

Examining The Emotional Labor Behaviors of Trainers: The Case of Erzurum Province

Antrenörlerin Duygusal Emek Davranışlarının İncelenmesi: Erzurum İli Örneği

* Kübra Özdemir¹, Talha Murathan²

¹ Atatürk University, Physical Education and Sports, Kazım Karabekir Faculty of Education, Erzurum, TÜRKİYE / kubra.ozdemir@atauni.edu.tr / 0000-0003-1576-2131

² İnönü University, Faculty of Sport Sciences, Malatya, TÜRKİYE / talhamurathan@hotmail.com / 0000-0002-9837-3707

* Corresponding author

Abstract: The profession of coaching is an important task as they are always together and guiding individuals who do sports at amateur and professional level. A coach is a person who requires expertise and follows the developments in his field. Emotional labor is; It expresses the feelings and thoughts that an individual feels at work. The aim of this research is to examine the emotional labor of the trainers working in the Provincial Directorate of Youth and Sports in terms of various variables (gender, age, department, marital status, education level) and to determine whether there are significant differences between them. The sample of this research, in which descriptive scanning model was used, consisted of trainers working in Erzurum Provincial Directorate of Youth and Sports. "Personal Information Form" created by the researcher and Emotional Labor Scale (ELS) developed by Basım and Bengibaş (2012) were used to collect data in the research. SPSS 21.0 package program was used in the analysis of the data, and the significance value was accepted as $p>0.05$. In the evaluation of the data, number, percentage, mean and standard deviation were applied as descriptive statistical methods. According to the findings of our research, although there is no statistically significant difference in the comparison made according to some demographic variables, it can be said that men spend more emotional labor than women. Likewise, although there is no statistically significant difference between single participants and married people, it can be said that single participants spend more emotional labor.

Keywords: Coach, emotional labor, provincial directorate of youth and sports.

Özet: Antrenörlük mesleği amatör ve profesyonel düzeyde spor yapan bireyler ile sürekli birlikte ve yol gösterici olmaları nedeniyle önemli bir görevdir. Antrenör uzmanlık gerektiren ve alanındaki gelişmeleri takip eden kişidir. Duygusal emek ise; Bireyin iş yerinde hissettiği duygu ve düşüncelerini ifade eder. Bu araştırmanın amacı; Gençlik ve Spor İl Müdürlüğünde görev yapan antrenörlerin duygusal emeklerinin bazı değişkenler (cinsiyet, yaş, bölüm, medeni durum, eğitim düzeyi) açısından inceleyerek aralarında anlamlı farklılıkların olup olmadığını belirlemektir. Betimsel tarama modelinin kullanıldığı bu araştırmanın örneklemini Erzurum Gençlik ve Spor İl Müdürlüğünde görev yapan antrenörler oluşturmuştur. Araştırmada veri toplamak için "Kişisel Bilgi Formu" ve "Duygusal Emek Ölçeği" (DEÖ) kullanılmıştır. Verilerin analizinde SPSS 21.0 paket programı kullanılmış olup, anlamlılık değeri $p>0,05$ olarak kabul edilmiştir. Verilerin değerlendirilmesinde tanımlayıcı istatistiksel yöntemleri olarak sayı, yüzde, ortalama ve standart sapma uygulanmıştır. Araştırmada elde ettiğimiz bulgulara göre katılımcıların bazı demografik değişkenlere göre yapılan karşılaştırmada istatistiksel olarak anlamlı fark bulunmamasına karşın, erkeklerin kadınlara oranla daha yüksek duygusal emek harcadıkları söylenebilir. Aynı şekilde bekar katılımcılar ile evliler arasında istatistiksel olarak anlamlı fark bulunmamasına karşın, bekar katılımcıların daha çok duygusal emek harcadıkları söylenebilir.

Anahtar Kelimeler: Antrenör, Duygusal Emek, Gençlik ve Spor İl Müdürlüğü.

Received: 08.06.2023 / Accepted: 25.09.2023 / Published: 20.10.2023

<https://doi.org/10.22282/tojras.1311470>

Citation: Özdemir, K., Murathan, T. (2023) Examining the Emotional Labor Behaviors of Trainers: The Case Of Erzurum Province, The Online Journal of Recreation and Sports (TOJRAS), 12 (4), 751-758.

INTRODUCTION

Sport, which has a history in parallel with the history of humanity, has appeared in the fields of activity of societies from past to present and appears as a special field of science. There is a requirement for a good trainer in the field that will train athletes as well as many equipment in order to be accomplished in changing and developing sports branches. The coach not only provides training programs and technical support with scientific data for the development of an athlete, but also prepares them for the contest psychologically. In brief, a trainer is indispensable for an athlete. Emotional labour, which is effective in the work environment, is the regulation of both emotions and behaviours in accordance with the goals of the work. While the coach is at work, she/he reflects his/her emotional conditions not only physically but also mentally. This situation also has a great effect on the athlete she/he trains. Therefore, when the coach gives information to the athlete, she/he should manage his/her emotions and thoughts in a positive way.

