



DETERMINING THE EMPATHY SKILLS OF PROVINCIAL DIRECTORS AND BRANCH MANAGERS WORKING IN PROVINCIAL ORGANIZATIONS OF MINISTRY OF YOUTH

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Abstract:

In this study, it was aimed to determine the empathy skills of Provincial Directors and Branch Managers who are working in provincial organizations of Ministry of Youth and Sports in Turkey. The universe of the study consists of Provincial Directors and Branch Managers who are working in provincial offices of Ministry of Youth and Sports in Turkey. In this study, sampling is 252 persons in total including Youth Services and Sports Provincial Directors and Branch Managers working in the Youth and Sports Ministry's provincial offices in 63 provinces in Turkey. Of the questionnaires to 252 respondents who participated in the study, 20 were excluded from the analysis because they were contrary to the survey rules and 232 questionnaires were applied. As the data collection method within these analyzes, the Empathy Skill Scale (EBO) of Üstün Dökmen (1988) was used. There are 6 questions on this scale except for demographic variables and 12 reaction cues that can be given to these questions. The subjects were asked to choose 4 of these 12 reaction cues. Each of the 6 problems has 1 irrelevant reaction sentence. These irrelevant cues are there to know if they have filled in your surveys randomly. The maximum score that can be obtained from EBO is 18.25, while the minimum score is 5.16. The reliability of the scale was tested by Dökmen (1988). In the analysis of the data, SPSS 20 statistical package program was used. In the analysis of the data, one-way ANOVA test was applied in order to understand the relationship between frequency variables and t-test in two variable situations and the relationship between two variables. The level of significance was determined as 0.05. According to the findings of the research, while there is a significant difference between the years of service and empathy skills of the Provincial Directors, active sports making, sports level, education, the region where they work, duty titles. There was no significant relationship between the branch managers' age, duty year, gender, active sport, sports level, education, region they worked in, task titles.

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1. Introduction

The concept of empathy is a concept that has been studied over a very long period of time. Empathy is important in human relationships and in communication. To understand the feelings and thoughts of each other and to establish relationships in this frame and to solve the problems of the viewpoints of the events. This skill is more rational and logical than those who do not obtain it. Today, empathy in communication is so important that it can not be denied. The definition of empathy that is accepted today is that of Rogers. According to him, empathy is the period in which a person puts himself in the face of his face and feels his feelings and feelings correctly, he feels what he feels and communicates it to him (Karakaya, A., D. 2001). Empathy is a form of communication and behavior. Empathy is a form of communication that includes correct perception, understanding of the message given by the individual, timing and focus (Ay, F. 1999). The concept of empathy in English as "empathy" in ancient Greek has been introduced to the Turkish word in French as "empathie". This concept is a combination of the words "em" and "patheia" in Greek. "Em" in Latin, inside; "Patheia" comes from the Greek pathos word meaning emotion, pain, perception, telepathy (Koçak, C., Önen, A.S. 2013). Here, the meaning of empathy can also be expressed as "inner perception" or "penetration into emotions". The empathy that finds influence against the words of "empathy", "understanding", "sensitivity" or "empathy" in Turkish means "to feel the feelings of another person ". It was also used by Edward Titchener in 1909 as empathy, referring to the German word "einfühlung", which means to feel inward and to conjure up the person's attachment to the perceived object of the person (Agirman, C. 2006). (Derman, M., T. 2013). In the context of this information, it will be appropriate to include a variety of ways of thinking about the concept of empathy below. Empathy is defined as when a person is trying to understand emotions and thoughts in a communicative way, looking at events from the point of view. (Pala, A. 2008). Empathy is the objective awareness of the thoughts and feelings of others and their possible implications; it means to live as a representative of the emotions and the thoughts of the other person (Çiftçi, A., N., Yüksel, A. 2010). The concept of being able to respond to what others have experienced has been discussed by social theorists more than 200 years ago and has been known since the beginning of this phenomenon. Smith (1759, Akt Davis, M. H. 1980); (1759, Akt. Davis, MH 1980), the same discrimination after a century later, and the empathy is the same as this instinctual / empathic personality, which is the first difference in the capacity to understand emotional experiences, the intellectual or cognitive/emotional distinction has reached. The first studies were primarily concerned with the emotional side of the concept of empathy, focusing on how emotional sharing emerged as the priority, while the empathy was clearly on the cognitive side of the phenomenon. Mead (1759, Akt Davis, MH 1980) and

Piaget (1759, Akt. Davis, MH 1980) contributed more to the cognitive aspects of the writings.

