

Investigation of Work Motivation and Anxiety Levels of Trainers Working in Antalya

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Abstract

The population and sample of this research, which was conducted with coaches working in individual and team sports, consisted of a total of 163 coaches actively working in 50 sports branches in Antalya province. Within the scope of the research, the work motivation scale, the validity and reliability studies of which were conducted by Yılmaz (2012), and the state and trait anxiety scale adapted into Turkish by Öner and Le Compte (1983) were used. SPSS 26 package program was used in the analysis of the data obtained in this research, which was carried out on a voluntary basis, and it was determined that the data were normally distributed. In this context, independent sample t test and one-way analysis of variance (ANOVA) were used among parametric tests. Homogeneity of variances was found to be significant with Levene's test. Therefore, Scheffe test was used for multiple comparisons. The relationship between work motivation and anxiety was analyzed by Pearson correlation analysis. As a result of the research conducted with individuals actively coaching in team and individual sports branches; it was determined that as the anxiety levels of the coaches decreased, their work motivation levels increased.

Keywords: Trainer, Work Motivation, State Anxiety, Trait Anxiety.

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Antalya İlinde Görev Yapan Antrenörlerin İş Motivasyonu ve Kaygı Düzeylerinin İncelenmesi

Öz

Bireysel ve takım sporlarında çalışan antrenörler ile gerçekleştirilen bu araştırmanın evren ve örneklemini Antalya ilinde aktif olarak 50 spor branşında görev yapan toplam 163 antrenör oluşturmaktadır. Araştırmada kapsamında Yılmaz (2012) tarafından geçerlik ve güvenilirlik çalışmaları yapılan iş motivasyonu ölçeği ve Öner ve Le Compte (1983) tarafından Türkçe uyarlaması yapılan durumluk ve sürekli kaygı ölçeği kullanılmıştır. Gönüllülük esasına dayalı olarak gerçekleştirilen bu araştırmada elde edilen verilerin analizinde SPSS 26 paket programından yararlanılmış ve verilerin normal dağılım sağladığı tespit edilmiştir. Bu bağlamda araştırmada, parametrik testlerden bağımsız örneklem t testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Levene testi ile varyansların homojenliği anlamlı bulunmuştur. Bu nedenle çoklu karşılaştırmalarda Scheffe testinden yararlanılmıştır. İş motivasyonu ve kaygı ilişkisi Pearson korelasyon analizi ile incelenmiştir. Takım ve bireysel spor branşlarında aktif olarak antrenörlük yapan bireyler ile gerçekleştirilen araştırmada sonuç olarak; antrenörlerin kaygı düzeyleri azaldıkça, iş motivasyonu düzeylerinde artış meydana geldiği saptanmıştır.

Anahtar kelimeler: Antrenör, İş Motivasyonu, Durumluk Kaygı, Sürekli Kaygı.

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Introduction

The purpose of enhancing employees' job performance is to identify factors that can create a greater desire to work in employees and to strive to meet these desires as an organization, thus providing job motivation to employees. Job motivation highlights explanatory information regarding employees' performance, work attendance, and demonstration of behaviors required by the job (Lee and Wilkins, 2011).

On an organizational level, factors such as employees' job experience, educational background, job roles in the organization, learning culture, organizational culture, and the diversity and abundance of material and non-material rewards have an impact on employees' motivation (Ünsar, 2011). The process of job motivation begins when employees feel the need to fulfill their tasks due to internal or external factors (Dolğun, 2022). If the work itself does not motivate the employee, it can be said that this need arises out of necessity. If the individual performs the given task due to external factors, it can be stated that the motivating factor pushing the individual to perform is the reward or punishment system implemented by the organization. In the final stage, the individual will evaluate their other tasks necessary for the success and continuity of the organization and take on new responsibilities. In this way, the process of work and motivation will continue periodically. It has been observed that promotion, recognition, and taking into account the views and suggestions of employees increase job motivation among public sector employees, while wage inequality among individuals negatively affects job motivation (Öztürk and Dündar, 2003). Lack of motivation can result in burnout and turnover (Tolukan, 2019; Tolukan et al., 2016). It is believed that this negatively affected motivation will also have a negative impact on the individual's state of anxiety.

Anxiety, although it encompasses multiple definitions by researchers, is defined by clinicians as an unpleasant emotional experience (Monat and Lazarus, 1985). In its most common sense, anxiety is described as unease or irrational fear caused by the anticipation of danger or misfortune (Budak, 2009). According to Uluç and Duman (2020), individual differences play a role in the emergence of anxiety.