Emotional labour occurs when a service worker is expected to present predetermined and appropriate emotions in accordance with the organization's rules in a job situation. The act of displaying socially desirable emotions is a form of "emotional labour" since it necessitates employees to make an effort to manage their emotional expression or change their inner feelings so as to facilitate task and service effectiveness (Hochschild, 1983).

Coach: A coach can be considered as a person who has the necessary information about his/her field and can use this

information for the success of the team in the light of science via combining it with sports skills and strategies and applying it to people with different character (Dolaş, 2006; Terlemez, 2019). Top sporting performance is the result of a combination of many factors (Koku, 2015; Aktürk & Yazıcı, 2020). The most substantial condition for the athletes to reach the desired level is to have knowledgeable, skilled, talented and well-trained sports trainers who can practice at all levels (Murathan & Kaya, 2016).

Coach Training Regulations: The objective of this regulation is to determine the principles and procedures regarding the training and classification of the trainers who will be involved in the training of athletes in terms of sports branches. Amended form with Article 1 of the Regulation published in the Official Gazette dated 18/9/2004 and numbered 25587 – This Regulation covers the trainer training programs of the General Directorate of Sports and the practices, principles and procedures of these programs other than underwater sports, mountaineering, motor sports and scouting. This Regulation has been prepared on the basis of Articles 2 and 10 of the Law No. 3289 on the Organization and Duties of the General Directorate of Sports. (Murathan, 2018).

Duties of Coaches; It is possible to mention the duties of the trainers as follows (Konter, 1996).

- To support the physiological, social and spiritual development of the athlete,

- To ensure their mental, spiritual and physiological development regarding the needs and characteristics of sports branches and to be certain their continuity,
- By getting help from exercise and sports psychologists, to prepare for sports and to improve oneself in order to be better in such matters,
- In order to ensure that the team and the athletes are well prepared, various plans should be made and the development of the athletes should be evaluated by making measurements within certain time periods (Konter, 1996).

While Vanek (1971) introduces the coach as “a person who uses the necessary knowledge as a technician for the success of the athlete in the light of science, then combines this knowledge with sports skills and strategies and can apply it to people of different characters, the coach is a good organizer, an effective manager and a motivator. Furthermore, Vanek emphasized that the athlete should be an educator who gains independence and competence” (Certel, Alkış & Gürpınar, 2018).

The increase in interest surrounding the coach-athlete relationship over the last decade has been accompanied, in part, by a diversified network of theoretical frameworks and measurement tools from psychosocial scientific disciplines in the context of sport (Poczwadowski et al., 2006). Particularly, proposed a three-way conceptual model consisting of acceptance-rejection, dominance-submission, and socio-emotional factors to examine the perceived interpersonal behavior of athletes in the coach-athlete duo, guided by interpersonal theory (Kiesler, 1983). Poczwadowski et al., (2002) propound theories of social change to analyse the context and process of the coach-athlete duo, while Shepherd et al., (2006) suggest applying reversal theory to understand the dynamic interpersonal understanding between coach-athlete. Mageau and Vallerand (2003) recommends a motivation model to explain how personal orientations and perceived interpersonal behaviours affect athletes' intrinsic and self-determined motivation types. Guided by the theory of interdependence (Kelley & Thibaut, 1978; Jowett, 2007; Jowett & Cockerill, 2002; Jowett & Meek, 2000) propose the 3+1C model (intimacy, dependency, complementarity, and co-orientation). This model claims that the quality of the relationship between a coach and an athlete is formed through these four basic structures. Coaches are key components of the social environment that can potentially influence the development of stress and burnout (Arnold, Fletcher & Daniels, 2013; DeFreese & Smith, 2014; Fletcher, Hanton & Mellalieu, 2006; Isoard et al., 2016).

Studies analysing the potential effect of the quality of the coach-athlete relationship on performance are available in the literature. It is possible to study the characteristics of performance by dividing it into sub-components of performance, including physical and cognitive functionality. Cognitive performance in attention, working memory and executive function areas is crucial for athletic competence (MacDonald & Minahan, 2016). The coach-athlete relationship can also have an influence on the movements and stress perceptions of the athletes (Nicholls et al., 2016). Summary, low-quality coach-athlete relationships (that is,

characterized by a lack of closeness, commitment, and complementarity) are associated with athlete burnout (i.e., burnout, depreciation of sport, low achievement), while athletes report a high-quality relationship with their coach (Isoard-Gauthier et al., 2016).

Although there are many definitions of emotional labour, the common understanding of the concept is that it is the regulation of emotions and expressions in the workplace (Hochschild, 1983; Ashforth & Humphrey, 1993; Grandey, 2000;). In order to adapt to emotional requirements in the workplace, employees need to use emotion regulation strategies (Ashforth & Humphrey, 1993; Grandey, 2000; Grandey & Gabriel, 2015). Meeting performance expectations in elite sport requires frequent and variable emotional interactions between athletes and multidisciplinary sports science and medical teams. Specifically, Hings et al., (2018) emphasized the need for sports psychologists to engage in emotional labour (superficial movement in threatening situations) in order to successfully perform daily training routines. Grandey and Gabriel (2015) conceptualized emotional labour as having three separate components: These are emotional display requirements, emotion regulation, and emotion performance.

