, H. (2016). Exploring PERMA in spectator sport: Applying positive psychology to examine the individuallevel benefits of sport consumption. Sport Management Review, 19(5), 506–519.
20. Easterlin, R. A. (2003). Explaining happiness. PNAS, 100(19), 11176–11183. http://dx. doi.org/10.1073/pnas.1633144100.
21. Eini, S., Hashemi, Z., & Ebadi Kasbakhi, M. (2020). Psychological well-being of patients with type 2 diabetes: the role of psychological toughness, sense of cohesion and coping strategies. Journal of Health Psychology. 2 (9): 121-136. [Persian]
22. Engelberg, T., Moston, S., & Skinner, J. (2015). The final frontier of anti-doping: A study of athletes who have

committed doping violations. Sport Management Review, 18(2), 268–279.
23. Felton, L., & Jowett, S. (2014). On understanding the role of need thwarting in the association between athlete attachment and well/ill-being. Scandinavian Journal of Medicine & Science in Sports, n/a-n/a., doi:10.1111/s
24. Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. Journal of Personality and Social Psychology, 48, 150–170. http://dx.doi.org/10.1037/0022-3514.48.1.150.
25. Foskett, R., & Longstaff, F. (2018). The mental health of elite athletes in the United Kingdom. Journal of Science and Medicine in Sport, 21(8), 765–770.
26. Garvanova, M. (2013). Transformatsia v tsennostite na savremennia balgarin [Transformation in the values of contemporary Bulgarian]. Sofia: Za bukvite – Opismenih.
27. Gholam Zadeh, S., Dehghan Rad, F., Pasiar, N., Zarshenas, L., Kargar, L., & Maqarahi, M. (2018). Investigating the relationship between positive and negative religious coping strategies with the level of hope in the elderly referring to day care centers in Shiraz. Sadra Journal of Medical Sciences, 6 (2) 136 - 125. [Persian]
28. Gholizadeh, H., Ojaghi, A., Hekmati, I., Pirzadeh, J. (2009). Comparison of life satisfaction between the athlete and non-athlete students: the effect of gender. Woman & Study of Family 2009; 2(5): 87–96. [Persian]
29. Gulliver, A., Griffiths, K. M., Christensen, H. (2012). Barriers and facilitators to mental health help-seeking for young elite athletes: a qualitative study. BMC Psychiatry, 12:1.
30. Hammond, T., Gialloreto, C., Kubas, H & et al. (2013). The prevalence of failure-based depression among elite athletes. Clin J Sport Med, 23:273–7. https:// doi.org/10.1097/JSM.0b013e318287b870.
31. Hassani, M., Asghari, M., Kazemzadeh Bitali, M., & Abdoli Sultan Ahmadi, J. (2016). The role of school social support on students' life satisfaction: Testing the mediating role of school satisfaction, academic competence and general self-efficacy. Journal of School Psychology, 5 (4), 31-51. [Persian]
32. Helvik, A. S., Bjørkløf, G. H., Corazzini, K., Selbaek, G., Laks, J., Østbye, T., & Engedal, K. (2016). Are coping strategies and locus of control orientation associated with health-related quality of life in older adults with and without depression? Archives of Gerontology and Geriatrics, 64, 130-137.
33. Ivanova, E. A. (2014). Vzaimovrazki mezhdu internet zavisimost, kiberhondriya i. blagopoluchie. Avtoreferat na disertatsiya za prisazhdane na obrazovatelna i nauchna stepen, Doktor" [Interconections between Internet dependence, cyberhondria and well-being. PhD thesis abstract]. Sofiya: SU "Sv. Kliment Ohridski".
34. Jachimowicz, V., Kostka, T. (2009). Satysfakcja z życia starszych kobiet. Ginekol Prakt, 17(3): 27-32 [in Polish]
35. Karimi, Siddique; Najafi, Mahmoud and Mohammadifar, Mohammad Ali. (2015). Comparison of Behavioral Disorders, Self-Esteem and Life Satisfaction in Unaccompanied and Normal Students. Journal of School Psychology, 5 (3), 167-182. [Persian]
36. Kesebir, P., Diener, E. (2008). In

pursuit of happiness: Empirical answers to philosophical questions. Perspectives on Psychological Science 3(2): 117–125. Doi= 10.1111/j.1745-6916.2008.00069. x.
