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**AN INVESTIGATION OF EFFECT OF PROBLEM-SOLVING SKILL
ON JOB SATISFACTION OF PROVINCIAL FOOTBALL REFEREES
IN EASTERN ANATOLIAN REGION¹**

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Abstract

The aim of this study is to present an effective study on the regional basis that examines the effect of the problem solving skills of the provincial football referees on the level job satisfaction and to contribute to the literature of sports science. The collected data were analyzed with SPSS 25.0 package program and frequency analysis, factor analysis, t test, ANOVA and regression analysis were applied to the data set which parametric tests were used to analyze. From the findings of the analysis, it was concluded that problem solving skill negatively affects job satisfaction, and in response to other sub-problems, the referees with 5-10 years of professional experience have the highest level of problem solving skills and when compared to men, the average score of problem solving skill and jobs satisfaction of women are higher. Finally, regarding the fact that the problem solving skill is higher in the period of 1-5 years, with respect to years in occupation, it has been thought that the new hired individuals are idealistic due to the competitive factor and economic expectations. The result of the study is that problem solving ability has a negative effect on job satisfaction, which constitutes the problem statement of our

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research. The fact that the demographic distribution is very high in the new generation (22-29 years old) has given us specific results regarding the need for current research with the work discipline, work perspective, emotional state, economic expectations of the individuals of this new generation.

Keywords: Provincial football referees, problem solving-skill, job satisfaction, Eastern Anatolia Region

Doğu Anadolu Bölgesi'ndeki Futbol İl Hakemlerinin Problem Çözme Becerilerinin İş Doyumlarına Etkisinin Araştırılması

Öz

Bu çalışmanın amacı, il futbol hakemlerinin problem çözme yeteneğinin, iş doyumuna olan etkisini inceleyen etkili, bölgesel düzeyde bir çalışma sunmak ve spor bilimleri literatürüne katkıda bulunmaktır. Toplanan veriler SPSS 25.0 paket programıyla analiz edilerek, Parametrik testlerin kullanıldığı veri setine frekans analizi, faktör analizi, t testi, ANOVA ve regresyon analizi uygulanmıştır. Analiz bulgularında problem çözme becerisinin iş doyumunu negatif olarak etkilediği sonucuna ulaşılmış olup, diğer oluşturulan alt problemlere cevap olarak, göre ise 5-10 yıl arası meslek deneyimine sahip hakemlerin problem çözme becerisinin en yüksek seviyede olduğu ve kadınların erkeklere oranla problem çözme becerileri ve iş doyumunu düzeyleri ortalama puanlarının daha yüksek olduğu bulgusuna ulaşılmıştır. Son olarak problem çözme becerisinin meslek yılına göre 1-5 yıl arası sürede yüksek çıkması ile ilgili olarak, yeni işe giren bireylerin rekabet unsuru ve ekonomik beklentilerden kaynaklı olarak idealist olduğu düşünülmektedir. Araştırmamızın problem cümlesini oluşturan, problem çözme becerisinin iş doyumuna negatif yönlü etki ettiği sonucu bizlere; demografik dağılımın yeni nesilde (22-29 yaş) çok olması, bu yeni jenerasyondan oluşan bireylerin iş disiplini, işe bakış tarzı, duygu durumu, ekonomik beklentileri ile güncel araştırmalara ihtiyaç olduğu ile ilgili özgün sonuçlar vermiştir.

Anahtar Kelimeler: Futbol il hakemi, problem çözme becerisi, iş doyum, Doğu Anadolu Bölgesi

INTRODUCTION

Problem-solving skill has an important effect on proceeding our daily lives stably. Problem-solving skill, which is defined to be able to cope with the problems individuals face, is a very important survival skill that influences everything one does in all stages of life. This skill has an important effect on coping process of one's with oneself and others (Barut and Yılmaz, 2000; as cited in Ülger, 2003). One's high level of problem-solving skill can make us think that that person's social adaptation level is also high. As making strong spontaneous

