# Examining Trait Anger and Anger Expression Styles of Pro-Licensed Football Coaches

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**Abstract**

This study aims to determine the trait anger and anger style levels of football coaches with prolicense in Turkey.The sample group consists of 171 participants selected from within the determined universe by means of easy sampling method.Trait anger and anger expression style scale and personal information form ,developed by Spielberger and colleagues (1983) and Turkish validity and reliability study conducted by Özer(1994) was applied to the sample group.In the scope of the study ,descriptive statistics were used to summarize the demographic characteristics and personal information of the sample group.Data in this study show that there is a significant difference between the groups of the anger control and anger out subdimensions according to the age variable;trait anger and anger out subdimensions according to the educational level; anger control and anger out sub dimensions according to foreign language variable and anger outward subdimensions according to coaching experience.(p<0,5). Coaches dealing with football sport encounter multidimensional stimulates in an intense competition environment that will cause anger both in and out of the field.These stimuli affect the emotional worlds and selfies of the coaches positively or negatively.Trait anger and unconrollable external and internal expression style ,as well as legal exposures ,harm the coach's personality, Professional career and corporate identity.It is thought that the data obtained by this study will shed light on the effects of trait anger ,anger control,anger inward and anger outward situations of football coaches who have the highest degree (pro licence)in our country ;help to develop strategies in anger control and contribute to more research in this field.

**Key words:** Football coachs, trait anger, anger expression styles

## INTRODUCTION

The anger that many people experience universally in daily life manifests differently in each culture (1). Culture has an important place in expressing emotions and transforming these feelings into behaviors. In cultures where submission, obedience, non-speaking, and oppression are approved, verbal expression of anger is prevented (25). In this context, people show different attitudes in anger (19,23).

Anger, one of the human emotions, has been defined in different ways. Kennedy (1992) defines anger as an effective experience that an individual feels in danger and experiences by another individual, Kısaç (15) defines anger as one of the basic emotions that an individual experiences when he / she feels that he / she is exposed to a threat, injustice or inequality. On the other hand, Lerner (19) expresses anger as a message perceived as being hurt when things go wrong, preventing our desires and needs, and violating our rights.

Physical activities and competition sports that take place within this framework are an important tool for both satisfaction and control of emotions with their unique structures. However, today, the stage that competition sports has reached and the sports economy that has formed have brought competition to an uncontrollable stage. All

stakeholders, especially football coaches, who make up the world of football, experience many emotions such as anger at constantly changing and intensifying rates.

Uncontrollable anger manifests itself as an external and internal expression style. The style of external expression often manifests itself through physical, verbal and body language, depending on the identity of the Football Coach. This negative situation harms the personality, professional career and corporate identity of the trainer, as well as legal sanctions. The aim of this study is to determine the trait anger, anger-in and anger-out states of football coaches with the highest diploma (Pro-Bachelor) in our country, and to help them develop strategies for anger control.

Anger is a behavioral expression that is also expressed as "touching the Bam wire" in our cultural life and can cause extreme sensitivity in the person. Spielberger defines anger as a gradual emotional state ranging from a simple state of "irritability" or "anger" to a state of intense "anger" (30). Anger is defined as a strong emotion that is related to cognitions that occur in the face of a real or supposed obstacle, threat or injustice and that directs the person to remove disturbing stimuli (21,26). Novaco explains Anger within the framework of a cognitive-behavioral model. Anger is defined as "one of the basic emotions experienced when an individual's plans, wishes and needs are blocked and perceives injustice, injustice and a threat to his or her self" (8,12).

Anger is a highly social emotion. Most people know what it is like to play the role of the angry actor or to be a supporter or a taker of someone else's wrath. Anger provides drama and magnifies it. Anger can sharpen a person's critical perspective and creative side. While there is little doubt that anger can be personally and socially destructive - if it is too intense, persistent, and misguided - anger can motivate and mobilize efforts against injustices in daily life (26,27).