Every aspect of emotional labor calls for a combination of socio-emotional skills and abilities to be applied effectively in professional situations to achieve desired end goals. Abilities such as emotional intelligence and situational awareness are outstanding for interpreting organizational emotional display needs (Wagstaff et al., 2012). Additionally, physical skills such as verbal tone setting, non-verbal communication and proximity to the athlete (i.e. emotional performance) are crucial for overcoming professional challenges (Hings et al., 2018). It is not surprising that coaching is a very stressful job with lots of emotional demands, since it involves as much direct and indirect interaction with athletes, managers, peers, referees, and parents (Lee et al., 2015; Olusoga et al., 2009). Coaches also need to fulfill multiple roles when interacting with others, such as trainer, mentor, friend, educator, counselor, and even parent (Choi and Kim, 2015).

METHOD

Research Model: A descriptive survey model was used in this study, which analyses the emotional labour of the coaches working in the Youth and Sports Provincial Directorate in different sports branches in terms of various variables and studies whether there are significant differences between them or not. The research model that tries to describe the characteristics of a group as it exists in accordance with the purpose of the research is called the survey research model (Karasar, 1999).

Population And Sample: The research population consists of all branch coaches who actively work in the Provincial Directorate of Youth and Sports. The sample of the research includes 80 trainers, 8 women and 72 men, who are actively working in Erzurum Provincial Directorate of Youth and Sports.

Data Collection Tools: The demographic “Personal Information Form” developed by the researcher and the

Emotional Labour Scale (ELS) developed by Basim and Bengibaş (2012) were used to examine the emotional labour of the coaches in terms of various variables.

Personal Information Form: The personal information form was created by the researcher by conducting the necessary research in order to determine the demographic characteristics of the participants, including gender, age, department, marital status, education level which department they graduated from and their length of service in the profession.

Emotional Labour Scale (ELS): The emotional labour scale was developed by Basim and Bengibaş (2012). In this study, factor analysis and reliability analysis were also performed. According to the factor analysis, the scale consists of two dimensions. The first dimension expresses contrived behaviours. The second dimension refers to sincere behaviours. Emotional Labour scales were prepared in a 5-point Likert type as (1) Never, (2) Seldom, (3) Sometimes, (4) Often, and (5) Always.

Data Collection Process: Partial lockdowns due to the pandemic made the research process a little more difficult, but when there were no lockdowns, a total of 80 trainers, 72 men and 8 women, were reached and data were collected.

Statistical Analysis of Data: SPSS 21.0 package program was used in the analysis of the data, and the significance value was accepted as $p > 0.05$. In the evaluation of the data,

Table 2: Demographic status of coaches

		f	%
Gender	Male	72	90.0
	Female	8	10.0
Age	18-25	6	7.5
	26-33	34	42.5
	34-41	24	30.0
	42-49	16	20.0
	Teaching	24	30.0
Department	Sports Management	13	16.3
	Coaching	20	25.0
	Other	23	28.7

When the data in Table 2 is analysed, the findings obtained from 80 of the research questionnaires applied to all the coaches working in Erzurum are given in the table above. According to the table, the majority of the coaches (90%) are men. Most of them are between the ages of 26-41. There is a balanced distribution when looking at the fields they have studied or graduated from. When the marital status is looked, it is obvious that 36% of them are single and when the average age is regarded, it is understood that the single coaches are also in advanced ages. It is possible to make cross-tabulation for these findings. 70% of the participants have a bachelor's degree. The rate of postgraduate education is around 8%, which is open to discussion. When the service times of the trainers are considered, it is clear that there is a balanced distribution.

When Table 3 was read, two factors were found as a result of the factor analysis. In expressions 1-6, the first factor has high values, while the second factor has negative values. In this case, the first six statements show contradictory behaviours. 7-10 expressions have values close to both dimensions. The expressions in 11-13 express sincere behaviour.

number, percentage, mean and standard deviation were applied as descriptive statistical methods. As a result of the analysis, it was determined that the data were not normally distributed and Mann Whitney U-test was used for pairwise comparisons and Kruskal Wallis H-test was used for more than two comparisons.

The reliability level (cronbach alpha value) of the emotional labor scale in the study was found to be 0.767. If this value is between $0.6 < 0.8$, it is considered quite reliable (Alpar, 2001). The statements in this study are at an acceptable level in terms of research reliability.

Table 1: Reliability analysis

Cronbach's Alpha	n
.767	13

RESULTS

In this section, the findings that emerged in the form of tables by processing the data obtained as a result of the research carried out in order to determine the emotional labour of the coaches participating in the research, and additionally comments are included. The factor analysis performed to determine how many factors the expressions in the research consist of and which expressions belong to which factor is given in the table below.

		f	%
Marital Status	Married	51	63.7
	Single	29	36.3
Education Level	High School	11	13.8
	Two-year Degree	6	7.5
	Bachelor's Degree	56	70.0
	Master Degree +	7	8.8