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decisions is important at work, people in charge are required to diagnose the problems correctly and to have problem-solving skill more than to be multidisciplinary, a good communicator, determined, self-confident, good at social relations, an efficient decision-maker, and to have a sense of responsibility, efficient knowledge and experience, the ability of efficient decision making (Ülger, 2003; as cited in Çelikten, 2001). Most of the administrators, school administrators especially in developed countries, are not aware of solving a problem through the scientific methods although they believe that they have to solve it. It has been determined that they try to find the right answers instead of asking right questions and try to find a solution through predictions instead of analyzing the problem and its causes (Çelikten, 2001; as cited in Yerli, 2009). According to Samancı (2018), the first step to solve the personal and organizational problems is to understand the problem solving process. We can define problem-solving as an intellectual skill that can be learnt and improved by experiences and a well-rounded activity as it contains factors such as intelligence, emotion, willpower and action and it has relation with the one's values, beliefs, abilities and attitudes (Ferhan, 1985; as cited in Şenduran, 2006). It has been thought that having high level problem solving skills not only leads a healthy and safe working environment for the individual and for the people around him, but also changes individuals' job satisfactions to a higher level. A solved problem creates an atmosphere of peace and a systematic job profile. The job satisfaction of the person who spends most of his life at work is important both for individual's health and working environment (Gündüz, 2016). It has been undoubtedly known that job satisfaction is an emotional state and job dissatisfaction has significant negative effects on the environment and the organization, especially on the individual (Derin, 2007; as cited in Nurluöz and Akçıl, 2012). Today, organizations /businesses have been creating a working environment that will make the employees happy and make them feel important in the business. In doing so, they both try to make their employees happy, achieve organizational success and increase their organizational commitment (Gündüz, 2016). Apart from the information we have obtained from the positive and negative reflection of job satisfaction, it has been thought that knowing subject. Based on Locke (1969)'s conceptualization, Hulin and Judge (2003) have stated that job satisfaction includes multidimensional psychological responses to one's profession and these responses have cognitive (evaluative), emotional and behavioral components. According to this definition, it has been considered inevitable that the level of our job satisfaction affects our living standards positively or negatively due to the fact that we spend most of our time in business life. In this context, when literature review about problem solving skill and job

satisfaction is done, joint studies have been reached. In a research conducted on managerial people from the collaborations reached, it has been concluded that when individuals' satisfactions in their work increase, they feel more confident and they show more moderate attitudes towards the solutions of the problems they face in the organization, and they can control their emotions and behaviours, which are important throughout solution processes and thus they could display more skills in problem solving skill (Ayres and Malouff, 2007; as cited in Çetin et al., 2011). In the study conducted by Koçak and Eves (2010), it has been revealed that the problem solving skills of school administrators will increase as their job satisfaction levels increase, or their job satisfaction levels will decrease as their problem solving skills decrease. Therefore, based on the results obtained from the studies, it has been thought that the lower level of problems in the working environment provincial referees who work actively have and the higher problem solving capacity individuals have, the less stressful they will be and the higher job satisfaction they will have accordingly. In the light of this basic objective, the responses to the following questions were sought:

Does the problem solving skill of provincial referees actively working in the eastern Anatolia Region have a impact on job satisfaction?

Do the problem solving skills and job satisfaction levels of provincial referees actively working in the Eastern Anatolia Region differ according to gender?

Do the problem solving skills and the job satisfaction levels of provincial referees actively working in the Eastern Anatolia region differ according to age?

Do the problem solving skills and the job satisfaction levels of the provincial referees actively working in the Eastern Anatolia Region differ according to education?

Do the the problem solving skills and job satisfaction levels of provincial referees actively working in the Eastern Anatolia Region differ according to years in occupation?

METHODOLOGY

This research, which aims to examine the problem solving and job satisfaction levels of provincial football referees who are active football referees, is a descriptive research in the scanning model. Scanning models are research approaches that aim to describe a situation that existed in the past or still exists as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is (Karasar, 2005).