Among the characteristics of anxiety is the individual's subjective experience and interpretation of the situations they encounter. The most notable feature is the person's worry about the future. Individuals also exhibit bodily reactions, such as feeling extremely uncomfortable or experiencing indescribable emotions accompanied by panic and uneasiness (Tükel, 2000). When a person is uncertain about the outcome of a random event or situation, they experience anxiety. Sometimes this condition becomes uncontrollable and distressing, while at other times it remains

manageable and does not cause significant discomfort for the individual or the situation. Therefore, while some people experience intense anxiety and lose control over their lives in similar situations or events, others do not exhibit such reactions (Ladouceur, Gosselin, and Dugas, 2000). According to many researchers, anxiety is a series of negative emotion-laden and uncontrollable thoughts and images (Hayes, 2008). Anxiety is experienced by every individual at times, but it is also considered normal up to a certain level (Kelly, 2002). However, an increase in the level and persistence of anxiety brings unwanted psychological pressure and affects the individual's functioning and adaptation (Ulutaş and Alisinanoğlu, 2003). In the present study, it is assumed that low job motivation will also negatively affect coaches' anxieties.

Method

Acted within the scope of Higher Education Institutions Scientific Research and Publication Ethics Directive

Research Design

This study employed a quantitative research method and was conducted using a survey model with the use of job motivation and state-trait anxiety scales. According to Karasar and Öğülmüş (2016), a research design that describes a preexisting situation is referred to as a survey model.

Study Group

In this study, in which simple random sampling method was used, the population of the study consists of coaches residing in Antalya province, while the sample group consists of 163 coaches residing in this province and coaching in 50 different sports branches.

Data Collection Tools

The job motivation scale, which has been validated and reliable according to Yılmaz (2012), consists of 31 items. This scale, rated on a 5-point Likert scale, includes six sub-dimensions. The Cronbach's alpha internal consistency coefficient for the job motivation scale in this study is 0.92, and the Cronbach's alpha coefficients for the sub-dimensions range from 0.78 to 0.82.

In this study, State-Trait Anxiety Inventory created by Spielberg and adapted into Turkish by Öner and Le Compte was used. According to Aydoğdu (2014), State-Trait Anxiety Inventory is a scale consisting of short questions that allow individuals to make self-assessment. It consists of two sections, state anxiety and trait anxiety, and a total of 40 questions, each consisting of 20 questions. Turkish adaptation of the inventory was conducted by Öner and Le Compte (1983). In this study,

Cronbach's alpha coefficient was calculated as 0.87 for state anxiety and 0.76 for trait anxiety. In the present study, Google Forms were used to collect the relevant data from the coaches.

Statistical Analysis

SPSS 26 software was used for the statistical analysis of the research data. Firstly, the normality of the data was tested, and it was determined that the data followed a normal distribution within the range of -2 to +2 (George and Mallery, 2010). Independent samples t-test and one-way analysis of variance (ANOVA) were used in the research as parametric tests. The homogeneity of variances was found to be significant through the Levene's test. Therefore, Scheffe test was utilized for multiple comparisons. The relationship between job motivation and anxiety was examined using Pearson's correlation analysis.

In this study conducted with individuals working as coaches in team and individual sports branches in Antalya province, significant differences were reported for the scales and their sub-dimensions in the relevant tables. Scales and sub-dimensions where no significant differences were found are indicated in the text below the tables.

Table 1

The Skewness and Kurtosis Values of the Scales Included in the Research

| Scales | Skewness | Kurtosis |
|---|-----------------|-----------------|
| Business Motivation | 0,71 | 1,78 |
| Intrinsic and Extrinsic Motivation | 0,30 | 0,82 |
| Stimulation-Specific Intrinsic Motivation | 0,99 | 2,22 |
| Intrinsic Motivation Left for Later | 0,97 | 1,00 |
| Intrinsic Motivation External Editing | 0,30 | 0,24 |
| Intrinsic Motivation Specific to Knowledge and Development | 0,68 | 0,33 |
| Intrinsic Motivation Based on Social Status and Self-Confidence | 0,03 | 0,58 |
| Stateful Anxiety | 1,02 | 0,88 |
| Constant Anxiety | 0,46 | 0,08 |

When the table is examined, it is seen that the data obtained within the scope of the study provide normal distribution due to the fact that the skewness and flatness coefficients are in the range of +2 -2.