Table 3: Factor analysis

Expressions	1. factor Surface behaviour	1. factor Sincere behaviour	Total Factor Load
Question 1	.644	-.241	.810
Question 2	.600	-.318	.796
Question 3	.675	-.165	.528
Question 4	.691	-.232	.663
Question 5	.580	-.487	.625
Question 6	.618	-.251	.809
Question 7	.546	.328	.468
Question 8	.639	.558	.874
Question 9	.590	.622	.813
Question 10	.514	.633	.839
Question 11	-.134	.703	.615
Question 12	.067	.630	.647
Question 13	-.195	.613	.756

Table 4: Emotional labour levels of coaches by marital status

	Marital status	n	Avg.	sd
I pretend to deal with students appropriately.	Married	51	2.157	1.317
	Single	29	2.586	1.268
I pretend to feel good when dealing with students.	Married	51	2.137	1.291
	Single	29	2.759	1.431
When dealing with students. I perform extra as if I was putting on a show.	Married	51	2.294	1.238
	Single	29	2.552	1.242
I act as if I feel emotions that I do not feel while doing my job.	Married	51	2.157	1.317
	Single	29	2.000	1.282
It's like I wear a mask to show the emotions my job requires.	Married	51	1.784	1.172
	Single	29	1.828	1.071
I display different emotions to my students from the emotions I feel real.	Married	51	1.824	1.178
	Single	29	1.655	.974
I try to really experience the emotions that I have to show the students.	Married	51	3.667	1.322
	Single	29	4.000	.926
I make an effort to actually feel the emotions I need to show.	Married	51	3.667	1.306
	Single	29	4.035	.906
I do my best to feel the emotions I need to show students.	Married	51	3.941	1.190
	Single	29	4.207	.559
I make a great effort to feel the emotions that I need to display to the students.	Married	51	3.529	1.332
	Single	29	3.897	.939
The feelings I show to the students are sincere.	Married	51	4.588	.669
	Single	29	4.759	.436
The feelings I show to students arise spontaneously.	Married	51	3.843	1.190
	Single	29	4.103	.772
The emotions I show the students are the same as those I felt at that moment.	Married	51	4.059	1.008
	Single	29	4.276	.649

When Table 4 is interpreted, the emotional labour levels of the coaches participating in the research were compared according to their marital status. It is understood that single coaches have higher participation in 1. 2. 3. 7. 8. 9. 10. 11. 12. 13 questions compared to married coaches. Only in question 4, the level of participation of married coaches was higher than that of single coaches. Although this difference is not statistically significant. it is significant enough to be considered. According to these averages, it can be claimed that single coaches spend more emotional labour than married coaches.

Table 5: Emotional labour levels of trainers by gender

	Gender	n	Average	sd
I pretend to deal with students appropriately.	Male	72	2.389	1.306
	Female	8	1.625	1.188
I pretend to feel good when dealing with students.	Male	72	2.444	1.373
	Female	8	1.625	1.061
When dealing with students. I perform extra as if I was putting on a show.	Male	72	2.389	1.262
	Female	8	2.375	1.061
I act as if I feel emotions that I do not feel while doing my job.	Male	72	2.167	1.332
	Female	8	1.500	.756
It's like I wear a mask to show the emotions my job requires.	Male	72	1.819	1.155
	Female	8	1.625	.916
I display different emotions to my students from the emotions I feel real.	Male	72	1.819	1.142
	Female	8	1.250	.463
I try to really experience the emotions that I have to show the students.	Male	72	3.792	1.162
	Female	8	3.750	1.581
I make an effort to actually feel the emotions I need to show.	Male	72	3.847	1.134
	Female	8	3.375	1.598
I do my best to feel the emotions I need to show students.	Male	72	4.056	.948
	Female	8	3.875	1.553
I make a great effort to feel the emotions that I need to display to the students.	Male	72	3.694	1.134
	Female	8	3.375	1.847
The feelings I show to the students are sincere.	Male	72	4.639	.612
	Female	8	4.750	.463
The feelings I show to students arise spontaneously.	Male	72	3.917	1.031
	Female	8	4.125	1.356
The emotions I show the students are the same as those I felt at that moment.	Male	72	4.153	.834
	Female	8	4.000	1.414

In the comparison by gender in Table 5. it is understood that male coaches spend more emotional labour than female coaches in the expressions indicated in bold. The fact that the expressions are like this in general reveals the need for more in-depth research. Considering many variables such as the branches of male and female participants. the gender of the working group or individuals. increasing the number of samples will give more precise results. In the current situation, if the emotional labour levels of male coaches are to be explained as high; success and failure are attributed to the society in our cultural codes. Since male individuals feel this effect more. it can be said that athletes are more motivated and be successful.

Table 6: Cross-table between marital status and gender

	Marital Status		Total	
	Married	Single		
Gender	Male	47	25	72
	Female	4	4	8
Total		51	29	80

Regarding Table 6, a cross-table was created between the two groups with a significant difference in emotional labour behaviour. According to the findings in Table 3 and Table 4, single coaches spend more emotional labour than married ones. On the other hand, male coaches spend more emotional labour than female coaches. In this case, it can be argued that single male coaches spend the highest amount of emotional labour. For this reason, this table was created.