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Universe and Sample

Research universe consists of active football referees registered as provincial referees in Turkey Football Federation and working in Eastern Anatolia region. In this context, it has been recorded that in 2018-2019 the number of registered provincial referees from 14 provinces in Eastern Anatolian Region (Ağrı, Ardahan, Bingöl, Bitlis, Elazığ, Erzincan, Erzurum, Hakkari, Iğdır, Kars, Muş, Tunceli, Van) is 332. 163 active provincial football referees participated in the research. It has been stated that, in a study with a universe of 3200, the number of samples is 357 at 95% confidence level (Cohen et al., 2007). Therefore, it can be said that the sample obtained in this research represents the universe.

Data Collection

Problem Solving Inventory: Problem solving skills inventory, developed by Heppner and Peterson (1982) and the Turkish adaptation was measured by Taylan (1990) has been used to determine the problem-solving skills level of provincial football referees and it is sufficient to measure the individual's own perception of problem solving skills. Inventory is a Likert-type scale scored between 1 and 6. The Cronbach Alpha internal consistency coefficient obtained for the whole scale by the researchers who developed the inventory has been found to be 0.90.

Job Satisfaction Scale: this scale is the Minnesota Job Satisfaction Scale consisting of 20 questions was developed by Weiss et al. (1977) to measure the level of job satisfaction. It was translated into Turkish and the validity and reliability studies were conducted by Baycan (1985) (Cronbach alfa= 0.77). Minnesota Job Satisfaction Scale is a 5-point Likert-type scale and there is no reverse question on the scale. Minnesota Job Satisfaction Scale consists of 20 questions with characteristics that determine the level of internal, external and general satisfaction: questions 1,2,3,4,7,8,9,10,11,15,16,20 measure perception of internal satisfaction; questions 5,6,12,13,14,17,18, 19 measure perception of external satisfaction and the addition of internal and external satisfaction equal to total satisfaction.

Data Analysis

In this study in which provincial football referees working in Eastern Anatolian Region have participate, the data has been collected through the questionnaire technique. The gathered data has been analyzed by using SPSS 25.0

program. Frequency analysis, factor analysis, t-test, ANOVA and regression analysis have been applied to the set of data which parametric tests have been used to analyze.

RESULTS

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Table 1

Factor Analysis for the Dimensions Affecting Problem –Solving Skills and Job Satisfaction

Factor 1: Problem-Solving Skill (a:0.913)	
I believe that I can solve problems that may arise when I encounter a new situation.	.695
If the remedies I use to solve a problem fail, I won't investigate why they fail. *	.596
When I plan to solve a problem, I trust that I can execute that plan.	.596
After making a decision, the result usually fits with what I expect.	.589
I do not produce too many options when considering possible solutions to a problem. *	.587
I trust my ability to solve new and difficult problems.	.576
When I come across a topic, one of the first things I do is to review the situation and consider any information that may be relevant to the topic.	.571
While trying to decide on a possible solution to a problem, I do not evaluate the probability of success of my options individually. *	.570
I do not try to combine various ideas when considering ways to deal with a problem. Ω	.566
Sometimes instead of taking my time and thinking about my problems, I drift haphazardly. *	.563
When I become aware of a problem, one of the first things I do is try to figure out exactly what the problem is.	.558
When I have a problem, I try to think of all the ways I can go to solve it.	.558
When I encounter a problem, I am generally sure that I can deal with that situation.	.556
While trying to make a decision, I measure the results of each option, compare them with each other, and then decide.	.553
After trying a certain way to solve a problem, I stop and compare the result with the result I think it should be.	.544
Although I did not notice the solution at the beginning, I have the ability to solve most of my problems.	.540
Before I implement a certain solution plan, I try to predict how it will work.	.529
When I encounter a problem, I stop before moving on to another topic and think about that problem.	.527
I can often produce creative and effective solutions to solve my problems.	.518
Sometimes I am so emotionally affected that I do not even consider many of the ways to deal with my problem. *	.516
One method I often use when trying to solve a problem is to think of similar problems that have happened to me before.	.507
I make decisions then I regret.*	.495
Usually I can make decisions about myself and I like them.	.472
I do not think in detail about how to gather information to determine exactly what it is when I encounter a difficult problem. *	.460

