The Mediating Role of Burnout in the Effect of Emotional Intelligence on Job Satisfaction: An Application on Coachs

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Abstract

The aim of this study is to examine the mediating role of burnout in the effect of emotional intelligence on job satisfaction. 231 taekwondo coaches participated in the study voluntarily. The survey method was preferred to collect the research data. In order to collect data in the study, Emotional Intelligence Feature Scale-Short Form (EQ-SF), Maslach Burnout Inventory (BMI) and Job Satisfaction Scale were used. SPSS Program was used for the analysis of the obtained data. The reliability of the scales was tested by Cronbach's alpha and validity of these scales was tested by explanatory factor analysis. Correlation analysis and regression analyzes was utilized to determine the relationships between the variables. As a result of the analysis, it was seen that the emotional intelligence levels of the coaches had an effect on burnout and job satisfaction. In addition, burnout has a full mediator role in the effect of emotional intelligence on job satisfaction.
Keywords: Emotional Intelligence, Burnout, Job satisfaction, Coach, Taekwondo

Duygusal Zekanın İş Tatmini Üzerindeki Etkisinde Tükenmişliğin Aracı Rolü: Antrenörler Üzerine Bir Uygulama

Öz

Bu çalışmanın amacı duygusal zekanın iş tatmini üzerindeki etkisinde tükenmişliğin aracı rolünü incelemektir. Araştırmaya 231 taekwondo antrenörü gönüllü olarak katılmıştır. Araştırma verilerini toplamak için anket yöntemi tercih edilmiştir. Araştırmada veri toplamak amacıyla Duygusal Zeka Özelliği Ölçeği–Kısa Formu (DZÖÖ-KF), Maslach Tükenmişlik Envanteri (BMI) ve İş Tatmin Ölçeği (Index of Job Satisfaction) kullanılmıştır. Elde edilen verilerin analizi için SPSS Programı kullanılmıştır. Ölçeklerin güvenilirlikleri Cronbach Alfa, geçerlilikleri ise açıklayıcı faktör analizi ile test edilmiştir. Değişkenler arasındaki ilişkileri belirlemede korelasyon ve regresyon analizlerinden faydalanılmıştır. Analizler sonucunda antrenörlerin duygusal zeka düzeylerinin tükenmişlik ve iş tatmini üzerinde etkisi olduğu görülmüştür. Ayrıca duygusal zekanın iş tatmini üzerindeki etkisinde tükenmişliğin tam aracı rolü bulunmaktadır.

Anahtar Kelimeler: Duygusal Zekâ, Tükenmişlik, İş tatmini, Antrenör, Taekwondo

1. Introduction

"Coache (trainer)[1] is the person who trains, develops and educates an athlete in a specific" (TDK, 2019). These persons, who play an important role in the emotional and social development of athletes and in shaping their behaviors, are persons, whom athletes adopt as role models the best. Therefore, it is important that trainers have a solid and balanced personality in the development and formation of the athlete's personality (Güneş, 2016: 37).

The ability of trainers, who enables athletes to reach utmost performance and train them, to know and bring out abilities of athletes that they train as well as being aware of their feelings, understanding their emotions and having ability to manage their feelings and emotions is an important issue in athlete success. Coaches need to be patient and mature, to be disciplined and tactful, to be honest and fair, and to act as an example for athletes. For this reason, in addition to improving themselves as a kind of guiding spirit, having sufficient level of emotional state, mood, physical and psychological health are important factors for the success of both individuals and the federation. At this point, it will not be wrong to say that the emotional intelligence, burnout and job satisfaction levels of trainers will have an impact on themselves and the athletes they train.

The aim of this research is to investigate the effect of emotional intelligence levels of coaches on burnout and job satisfaction. In addition, it is to examine whether burnout has a mediating role in the effect of emotional intelligence on job satisfaction. For this purpose, survey method, which is a quantitative data analysis type, was preferred as the research method. The data obtained were analyzed with SPSS program and the relationships between the variables were tried to be revealed.

2. Conceptual Framework

2.1. Emotional Intelligence

The term of Emotion, which has dictionary meaning of *"perception with feelings, feeling, intuition "* (TDK, 2019), are briefly factors that have impacts of behaviors, have physiological and cognitive foundations such as happiness, hopelessness and sadness (Çakar and Arbak, 2004: 27). Intelligence is defined as "the ability of people to think, reason, to perceive objective truths, to judge and to draw conclusions" (TDK, 2019). Emotional intelligence is the result of the interaction of emotion and intelligence.