General causes of anger; intimidation, unfair treatment, incompetence, disrespect, poor communication, lack of support, neglect, mismanagement, not being recognized, repetitive problems, weakness, insecurity, lack of teamwork, unprofessional behavior, humiliation, uncertainty, power distance in hierarchy, merit, perfection deadlocks, qualified practice to specialize, social culture and the problem-solving practice of our cultural heritage of our world of football, ambiguities in the understanding of law and justice, steps that coaches navigate in the hierarchy of needs, ethical values of the profession and moral solutions (3,4).

There is a close relationship between emotional states such as stress and aggression and anger. Anger and aggression are examined in direct connection with each other. Aggression is action, anger is feeling. Although intense anger generally triggers aggressive behaviors, anger is not always the basis of aggression (30,14). Neuroticism, which is defined as an anxiety feature that has a tendency to react negatively to social and psychological stress factors, is reported to be associated with anger and similar sensory states (21)

When anger is not properly expressed, it can cause people to move away from the person who is angry. This situation may cause negative self-concept, low self-esteem, interpersonal and intra-family communication conflicts and guilt in the angered person (10,23). According to Kiper (17), "In many studies in the field of social psychology, aggressive behaviors are carried out in an experimental environment; Considering the nature of football that contains unique opportunities and threats, it has a natural environment in revealing these behaviors (1,17).

In their study on the dynamics of aggression, Kirker et al. Stated that aggression typically occurs in clusters and varies in frequency according to game conditions (16). It was determined that the moral dissociation created by the perceived trainer ego and associated anger attitudes positively correlated with the level of aggression tolerance within the team. It is emphasized that the most important factor that triggers the anger levels of all athletes and coaches, both in team and individual sports, is the environment and the competitive atmosphere (6, 11,22).

There are 3 sub-dimensions in Spielberger's Anger Style Scale. The scale includes anger, which is expressed as the situation of living inside by ignoring the feeling of anger; It aims to evaluate the dimensions of anger control, which is expressed as the direct reflection of anger to the outside, and controlling the emotion of anger with logical behaviors such as attributing anger to a rational reason, rejecting, and ignoring its presence (15).

When the literature on anger in football is examined, it is seen that the subjects such as audience violence, fanaticism, the expressions of anger and anger of the players, moral dissolution and aggression are studied, and the studies of the coaches holding the highest diploma in the football world, Pro-License, on anger and anger sub-dimensions are insufficient ( 1).

Considering that pro-license football coaches generally perform their profession professionally, it is important in terms of their professional careers, what kind of crisis management they display in the face of events and facts they are exposed to, and what kind of anger they have in the face of material and moral situations they think they are injured. . The aim of this study is to determine the trait anger, anger-in, anger-out and anger control of football coaches with the highest diploma (Pro-Bachelor) in our country and to help them develop strategies for anger control.

**Material & Method**

In this study, the "screening model", which is frequently used and evaluated as a qualitative study model, was used (29). The population of the study consisted of football coaches with a Pro-Bachelor's degree, and the sample of the study was composed of 171 male coaches selected by random sampling. Descriptive statistics were used to summarize the personal information of the sample group within the scope of the study.

The Trait Anger and Anger Expression Style Scale, developed by Spielberger et al. (1983) and adapted into Turkish by Özer (1994), was used to determine the level of the sample group in terms of anger-in, anger-out and anger control sub-dimensions, which show trait anger and anger expression styles.

The Trait Anger and Anger Expression Style scale consists of 34 items. The first 10 items of the 4-point Likert-type scale measure trait anger and the other 24 items measure anger expression styles. The lowest score that can be obtained from the Trait Anger scale is 10 and the highest score is 40. Anger Expression Style Scale, anger introversion (items 13, 15, 16, 20, 23, 26, 27 and 31), anger expression (items 12, 17, 19, 22, 24, 29, 32 and 33) and anger control (items 11, 14, 18, 21, 25, 28, 30 and 34).