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I believe that if I have enough time and effort, it can solve most of the problems I face.	.455
If my initial efforts to solve a problem fail, I doubt that I can deal with that problem. *	.438
When I encounter a problem, I usually do not take into account factors other than me, which may have contributed to this problem. *	.434
I usually act in accordance with the first idea that comes to my mind. *	.434
After solving a problem, I do not think in detail what works and what does not work when solving this problem. *	.430
When a problem confuses me, I don't try to express my feelings and thoughts in concrete and clear terms.	.428
I examine my emotions to understand how I feel when I encounter a problem.	.427
Sometimes, although I try to solve a problem, I have the feeling that I can not get into the main subject and deal with unnecessary details. *	.405
When I encounter a problem, I usually follow the first way I can think of to solve it. *	.357
There is a systematic method that I use when comparing the options and making decisions.	.333
Many of the problems I have encountered are more difficult and complex than I can solve.	.325

Factor 2: Job Satisfaction (a: 0.915)

In terms of having a chance to do something using my own skills,	.802
In terms of giving me a chance to use my own methods while doing my job,	.801
In terms of giving me freedom to implement my own decisions,	.793
In terms of having a chance to tell people what to do	.769
In terms of the sense of success I have in return for my work,	.706
In terms of being put into practice of business decisions,	.683
In terms of working conditions,	.672
In terms of having an opportunity to do something for others,	.667
In terms of having an opportunity to do different things from time to time,	.653
In terms of being appreciated for a good job I do,	.647
In terms of management style of my manager's under his/her command,	.621
In terms of giving me a chance to be a "respected person" in the society,	.616
In terms of having a chance of being promoted in the business,	.611
In terms of my colleagues' getting along with each other,	.603
In terms of my manager's ability to make decisions,	.603
In terms of providing me with a stable job,	.602
In terms of being kept busy by my job,	.491
In terms of having an opportunity to work alone,	.476
In terms of having a chance to do things that are not against my conscience	.353
In terms of the fee I get for the work I do,	.315

*Kaiser-Meyer-Olkin Sample Measurement: 0,767 and level of significance: 0,0000

At the beginning of the study, planning was made as 2 factors, as a matter of fact, factor analysis has supported this idea and all scale questions has been distributed as planned in the beginning. A (alpha) values were calculated for the internal consistency of the scale scores. If the answers to the test items are three or more, the Cronbach α coefficient is used. Cronbach α reliability coefficient of .70 and higher seems sufficient for the reliability of test scores (Büyüköztürk,

2007). The reliability of the scales was verified by finding Cronbach α value as 91.3% in Factor 1 and 91.5% in Factor 2.

Table 2

Comparing Problem Solving and Job Satisfaction Scores of Provincial Football Referees Referees by Gender Variable

	Gender	N	M	Sd
Problem solving	Female	22	1.805	.6674
	Male	141	1.709	.5956
Job satisfaction	Female	22	4.070	.7443
	Male	141	3.849	.6655

N=number, M= average, SD= standart deviation

In Table 2, as a result of the examination of their average values, it has been observed that both the problem solving skills and job satisfaction levels of the female provincial football referees are higher than the male provincial football referees.

Difference by Gender Variable

Table 3

t Test in Terms of Job Satisfaction and Problem Solving Skill by Gender

	t	df	Sig.
Problem-solving skill	.692	161	.490
Job satisfaction	1.424	161	.156

t=t value, df= degrees of freedom, sig= significance grade

“Do the problem solving skills of provincial football referees actively working in the Eastern Anatolia Region differ according to gender?” As an answer to the question, in Table 3 it is seen that the problem solving skills of provincial football referees do not differ in terms of gender variable ($p>.05$).

“Do the job satisfaction levels of provincial football referees actively working in the Eastern Anatolia Region differ according to gender?” As an answer to the question, in Table 3 it is seen that the job satisfaction levels of provincial football referees do not differ in terms of gender variable ($p>.05$).