Ethics of Research

The ethics of this research; It was taken from Alanya Alaaddin Keykubat University Social and Human Sciences Scientific Research Ethics Committee with the decision number 2023/16.

Results

Table 2

Demographic Information of the Participants

| | | Frequency (f) | Percentage (%) |
|------------------|--------------------|---------------|----------------|
| Gender | Male | 100 | 61,3 |
| | Female | 63 | 38,7 |
| Age | 30 years and under | 25 | 15,3 |
| | 31-40 years | 73 | 44,8 |
| | 41 years and over | 65 | 39,9 |
| Years of working | 7 years and under | 57 | 35,0 |
| | 8-12 years | 65 | 39,9 |
| | 13 years and over | 41 | 25,2 |
| Income | 8.500 TL and under | 53 | 32,5 |
| | 8.501TL - 10.000TL | 64 | 39,3 |
| | 10.001TL and over | 46 | 28,2 |
| Sport | Individual | 76 | 46,6 |
| | Team | 87 | 53,4 |
| | Total | 163 | 100,0 |

In the research, 100 (61.3%) male and 63 (38.7%) female coaches participated. Among the coaches, 44.8% were in the age range of 31-40. In terms of work experience, 39.9% of the coaches had 8-12 years of experience, and 39.3% had a monthly income in the range of 8,501 TL. The coaches active in 50 different sports branches were classified as individual (46.6%) and team sports (53.4%) for the purpose of the study.

Table 3

Job Motivation by Gender of Coaches

| | | N | Mean | Sd | t | p |
|---|--------|-----|------|------|-------|------|
| Job motivation | Male | 100 | 3,77 | 0,54 | -2,46 | 0,01 |
| | Female | 63 | 3,97 | 0,42 | | |
| Intrinsic and extrinsic motivation | Male | 100 | 4,25 | 0,46 | -2,21 | 0,02 |
| | Female | 63 | 4,41 | 0,46 | | |
| Arousal-specific intrinsic motivation | Male | 100 | 3,72 | 0,78 | -2,30 | 0,02 |
| | Female | 63 | 3,98 | 0,51 | | |
| Deferred intrinsic motivation | Male | 100 | 3,62 | 0,83 | -2,14 | 0,03 |
| | Female | 63 | 3,90 | 0,78 | | |
| Knowledge and development-specific intrinsic motivation | Male | 100 | 3,44 | 0,89 | -3,41 | 0,00 |
| | Female | 63 | 3,90 | 0,73 | | |

The job motivation and anxiety levels of coaches were compared based on gender using independent samples t-test. According to the analysis, no significant differences were found in the levels of state anxiety and trait anxiety among the coaches who participated in the study ($p > 0.05$). Additionally, no significant differences were observed between the mean scores of the sub-

dimensions of the job motivation scale, namely intrinsic motivation regulation and intrinsic motivation based on social status and self-confidence ($p>0.05$).

However, significant differences were found in the total scores of job motivation, as well as the sub-dimensions of intrinsic and extrinsic motivation, challenge-specific intrinsic motivation, deferred intrinsic motivation, and knowledge and development-specific intrinsic motivation, based on the coaches' gender ($p\leq 0.05$). Female coaches had higher scores in total intrinsic motivation and the respective sub-dimensions compared to male coaches.

Table 4

Job Motivation by Age of Coaches

| | | N | Mean | Sd | F | p | Scheffe |
|---|---------------------------------|----------|-------------|-----------|----------|----------|----------------|
| Job motivation | 30 years and under ¹ | 25 | 4,14 | 0,34 | 7,43 | 0,00 | 1>2 |
| | 31-40 ² | 73 | 3,72 | 0,59 | | | |
| | 41 years and over | 65 | 3,88 | 0,39 | | | |
| Arousal-specific intrinsic motivation | 30 years and under ¹ | 25 | 4,24 | 0,42 | 5,62 | 0,00 | 1>2,3 |
| | 31-40 ² | 73 | 3,71 | 0,80 | | | |
| | 41 years and over | 65 | 3,80 | 0,61 | | | |
| Deferred intrinsic motivation | 30 years and under ¹ | 25 | 3,06 | 0,47 | 6,48 | 0,00 | 1>2,3 |
| | 31-40 ² | 73 | 3,63 | 0,81 | | | |
| | 41 years and over | 65 | 3,63 | 0,69 | | | |
| Knowledge and development-specific intrinsic motivation | 30 years and under ¹ | 25 | 4,48 | 0,40 | 23,64 | 0,00 | 1>2,3 |
| | 31-40 ² | 73 | 3,27 | 0,93 | | | |
| | 41 years and over | 65 | 3,67 | 0,63 | | | |