As a result of the reliability analysis performed for the scale items, the Cronbach Alpha coefficient was determined as .687. Participants' scores on Trait

Anger and Anger Expression Style scale were analyzed according to age, football background, league they work, coaching experience and foreign language variables. Kruskal-Wallis and Mann-Whitney U tests were used in the analysis of these variables. The findings obtained were evaluated at the significance level of p <.05.

**RESULT**

**Table 1.** Frequency and percentage distributions for the age variable

| Age Groups | f | % |
|---|---|---|
| 41-45 | 30 | 17.5 |
| 46-50 | 21 | 12.3 |
| 51-55 | 41 | 24.0 |
| 56-60 | 29 | 17.0 |
| 61 and above | 50 | 29.2 |
| Total | 171 | 100.0 |

When Table 1 is examined, 30 (17.5 %) of the participants are between the ages of 41-45, 21 (12.3%) are between the ages of 46-50, and 41 (24.0%) are between the ages of 51-55, 29 of them (17.0%) are between the ages of 56-60, 50 of them (29.2%) are between the ages of 61 and over.

**Table 2.** Frequency and percentage distributions for education variable

| Edu. Lev. (Group | f | % |
|---|---|---|
| Prim-Sec-High | 86 | 50.3 |
| Prim-Sec-High | 85 | 49.7 |
| Total | 171 | 100.0 |

When Table 2 is examined, it is seen that 86 (50.3 %) of the participants in the study received primary-secondary and high school education, and 85 (49.7) received undergraduate and graduate education.

**Table 3.** Frequency and percentage distributions for the foreign language variable

| Foreign Lang. (Groups) | f | % |
|---|---|---|
| Less | 90 | 52.6 |
| Mid | 53 | 31.0 |
| Good-High | 28 | 16.4 |
| Total | 171 | 100.0 |

When Table 3 is examined, 90 of the participants (52.6%) have a low level of foreign language knowledge, 53 (31.0%) have medium level foreign language knowledge, 28 (16.4%) are good and It is seen in the group that they have high level knowledge.

**Table 4.** Frequency and percentage distributions for the experience variable

| Experience(Groups) | f | % |
|---|---|---|
| 0-5 year | 40 | 23.4 |
| 6-10 year | 41 | 24.0 |
| 11-15 year | 20 | 11.7 |
| 16-20 year | 33 | 19.3 |
| 21 year and above | 37 | 21.6 |
| Total | 171 | 100.0 |

When Table 4 is examined, 40 of the participants (23.4%) have 0-5 years of professional experience, 41 (24.0%) have years and above 6-10 years of professional experience, 20 (11%) 7) It is seen that they have 11-15 years of professional experience, 33 of them (19.3%) have 16-20 years of professional experience, 37 of them (21.6%) have 21 years or more of professional experience.

**Table 5.** The results of the Kruskal Wallis-H Test conducted to determine whether trait anger and anger expression scale scores differentiate according to the age variable of pro-license trainers.

| | Groups | N | A.Rank | $\chi^2$ | sd | p |
|---|---|---|---|---|---|---|
| | 41-45 age | 30 | 85.97 | | | |
| | 46-50 age | 21 | 91.10 | | | |
| Trait anger | 51-55 age | 41 | 101.24 | 7.221 | 4 | .125 |
| | 56-60 age | 29 | 73.10 | | | |
| | 61 age and above | 50 | 78.86 | | | |
| | 41-45 age | 30 | 71.25 | | | |
| | 46-50 age | 21 | 94.81 | | | |
| Anger inword | 51-55 age | 41 | 100.05 | 7.941 | 4 | .094 |
| | 56-60 age | 29 | 76.00 | | | |
| | 61 age and above | 50 | 85.40 | | | |
| | 41-45 age | 30 | 77.43 | | | |
| | 46-50 age | 21 | 113.27 | | | .000* |
| Anger outward | 51-55 age | 41 | 78.81 | 16.554 | 4 | |
| | 56-60 age | 29 | 77.97 | | | |
| | 61 age and above | 50 | 76.46 | | | |
| | 41-45 age | 30 | 94.63 | | | |
| | 46-50 age | 21 | 48.99 | | | |
| Anger control | 51-55 age | 41 | 101.95 | 31.441 | 4 | |
| | 56-60 age | 29 | 104.38 | | | .000* |
| | 61 age and above | 50 | 93.81 | | | |
| * P <.05 | | | | | | |