2. Methods

In this study, the Youth and Sports Ministry's provincial offices in Turkey by acting Provincial Directors and Branch Managers aims to determine their empathy skills. The study population consisted of the Ministry of Youth and Sports Provincial Directors working in local offices and Branch Managers in Turkey. This study is sampling in 63 provinces of Turkey Ministry of Youth and Sports Provincial Directors working in local offices and Branch Managers are composed of 252 people. Of the 252 respondents who participated in the study, 20 were excluded from the analysis because they were against the rules of the survey and 232 analyzes were applied. Of the 232 questionnaires, 169 were applied to the branch managers and 63 were applied to the provincial directors. The average scores of the provincial directors and branch managers (Kolmogorov-Smirnov) were found to agree with the normal distribution in the normality test results.

2.1 Normality Test of Empathy Level Data of Provincial Directors

Provincial directors	Kolmogorov-Smirnov Normality Test		
	Kolmogorov-Smirnov z value	s.d	P value
Average Empathy Score	0,568	62	0,904

2.1 Normality Test of Empathy Levels of Branch Manager

Branch Managers	Kolmogorov-Smirnov Normality Test		
	Kolmogorov-Smirnov z value	s.d	P value
Average Empathy Score	0,708	168	0,698

2.2 Descriptive Statistics on Empathy Scores of Provincial Directors

Descriptive statistics of the average response scores of the Provincial Directors participating in the study were determined in Table 1 as a result of the calculations made. The average response score of the provincial directors was calculated as 3.85 and the standard deviation was 0.655. The highest mean score was 5.35, while the lowest mean score was 2.72. The confidence interval determined with 95% confidence varies between 3.68 and 4.02.

Provincial directors			Statistic	Standard Error
Response Score	Average		3,8541	0,08385
	95% confidence interval	Lower limit	3,6865	
		Upper limit	4,0218	
	Variance		0,443	
	Standard deviation		0,66553	
	Minimum		2,63	
	Maximum		5,35	
	Range		2,72	

Table 1: Descriptive Statistics on Empathy Scores of Provincial Directors

2.3 Descriptive Statistics on Empathy Scores of Branch Managers

Descriptive statistics of the average response scores of the branch managers participating in the survey were determined as a result of the calculations made. The average response score of branch managers is 3.77 and the standard deviation is calculated as 0,489. The highest average score was 5.38, while the lowest average score was 2.49. The confidence interval determined with 95% confidence varies between 3.69 and 3.84. The mean response scores are given in table 2.

Branch Managers			Statistic	Standard Error
Response Score	Average		3,7701	0,03768
	95% confidence interval	Lower limit	3,6957	
		Upper limit	3,8445	
	Variance		0,240	
	Standard deviation		0,48989	
	Minimum		2,49	
	Maximum		5,38	
	Range		2,89	

Table 2: Average Empathy Points of Branch Managers

2.4 Comparison of Age Variables and Empathy Points of Provincial Directors

How the empathy scores of Provincial Directors are distributed in the age groups and the results of the analysis are as shown in table 3. According to this, the highest empathy score belongs to individuals older than 51 years and the lowest empathy score belongs to individuals aged below 40 years. A one-way ANOVA test was performed at the significance level of $\alpha = 0.05$ indicating whether this difference was statistically significant. As a result of the analysis of variance, age groups were found to have an effect on the empathy point averages [F 5,211; p <0.05]. Tukey HSD was administered as a second-level test to determine which groups differed. Test results showed that the average empathy score of the Provincial Directors under age 40 (3.51 ± 0.185) was lower than the other age groups. The empathy scores (4.22 ± 0.121) of the provincial directors aged 51 and over were found to be higher than the other groups.

Age group	N	Average	P
40 and below	14	3,5	0,00800
Between the ages of 41-50	29	3,8	0,00800
51 years and over	20	4,2	
Total	63	3,8541	

Table 3: Comparison of Age Variables and Empathy Points of Provincial Directors

2.5 Comparison of Age Variables and Empathy Points of Branch Managers

The results of the variance analysis on whether the empathy scores of the branch managers differ according to the age groups are as in table 4. Accordingly, it was seen that the age groups had no effect on the empathy point averages [F, 0,355; p> 0.05]. This suggests that there is no significant difference between the empathy scores of individuals depending on age.

Age group	N	M	P
40 and below	26	3,6571	0,26222
Between the ages of 41-50	91	3,8234	0,26222
51 years and over	52	3,7335	
Total	169	3,7701	

Table 4: Comparison of Age Variables and Empathy Points of Branch Managers

2.6 Comparison of Gender Variability and Empathy Points of Branch Managers

Since all the provincial directors are composed of male individuals, the t-test was applied to investigate the relationship between the average empathy score of the branch managers and their gender. The t-test results are as shown in table 5. Accordingly, there is no significant difference between the gender variable and the average empathy scores of branch managers. The empathy perceptions of female and male branch managers are related [F 0,265; p> 0.05].