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Difference by Age Variable

Table 4

Anova Test Result of Problem Solving Skills and Job Satisfaction

Factor	F	Sig.
Problem Solving Skill	2.007	.081
Job Satisfaction	.520	.761

F=frequency, sig= significance grade

“Do the problem solving skills of provincial referees actively working in the Eastern Anatolia region differ according to age?” As an answer to the question, in Table 4 it is seen that there is no significant difference in the problem solving skills of provincial football referees regarding their age ($p>.05$).

“Do the job satisfaction levels of provincial referees actively working in the Eastern Anatolia Region differ according to age? ” As an answer to the question, in Table 4 it is seen that there is no significant difference in the job satisfaction levels of provincial football referees regarding their age. ($p>.05$).

Difference by Years in Occupation Variable

Table 5

Anova Test Result of Problem Solving Skills and Job Satisfaction Factor

	F	Sig.
Problem Solving Skill	3.393	.019
Job Satisfaction	.171	.916

F=frequency, sig= significance grade

“Do the problem solving skills levels of provincial football referees actively working in the Eastern Anatolia Region differ according to years in occupation? ” As an answer to the question, in Table 5 it is seen that there is a statistically significant difference in the problem solving skills of provincial football referees regarding years in occupation variable ($p<.05$).

“Do the job satisfaction levels of provincial referees actively working in the Eastern Anatolia Region differ according to years in occupation? ” As an answer to the question, in Table 5 it is seen that there is no significant difference

in the job satisfaction levels of provincial football referees regarding years in occupation variable ($p > .05$).

Difference by Education Variable

Table 6

Anova Test Result of Problem Solving Skills and Job Satisfaction Factor

	F	Sig.
Problem Solving Skill	690	.503
Job Satisfaction	.036	.965

F=frequency, sig= significance grade

“Do the problem solving skills of the provincial referees actively working in the Eastern Anatolia Region differ according to education?” As an answer to the question, in Table 6 it is seen that there is no significant difference in the problem solving skills of football city referees regarding their education variables ($p > .05$).

In table 6, “Do the job satisfaction levels of provincial referees actively working in the Eastern Anatolia Region differ according to education?” As an answer to the question, in Table 6 it is seen that there is no significant difference in the job satisfaction levels of provincial football referees regarding their education variables ($p > .05$).

To find an answer to the key question of this study “Does the Problem Solving Skill of Provincial Referees Actively Working in the Eastern Anatolia Region Have an Impact on Job Satisfaction?”, univariate regression analysis was conducted. According to the result of Regression analysis, the 1-unit change in the problem-solving skill variable causes a decrease in the job satisfaction variable by -0,216. That is, problem solving ability negatively affects job satisfaction. Multiple linear connections were examined in order to provide more reliable results for regression analysis. Accordingly, VIF values are requested to be less than 10 (Albayrak, 2008).

DISCUSSION

In the study, when comparing the problem solving and job satisfaction scores of the provincial football referees regarding gender variable, it has been found that the average scores of the problem solving skills of the female provincial football referees were higher than the male provincial football referees. In the study of Bezci (2010) it was concluded that the average values of female

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taekwondo coaches' problem solving skills were higher than male taekwondo coaches, which supports this study. In the study of Ötken (2018) and Paydaş (2019) it was found that the average score of problem solving skills of women were higher than men.

When the job satisfaction scores of the provincial football referees are compared considering gender variable, it has been seen that the average job satisfaction of the female provincial football referees is higher than that of the male football city referees. The results obtained in a study where Korman (1992) analyzed the differences in the job satisfaction of men and women and this study are supportive of each other. Şahin (2013) found that female teachers' job satisfaction levels are higher than male teachers'. Özarslan (2010), Akpınar (2010) and Acar (2019) reached the similar findings that are parallel to the results in this research.

According to the results of provincial football referees for problem solving skill regarding gender variable, it has been seen that the problem solving skills and job satisfaction levels of provincial football referees do not differ in terms of gender variable. Akpınar (2010) found that athletes' problem solving skills sub-dimensions and total problem solving skills scores did not differ significantly with respect to gender. When the research findings of Yıldırım (2016) and Acar (2019) are analyzed, parallel results have been reached.