Table 7: Education levels and marital status of the participants

Marital Status	Education level				Total
	High School	Two-year Degree	Bachelor Degree	Master Degree +	
Married	9	4	34	4	51
Single	2	2	22	3	29
Total	11	6	56	7	80

According to the data in Table 7, it was reviewed whether there was a normal distribution between the marital status and education level of the coaches participating in the research. It has been observed that married and single coaches receive education at the undergraduate level and concentrate at this level. Accordingly, a similar distribution was observed between the marital status of the trainers and their education.

DISCUSSION AND CONCLUSION

It is observed that the participants of the research generally spend emotional labour while practicing their profession. In addition to being sincere, emotional labour also has a way of being artificial. Although there is no serious difference between artificial and sincere feelings, it is above the average. Although there is no statistically significant difference in the comparison according to some demographic variables, it can be claimed that men spend more emotional labour than women. Likewise, although there is no statistically significant difference between single participants and married people, it can be stated that single participants spend more emotional labour.

Coaches are one of the significant figures that have an impact on the success of the athlete. It is the person who prepares the athlete physically and mentally for the competition. Increases the motivation and performance of the athlete and triggers the desire to win. She/he is the leader and role model of the athlete. In this respect, the way the coach can focus on the athlete and motivate the athlete positively is through self-motivation of the coach. Emotional labour levels of self-motivated coaches are also high.

In order to increase the professional efficiency of the trainers, there is intense emotional labour expenditure while carrying out their duties. As a result of emotional labour, the motivation and success of the athlete increases. Emotional labour is exhibited by the coach in the simplest way using his/her gestures and mimics in a way that will be perceived positively by the other side.

Although there are three forms of emotional labour as superficial acting, deep acting, and sincere behaviour, the

feeling that the athlete is playing a role in these behaviours will negatively affect his/her behaviour and many mental states (such as a decrease in self-confidence). For this reason, coaches should adopt the third option sincere behaviour in using emotional labour.

Unlike superficial role-playing behaviour; exhibiting deep behaviour refers to the reconciliation of the employee's actual feelings and the behaviour that should be exhibited to the customer. In this sense emotional labour tries to change the behaviours that it actually feels with the behaviours that it should live with external factors through various strategies. Considering the psychological state in which the individual is in. She/he evaluates the situation by thinking of good things. In this way. She/he replaces the emotions she/he actually experiences with the affect of optimism.

Emotional labour is difficult to manage since the issue is to control emotions. Being in positive emotions, reflecting the necessity of this on behaviours and keeping negative emotions under control will force anyone. Therefore, using emotional labour also has negative consequences.

The emotions of the coach come into play in all possible situations in the profession. such as the psychology of the athlete. the intensity of emotion in training. the adaptation process. the anxiety of winning and losing. the management of possible crises.

It is clear that the participants of the research generally spend emotional labour while practicing their profession. In addition to being sincere, emotional labour also has a way of being artificial. Although there is no serious difference between artificial and sincere feelings it is above the average. Although there is no statistically significant difference in the comparison considering some demographic variables. It can be claimed that men spend more emotional labour than women. Likewise, although there is no statistically significant difference between single participants and married people, it can be argued that single participants spend more emotional labour.

Although it has been determined in the literature that married couples spend more emotional labour. it is manifested in this study that single coaches spend more emotional labour. This difference may be related to the subjective conditions of the research population.

In their study. Güllü and Şahin (2019) concluded that their participation in the sub-dimensions of emotional labour and burnout scales was in favour of the marital status variable on behalf of married participants. These findings do not show parallelism with our study. Likewise, Bolat (2021) did not find a significant difference in the sub-dimensions of the emotional labour scale according to the marital status variable in his study. These findings are not consistent with this study.

In their study in Güler and Marşap (2018) concluded that the participants did not try to present the emotions that they did not actually feel in their superficial displays of emotional labour at work. These findings are not in line with this study.

According to the gender of the coaches participating in the research, they spend more emotional labour than male coaches in terms of emotional labour levels. In the study of (Çakmak, 2018). Whether there is a difference of opinion

according to gender in the sub-dimension of emotional labour behaviours was measured regarding the level of significance. According to the t test results. No significant difference was found in any of the variables. This is not in line with our study. In parallel with our study Dükkel (2021) study found that male coaches had significantly higher emotional labour scale total scores than female coaches in terms of gender. These findings have parallelism with this study.

Recommendations:

- Comparisons can be made by applying the research to the coaches working in the Youth Sports and Provincial Directorates in various provinces or regions.
- It is possible to conduct the research not only to the trainers working in the public sector but also in the private sector and to compare the results of the public-private sector.
- By applying the scale to larger groups, the negative factors affecting the emotional labour of the coaches can be revealed with the applied measurements and necessary measures can be taken to prevent the formation of negative factors. For example, all coaches working in the Ministry of Youth and Sports (Federations).
- Comparison can be made by applying the research to the coaches working in the national team and the coaches working in the Youth Sports and Provincial Directorate.
- Comparisons can be made in different branches taking into account the coaching levels.
- The study can be used with other scales. For example, quality of life level, perceived stress scale and burnout level.