Branch Managers	Gender	N	M	P
Average Response Score	Male	148	3,7504	0,16447
	Female	21	3,9094	

Table 5: Comparison of Gender Variance and Empathy Points of Branch Managers

2.7 Comparison the Duty Variable and Empathy Points of Provincial Directors

A one-way ANOVA test was applied at $\alpha = 0.05$ significance level to investigate whether the influence of the provincial managers on the average empathy scores of the provincial managers was related to the year of the task. The results of the variance analysis application are as shown in table 6. According to this, the average of the professional experience of the provincial directors was found to have an effect on the empathy scores [F3,83; p <0,05]. Turkish HSD was administered as a second-level test to determine which groups differed. The average empathy score (3.33 ± 0.652) of provincial directors with experience of 15 years or less was found to be lower than the other groups. The average empathy scores (4.65 ± 0.66) of provincial directors with 31 years and over experience were found to be higher than the other groups.

Duty year	N	M	P
15 years and below	10	3,3348	0,00700
16-20 years	12	3,6644	
21-25 years	21	3,9775	
26-30 years	17	3,9948	
31 years and over	3	4,6573	
Total	63	3,8541	

Table 6: Comparison the Duty Variable and Empathy Points of Provincial Directors

2.8 Comparison the Duty Variable and Empathy Points of Branch Managers

The results of variance analysis are as shown in table 7 to examine whether the branch managers have any influence on the empathy score depending on the duty year. Accordingly, there is no significant difference between the average of empathy points of branch managers according to the duty year groups [F 0.842; $p > 0.05$].

Duty year	N	M	P
15 years and below	30	3,6976	0,51236
16-20 years	17	3,8992	
21-25 years	56	3,7462	
26-30 years	48	3,7573	
31 years and over	18	3,8779	
Total	169	3,7701	

Table 7: Comparison the Duty Variables and Empathy Points of Branch Directors

2.9 Comparison of Active Managerial Sports Variables and Empathy Points of Branch Managers

When the difference of the average empathy score between the branch managers and the active sport is examined, the results are as in table 8. According to this, it is determined that those who do not play active sports are able to empathize more than those who do not. However, there is no significant difference between the mean scores of empathy according to active sports situations according to the results of t test done to determine whether this difference is statistically significant [F 0,67; $p < 0.05$].

	Did you actively play sports?	N	M	P
Average Response Score	Yes	128	3,7406	0,66864
	No	41	3,8624	

Table 8: Comparison of Active Sporting Variable and Empathy Points of Branch managers

2.10 Comparison of Provincial Directors' Sports Variation and Empathy Points on a Specific Level

When the relationship between sporting status and empathy score of provincial directors is examined, the results are as shown in table 9. According to this, it is seen that the highest empathy score has the individuals who play sports as amateurs. If you are professionally engaged in sports, you have the lowest score. However, according to the results of the variance analysis test to determine whether this difference is

statistically significant, there is no significant difference between the empathy point averages of the sports levels [F1,382; p <0.05].

To what extent did you play sports?	N	M	P
Professional	9	3,5064	0,18847
Amateur	46	3,9457	
Free time evaluation	7	3,8234	

Table 9: Comparison of Provincial Directors' Sporting Variables and Empathy Points on a Specific Level

2.11 Comparison of Branch Manager's Performance Variation and Empathy Points on a Specific Level

The results of the variance analysis test for examining whether there is a relationship between the sporting status of the branch managers and the empathy point average are shown in table 10. Accordingly, there is no significant difference between the averages of the empathy scores of the sporting levels [F 0,945; p <0.05].

To what extent did you play sports?	N	M	P
Professional	18	3,4974	0,07008
Amateur	94	3,7861	
Free time evaluation	14	3,6796	

Table 10: Comparison of Empathy Points and Sporting Variables of Branch Managers on a Specific Level

2.12 Comparison of Educational Variables and Empathy Points of Provincial Directors

When the empathy score is examined according to the education status of the provincial directors, it is determined that they have graduate graduates with the highest empathy score and the lowest empathy score with doctorate graduates. The results of the analysis of variance for testing whether the difference is meaningful are as shown in table 11. According to this, empathy scores do not differ according to educational status [F 0,22; p > 0.05].