When Table 5 is examined, it is determined whether the mean trait anger and anger expression style scale show a significant difference according to the age variable of the Pro-Undergraduate Trainers; As a result of the Kruskal-Wallis-H analysis performed to determine which groups there are, if there is a difference, it is seen that there is a significant difference between the groups in the Anger Control sub-dimension and the Anger-out sub-dimension (p <. 05).

This significant difference in the anger control sub-dimension was found in the 46-50 age group and the 41-45 age group, the 46-50 age group and the 51-55 age group, the 46-50 age group and the 56-60 age group, and the 46-50 age group and the 61 and over age group. between. It was determined that the mean rank of the 46-50 age group was lower than the other groups, and the anger control scores of the 46-50 age group were lower than the other groups. A significant difference was found between age groups in the Outward Anger sub-dimension (p <.05).

It was observed that this significant difference was between the 46-50 age group and the other age groups, and the mean rank of the 46-50 age group was significantly higher than the other age groups. According to age groups, no significant difference was found between the groups in the sub-dimensions of Trait Anger and Anger in (p> .05).

**Table 6.** The results of the Mann-Whitney U Test conducted to determine whether trait anger and anger expression scale scores differ according to the education variable of pro-license trainers.

|  | Groups | N | A.Rank | $\chi^2$ | sd | p |
|---|---|---|---|---|---|---|
| Trait anger | Prim-Sec-High | 86 | 85.01 | -.266 | 1 | .790 |
|  | UndergradPostgrad | 85 | 87.01 |  |  |  |
| Anger inward | Prim-Sec-High | 86 | 92.52 | -1.74 | 1 | .081 |
|  | Undergrad Postgrad | 85 | 79.42 |  |  |  |
| Anger outward | Prim-Sec-High | 86 | 94.48 | -2.26 | 1 | .064 |
|  | Undergrad Postgrad | 85 | 77.42 |  |  |  |
| Anger control | Prim-Sec-High | 86 | 72.08 |  | 1 |  |
|  | Undergrad Postgrad | 85 | 100.09 |  |  | .000* |

* P <.05

When Table 6 is examined, a significant difference was found between the groups in the Anger Control sub-dimension according to the Mann-Whitney U test results for educational status (p <.05). It is observed that the primary-secondary-high school participant group has a lower average rank than the university and graduate participant group. Primary, secondary and high school graduates had lower anger control scores, and there was no significant difference between the two groups in terms of education status in the sub-dimensions of Trait Anger, Anger Inside, and Anger Out (p> 0.05).

**Table 7.** The results of the Kruskal Wallis H Test conducted to determine whether the trait anger and anger expression style scale differentiates according to the foreign language variable of pro-license trainers.

|  | Groups | N | A.Rank | $\chi^2$ | sd | p |
|---|---|---|---|---|---|---|
| Trait anger | Less | 90 | 85.16 |  |  |  |
|  | Mid | 53 | 92.05 | 1.713 | 2 | .425 |
|  | Good-advanced | 28 | 77.27 |  |  |  |
| Anger inward | Less | 90 | 99.72 |  |  | .000* |
|  | Mid | 53 | 73.20 | 15.225 | 2 |  |
|  | Good-advanced | 28 | 66.13 |  |  |  |
| Anger outward | Less | 90 | 96.43 |  |  | .002* |
|  | Mid | 53 | 82.17 | 12.307 | 2 |  |
|  | Good-advanced | 28 | 59.73 |  |  |  |
| Anger control | Less | 90 | 84.11 |  |  |  |
|  | Mid | 53 | 78.52 | 6.054 | 2 |  |
|  | Good-advanced | 28 | 106.23 |  |  | .048* |