Analysis of variance (ANOVA) was conducted to compare the job motivation and anxiety levels of coaches according to age. No significant differences were found in the levels of state anxiety and trait anxiety among coaches in terms of job motivation sub-dimensions, including intrinsic and extrinsic motivation, deferred intrinsic motivation, and motivation based on social status and self-confidence ($p>0.05$). However, significant differences were observed in the total scores of job motivation and the sub-dimensions of arousal-specific intrinsic motivation, intrinsic motivation with external regulation, and intrinsic motivation for knowledge and development according to age ($p\leq 0.05$). Post-hoc Scheffe tests revealed that coaches aged 30 and below had higher total job motivation scores and scores in the aforementioned sub-dimensions compared to coaches in higher age groups.

Table 5

Job Motivation and Anxiety Levels of Coaches Based on Years of Experience

| | | N | Mean | Sd | F | p | Scheffe |
|---|--------------------------------|----------|-------------|-----------|----------|----------|----------------|
| Job motivation | 7 years and under ¹ | 57 | 3,83 | 0,60 | 3,70 | 0,02 | 3>2 |
| | 8-12 ² | 65 | 3,75 | 0,47 | | | |
| | 13 and over ³ | 41 | 4,02 | 0,35 | | | |
| Knowledge and development-specific intrinsic motivation | 7 years and under ¹ | 57 | 3,67 | 1,06 | 3,64 | 0,02 | 3>2 |
| | 8-12 ² | 65 | 3,41 | 0,76 | | | |
| | 13 and over ³ | 41 | 3,86 | 0,60 | | | |
| Trait Anxiety | 7 years and under ¹ | 57 | 1,93 | 0,27 | 6,35 | 0,00 | 1>2,3 |
| | 8-12 ² | 65 | 1,78 | 0,34 | | | |
| | 13 and over ³ | 41 | 1,72 | 0,29 | | | |

The job motivations and anxiety levels of coaches were compared using one-way analysis of variance (ANOVA) based on their years of experience. No significant differences were found in state anxiety levels among coaches in terms of job motivation sub-dimensions, including intrinsic and extrinsic motivation, motivation for immediate gratification, motivation for delayed gratification, extrinsic regulation of motivation, and motivation based on social status and self-confidence ($p>0.05$).

When examining the levels of job motivation based on coaches' years of experience, significant differences were observed in the mean scores of total job motivation and the sub-dimension of motivation for knowledge and development. Scheffe's post hoc test revealed that coaches with 13 years of experience or more had higher levels of intrinsic motivation and motivation for knowledge and development. Significant differences were also found in the levels of trait anxiety among coaches based on their years of experience ($p\leq 0.05$). Scheffe's post hoc test indicated that coaches with 7 years of experience or less had higher levels of trait anxiety compared to coaches with more experience.

Table 6

Coaches' Job Motivation and Anxiety Levels by Monthly Income

| | | N | Mean | Sd | F | p | Scheffe |
|---------------------------------------|---------------------------------|----------|-------------|-----------|----------|----------|----------------|
| Job Motivation | 8.500 TL and under ¹ | 53 | 3,64 | 0,56 | 7,36 | 0,00 | 1<2,3 |
| | 8.501TL-10.000TL ² | 64 | 3,95 | 0,46 | | | |
| | 10.001TL and over ³ | 46 | 3,96 | 0,41 | | | |
| Intrinsic and Extrinsic motivation | 8.500 TL and under ¹ | 53 | 4,15 | 0,50 | 5,67 | 0,00 | 1<3 |
| | 8.501TL-10.000TL ² | 64 | 4,33 | 0,45 | | | |
| | 10.001TL and over ³ | 46 | 4,46 | 0,40 | | | |
| Arousal-specific intrinsic motivation | 8.500 TL and under ¹ | 53 | 3,44 | 0,81 | 14,52 | 0,00 | 1<2,3 |
| | 8.501TL-10.000TL ² | 64 | 3,95 | 0,57 | | | |
| | 10.001TL and over ³ | 46 | 4,10 | 0,54 | | | |
| State Anxiety | 8.500 TL and under ¹ | 53 | 1,70 | 0,42 | 15,68 | 0,00 | 1>2,3 |

| | | | | | | | |
|---------------|---------------------------------|----|------|------|-------|------|-------|
| | 8.501TL-10.000TL ² | 64 | 1,45 | 0,30 | | | |
| | 10.001TL and over ³ | 46 | 1,33 | 0,24 | | | |
| Trait anxiety | 8.500 TL and under ¹ | 53 | 2,09 | 0,19 | 74,00 | 0,00 | 1>2,3 |
| | 8.501TL-10.000TL ² | 64 | 1,80 | 0,25 | | | 2>3 |
| | 10.001TL and over ³ | 46 | 1,53 | 0,23 | | | |