Educational status	N	M	P
Bachelor's	55	3,8501	0,92717
Master's	6	3,8312	0,92717
Ph.D.	2	4,0345	

Table 11: Comparison of Educational Variables and Empathy Points of Provincial Directors

2.13 Comparison of Educational Status Variation and Empathy Points of Branch Managers

When the empathy score is examined according to the education level of the branch managers, it is seen that the master's degree graduates have the highest empathy score while associate graduates have the lowest empathy score. The results of the variance

analysis for evaluating whether the difference is meaningful are as shown in table 12. According to this, empathy scores do not differ according to educational status. The average empathy scores of branch managers with different educational backgrounds are not different from each other [F 1,122; $p > 0.05$].

Educational status	N	M	P
Associate degree	10	3,6710	0,68778
Bachelor's degree	149	3,7686	0,68778
Master's degree	10	3,8917	

Table 12: Comparison of Educational Status Variation and Empathy Points of Branch Managers

2.14 Comparison of Regional Variables and Empathy Points of Provincial Directors' Duties

There is no significant difference between the regional variables and the empathy score that the provincial directors are working on. The variance analysis results are as shown in table 13. [F 0,779; $p > 0.05$].

Region	N	M	P
Mediterranean Region	7	4,1767	0,43883
Eastern Anatolian Region	9	3,9137	
Aegean Region	7	3,5040	
Southeastern Anatolia Region	7	3,5140	
Central Anatolia Region	12	3,8658	
Blacksea Region	13	3,9104	
Marmara Region	8	4,0001	

Table 13: Comparison of Regional Variables and Empathy Points of Provincial Directors' Duties

2.15 Comparison of Regional Variables and Empathy Points of Branch Managers' Duties

It is desirable to investigate whether the branch managers have an influence on the average empathy scores of the regions they serve. The results of analysis of variance are shown in table 14. According to this, it is seen that the branch managers have no effect on the empathy score of the regions they work [F 0,375; $p > 0,05$].

Region	N	M	P
Mediterranean Region	25	3,7188	0,31064
Eastern Anatolian Region	15	3,8934	
Aegean Region	20	3,7870	
Southeastern Anatolia Region	18	3,6327	
Central Anatolia Region	32	3,6806	
Blacksea Region	33	3,9263	
Marmara Region	25	3,7713	

Table 14: Comparison of Regional Variables and Empathy Points of Branch Managers' Duties

2.16 Comparison the Employment Points and Empathy Points of Provincial Directors and Branch Managers

The results of variance analysis are as shown in Table 15 to determine whether 69 provincial directors and 169 Branch managers participating in the study did not differ from one of the average empathy scores. According to the results of the analysis of the test results, there is no significant difference between the average empathy scores of the provincial directors and branch managers and the task titles according to the analysis result [$F_{0,998}$; $p > 0.05$].

	Title	N	M	P
Average Response Score	Provincial director	69	3,87	0,17468
	Branch manager	163	3,76	

Table 15: Comparison of Employment Points and Empathy Points of Provincial Directors and Branch Managers

4. Discussions

4.1 Age-based Empathy Approach of Provincial Directors

One-way variance analysis ANOVA was conducted to determine whether there is a significant difference between the provincial directors and the empathy scores. According to the results of the analysis, it was seen that age groups had an effect on the average of empathy scores. This suggests that there is a significant difference between the empathy scores of individuals depending on age. As a result of post hoc (Tukey) tests; the empathy scores significantly changed as individuals aged and the mean empathy scores increased in proportion to the age of participants ($p < 0.05$). The increase in the ability to empathize as the age progresses is thought to be the fact that the provincial directors have to be in communication with the professions and people from many sectors in their professional life and in their professional positions, listening to them and trying to solve problems related to the institution. In the studies which are in parallel with our study (Önemli Türk, D., 1998), "The Levels of High School Managers' Self-Actualization and Empathy" and Ulusoy (1997), "A Survey on School Administrators' Stress, Empathy and Personality Traits", managers have the ability to empathize as their ages progress. as well as the increase in the number of workers. (Özbek, M., F., 2002), In his research on "Empathy and Practice in Working Life", it has been observed that as the age increases, the ability to empathize increases. (Dökmen, U., 1987) has found that older siblings can empathize more than younger brothers in their work on "the relationship between empathy building and sociometric status", which supports an increase in the ability to empathize as the age of work progresses (Özcan, Z., 2007), in his research on "A Study on the Relationship between Empathy and Religious Belief", found a significant relationship in favor of the 17-25 age group and the 36-45 age group among the 17-25 age group. Unlike our study, (Dev., N., 2010) found that the difference between the arithmetic mean of age groups was statistically significant in the study of "The Comparison of the Empowerment Skills

of Administrators and Teachers in Primary Education Schools". As the age increases, the level of empathy skill decreases.