Emotional intelligence was first introduced as a concept by Salovey and Mayer. However, the prevailing idea is that it was based on Thorndike's (1920) concept of "social intelligence" (Salovey and Mayer, 1990). This concept gained

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[1] In this study, both words will be used for coaching: coach, trainer

popularity with the publication of "Emotional Intelligence"(1995) by Daniel Goleman and "Emotional Intelligence on the Job"(1998), which examines emotional intelligence in business life. The first study to measure emotional intelligence was conducted by Bar-On (1997). In this study, emotional intelligence was measured by self-report test. In the literature, the term of Emotional Intelligence (EI), and Emotional Quotient (EQ) are used as Duygusal Zeka (DZ) in Turkey.

Emotional intelligence is a type of social intelligence that includes the ability of individuals to observe emotions, thoughts and feelings of themselves and others, to distinguish them from each other and to use the previous knowledge to guide individuals' thoughts and behaviors (Salovey and Mayer 1990; Mayer and Salovey, 1993). In the simplest definition, emotional intelligence; is the use of emotions wisely (Çakar and Arbak, 2004: 34).

Emotional intelligence is an individual's ability to use, manage and use his/her emotions wisely and use these in a useful manner.

Emotional intelligence is to use the right emotions at the right time and in the right way. It does not mean suppressing emotions or keeping them under constant control (Koçmar, 2012: 83). Emotional intelligence skills are examined under five main topics. These are; self-awareness is to be able to manage emotions, to mobilize oneself, to understand the feelings of others and to maintain relationships (Goleman, 1995). Through self-awareness, the individual knows himself/herself, becomes aware of his/her emotions and can evaluate events correctly. In the ability to manage emotions, the individual has the ability to manage and control emotions appropriately. This does not mean to be a slave to passions or to suppress emotions. What is meant is the ability to reflect emotions in a balanced and harmonious manner. In respect of ability to mobilize oneself, the individual can mobilize emotions for a purpose and is motivated internally. The ability to understand the feelings of others provides the individual with the ability to put herself/himself in place of others. Finally, in respect of the ability to maintain relationships, the individual is effective in establishing interpersonal relationships and has the ability to maintain these relationships. The individual has some kind of social skills (Yeşilyaprak, 2001: 141).

Emotions are an integral part of the living both in our social life and in business life. Modern life makes it more important than ever for individuals to understand their emotions by challenging their emotional background. For this reason, in our age, emotional intelligence has been seen as an important intelligence type as much as cognitive intelligence (Çakar and Arbak, 2004: 45).

2.2. Burnout

Burnout was first defined by Freudenberger in 1974. Freudenberger (1974) describes burnout as a state of exhaustion as a result of failure, attrition or excessive strain on energy, power, and potential "and demonstrated that burnout is a psychological state. Moreover, He describes the burnout as a professional hazard. While the concept "job burnout" is used in international literature, the concept is translated as "burnout (tükenmişlik)" 'in our country.

One of the important and recognized definitions of burnout was made by Maslach (1982). According to Maslach, burnout is the emotional exhaustion, depersonalization and low personal accomplishment experienced by individuals in intense relationships with people. Maslach (1982) stated that burnout is a kind of stress response and expresses tenseness.

In the three-dimensional structure of burnout brought out by Maslach (1982) emotional burnout expresses the decrease in the emotional and personal resources of the individual. This dimension is mostly seen in employees of industries where face-to-face relationships with people are intense. It's a kind of stress response. After a period of emotional exhaustion, the individual starts to get psychologically distant from the people around him/her with the impact of the burnout. Depersonalization occurs at this stage. In the next stage, the individual becomes aware of old and new attitudes in human relations and business life and starts to feel inadequate. By this way, a low sense of personal success will occur in the individual (Maslach, 1982; Maslach and Zimbardo, 1982; Maslach and Jackson, 1986; Maslach, et al., 2001).

There are many individual and organizational factors that cause burnout. Individual factors include characteristics that are caused by the employees of the organization and cause burnout. One of these characteristics is the personality characteristics of the employees. In particular, individuals who have A type personality structure, who cannot empathy, who has not self-efficacy, who are difficult to meet expectations and external control-oriented individuals are experiencing more burnout (Freudenberger, 1974; Lee et al., 2003; Ardıç and Polatçı, 2008: 71; Herece and Şener, 2017: 44). It was found that in addition to personality characteristics, demographic characteristics, professional experience and working time had a negative effect on burnout (Herece and Şener, 2017: 44). Among the organizational reasons of burnout are the nature of the work, the type and characteristics of the organization, working hours, work stress, role uncertainty, workload, inability to participate in important decisions, disruptions in organizational functioning, inadequate personnel, organization air and environment, etc. (Güllüce and İşcan, 2010: 9).