The job motivations and anxiety levels of coaches were compared based on their monthly incomes using one-way analysis of variance. According to the analysis, no significant differences were found in the mean scores of the sub-dimensions of job motivation scale, including postponed intrinsic motivation, intrinsic motivation external regulation, knowledge and development-oriented intrinsic motivation, and social status and confidence-based intrinsic motivation ($p>0.05$).

Significant differences were observed in the total scores of job motivation and the sub-dimensions of intrinsic and extrinsic motivation, as well as arousal-specific intrinsic motivation, based on coaches' monthly incomes ($p\leq 0.05$). Scheffe post hoc tests revealed that coaches with monthly incomes of 8,500 TL or lower had lower job motivations, intrinsic and extrinsic motivations, and arousal-specific intrinsic motivations. Significant differences were found in the state and trait anxiety levels of coaches based on their monthly incomes ($p\leq 0.05$). Scheffe post hoc tests indicated that coaches with monthly incomes of 8,500 TL or lower had higher state and trait anxieties.

Table 7

Job Motivation and Anxiety Levels of Coaches by Sports

| | | N | Mean | Sd | t | p |
|---|------------|----------|-------------|-----------|----------|----------|
| Job motivation | Individual | 76 | 3,71 | 0,51 | -3,33 | 0,00 |
| | Team | 87 | 3,97 | 0,46 | | |
| Intrinsic and Extrinsic motivation | Individual | 76 | 4,20 | 0,46 | -2,83 | 0,00 |
| | Team | 87 | 4,40 | 0,45 | | |
| Arousal-specific intrinsic motivation | Individual | 76 | 3,54 | 0,74 | -5,08 | 0,00 |
| | Team | 87 | 4,07 | 0,56 | | |
| Knowledge and development-specific intrinsic motivation | Individual | 76 | 3,47 | 0,89 | -2,08 | 0,03 |
| | Team | 87 | 3,75 | 0,81 | | |
| State anxiety | Individual | 76 | 1,62 | 0,39 | 4,02 | 0,00 |
| | Team | 87 | 1,40 | 0,30 | | |
| Trait anxiety | Individual | 76 | 2,03 | 0,22 | 9,93 | 0,00 |
| | Team | 87 | 1,64 | 0,27 | | |

The job motivations and anxiety levels of coaches were compared based on their sports disciplines using independent samples t-test. According to the analysis conducted on the data obtained from the coaches, no statistically significant differences were found in the mean scores of the sub-dimensions of job motivation scale, namely postponed intrinsic motivation, intrinsic motivation external regulation, and social status and confidence-based intrinsic motivation ($p>0.05$). However, significant differences were observed in the total scores of job motivation and the sub-dimensions of intrinsic and extrinsic motivation, arousal-specific intrinsic motivation, and knowledge and development-oriented intrinsic motivation based on the coaches' sports disciplines ($p\leq 0.05$). Coaches

involved in team sports showed higher levels of total intrinsic motivation and sub-dimension scores compared to those involved in individual sports. Furthermore, significant differences were found in the levels of state anxiety and trait anxiety among coaches based on their sports disciplines ($p \leq 0.05$). Coaches in individual sports exhibited higher levels of state anxiety and trait anxiety compared to coaches in team sports.

Table 8

The Relationship between Coaches' Job Motivation and Anxiety

| | State Anxiety | Trait Anxiety |
|----------------|---------------|---------------|
| Job motivation | -0,44 | -0,32 |

The analysis using Pearson correlation revealed a significant relationship between coaches' job motivation and their levels of state and trait anxiety ($p \leq 0.01$). There is a negative and significant correlation between coaches' job motivation and their levels of state and trait anxiety.

Discussion and Conclusion

In order to ensure effective work, it is crucial for individuals to have high levels of motivation (Ramazanoğlu, 2018). Gülşen (2020) examined the job motivation levels of 224 faculty members based on gender and found no statistically significant difference between these two variables. Kara (2015) investigated the job motivation levels of hotel employees and also found no significant difference between the variables. In this study, the job motivation levels of coaches were examined. According to the analyses conducted, it was determined that, in general, female coaches had higher average scores in job motivation compared to male coaches. However, this finding does not align with the results obtained in the studies conducted by Gülşen (2020) and Kara (2015).