4.2 Age-based empathy of branch managers

One-way variance analysis ANOVA was conducted to determine whether there was a significant difference between the branch managers and empathy scores. According to the results of the analysis, it was seen that age groups had no effect on the average of empathy scores. This suggests that there is no significant difference between the empathy scores of individuals depending on age. Similar to our research findings, (Taşdemir, G., 1999), they found that there was no relationship between age and empathic tendency, "the relationship between empathic tendency and job satisfaction levels of nurses working at the Ege University Application and Research Hospital". In another study (Aydin, A., 1996), which supports our research according to this variable, we found no relation between age and empathy levels on "studying empathy skills in terms of various variables" at Ege University. (Uygun, E., 2006) revealed in his study called as "The Determination of Empathy Skill Levels of Nurses Working in Psychiatry Service" that there was no relationship between age and empathic skill levels. (Ay, F., 1999) compared empathic faculties in terms of various variables in his work on "Evaluation of Empathy of Nurses". He did not find any significant relationship between age and empathic skills. (Yıldırım, İ., 1992), "The Empathic Tendency and Skill Levels of the Guidance Teachers were Examined in Terms of Some Variables. There was no significant age-related difference in empathic skill level.

4.3 Empathy understanding of Branch Managers depending on the gender

Independent sample t-test was used to determine whether there was a meaningful difference between gender and empathy perceptions of the branch managers participating in the research. It was found that the findings of the study were not different from one another in average empathy scores of male and female individuals ($p > 0,05$). When we looked at the studies, it was found that the empathy skills of the ladies were higher than the empathy skills of the men. This is thought to be caused by the different bringing up styles of boys and girls. (Dökmen, 1999, Akt. Dereli and Aypay, 2011), in their research on "Scale Related to the Role of Femininity and Maltreatment" have found that the feminine role can be represented with soft-gentle, sensitive, compassionate, sweet-tongued, hearted, hurt, willing to repair feelings, not using vulgar language, masculine roles are represented by features such as eye-catching, leader-like, sociable, self-confident, authoritarian, dominant-influential, and irresolute. (Dökmen, Ü., 1999) supports the idea that gender roles and the bringing up differences in the process of gaining these roles may play a role in making girls more empathic, more cooperative and more sensitive to human values in their work. In the study findings, we can explain why girls are more empathetic than boys: The parents educate girls and boys with different emotional approaches. The lessons for girls and boys to cope with emotions are also very different (Brody and Hall, 1993) found their

parents' feelings (except anger) more talked about by their daughters and their sons in a study they did. Boys are often talked about the causes and consequences of angry feelings. The same authors have stated that girls' language skills develop earlier than boys, which leads them to explain girls' feelings and to master them more quickly when they understand others' feelings. Boys who are not encouraged to express their emotions have difficulties in understanding their own and others' emotions. When we look at the studies that support our studies (Tutarel K., Çabukça, F., 2002), in the study "Empathy and Demographic Variables Relation to Marriage Compatibility" Empathy scores did not change depending on the gender (İşcen, P., 2006). In the study of "Oncologists' Working Trends, Empathic Skills, Job Satisfaction and Determination of Stress Management Style", it was determined that empathy did not change depending on gender. (Alper, D., 2007) revealed that the empathy did not change depending on the gender in the study "Psychological Counselor and Classroom Teachers' Emotional Intelligence - Comparison of Empathy Skills" (Alçay, U., 2009) The comparison of the teachers' empathy scores in terms of empathic skills "did not change depending on the gender.

4.4 Empathy Approach Dependent on the Duties of Provincial Directors

One-way analysis of variance ANOVA was performed to investigate whether the provincial managers participating in the study had an effect on the average empathy of the professional experience. The findings of the study showed that the average of the professional experience of the provincial managers had an effect on the empathy scores ($p < 0,05$). As a result of the post-hoc analyzes made for the group forming the song, the average empathy scores of the provincial directors increased as the years of their duties increased. Individuals' years of service make a difference in empathy perceptions. As the provincial directors started to work on their own, there has been an increase in empathy skills with the coming years. The reason for this is that the Provincial Managers' understanding of their problems, their subordinates, their work, and their societal problems in the context of their professional experience, and their efforts to assist in the solution of their problems and their problems have been thought to have increased their ability to empathize with them. When we review the literature, we find out the research that investigates the relationship between the duration of vocational training and empathic skill, and the results that do not overlap with each other in these researches. (Ulusoy, Y., Ö., 1997), it is paralleled by our study of the achievement of a conclusion that managers are increasing their empathic skill points as their seniority increases in the so-called "Screening of School Administrators According to Stress, Empathy and Personality Traits". (Barut, Y., 2004) found that there was no significant difference between the empathic tendency levels of teachers whose empathic tendency levels did not show a change according to years of service in the study "Empathic Tendency Levels and Conflict Tendency Levels of Teachers Working in Secondary Education Institutions in Terms of Some Variables". (Alçay, U., 2009), in the study titled "Comparison of managers and teachers who work in different school types in terms of

empathic skills", the empathy skill scale scores were compared with those with occupational seniority 1-5 years, vocational seniority 11-15 years and 16-20 years, occupational seniority 1-5 years in favor of those who have seen. According to Topçu, E., U., (2007), "The Empirical Trends of Managers from the Perspective of Subordinates" study, there was no significant difference between managers' empathic tendency averages and durations in working life.