Burnout syndrome should not be considered as a circumstance that occurs suddenly. On the contrary, it develops slowly and insidiously. When these symptoms are not taken into consideration, it will be inevitable that burnout

will progress and become unmanageable. Therefore, the symptoms of the insidious process of burnout should be known very well and the necessary measures should be identified in time (Ardıç and Polatçı, 2008: 73).

Burnout causes some psychological consequences in an individual. These consequences are disorders such as anxiety, depression, discomfort and decreased self-esteem. (Maslach et al., 2001: 406).

Burnout is a kind of infectious phenomenon. Individuals suffering burnout can cause conflicts in the organizational environment and prevent work from being done. This causes undesirable negative effects on other employees (Maslach et al., 2001: 407).

2.3. Job Satisfaction

Locke (1976) made the most recognized definition of job satisfaction, the third variable of the research. According to Locke, job satisfaction is an enjoyable or positive emotional state that occurs as a result of evaluating an individual's work or work experiences (Saari and Judge, 2004: 396). It is known that thanks to job satisfaction, an individual gives multidimensional psychological responses to his/her job and these reactions have cognitive, emotional and behavioral components. (Judge and Klinger, 2007: 394).

Job satisfaction is the positive feelings about the job that result from the evaluation of the job characteristics. When it is assessed from this perspective, it is assumed that people with high job satisfaction have positive feelings about their jobs and people with low job satisfaction have negative feelings about their jobs (Robbins and Judge, 2017: 76-77).

Job satisfaction is considered as a function of the nature of the job, the opinions of others about job and the personality of the employee (Berghe, 2011: 15). Through job satisfaction, organizations keep employees, increase organizational efficiency and customer satisfaction, reduce employee turnover, recruiting and training costs, reduce waste and broken products, reduce accidents and absenteeism, and increase customer satisfaction and loyalty. Moreover, thanks to job satisfaction, employees become more energetic, teamwork increases, and higher quality products and/or services are realized due to more competent, energetic employees. Thus, corporate image is developed (Singh and Jain, 2013: 107).

3. Emotional Intelligence, Burnout and Job Satisfaction Relation

Maslach and Jackson report that individuals with high levels of emotional intelligence experience lower burnout and individuals with low levels of emotional intelligence experience higher burnout (Maslach and Jackson, 1982: 237). Brown and Schutte (2006) established that individuals with high emotional intelligence components showed less burnout symptoms (Brown and

Schutte, 2006: 591). It is known that burnout creates low satisfaction in the employee. Moreover, it is inevitable for an individual who is not satisfied with his/her job to experience a high level of moral and motivational disorder (Rocca and Kostanski, 2001).

In literature, it is a prevailing opinion that emotional intelligence increases quality of business life and job satisfaction, therefore, decreases burnout level and thus affects job performance positively (Taşlıyan et al., 2014: 66). Furthermore, performed studies showed that there is a relation between components of emotional intelligence and dimensions of burnout (Chan, 2006; Aslan and Özata, 2008; Güllüce and İşcan, 2010; Konakay, 2013; Taşlıyan et al., 2014; Herece and Şener, 2017; Köse, 2019).

Güllüce and İşcan (2010) found that the increase in the emotional intelligence levels of the managers decreased the burnout experienced and the decrease in the emotional intelligence level increased the burnout experienced in their study.

Managers with high self-conscious level, which is one of the components of emotional intelligence, work more effectively and efficiently. Moreover, these people perceive their employees' emotions correctly and react correctly. In this way, commitment and optimism increase in employees and cooperation and teamwork are realized more effectively. This will lead to an increase in the personal success of the employees, and will cause less emotional burnout (George, 2000: 1030). For these reasons, trainers with high self-conscious levels will perceive the emotions of their athletes and show correct reactions, and will provide them with morale and motivation, make them love their work and a successful teamwork will be carried out when necessary.

There are studies in the literature, which conclude that people with high emotional intelligence have high job satisfaction (Wong and Law, 2002; Sy et al., 2006; Kafetzos and Zampetakis, 2007; Taşlıyan et al., 2014). Sy et al. (2016: 463) state that reason of emotional intelligence increasing job satisfaction was providing individual satisfaction and enhancing group dynamics by enabling employees to become aware of their talents and control their emotions through others.

In the studies examining the concepts of emotional intelligence, burnout and job satisfaction collectively, a relationship was found between these concepts. Taşlıyan et al. (2014) found that there were significant relationships between all dimensions of emotional intelligence and job satisfaction and all dimensions of burnout.

Studies examining the relationship between emotional intelligence and burnout were generally conducted in education and health sector (Herece and Şener, 2017: 45). While there are studies on burnout and job satisfaction on trainers,

however, there are not many studies examining emotional intelligence level in trainers.