37. Keyes, C. L. M., Shmotkin, D., Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. Journal of Personality and Social Psychology 82(6): 1007–1022. Doi= 10.1037//0022-3514.82.6.1007.
38. Kim, M., Kim, A. C. H., Newman, J. I., Ferris, G. R., & Perrewé, P. L. (2019). The antecedents and consequences of positive organizational behavior: The role of psychological capital for promoting employee well-being in sport organizations. Sport Management Review, 22(1), 108–125.
39. Landis, D., Gaylord-Harden, N., Malinowski, S. L., Grant, K. E., Carleton, R. A., & Ford, R. E. (2007). Urban adolescent stress and hopelessness. Journal of Adolescence, 30(6), 1051-1070. doi: 10.1016/j.adolescence.2007.02.001
40. Lazarus, R. S. (1966). Psychological stress and the coping process. New York, NY: McGraw-Hill.
41. Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer.
42. Lee, C. C. (1997). Multicultural issues in counseling: new approaches to diversity.
43. Lee, I. M., Shiroma, E. J., Lobelo, F., Puska, P., Blair, S. N., Katzmarzyk, P. T. E. (2012). ect of physical inactivity on major non-communicable diseases worldwide: An analysis of burden of disease and life expectancy. Lancet, 380, 219–229. [CrossRef]
44. Maghsoudi, Fatemeh, Ajil Chi, Bita, Zareian, Ehsan. (2015). Comparison of cognitive emotion regulation strategies and coping styles in students of elite and normal athletes. International Conference on New Approaches in the Humanities, Organizations and Non-Governmental Centers. [Persian]
45. Malinauskas, R. (2010). The associations among social support, stress, and life satisfaction as perceived by injured college athletes. Social Behavior and Personality, 38: 741–752.
46. Maltby, J., Day, L., (2001). The relationship between exercise motives and psychological well-being. Journal of Psychology, 135, pp. 651–60
47. McCormick A, Meijen C, Marcora S. Psychological Determinants of Whole-Body Endurance Performance. Sports Med. 2015 Jul;45(7):997-1015. doi: 10.1007/s40279-015-0319-6. PMID: 25771784; PMCID: PMC4473096.
48. McIlvane, J. M. (2007). Disentangling the effects of race and SES on arthritis-related symptoms, coping, and well-being in African American and White women. Aging & Mental Health, 11(5), 556-569. doi:10.1080/13607860601086520
49. Monzani, D., Stecaa, P., Greco, A., D'Addario, M., Cappelletti, Erika., Pancani, Luca. (2015). The Situational Version of the Brief COPE: Dimensionality and Relationships with Goal-Related Variables. Europe's Journal of Psychology, 11(2): 295–310, doi:10.5964/ejop. v11i2.935
50. Pfeiffer, D & Cloutier, S. (2016). Planning for happy neighborhoods. Journal of the American Planning Association, 82(3), 267–279. http://dx.doi.org/10.1080/01944363.2016.1166347.
51. Piko, B. F & Hamvai, C. (2010). Parent, school and peer related correlates of adolescents Life Satisfaction.children and youth services review, 32,1479_1482.
52. Prasoon, R., Chaturvedi, K. R. (2016).

Life satisfaction: A literature review. The Researcher International Journal of Management Humanities and Social Sciences 1(2): 25–32.
53. Qasempour, Abdullah; Judet, Haider. (2012). Comparison of psychological well-being in athletic and normal students. Journal of Rafsanjan University of Medical Sciences. 13 (2).
54. Reardon, C. L., Hainline, B., Aron, C. M., Baron, D., Baum, A. L., Bindra, A & et al. (2019). International olympic committee consensus statement on mental health in elite athletes. Br J Sports Med, 53:667–99.