Pamuk, Hamurcu and Erdoğan (2014) examined the anxiety levels of teacher candidates based on gender and found that female teacher candidates had higher levels of chronic anxiety compared to male teacher candidates. In this study that examined the anxiety levels of coaches working in Antalya province based on gender, it was determined that the anxiety levels of coaches did not differ based on gender. The finding obtained in this study does not show similarity with the results reached by Pamuk, Hamurcu and Erdoğan (2014). The main reason for the lack of similarity between the findings of this study and those of previous studies conducted by researchers is thought to be the different occupational groups in the population and samples of the studies.

Gök (2020) examined the job motivation levels of 4621 teachers and school administrators and concluded that there was no significant difference between age and job motivation. Horosan (2022), who examined the anxiety levels of preschool teachers based on age, found that as age increased, the level of chronic anxiety decreased. Furthermore, Yıldırım and Gürbüz (2017) also

found that as teachers' age increased, their overall anxiety levels decreased. In this study conducted with coaches in Antalya province, it was observed that the total job motivation levels of coaches aged 30 and below were higher compared to other age groups. However, when the anxiety levels of the participating coaches were examined based on age, no significant difference was found between these two variables. The finding obtained from this study indicates that individuals in the age group of 30 and below have higher job motivation levels.

Boz, Biçer, Serter, Kara, and Şentuna (2021) examined the job motivation levels of sports managers based on income status and found no significant difference between these two variables. However, in this study conducted with coaches, it was found that coaches with a monthly income of 8,500 TL or below had lower job motivation levels, both in terms of intrinsic and extrinsic motivation, and task-specific intrinsic motivation. This finding does not show similarity with the results obtained by Boz et al. (2021).

Yılmaz (2017), who examined the job motivation levels of school administrators based on professional seniority, found no significant difference between these two variables. In contrast to this finding, Ateş, Yıldız, and Yıldız (2012), who examined the job motivation levels of teachers working in primary schools based on professional seniority, found that teachers with more than 10 years of experience had higher job motivation levels compared to those with less than 10 years of experience. In the current study, it was found that coaches with 13 years and above of work experience had higher levels of intrinsic motivation and motivation related to knowledge and development. This finding indicates that as professional seniority increases, motivation levels related to work also increase.

When the anxiety levels of coaches were examined based on professional seniority, it was found that coaches with 7 years or less of work experience had higher levels of chronic anxiety. Uzun (2022), who examined the chronic anxiety levels of physical education and sports teachers based on professional seniority, found no significant difference between these two variables. However, in this study conducted with coaches, it was found that coaches with 7 years or less of professional seniority had higher levels of chronic anxiety compared to coaches with higher professional seniority. This finding indicates that actually, as professional seniority increases, anxiety decreases.

The study found that coaches with a monthly income of 8,500 TL or below had higher levels of state anxiety and trait anxiety. According to Ağırbaş (2018), economic uncertainties, job dissatisfaction, or a decrease in purchasing power increase stress and anxiety levels in employees. Ağırbaş (2018) also states that certain professions require working at a high pace, which negatively affects the stress and anxiety levels of employees and reduces their job motivation levels. As a result, individuals may struggle to fully engage in their work, leading to decreased productivity. In this

regard, when the job motivation levels of the coaches who participated in the study were examined based on the sports discipline variable, it was found that coaches in team sports had higher levels of intrinsic motivation. However, when the anxiety levels of coaches were examined based on the sports discipline variable, it was found that coaches in individual sports had higher levels of state anxiety and trait anxiety.

In the study conducted with coaches in Antalya, it was found that a decrease in anxiety levels among individuals coaching in individual and team sports was associated with an increase in job motivation levels. Based on these findings, the following recommendations can be made:

1. When examining the literature on job motivation and anxiety, it is observed that the majority of research studies involve teacher samples. Therefore, it is recommended to conduct this study with different sample groups to obtain a broader understanding of the relationship between these variables in various occupational groups.
2. Sports federations are advised to conduct studies aimed at increasing coaches' job motivation levels and reducing their anxiety levels. Efforts should be made to create interventions and programs that promote motivation and well-being among coaches.

Ethics Committee Permission Information

Ethics evaluation committee: Alanya Alaaddin Keykubat University Social and Human Sciences Scientific Research Ethics Committee

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Kaynakça

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