In the light of the information given above, the model and hypotheses of the research in question were established as follows;

Figure 1: Research Model
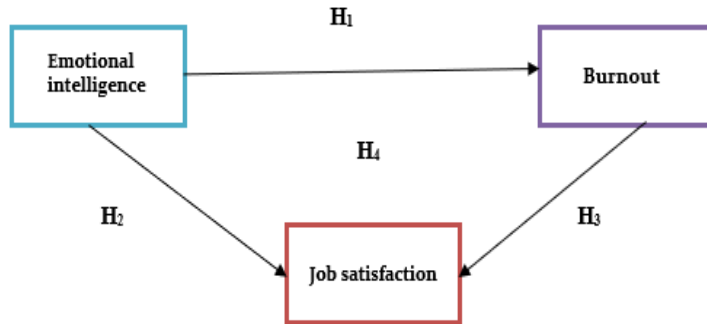
H₁: Emotional intelligence has a negative and significant effect on burnout.

H₂: Emotional intelligence has a positive and significant effect on job satisfaction.

H₃: Burnout has a negative and significant effect on job satisfaction.

H₄: Burnout has a mediating role in the effect of emotional intelligence on job satisfaction.

4. Methodology
4.1. Purpose and Importance of Research

The aim of this study was to determine the relationship between emotional intelligence, burnout and job satisfaction levels of taekwondo trainers. In addition, it is to examine whether burnout has a mediating role in the effect of emotional intelligence on job satisfaction. For this purpose, the questionnaires prepared for taekwondo coaches were distributed by hand and the data obtained were analyzed with package program software named IBM SPSS 22.
It is expected that high level of emotional intelligence of Taekwondo trainers will decrease burnout levels and increase job satisfaction. In this context, the contribution of the results and suggestions to the relevant literature constitutes the importance of the study. Besides that, a study examining the concepts of emotional intelligence, burnout and job satisfaction on trainers was not found in the related literature. In this respect, this study has an original value.

4.2. Sample and Assumptions of the Research

The population of the research consists of taekwondo trainers. Since it is difficult to reach the trainers working in all provinces while determining the sample, questionnaires were collected during the training of trainers organized by the taekwondo federation.

Easy sampling method was preferred among non-random sampling methods during the sampling stage. Questionnaire method, one of the quantitative data collection techniques, was used in the study. The questionnaires were applied face to face and only to volunteers. During the coaching trainings held in Konya and Antalya in 2021, questionnaires were distributed to all the coaches who participated in the training, and a total of 246 questionnaires were collected. The number of returned and error-free questionnaires is 231.

It was assumed that the sample determined in the research was representative of the main audience. It was also assumed that the answerers provided objective answers to the scale questions. In the study, it was assumed that the scales used to determine the levels of emotional intelligence, burnout and job satisfaction were sufficient to test the research topic.

4.3. Data Collection Tools

The questionnaire used in the research consists of 4 sections. In the first section, demographic characteristics, in the second section questions aimed at measuring emotional intelligence, in the third section, questions aimed at measuring burnout, and in the last section questions aimed at measuring job satisfaction were asked.

4.4. Emotional Intelligence Scale

In order to measure the emotional intelligence levels of the trainers, the Emotional Intelligence Feature Scale-Short Form (EQ-SF) developed by Petrides and Furnham (2000, 2001) was used. Validity and reliability study for the Turkish adaptation of the scale was conducted by Deniz et al. (2013). The scale measures the perceptions of individuals about their emotional competence. The scale contains 20 items related to five dimensions of emotional intelligence. It was understood that the scale also had four sub-dimensions called theoretical dimensions as *well-being* (4 items), *self-control* (4 items) , *sensuality* (4 items) and *sociality* (4 items). *In the total emotional intelligence skill* (4 items) sub-dimension, there are questions (4 items) that measure the motivation of individuals, regulating their lives and adapting to the new environment. It was understood that the emotional intelligence characteristics of those with high scores were high and those with low scores had low emotional intelligence features. Some of the scale questions were reverse coded. The reverse coded questions were re-coded. Scale questions were asked using a 5-point Likert scale, which were *"never, rarely, sometimes, often always"* . Accordingly:

- Ones with average score of 1,00-1,79 *Very low*
- Ones with average score of 1,80-2,59 *Low*
- Ones with average score of 2,60-3,39 *Medium*
- Ones with average score of 3,40-4,19 *High*
- And those with an average score of 4,20-5,00 have a *very high* level of emotional intelligence (burnout / job satisfaction).