4.5 Empathy understanding of branch managers due to the year of their duties

One-way ANOVA was conducted to examine whether the branch managers had any influence on the empathy score depending on the duty year. According to the results of the findings obtained without working, it was seen that there was no meaningful difference between the average of empathy points of branch managers according to their duty years groups. It can be said that they have the same feeling of empathy in the following years when they start to work again. When we look at studies in the literature, we come across studies that approach from different perspectives. It has been determined that service times are not an important criterion in determining the empathic skill levels of the managers. This can be explained by the likelihood that the experience gained with the later time can also lead to stereotypes as well as improve one's empathic skill level. The experiences that the individual has had until he or she has the managerial status can lead to the development of the person's empathy skills, as well as the experience gained can lead to the stereotyping of the right and wrong ideas that the end-user believes. In this case, too, there may not be a statistically significant difference in the level of empathic skill depending on whether the service duration is long or short (Vural, Ö., 2008). (Açıklın, A., 2000), "The Relationship Between Transformational Leadership Features and Empathy Skills of Primary School Administrators" found that the duration of service on the empathic skill levels of school principals did not cause differences between the groups.(Yavaş, B. 2007) found that empathy skills were not influenced by the duration of service in the "Empathy Abilities of Primary 5th Grade Teachers" and "The Relationship Between Academic Achievements of Grade 5 Grade Primary School Students".Yavaş, in the interpretation of findings, with the interest and enthusiasm of young teachers' new beginnings in the profession; he said that empathic skill that the experience of experienced teachers is balancing each other is not affected by the variable of occupational seniority.(Karkaç, N., N., (2013), "The Empathic Tendency of Teachers Working in the Field of Special Education", in the study titled "Studying the Work According to Barriers and Some Variables", did not find any significant difference between the empathic tendency level and the vocational study variable.

4.6 Understanding of Empathy due to the fact that branch managers are active in sports

The t-test was used to determine whether there was a significant difference between the empathy perceptions of the Branch Managers who participated in the research

according to the active sports situations. As a result of the findings, it was found that there was no significant difference between the active managers' sporting attitudes and the empathy perceptions of branch managers. A study that supports the work (Erkuş, A. Yakupoğlu, S., 2000) found that in the study titled "Empathy Scale in Sports Environment (SEM) Development Study", there was a lower empathy skill level in active sports situations. They emphasized that empathy, an important predictor of success in sports, is required. Unlike our work; (Çamlıyer, H., 1984), in the study entitled "Forms of Life According to Stress and Stress Factors in Sportsmen", athletes were more aggressive, brave, sympathetic, more sociable, more self-respecting, more assertive. (Zekioglu, A., Tatar, A., 2006), "The empathy skills scores of footballers were found high in the study named "Comparison of empathy skills of soccer players who are educated at university with personality traits". The concept of close relationship brought about by team unity in a certain sport, football, plays an important role in increased satisfaction and harmony among the team. According to findings, in the interpretations, they said that there is a positive relationship between sport and empathy. (Yilmaz, İ., Akyel, Y., 2008) It is important to anticipate what a competitor and his teammate will do to succeed in Sport in his work "Examination of Empathic Tendency Levels of Physical Education Teacher Candidates in Terms of Variable Variables". Therefore, it is expected that the empathic tendencies and skills of the athletes are high.

4.7 Empathy understanding of Provincial Directors' depending on their ability to play at a certain level

One-way Analysis of Variance called as ANOVA test was conducted to determine whether there was a significant difference between the level of sporting attitudes of the Provincial Directors participating in the study and their empathy mentality. According to the results of the analysis, there is no significant difference between the state of playing sport at a certain level and understanding of empathy of Provincial Directors participating in the study. (Dorak, F., Vurgun, N. 2006), "Empathy and team association relation in terms of team sports", the sport is growing as the age increases. The increase in experience may cause the athlete to think more individually, which may lead to a decrease in the level of empathy. (Yilmaz, İ., Akyel, Y., 2008), it was observed that empathic tendency scores did not show any significant difference according to the level of the level of sporting activity when the findings were examined in the study named "Empathic Tendency Levels of Physical Education Teacher Candidates in terms of Variable Variables". Unlike our study, it was seen that the highest average value was for professional sports, and the lowest average value was for those who played sports at leisure.