In the results regarding the job satisfaction levels of the provincial football referees according to the gender variable, a study by Güney et al. (1996) on job satisfaction on 215 staff working in private and public banks found no significant difference between the job satisfaction levels and gender of the employees. Having reached the same result, Türker and Öztürk (2016) concluded that the job satisfaction levels of men and women working in criminal execution institutions operating in the Western Black Sea Division did not differ.

It has been observed that there is no significant difference in the problem solving skills of the provincial football referees in respect with the age variable. Nalbant (2013) concluded that problem solving skill does not differ according to age groups. Kocaman (2006) who worked on coaches and Germi (2006) who worked on managers serving in the Directorate of Youth and Sports reached parallel findings.

It has been observed that there is no significant difference in job satisfaction levels of provincial football referees according to age variable. In

Özarslan's study (2010), the job satisfaction level of deputy governors did not show a significant difference according to the age variable. In Tekgöz 's (2011) study of the referees regarding their job satisfaction levels, the difference between the average of job satisfaction scores in respect with age variable was not found statistically significant. Türker and Öztürk's (2016) results obtained in a similar study support the findings.

It has been seen that there is no significant difference in problem solving skills of provincial football referees according to the educational background variable. In the research of Nalbant (2013), which was conducted on managers, no significant difference was found according to education variable.

It has been seen that there is no significant difference in job satisfaction levels of provincial football referees according to the educational background variable. Similar to this result, in the study of Tekgöz (2011), no statistically significant difference was found in the average of the job satisfaction scores of the referees according to the educational status variable. In addition, the study results of Nalbant (2013) and Özarslan (2010) support the findings of our research.

It has been observed that there is no significant difference in the job satisfaction levels of provincial football referees according to years in occupation variable. In the study of Yıldırım (2016), a statistically significant difference was found in the average scores of the participants' task, professional seniority variable and problem solving skill. In Öncü (2019)'s study, it was seen that teachers' opinions about problem solving skills differed significantly according to their professional seniority. Bezci (2010), in his study of taekvando coaches, concluded that the total problem solving skill scores are at the highest level in the range of 1 to 5 years of service.

It has been observed that there is no significant difference in the job satisfaction levels of provincial football referees according to the variable of years in occupation. The results which were reached in the studies of Şen (2018) and İnandık (2010), were parallel with our findings. The most important result of the research was obtained from the regression analysis conducted to measure the effect of problem solving skill on job satisfaction level, and it was concluded that problem solving skill affects job satisfaction negatively. In the literature, a result similar to this result has not been clarified.

CONCLUSION

Regarding one of results of the research, which is that problem solving skill is high in individuals with 1- 5 years in profession, it has been thought that the new hired individuals are idealistic due to the competitive factor and economic expectations. In addition, it has been thought that individuals who have just started this job are more solution-oriented at first, but over time, individuals are less concerned by ignoring the crises and events as they adapt to their colleagues.

Another result of the research, which is that problem solving skill of provincial football referees actively working in Eastern Anatolia Region has a negative effect on job satisfaction shows us that we need to reach important conclusions regarding the individuals' work discipline, work style, emotional state and economic expectations regarding the fact that demographic distribution is high in the new generation (aged 22-29 years).

Considering the results of this study, which was carried out on football referees in general, the effect of business blindness and competition on problem solving skills and job satisfaction can be investigated by conducting an expansive and in-depth review. In the next study, the effect of problem solving skill on job satisfaction should be examined according to the economic competence variable. Because women have higher average scores of problem solving and job satisfaction levels, there is a high difference between the average scores regarding gender; this high difference should be explored in detail and improvements related with the problems that men have in business life should be made. Regarding the variable of years in occupation, activities and trainings that provide necessary personnel motivation should be provided to individuals in terms of ensuring the dynamism of the individuals who have been in the business life for many years. Regarding the new generation mindset, by keeping in touch with these individuals through empathy, training conversations about job expectations, economic expectations, life expectations, and business ethics can be provided, and job satisfaction can be guided into a positive direction.

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