Table 1: Emotional Intelligence Scale Mean, Standard Deviation and Factor Analysis Values

Variables	Number of questions	Average score	Standard deviation	Cronba Alpha
Emotional intelligence (EQ)	18	3,61	,446	0,771
Subjective well-being (SWB)	4	4,04	,632	0,753
Self-control (SC)	4	3,31	,632	0,774
Sensuality (Se)	3	3,25	,671	0,703
Sociality (S)	4	3,62	,593	0,721
Total emotional intelligence skill (TEQS)	3	3,80	,626	0,709
Described Variance: 58,88 % KMO Value: ,823 Barlett Test p Value: ,000 Bartlett's Test Chi-Square: 1459,579 Method: Principal Components Analysis Rotation: Varimax				

According to Table 1, emotional intelligence levels of the trainers participating in the research were generally high. If we consider in terms of dimensions; subjective well-being sub scale has the highest average score. Briefly, the level of subjective well-being of trainers is high. The lowest score average was observed in the sub scale of sensuality. Accordingly, it can be said that the level of sensuality of trainers was moderate.

According to Table 1, the cronba alpha values indicating the reliability coefficient of the emotional intelligence scale and its sub-dimensions were between 0,70-0,77. These results indicate that the scales are quite reliable.

Explanatory factor analysis was applied to measure the construct validity of the emotional intelligence scale. Kaiser-Meyer-Olkin (KMO) and Barlett firstly, in order for the data to be suitable for explanatory factor analysis test was applied. As a result of the analysis, the KMO value was 0,823; Bartlett test of sphericity was found to be statistically significant at the level of 0 0,05. Accordingly, the sample size was found suitable for factor analysis.

For explanatory factor analysis processes, Spss program and principal components and vertical rotation method varimax were applied. As a result of the analysis processes, the emotional intelligence scale was gathered under five factors. One of the emotional intelligence scale expressions, the question with a

factor load below 0,40 was not found. The 1st and 15th questions of the scale questions were excluded from the analysis because they were under more than one factor. (Table 1)

4.3.2. Burnout Scale

The Maslach Burnout Inventory (BMI) developed by Maslach and Jackson (1981) was used to measure the burnout level of the trainers. The scale, which was adapted to Turkish by Ergin (1992) and whose validity and reliability was tested, consists of a total of 22 items and three sub-dimensions. These dimensions are emotional burnout (9 items), depersonalization (5 items) and personal accomplishment sense (8 items). Scale questions were asked using a 5-point Likert scale, which were "never, rarely, sometimes, often always". In the scale, expressions of emotional burnout and depersonalization sub-dimensions contain positive judgments about burnout. However, the sense of personal accomplishment includes negative judgments. Personal success dimension expressions were reverse coded to measure the burnout levels of the participants and to make comparisons between the dimensions. Thus, increase in scores of the burnout scale questions will indicate the increase in the burnout level.

Table 2: Burnout Scale Mean, Standard Deviation and Factor Analysis Values

Variables	Number of questions	Average score	Standard deviation	Cronba Alpha
Burnout (B)	20	2,28	,477	0,774
Emotional burnout (EB)	12	2,16	,674	0,833
Sense of personal accomplishment (SPA)	8	2,47	,647	0,702
Described Variance: 61,36 % KMO Value: ,786 Barlett Test p Value: ,000 Bartlett's Test Chi-Square: 1723,620 Method: Principal Components Analysis Rotation: Varimax				

According to Table 2, burnout levels of the trainers, who participated to the study were found to be low in general. Similarly, emotional burnout levels of trainers were found to be low. According to Table 2, the cronba alpha values, which indicates the reliability coefficient of the emotional intelligence scale and its sub-dimensions were between 0,70-0,83. These results indicate that the scales are reliable.

First, Kaiser-Meyer-Olkin (KMO) and Barlett tests were applied to ensure the suitability of the data for explanatory factor analysis. As a result of the analysis, the KMO value was 0,786; Bartlett test of sphericity was found to be statistically significant at the 0,05 level. Accordingly, the sample size was found suitable for factor analysis.

For explanatory factor analysis processes, Spss program and principal components and vertical rotation method varimax were applied. As a result of the analysis processes, the burnout scale was gathered under two factors. The questions collected under the depersonalization sub-dimension were included in the emotional burnout dimension. In addition, the 10th and 22nd questions measuring the depersonalization dimension were excluded from the analysis because they were under more than one factor. Among the burnout scale expressions, the question with a factor load below 0,40 was not found.

4.3.3. Job Satisfaction Scale

Index of Job Satisfaction developed by Brayfield and Rothe (1951) and shortened by Yoon and They (2002) was used to measure job satisfaction levels of trainers. Validity and reliability study for the Turkish adaptation of the scale was conducted by Dönmez (2014). The scale consists of 5 expressions and one dimension. Reverse coded fifth question were re-coded. Scale is 5-point likert scale type and scale questions were asked using a 5-point Likert scale, which were "never, rarely, sometimes, often always" .