55. Rice, S. M., Gwyther, K., Santestebanecha, O., Baron, D., Gorczynski, P., Gouttebarge, V & et al. (2-19). Determinants of anxiety in elite athletes: a systematic review and meta-analysis. Br J Sports Med, 53:722–30.
56. Rice, S. M., Purcell, R., De Silva, S., et al. (2016).The mental health of elite athletes: a narrative systematic review. Sports Med, 46:1333–53.
57. Rice, S. M., Purcell, R., De Silva, S., Mawren, D., McGorry, P. D., & Parker, A. G. (2016). The mental health of elite athletes: A narrative systematic review. Sports Medicine, 46(9), 1333–1353.
58. Roesch, S. C., & Weiner, B. (2001). A meta-analytic review of coping with illness: Do causal attributions matter? Journal of Psychosomatic Research, 50(4), 205-219. doi:10.1016/S0022-3999(01)00188-X
59. Ryff, C. D. (2017). Eudaimonic well-being, inequality, and health: recent findings and future directions, Int. Rev. Econom, 64, 159–178.
60. Ryff, C.D., (2013). Psychological well-being revisited: advances in the sience and practice of eudaimonia, Psychotherapy and psychosomatics. 83:10-28.
61. Sadidi, M., & Yamini, M. (2018). Predicting psychological well-being based on coping strategies and emotional malaise. Journal of Psychological Studies. 14 (2): 125-141. [Persian]
62. Schaal, K., Tafflet, M., Nassif, H., Thibault, V., Pichard, C., Alcotte, M., Uddin, M. (2011). Psychological balance in high level athletes: Gender-based differences and sport-specific patterns. PLoS ONE, 6(5), e19007
63. Schimmack, U., Diener, E., Oishi, S. (2010). Life-satisfaction is a momentary judgment and a stable personality characteristic: the use of chronically accessible and stable sources. J. Personal. 70(3), 345–384.
64. Sharifi Fard, S. A., Ahmad Panah, M., Ali Babaei, G., Zolgharnein, M., Nabizadeh, S., & Taheri, H. (2022). Design and Validation the psychometric properties of the life satisfaction scale of single-question. Unpublished. [Persian]
65. Sharifi Fard, S. A. Nabizadeh, S, Ali Babaei, G., Boroojerdi M., & Javdan, Z. Evaluation and adaptation of psychometric properties of the short questionnaire of situational coping strategies. Unpublished. [Persian]
66. Solberg Nes, L., & Segerstrom, S. C. (2006). Dispositional optimism and coping: A meta-analytic review. Personality and Social Psychology Review, 10, 235-251. doi:10.1207/s15327957pspr1003_3
67. Tabachnick, B. G., & Fidell, L. S. (2001). Using Multivariate Statistics, 4th ed., Person Education Company, USA.
68. Tamara, L. Brown., Clarenda, M. Phillips, Tahirah Abdullah1, Ebony Vinson1, and Jermaine Robertson. (2011). Dispositional Versus Situational Coping: Are the Coping Strategies African Americans Use Different for General Versus Racism- Related

Stressors? Journal of Black Psychology 37(3) 311–335. DOI: 10.1177/0095798410390688
69. Tennur Yerlisu, L. (2015). Physical activity levels and psychological well-Being: A case study of university students. Procedia Social and Behavioral Sciences, 186:739–743.
70. Thelwell, R., Greenless, I. A., Weston, J. V. (2017). Examining the use of psychological skills throughout soccer performance. Journal of sport behavior, 33(12): 109-127.
71. Voser, R. d. C., Hernandez, J. A. E., Okubo, J. d. C., & Junior, M. A. d. S. D. (2017). A motivação para o esporte: um estudo descritivo com atletas profissionais de futebol. Revista Brasileira de Futsal e Futebol, 9(35), 399-405.
72. Wilson, M. (2016). Differences in depression, anxiety, and life satisfaction between intercollegiate athletes, intramural participants, and non-athletes. Western Kentucky University Masters Theses & Specialist Projects.
73. World Health Organization. Global Recommendations on Physical Activity for Health;WHO: Geneva, Switzerland, 2010.