* P <.05

When Table 7 is examined, it is seen whether the mean trait anger and anger expression style scale show a significant difference according to the foreign language variable of the Pro-Undergraduate Trainers; As a result of the Kruskal-Wallis-H analysis performed to determine which groups there were differences, if there was a difference, it was observed that there was a significant difference between the groups in the sub-dimensions of Anger In, Anger Control and Anger Out (p <.05). It has been determined that there is a significant difference between the Good-High level and Low Level and Medium and Low Level groups in the Anger-in subscale. It is seen that the average rank of the Low Level group is higher than the other groups. A significant difference was found between the Intermediate Level and the Good-High Level groups according to the anger control sub-dimension. It is seen that the average rank of the Good-High Level group is higher than the Intermediate Level group. According to the Outward Anger sub-dimension, a significant difference was found between the Good-High Level and Low Level groups. It is observed that the average rank of the Good-High Level group is lower than that of the Low Level group.

**Table 8.** The results of the Kruskal Wallis-H Test conducted to determine whether trait anger and anger expression scale scores differ according to the experience variable of pro-license trainers

| | Groups | N | A.Rank | $\chi^2$ | sd | p |
|---|---|---|---|---|---|---|
| Trait anger | 0-5 year | 40 | 91.60 | | | |
| | 6-10 year | 41 | 73.61 | | | |
| | 11-15 year | 20 | 102.23 | 6.733 | 4 | .151 |
| | 16-20 year | 33 | 92.83 | | | |
| | 21 year and above | 37 | 78.81 | | | |
| Anger inward | 0-5 year | 40 | 85.10 | | | |
| | 6-10 year | 41 | 94.82 | | | |
| | 11-15 year | 20 | 74.50 | 5.779 | 4 | .216 |
| | 16-20 year | 33 | 73.36 | | | |
| | 21 year and above | 37 | 94.69 | | | |
| Anger outward | 0-5 year | 40 | 86.95 | | | |
| | 6-10 year | 41 | 98.66 | | | |
| | 11-15 year | 20 | 79.35 | 15.282 | 4 | .004* |
| | 16-20 year | 33 | 88.75 | | | |
| | 21 year and above | 37 | 61.38 | | | |
| Anger control | 0-5 year | 40 | 90.84 | | | |
| | 6-10 year | 41 | 70.66 | | | |
| | 11-15 year | 20 | 80.75 | 6.620 | 4 | .157 |
| | 16-20 year | 33 | 90.11 | | | |
| | 21 year and above | 37 | 96.95 | | | |
| * P <.05 | | | | | | |

When Table 8 is analyzed, it is determined whether the mean trait anger and anger expression style scale show a significant difference according to the experience variable of the Pro-License trainers; As a result of the Kruskal-Wallis-H analysis performed to determine which groups there are, if there is a difference, a significant difference was found between the groups in the anger out sub-dimension (p <.05). In the anger out sub-dimension, there was no significant difference between the group with 21 years or more of experience and the groups with 0-5 years, 6-10 years, 11-15 years, 16-20 years (p> .05). It is seen that the average rank of the group with 21 years and more experience is lower than the other groups.

**DISCUSSION**

This study diploma with Pro-License Football Coach of the age of Trait Anger and Anger Expression in Turkey, education, foreign language and vocational conducted to determine the difference in terms of years of experience creating create.

Analysis results show that there is a significant difference between the groups in the sub-dimensions of anger control and anger out according to the age variable (p <.05), as seen in Table 6, this difference is between the 46-50 age group and the other groups.