Table 3: Job Satisfaction Scale Mean, Standard Deviation and Factor Analysis Values

Variables	Number of questions	Average score	Standard deviation	Cronba Alpha
Job satisfaction (JS)	5	4,50	,581	0,824

Described Variance: 59,29 % KMO Value: ,777 Barlett Test p Value: ,000 Bartlett's Test Chi-Square: 448,654 Method: Principal Components Analysis Rotation: Varimax

According to Table 3, job satisfaction levels of the trainers participating in the research were very high. According to Table 3, the cronba alpha values indicating the reliability coefficient of the job satisfaction scale in this study were found to be 0,843. First, Kaiser-Meyer-Olkin (KMO) and Barlett tests were applied to ensure the suitability of the data for explanatory factor analysis. As a result of the analysis, the KMO value was 0,777; Bartlett test of sphericity was found to be statistically significant at the 0,05 level. Accordingly, the sample size was found suitable for factor analysis.

For explanatory factor analysis processes, Spss program and principal components and vertical rotation method varimax were applied. As a result of the analysis processes, the job satisfaction scale was gathered under a single factor. Among the scale expressions, the question with a factor load below 0.40 was not found.

5. Findings

In this study, where data was collected by questionnaire method, the data were analyzed with SPSS 22.0 program. In the analysis of the data; frequency analysis, validity (Cronbach's alpha) and reliability tests (explanatory factor analysis), relationship (correlation) analysis and effect analysis (regression) were used.

5.1. Demographics

Demographic characteristics of the participants are shown in Table 4.

Table 4: Demographics

GENDER	N	%	Age Of Starting To Be A Trainer	N	%
Female	58	25,1%	20 and younger	58	25.1%
Male	173	74.9%	21-25 years old	92	39.8%
Total	231	100%	26-30 years old	45	19.5%
Age	**N**	**%**	31-35 years old	21	9.1%
21-25 years old	29	12,6%	36-40 years old	11	4.8%
26-30 years old	17	7,4%	41 and older	4	1.7%
31-35 years old	36	15.6%	Total	231	100%
36-40 years old	52	22.5%	**Training Experience**	**N**	**%**
41 and older	97	42%	1 -4 Years	42	18.2%
Total	231	100%	5 -8 Years	24	10.4%
Education Status	**N**	**%**	9 -12 Years	42	18.2%
High school	64	37.7%	13 -16 Years	36	15.6%
Undergraduate	129	55.8%	17 and older	87	37.7%
Postgraduate	38	16.5%	Total	231	100%
Total	231	100%	**Trainer Certificate**	**N**	**%**
			Level 1	16	6.9%
			Level 2	38	16.5%
			Level 3	123	53.2%
			Level 4	45	19.5%
			Level 5	9	3.9%
			Total	231	100%

It was observed that 25% of the trainers participating in the research were female and 75% were male. The highest age distribution was found to be over the age of 41 with a rate of 42% and the lowest between 26-30 years with ratio of 7%. According to their educational status, it was seen that half of the trainers are undergraduate program graduates. 40% of them started coaching between the ages of 21-25. When the duration of coaching is considered, it can be said that 38% of them worked as trainers for a period of 17 years or more. In respect of trainer certificates, 53% of them is level 3 16% of them is level 2, 7% of them is Level 1, 19% of them is Level 4 and 4% of them is Level 5 (Table 4).

5.2. Correlation Analysis

Correlation analysis was carried out to find and interpret the relationships between variables as required by the purpose of the study.

Table 5: Correlation Analysis

	EQ	SWB	SC	Se	S	TEQ	B	EB	SPA	JS
EQ	1	,591**	,779**	,729**	,807**	,687**	-,621**	-,414**	-,542**	,368**
SWB		1	,243**	,682**	,392**	,443**	-,351**	-,317**	-,182**	,315**
SC			1	,644**	,528**	,347**	-,475**	-,260**	-,499**	,293**
Se				1	,551**	,331**	-,414**	-,192**	-,487**	,222**
S					1	,529**	-,556**	-,306**	-,582**	,299**
TEQ						1	-,442**	-,439**	-,170**	,304**
B							1	,847**	,604**	-,487**
EB								1	,087	-,470**
SPA									1	-,207*
JS										1

Emotional Intelligence (**EQ**), Subjective well-being (**SWB**), Self-control (**SC**),Sensuality (**Se**), Sociality (**S**), Total emotional intelligence skill (**TEQ**) Burnout (**B**), Emotional burnout (**EB**), Personal accomplishment (**SPA**), Job Satisfaction (**JS**)
*p<.05 **p<.01

According to the correlation analysis results given in Table 5, there was a significant negative relationship between emotional intelligence and burnout (r= -,621). In other words, as the emotional intelligence levels of trainers increase, their burnout decreases. Moreover, there was a significant negative relationship between emotional burnout and emotional intelligence at r = -,414 level and between sense of personal accomplishment and emotional intelligence at r = -,542 levels.