Ethical Considerations

This study was carried out with the permission of Erzurum Provincial Directorate of Youth and Sports on 24.08.2020 and Ardahan University Scientific Research and Publication Ethics Committee on 20.09.2021.

Conflict of Interest: The author declares no conflict of interest regarding the study.

Contribution of authors: In this study, while the contribution rate of the first author was 60%, the contribution rate of the second author was 40%.

This study is derived from the master thesis titled "Examining The Emotional Labor Behaviors of Trainers: The Case of Erzurum Province".

References

- Alpar, R. (2001). *Spor bilimlerinde uygulamalı istatistik*. Nobel Yayın Dağıtım, Ankara.
- Arnold, R., Fletcher. D. & Daniels. K. (2013). Development and validation of the organizational stressor indicator for sport performers (OSI-SP). *Journal of Sport and Exercise Psychology*. 35 (2). 180–196.
- Ashforth, B. & Humphrey. R. (1993). Emotional labor in service roles: The influence of identity. *Acad. Manag. Rev.* 18. 88–115.
- Basım, H. N. & Beğenirbaş. M. (2012). Çalışma yaşamında duygusal emek: bir ölçek uyarlama çalışması. *Yönetim ve Ekonomi Dergisi*. 19 (1). 77-90.
- Aktürk, S. & Yazıcı. A. G. (2020). 17-25 yaş grubu gençlerde düzenli tenis çalışmalarının bazı fiziksel ve motorik özelliklere etkisinin araştırılması. *Beden Eğitimi ve Spor Bilimleri Dergisi*. 22 (2). 4-20.
- Bolat, K. (2021). *Bireysel ve takım sporu çalıştıran antrenörlerin duygusal emek, tükenmişlik ve iş tatminlerinin incelenmesi*. Beden Eğitimi ve Spor Bilimleri Anabilim Dalı. Yüksek Lisans Tezi. Kahramanmaraş Sütçü İmam Üniversitesi Sağlık Bilimleri Enstitüsü. Kahramanmaraş.
- Certel, Z., Alkış. A. & Gürpınar. B. (2018). Antrenörlerin mesleki etik ilkelere uyma düzeylerinin antrenör ve sporcu gözüyle değerlendirilmesi. *Mediterranean Journal Of Humanities*. 2: 223-231.
- Choi, Y. G. & Kim. K. S. (2015). A literature review of emotional labor and emotional labor strategies. *Univ. J. Manag.* 3. 283–290.
- Çakmak, Y. E. (2018). *Stratejik liderlik ve duygusal emek arasındaki ilişki: Ardahan ili okul yöneticileri örneği*. Yayınlanmamış Yüksek Lisans Tezi. Ardahan Üniversitesi. Sosyal Bilimler Enstitüsü. Ardahan.
- DeFreese, J. & Smith. A. L. (2014). Athlete social support, negative social interactions, and psychological health across a competitive sport season. *Journal of Sport & Exercise Psychology*. 36(6). 619–630.
- Dükkel, D. (2021). *Cimnastik antrenörlerinde mesleki yeterlik. Duygusal emek ve tükenmişlik duygusunun bazı değişkenler açısından incelenmesi*. Beden Eğitimi ve Spor Anabilim Dalı. Yüksek Lisans Tezi. Mersin Üniversitesi Eğitim Bilimleri Enstitüsü. Mersin.
- Fletcher, D., Hanton. S. & Mellalieu. S. D. (2006). A competitive anxiety review: Recent Directions In Sport Psychology Research. In S. Hanton ve S. D. Mellalieu (Editörler.). *Literature reviews in sport psychology* (s. 321– 373). Hauppauge. NY: Nova Science.
- Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer related service delivery. *Acad. Manag. J.* 46. 86–96.
- Grandey. A. A. & Gabriel. A. S. (2015). Emotional labor at a crossroads: Where do we go from here? *Ann. Rev. Organ. Psychol. Organ. Behav.* 2. 323–349.
- Güler, H. & Marşap. A. (2018). Duygusal emek. Tükenmişlik ve işten ayrılma niyeti: cinsiyet ve iş deneyimine göre farklılıkların incelenmesi". *İşletme Araştırmaları Dergisi*.10/3 488- 507.
- Güllü, S. & Şahin. S. (2019). Antrenörlerde duygusal emek ve tükenmişlik ilişkisinin incelenmesi. *Uluslararası Toplum Araştırmaları Dergisi*. 17/10. 331-354.
- Hings, R. F., Wagstaff. C. R. D., Thelwell. R. C., Gilmore. S. & Anderson. V. (2018). Emotional labor and professional practice in sports medicine and science practitioners. *Scandinavian Journal of Medicine and Science in Sports*. 28(2). 704–716.
- Hochschild, A. R. (1983). *The managed heart*. Berkeley. CA. USA: University of California Press.
- Isoard-Gauthier, S., Trouilloud. D., Gustafsson. H. & Guillet-Descas. E. (2016). Associations between the perceived quality of the coach–Athlete relationship and athlete burnout: An examination of the mediating role of achievement goals. *Psychology of Sport and Exercise*. 22. 210–217.
- Jowett, S. (2007). Interdependence analysis and the 3 + 1Cs in the coach–athlete relationship. In S. Jowett ve D. Lavallee (Editörler). *Social psychology in sport* (pp. 63–77). Champaign. IL: Human Kinetics.