When we look at the findings, we see that the highest empathy score is possessed by amateur sportsmen, while the lowest empathy score is by professionals. This is because professional sportsmen focus on winning instead of recognizing their emotions and thoughts by replacing themselves with competitors because of the sporty

competitive mentality. It is thought that those who play sports as amateurs may have higher empathy perception because sports are based on being healthy and on the basis of volunteerism.

4.8 Empathy Understanding Depending on Branch Managers Performing at a Certain Level

One-way Analysis of Variance ANOVA was conducted to determine whether there was a meaningful difference between the sense of empathy and the state of sport at a certain level of the branch managers participating in the work. According to the results of the analysis, there is no significant difference between the level of sportsmen and empathy perceptions of the branch managers participating in the study. (Karabulut, E., O., Bahadır, Z., 2013), "U21 Judo Team's Investigation of Fear of Negative Evaluation and Empathic Tendency Levels" the empathic tendency is parallel to our study of whether or not there is an effect on sports age. In contrast to our work, Karabulut, E., O., Pular, A., 2011), in the study titled "Comparison the Problem-Solving Skills of Representative Members of Youth Centers in Terms of Variable Variables", active sportsmen, have more positive problem-solving skills than students. According to the findings, the students who actively play sports interpreted them as thinking, evaluating, courageous entrepreneurs in the face of the problems, and as individuals who understand the feelings and thoughts of the opponent and produce solutions according to them. When we look at it from this point of view, understanding of people's emotions and thoughts and creating solutions according to this situation and creating a compromising atmosphere can be interpreted with the concept of empathy. (Öztürk, F. Vd., 2004), "Empathic situations of coaches and referees" They found a significant difference between the two groups.

4.9 Empathy Understanding of Provincial Directors in Terms of Education Level

One-way ANOVA test was conducted to determine if there was a meaningful difference between the empathy perceptions of the Provincial Directors participating in the study, depending on their education. According to the results of the analysis, there is no significant difference between the education status of the Provincial Directors participating in the study and their empathy understanding. This is thought to mean that the provincial directors did not receive empathy skills training during their education. (Dökmen, Ü., 1988) aimed to develop empathy skills for individuals by applying psychodrama with the work "Empathy Measuring with a New Model and Developing with Psychodrama". Psychodrama was applied for 8 months with the first year students participating in the research. The "Empathic Skill Scale B" form and the Empathic Tendency Scale were applied to the experimental and control groups before and after the application. There was a significant difference between the experimental and control groups and between the first and last measures in terms of empathic skill scale scores, but there was no significant difference in empathic tendency scale scores. (Öztürk, F. et al., 2004), there was no significant difference between the training and the

empathic approach in the study titled "Investigation of the Empathic Situations of Coaches and Referees". (Açıklın, A., 2000), "The Relationship Between Transformational Leadership Features and Empathy Skills of the Primary School School Administrators", found that the education factor had no effect on the empathy concept in the evaluation of Educational institute graduates, College graduates, and University graduates. Unlike our study, (Kılıç, S., 2005), we found that the empathic skill level increased in parallel with the increase in the educational status variable in the study titled "Examination of the Empathic Skill Levels of Preschool Teachers in Istanbul in terms of Some Variables". Unlike our work, (Yavuzer, Y. et al., 2003), in the study entitled "Examining the Empathic Skill Levels of the Students of the Faculty of Education" mean scores of empathic skill according to grade levels, the fourth-year students are higher than the second-year students.

4.10 Empathy Understanding of Branch Managers in Terms of Education Level

One-way ANOVA test was conducted to determine if there was a meaningful difference between the empathy perceptions depending on the training of the Branch Managers who participated in the work. According to the result of the analysis, there is no significant difference between the education situation of the Branch Managers participating in the study and their understanding of empathy. There are parallel studies in our literature. Findings obtained (Çelik, E., 2008), in the study titled "Investigation of Empathic Trends of Preschool Teachers in Terms of Some Variables" There was no significant difference between the education level of the teachers and the empathic scores. (Taşdemir, G., 1999), "A Study of the Relationship Between Empathy Tendency and Job Satisfaction Levels of Nurses Working in Ege University Application and Research Hospital", education has no effect on empathic understanding for Health Vocational High School, Undergraduate, Associate Degree nurses. Unlike our study, (Tanrıdağ, Ş., R., 1992), in the study entitled "Examination of Empathic Tendency and Empathic Skill Levels of Personnel Employed in Mental Health Services in Ankara in Terms of Variable Variables" the degree of empathic tendency of graduate psychologists is higher than that of undergraduate graduates.