It was found that there was a significant positive relationship (r=,368) between emotional intelligence and job satisfaction. Accordingly, as the emotional intelligence levels of trainers increase, job satisfaction also increases. When we consider the relationship between emotional intelligence sub-dimensions and burnout, sub-dimensions and job satisfaction;

- It was found that there was a significant negative relationship between subjective well-being and burnout (r = -,351) and emotional burnout (r = -,317). There was negative significant relationship (r = -,182) between subjective well-being and sense of personal accomplishment. It was found that there was a significant positive relationship (r= ,315) between subjective well-being and job satisfaction.

- It was found that there were significant negative relationships between self-control and burnout (r=-,475), emotional burnout (r=-,260), and sense of personal accomplishment (r=-,499). It was found that there was a significant positive relationship (r= ,293) between self-control and job satisfaction.

- It was found that there was a significant negative relationship between sensuality and burnout (r = -,414), emotional burnout (r = -,192) and sense of personal accomplishment (r=-,487). It was found that there was a significant positive relationship (r= ,222) between sensuality and job satisfaction.

- It was found that there were significant negative relationships between sociality and burnout (r=-,556), emotional burnout (r=-,306), and sense of personal accomplishment (r=-,582). It was found that there was a significant positive relationship (r= ,299) between sociality and job satisfaction.

- It was found that there were significant negative relationships between total emotional intelligence skill and burnout (r=-,442), emotional burnout (r=-,439), and sense of personal accomplishment (r=-,170). It was found that there was a significant positive relationship (r= ,304) between total emotional intelligence skill and job satisfaction.

It was found that there were significant negative relationships between job satisfaction and burnout (r=-,487), emotional burnout (r=-,470), and sense of personal accomplishment (r=-,207).

Table 6: Regression Analysis

The dependent variable	R^2	Independent variable	B	Std. Error	t	F	p
Burnout	0,385	Constant	4,534	0,189	23,985	143,598	***
		Emotional Intelligence	-0,621	0,052	-11,983		
Job Satisfaction	0,135	Constant	2,913	0,269	10,830	35,799	***
		Emotional Intelligence	3,68	0,074	5,983		
Job Satisfaction	0,237	Constant	5,843	0,162	36,078	71,075	***
		Burnout	-0,487	0,069	-8,431		

Linear regression analysis was applied to measure the effect of the independent variable on the dependent variables. As a result of the analysis, it was determined that the proposed model was statistically significant ($p<0.05$). According to the results of the regression analysis, R^2 (percentage of explained variance; 38.5%) and F (significance degree of the regression model; 143,598) show that burnout can be explained by emotional intelligence. According to Table 6, emotional intelligence has a negative effect on burnout. In this case, hypothesis H_1 was supported.

According to the results of the regression analysis, R^2 (percentage of explained variance; 13.5%) and F (significance degree of the regression model; 35,799) show that job satisfaction can be explained by emotional intelligence. The values in Table 6 show that emotional intelligence has a positive effect on job satisfaction, even at a low level. In this case, the H_2 hypothesis was supported.

Finally, according to the results of the regression analysis, R^2 (percentage of variance explained; 23,7%) and F (significance degree of the regression model; 71,075), it was seen that job satisfaction could be explained by burnout. The values in Table 6 show that burnout affects job satisfaction negatively. In this case, hypothesis H_3 was supported.

In order to determine the mediator role of burnout in the effect of emotional intelligence on job satisfaction, the 4-stage approach proposed by Baron and Kenny (1986) was taken as the basis. For this, first of all, the effect of the independent variable on the dependent variable was examined. In the second stage, the effect of the independent variable on the mediating variable was examined. In the third stage, the effect of the mediator variable on the dependent variable was examined. (Table 6)

In the fourth stage, as a result of multiple linear regression analysis, in which all the variables are included together, it will be examined whether the significant effect of the independent variable on the dependent variable decreases with the mediator variable. In addition, the SOBEL test will be used to examine and interpret the relationship between dependent and independent variables while the mediating variable is included in the model.