- Jowett, S. & Cockerill, I. M. (2002). Olympic medalists perspective of the coach-athlete relationship. *Psychology of Sport and Exercise*. 4. 313-331.
- Jowett, S. & Meek, G. A. (2000). The coach-athlete relationship in married couples: An exploratory content analysis. *The Sport Psychologist*. 14. 157-175.
- Karasar, N. (1999). *Bilimsel araştırma yöntemi-kavramlar ilkeler teknikler*. Ankara: Nobel Yayıncılık.
- Kelley, H. H. & Thibaut, J. W. (1978). *Interpersonal relations: a theory of interdependence*. New York, NY: Wiley.
- Kiesler, D. J. (1983). The 1982 interpersonal circle: A taxonomy for complementarity in human transactions. *Psychological Review*. 90. 185-214.
- Koku, F. E. (2015) Sportif performansın genetik ile ilişkisi. *Spor Hekimliği Dergisi*. Volume. 50. Issue 1.
- Konter, E. (1996). *Bir lider olarak antrenör*. İstanbul: Alfa Basım.
- Lee, Y. H., Chelladurai, P. & Kim, Y. (2015). Emotional labor in sports coaching: Development of a model. *Int. J. Sports Sci. Coach*. 10. 561-575.
- MacDonald, L. A. & Minahan, C. L. (2016). Indices of cognitive function measured in rugby union players using a computer-based test battery. *Journal of Sports Sciences*. 34(17) 1-6.
- Mageau, G. A. & Vallerand, R. J. (2003). The coach-athlete relationship: A motivational model. *Journal of Sports Sciences*. 21. 883-904.
- Murathan, T. (2018). Spor bilimlerinde bilgisayar destekli eğitim algısı. O. Kaya (Editör). Ankara: Nobel Yayınevi.
- Murathan, T. & Kaya, O. (2016). Evaluation of sports trainers perceptions on computer aided education related to the attitudes toward learning. *Universal Journal of Educational Research*. 4(2). 416-421.
- Nicholls, A. R., Levy, A. R., Jones, L., Meir, R., Radcliffe, J. N. & Perry, J. L. (2016). Committed relationships and enhanced threat levels: Perceptions of coach behavior, the coach-athlete relationship, stress appraisals, and coping among athletes. *International Journal of Sports Science & Coaching*. 11(1). 16-26.
- Olusoga, P., Butt, J., Hays, K. & Maynard, I. W. (2009). Stress in elite sports coaching: identifying stressors. *J. Appl. Sport Psychol.* 21. 442-459.
- Poczwadowski, A., Barott, J. E. & Jowett, S. (2006). Diversifying approaches to research on athlete-coach relationships. *Psychology of Sport and Exercise*. 7. 125-142.
- Poczwadowski, A., Barrott, J. E. & Henschen, K. P. (2002). The athlete and coach: Their relationship and its meaning. *International Journal of Sport Psychology*. 33. 116-140.
- Shepherd, D. J., Lee, B. & Kerr, J. H. (2006). Reversal theory: A suggested way forward for an improved understanding of interpersonal relationships in sport. *Psychology of Sport and Exercise*. 7. 143-157.
- Vanek, M. (1971). The coaches' role and attitudes proceedings of international symposium on the art and science of coaching. Canada.
- Wagstaff, C. R. D., Fletcher, D. & Hanton, S. (2012). Exploring emotion abilities and regulation strategies in sport organizations. *Sport, Exercise, and Performance Psychology*. 1(4). 268-282.

- Wylleman, P. (2000). Interpersonal relationships in sport: Uncharted territory in sport psychology research. *International Journal of Sport Psychology*. 31. 55-65.

GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı: Bu çalışmanın amacı; Gençlik ve Spor İl Müdürlüğünde görev yapan antrenörlerin duygusal emeklerinin cinsiyet, yaş, bölüm, medeni durum, eğitim düzeyleri açısından inceleyip aralarında anlamlı farklılıkların olup olmadığını belirlemektir.

Araştırmanın Sorusu: Erzurum Gençlik ve Spor İl Müdürlüğünde görev yapan antrenörlerin cinsiyet, yaş, bölüm, medeni durum, eğitim düzeyleri ile duygusal emekleri arasındaki ilişki ne düzeydedir?