4.11 Empathy Approaches Based on the Region of Provincial Directors

One-way ANOVA test was conducted to determine whether the Provincial Directors participating in the study had an effect on the empathy understanding of the regions they served. According to the results of the analysis, there is no significant difference between the regions where the Provincial Directors participated in the study and their empathy understanding. The reason for this is that the activities of national and international sports organizations, camps, school sports are very much in the regions where metropolises such as İstanbul, İzmir, Antalya, and Trabzon are located, bringing together workload and work stress. The high-stress factor brought on by the responsibility of the Provincial Directors has been thought to have prevented their

ability to empathize. When we examined the literature, we did not find any study on whether the task area had an effect on empathy.

4.12 Empathy Approaches Based on the Region in Which the Branch Managers Work

One-way Analysis of Variance ANOVA was used to determine whether the Branch Managers participating in the study had any influence on the empathy understanding of the regions they were working in. According to the analysis result, there is no significant difference between the regions where the Branch Managers participating in the study and their empathy understanding. The reason for this situation is that the activities of national and international sports organizations, camps, school sports, and workload and work stress are accompanied in the metropolises such as İstanbul, İzmir, Antalya, and Trabzon. It is thought that the high-stress factor brought on by the responsibility of the Branch Managers may have prevented them from empathizing. When we examined the literature, we did not find out whether the task area had an effect on empathy.

4.13 Empathy Approaches Dependent on the Title of the Provincial Directors and Branch Managers

Independent t-test to determine whether 69 provincial directors and 169 branch managers participating in our work do not differ from one of the average empathy scores. According to the analysis result, the average empathy scores of provincial directors and branch managers are not different from each other. When we look at similar works paralleling our study in the literature (Dev, N., 2010), in the study titled "Comparison the Managers and Teachers in terms of Empathic Abilities" It has been shown that the variable of duty type worked has no effect on the empathy concept. It was examined the effect of executive seniority variable on the understanding of empathy and found no meaningful difference. (Yildirim, A., 2003), it was found that there was no significant difference between the teachers 'and managers' profession 's seniority (title), managerial seniority and teacher' s seniority in the so-called "Empathic Trends and Empathic Skills of Conflict Management and Strategies of Primary School Administrators". Unlike our study (Önemli Türk, D., 1998), it was seen that in the study titled "Levels of Self-Actualization and Empathy of High School Administrators", the empathic skill scores of the administrators with seniority moderate and high level were increased in high school administrators. "The ability of managers to empathize as their seniority changes also increase." was interpreted. (Ulusoy, Y., Ö., 1997), in a study entitled "A Survey on School Administrators' Stress, Empathy and Personality Traits" Found that Assistants managers had a higher empathy rating than managers. In our study, the average response score of Provincial Directors was 3.85 and the average response score of Branch Managers was 3.77. When we look at literature, we support our work; (Pala, A., 2008), in a study titled "A Study on the Levels of Empathy of Teacher Candidates", the average response score of the teachers was determined as 3.50. (Seven, G., 2010), entitled "Perception of the Empathic Trends of Executive Nurses by

Service Nurses" the average of the empathic scores of executive nurses was 4.48. The empathy average score of the managers of the service nurses was 6.09.

5. Results

We see the importance of this concept more in terms of management than in subordinate relations. Emphatic communication is, of course, important for the staff at all levels, but it has a separate prescription for managers. It is thought that empathy communication established by the managers of our managers who work in our field of work is important in increasing their employability in the institutions they are working with and in using the time more economically. It has been thought that the knowledge of managers' empathy skills will provide a directive contribution to management education and in-service training programs in the Ministry of Youth and Sports and managers. As a result, just like every individual today, Provincial Directors and Branch Managers know the concept of empathy; although the sense of empathy increased according to the ages and duration of Provincial Directors, it was seen that other variables had no effect on empathy conception. Branch managers did not have the ability to empathize. Higher stress conditions in public institutions with a responsibility to serve the people can have negative effects on both employees and those who benefit from the service. We can interpret the high work stress created by the workload in the provincial organizations and the responsibilities it brings, as preventing the ability of the provincial directors and branch managers to empathize.

5.1 Recommendations

- Repeats of the work in other units of the Ministry of Youth and Sports and also in different public institutions is suggested in terms of helping future work.
- In the study, it is suggested that the empathy skill points of the men are higher than the men; the number of the female staff in the working life can be increased.
- Empathic skill levels can be improved by providing in-service vocational training courses for all staff in government institutions, which can affect business productivity and communication positively.

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