Table 7: Mediation Effect

The dependent variable	R^2	Independent variable	β	Std. Error	t	F	p
Job Satisfaction	0,244	Constant	5,199	0,472	11,008	36,764	0,00
		Emotional Intelligence	0,107	0,088	1,452		0,148
		Burnout	-0,420	0,088	-5,724		0,00

Multiple regression analysis was used to measure the mediation effect. When the mediating variable, burnout, was added to the model, the effect of emotional intelligence, which is the independent variable, on job satisfaction, which is the dependent variable, decreased from β:-0.621 (p<0.05) to β:-0.107 (p>0.05) and lost its significant effect. Accordingly, the analysis findings showed that burnout played a full mediating role in the relationship between emotional intelligence and job satisfaction. In addition, statistical significance of mediation was determined by the Sobel test (z=6.2370, p<0.001). According to these results, the H_4 hypothesis was supported.

6. Conclusion

Human emotions are in a sense the sign of strength. Therefore, emotion is an important concept in business life. Emotions motivate people by triggering learning. They also strengthen or accelerate reasoning (Çakar and Arbak, 2004: 44). Emotional intelligence, which is a combination of emotion and intelligence,

is the intelligent use of emotions in business life. Through emotional intelligence, individuals can manage their emotions and use them in a beneficial way. It is also an important ability to understand other people's emotions and thoughts and to put themselves in their place. In this respect, the high level of emotional intelligence of the trainers will help them to understand the emotions of the athletes they train to motivate and guide them.

Burnout is a common psychological condition in every professional group. The point of view to others of an individual who has experienced burnout changes. An individual who has experienced burnout will begin to see the people around her/him as an object and become a person who does not pay attention to other's needs, behaves disrespectfully and rude against them Izgar, 2001: 25). Therefore, the burnout of the trainers will affect the athletes, who he/she train.

The aim of this study is to examine the mediating role of burnout in the effect of emotional intelligence on job satisfaction. Questionnaire method, one of the quantitative data collection techniques, was used in the study. The questionnaires were applied face to face and only to volunteers (231 questionnaires in total). In order to collect data in the study, Emotional Intelligence Feature Scale-Short Form (EQ-SF), Maslach Burnout Inventory (BMI) and Job Satisfaction Scale were used. Obtained data were analyzed with software program called IBM SPSS 22. The reliability of the scales was tested by Cronbach's alpha and validity of these scales was tested by explanatory factor analysis. Correlation analysis and regression analyzes was utilized to determine the relationships between the variables.

Emotional intelligence levels of taekwondo trainers who participated in the study were found to be high in general. While subjective well-being subscale had the highest mean score, the lowest mean score was observed in the sensuality sub-dimension. The burnout levels of the trainers were found to be generally low. Similarly, emotional burnout and sense of personal accomplishment levels of trainers were found to be low. When the job satisfaction levels of the trainers participated in the research were examined, it was seen that these scores were very high. As a result, it was concluded that the emotional intelligence and job satisfaction levels of the trainers participating in the research were high and burnout levels were low. This result is generally desirable.

Correlation analysis was carried out to find and interpret the relationships between variables as required by the purpose of the study. According to the results of the correlation analysis, it has been determined that there are negative and significant relationships between emotional intelligence (and its dimensions) and burnout (and its dimensions). The linear regression analysis results also confirmed this result. According to regression analysis, emotional intelligence negatively affects burnout. In other words, as the emotional

intelligence levels of the trainers increase, their burnout levels decrease (Hypothesis H $_1$ is supported). These results supported the results of the studies in the literature (Maslach and Jackson, 1982; Brown and Schutte, 2006; Chan, 2006; Aslan and Özata, 2008; Güllüce and İşcan, 2010; Konakay, 2013; Taşlıyan et al., 2014; Herece and Şener , 2017; Köse, 2019).

It was found that there was a significant positive relationship between emotional intelligence and job satisfaction. In short, as the level of emotional intelligence of coaches increases, job satisfaction level increases (Hypothesis H2 is supported). Thus, studies carried out on the subject matter were supported (Wong and Law, 2002; Sy et al., 2006; Kafetzos and Zampetakis, 2007; Taşlıyan et al., 2014). It is concluded that there is a negative and significant relationship between job satisfaction and burnout (Hypothesis H3 is supported). In order to determine the mediator role of burnout in the effect of emotional intelligence on job satisfaction, the 4-stage approach proposed by Baron and Kenny (1986) was applied. The findings of the analysis showed that burnout plays a full mediating role in the relationship between emotional intelligence and job satisfaction. The Sobel test also confirmed this result (Hypothesis H4 is supported).

It was assumed that the sample determined in the research was representative of the main audience. It was also assumed that the answerers provided objective answers to the scale questions. In the study, it was assumed that the scales used to determine the levels of emotional intelligence, burnout and job satisfaction were sufficient to test the research topic.

This research was limited to a certain number of taekwondo trainers. In order to make further studies and comparisons in this area in the future, a larger sample group or a different population can be selected. Moreover, this research was designed in a quantitative research pattern. In subsequent studies, in-depth studies can be conducted using qualitative research patterns.

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