Considering the frequency distributions and analysis results for the age variable, it is seen that 12.3% of the pro-license trainers constitute the 46-50 age group and the average rank of anger control is lower than the other groups, and the average rank outside anger is higher than the other groups (p <.05).

Studies show that there is a negative relationship between trait anger and anger expression styles and age, anger control increases due to aging, and anger expression strategies are strengthened positively (9,24, 21,31). Looking at Table 1, it is seen that the 46-50 age group is the second younger age group when compared with other age groups. The literature supports the anger control and anger outcomes of this age group.

According to the education variable, a significant difference was found between the University and graduate participant group and the primary school-secondary-high school participant group in the Anger Control sub-dimension (p <.05). There was no significant difference between the two groups in terms of education level in trait anger, in-anger and out-of-anger sub-dimensions (p> .05).

Considering the Frequency and Percentage Distribution for the Education Variable, it is seen that 49.7% of the pro-graduate trainers have received university and postgraduate education and the anger control averages of this group are high. Studies show that there is a linear relationship

between education level and anger control, and the higher the education level, the higher the anger control scores (2,7; 27,31). The results of the literature support the data showing the positive effects of the education variable obtained from this study on anger control.

When looking at the frequency and percentage distribution of the groups for the foreign language variable, it is seen that 16.4% of them have advanced foreign language levels; There were significant differences between the groups in terms of anger in, anger out and anger control sub-dimensions (p <.05); It was determined that this difference is between the Good-High level and Medium and Low Level groups in anger expression sub-dimensions.

In anger in, anger out and anger control sub-dimensions, it is observed that the average rank of the Good-High level group is higher than the other groups (p <.05). Although there are no studies investigating the relationship between foreign language and anger in the literature, the results of the studies on education and anger seem to support the data we have obtained.

A significant difference was found between the groups in the anger out sub-dimension according to the experience variable (p <.05). This difference in the anger out sub-dimension is between the group with 21 years and more experience and the groups with 0-5 years, 6-10 years, 11-15 years, 16-20 years, and the group with 21 years and more experience shows that the average anger out It seems to be lower than the groups.

In their study on drivers and nurses, Leonhardt and La stated that drivers with more driving experience had more control over their anger expression styles while driving, professional experience prevented them from being provoked easily, and nurses with higher anger control had more experience and more job satisfaction. (18,19).

Conclusion and recommendations

In human life practice, he encounters different events and facts depending on the hierarchy of needs. The attitudes and behaviors of the individual in such situations are affected by many factors, especially education and cultural heritage.

Pro-license trainers also encounter opportunities and threats in their football life and coaching life, and experience their weaknesses and strengths. Each experience brings new teachings and different perspectives.

It is thought that coaches managing football at a high level also experience these processes intensely and develop strategic mechanisms such as anger control in the face of threats. It can also be said that the reduction of time pressure and the concentration of religious feelings contribute to lower anger among older adults.

It was found that the activation of a dynamic education on anger control will have a positive effect on trait anger, anger-in and anger-out expression styles, it will play a regulatory role on individual and psychosocial conditions affecting processes related to anger, 50.3% of the participants Considering that they have high school education, it is thought that raising awareness about the education and intellectual development of the pro-graduate trainers will be beneficial for their professional careers and quality lives.

It is thought that foreign language knowledge is an important dynamic of education and vocational education, it can provide a flexible approach and a different perspective towards events and facts, and will play a facilitating role in accessing necessary and qualified information.

In this study, the age of the pro-licensed football coaches anger in Turkey, education, foreign language skills and professional experience is limited to determining terms. Stronger parameters and would be helpful universe as a whole to the achievement for analysis, with the pro-license in Turkey football stress affecting the anger of the coach, anxiety, professional satisfaction, ethical values and is thought to be needed in areas of research such as coaches styles.

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