Literatür Araştırması: İnsanlık tarihi kadar geçmişi olan spor dünden bugüne toplumların faaliyet sahalarında boy göstermekte ve özel bir bilim dalı olarak karşımıza çıkmaktadır. Değişen ve gelişen spor branşlarında başarılı olmak için birçok ekipmanın yanı sıra sporcuları yetiştirecek alanında iyi antrenöre de ihtiyaç duyulmaktadır. Antrenör bir sporcuya gelişimi için bilimsel verilerle eğitim programları ve teknik destek sağladığı gibi psikolojik açıdan da onları yarışlara hazırlamaktadır. Kısacası antrenör bir sporcunun her şeyidir. İş ortamında etkili olan duygusal emek ise hem duyguların hem de davranışların için hedeflerine uygun olacak şekilde düzenlenmesidir. Duygusal emek bir hizmet çalışanın bir iş durumunda organizasyonun kurallarına uygun olarak önceden belirlenmiş ve uygun duyguları sunması beklendiğinde ortaya çıkar. Sosyal olarak arzu edilen duyguları sergileme eylemi bir "duygusal emek" biçimidir, çünkü görev ve hizmet etkinliğini kolaylaştırmak için çalışanların duygusal ifadelerini yönetmek veya içsel duygularını değiştirmek için çaba göstermelerini gerektirir (Hochschild, 1983). Sporcuların istenilen düzeye erişmesinin en önemli şartı her düzeyde uygulama yapabilecek bilgili, becerikli, yetenekli ve iyi eğitilmiş spor eğitimcilerine (antrenörlere) sahip olmaktır (Murathan ve Kaya, 2016). Antrenör Eğitim Yönetmeliği amaç, kapsam ve dayanakları içerir (Murathan ve Kaya, 2018). Antrenörlerin görevlerini ise Sporcunun fizyolojik, toplumsal ve ruhsal gelişimlerine destek olmak, spor branşlarının ihtiyaçlarına ve özelliklerine göre zihinsel, ruhsal ve fizyolojik gelişimlerini sağlamak ve bunların devamlılıklarını sağlamak vb., şekilde sıralamak mümkündür (Konter, 1996). Son on yılda antrenör-sporcu ilişkisini çevreleyen ilgi artışına, kısmen psiko-sosyal bilimsel disiplinlerden spor bağlamında çeşitlendirilmiş bir teorik çerçeveler ve ölçüm araçları ağı eşlik etmiştir (Poczwadowski vd., 2006). Özellikle kişilerarası teorinin rehberliğinde sporcuların antrenör-sporcu ikilisinde algılanan kişilerarası davranışlarını incelemek için kabul-red, baskınlık-teslimiyet ve sosyo-duygusal faktörlerden oluşan üç yönlü bir kavramsal model önerilmiştir (Kiesler, 1983). Jowett (2007) 3 + 1C modelini (yakınlık, bağlılık, tamamlayıcılık ve ortak yönelim) önerirler. Bu model bir antrenör ve bir sporcu arasındaki ilişkinin kalitesinin bu dört temel yapı aracılığıyla oluştuğunu iddia etmektedir (Jowett ve Cockerill, 2002; Jowett ve Meek, 2000; Jowett, 2007). Duygusal emeğin birçok tanımı olmasına rağmen kavramın ortak anlayışı, iş yerinde duygu ve ifadelerin düzenlenmesi olduğu şeklindedir (Ashforth ve Humphrey, 1993; Grandey,

2000; Hochschild, 1983). Elit sporda performans beklentilerini karşılamak sporcular ile çok disiplinli spor bilimi ve tıp ekipleri arasında sık ve değişken duygusal etkileşimler gerektirir. Spesifik olarak (Hings vd., 2018) günlük antrenman rutinlerini başarılı bir şekilde yapmak için spor psikologlarının duygusal emekle (tehdit edici durumlarda yüzeysel hareket) meşgul olma gerekliliğini vurgulamışlardır.

Yöntem: Katılımcılar farklı spor branşlarında Erzurum Gençlik ve Spor İl Müdürlüğünde görev yapan antrenörlerden oluşturmuştur. Toplam 80 antrenörün doldurmuş olduğu duygusal emek ölçeği kullanılmıştır. Verilerin analizinde SPSS 21.0 paket programı kullanılmıştır. Verilerin değerlendirmesinde tanımlayıcı istatistiksel yöntemleri olarak sayı, yüzde, ortalama ve standart sapma uygulanmıştır. Çalışmanın yürütülmesi için Ardahan Üniversitesi Bilimsel Araştırma Yayın Etik Kurulu Komisyonu tarafından izin alınarak gerçekleştirilmiştir.

Sonuç ve Değerlendirme: Araştırmaya katılanların mesleklerini uygularken genel itibar ile duygusal emek harcadıkları görülmektedir. Duygusal emeğin içten-samimi olmasının yanında yapmacık olma şeklide bulunmaktadır. Yapmacık ve samimi duygular arasında çok ciddi ayrım olmamakla beraber ortalama üzerinde yer almaktadır. Bazı demografik değişkenlere göre yapılan karşılaştırmada istatistiksel olarak anlamlı fark bulunmamasına karşın, erkeklerin kadınlara oranla daha yüksek duygusal emek harcadıkları söylenebilir. Aynı şekilde bekar katılımcılar ile evliler arasında istatistiksel olarak anlamlı fark bulunmamasına karşın, bekar katılımcıların daha çok duygusal emek harcadıkları söylenebilir. Çalışma diğer ölçeklerle birlikte kullanılabilir. Örn: Yaşam kalitesi düzeyi, algılanan stres ölçeği ve tükenmişlik düzeyi gibi. Araştırma grubunu çeşitli illerdeki veya bölgelerdeki Gençlik Spor ve İl Müdürlüğünde görev yapan antrenörlere uygulanarak karşılaştırmalar yapılması önerilir.