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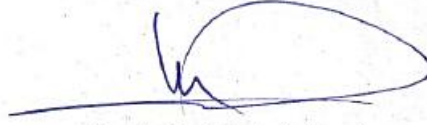
**DETERMINE THE JOB SATISFACTION LEVELS
OF BASKETBALL, FOOTBALL, AND VOLLEYBALL
REFEREES IN ELAZIĞ PROVINCE**

MASTERS THESIS

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2018

APPROVAL PAGE

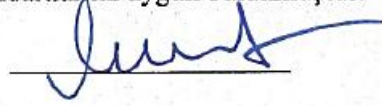


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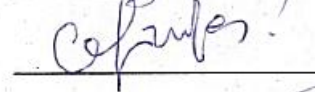
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I have found that all the information and data in this thesis are obtained in the academic and ethical rules that I have realized with my studies and that I have done this thesis study and that I have not behaved against the ethics at all stages from the planning of the studies to the obtaining of the findings and the writing phase and that this thesis study I declare that I refer to sources, information and interpretations that are not included in the findings.

A handwritten signature in blue ink, consisting of a stylized 'S' and 'K' monogram, enclosed within a horizontal oval shape.

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25.01.2018

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ELAZIĞ

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Sincerely,
SHILAN FOUAD KADHIM
ELAZIG-2018

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1. ABSTRACT

DETERMINE THE JOB SATISFACTION LEVELS OF BASKETBALL, FOOTBALL, AND VOLLEYBALL REFEREES IN ELAZIĞ PROVINCE

Job satisfaction is defined as a pleasant or motivational attitude gained from the assessment of the individual's job or its experience. The concept of job satisfaction covers a wide range of theories and practices. It also composes different controlling or influencing factors related to both human and organizational behaviors. The main objective of this research is to determine the job satisfaction level of basketball, football, and volleyball referees in Elazığ city.

Minnesota Satisfaction Questionnaire (MSQ) was used in this study. The population of the referees' sample is chosen to be equally distributed for three main popular sports in Elazığ, namely basketball, football, and volleyball. A total of 150 referees (50 for each sport) under the Turkish Federation of Sports have been randomly chosen to participate in the conducted survey. The used survey combines two main parts, which are the socio-demographic data: gender, age, education, marital status, refereeing status, non-arbitration income status, refereeing experience, acting history, income status, and refereeing branch, and the short MSQ form: composed of 20-items and available in a verified Turkish version. The administered survey is used for determining the influence of the stated factors on the job satisfaction of the referees. The collected data is statistically analyzed using SPSS 22.0 program, mainly for determining the normality and correlation.

According to the obtained results, there are significant correlations between age, education, marital status, refereeing status, non-arbitration income status, refereeing experience, acting history, income status, and refereeing branch and the

job satisfaction levels. However, it turns out there is no significant correlation between the gender and the job satisfaction of the participants. These results clearly indicate the importance of emphasizing the considered factors by lawmakers, and Sports Federation Management in order to enhance the referees' job, which contributes to the ultimate reformation of sport-related jobs in Turkey.

Keywords: Basketball, Football, Volleyball, Job Satisfaction, Minnesota Satisfaction Questionnaire, Referee.



2. ÖZET

ELAZIĞ İLİNDEKİ BASKETBOL, FUTBOL VE VOLEYBOL

HAKEMLERİNİN İŞ DOYUM DÜZEYLERİNİ BELİRLEMEK

İş doyumunu, bireyin işini ya da deneyimini değerlendirmekten kazanılan hoş ya da motive edici bir tutum olarak tanımlanır. İş doyumunu kavramı geniş bir yelpazede teori ve uygulamaları kapsamaktadır. Aynı zamanda, insan ve örgütsel davranışlarla ilgili farklı kontrol ya da onu etkileyen faktörleri de kapsar. Bu çalışmanın amacı, Elazığ ilindeki basketbol, futbol ve voleybol hakemlerinin iş doyumunu düzeylerinin belirlenmesidir.

Araştırmada Minnesota memnuniyet anketi (MMA) kullanılmıştır. Hakem popülasyonu, basketbol, futbol ve voleybol olmak üzere Elazığ ilindeki en popüler üç ana spor dalından seçilmiştir. Türkiye’de ilgili Spor Federasyonları bünyesinde toplam 150 hakem (her spor için 50 hakem) rastgele seçilerek yapılan ankete katılmıştır. Anket, cinsiyet, yaş, eğitim, medeni durum, hakemlik durumu, hakemlik geliri durumu, hakemlik deneyimi, oyunculuk tarihi, gelir durumu, hakemlik dalı gibisoso-demografik veriler ve 20 maddeden oluşan kısa Türkçe sürümü ile iki ana bölümden oluşmaktadır. Uygulanan anket, belirtilen faktörlerin hakemlerin iş doyumunu üzerindeki etkisini belirlemek için kullanılmıştır. Elde edilen veriler SPSS 22.0 programı kullanılarak istatistiksel olarak analiz edilmiştir.

Elde edilen sonuçlara göre yaş, eğitim, medeni durum, hakemlik durumu, hakemlik dışı gelir durumu, hakemlik deneyimi, oyunculuk tarihi, gelir durumu, hakemlik branş ve iş doyumunu düzeyleri arasında anlamlı bir ilişki vardır. Ancak, cinsiyet ve hakemlerin iş memnuniyeti arasında anlamlı bir ilişki olmadığı görülmüştür. Bu sonuçlar, Türkiye’de sporla ilgili aktivitelerin işleyişinde önemli bir

yere sahip hakemlerin görevlerini daha iyi yapabilmeleri ve iş memnuniyetlerinin üst seviyelerde olması için bazı düzenlemelerin yeniden yapılması gerektiğini ortaya koyması gerekliliğini açıkça ortaya koymaktadır.

Anahtar Kelimeler: Basketbol, Futbol, Voleybol, İş Doyumu, Minnesota Memnuniyet Anketi, Hakem.



3. INTRODUCTION

In today's modern environment, individuals generally seek for the best opportunities in order to catch up with life demands. This is widely reflected on every single aspect in our life, including the house we own, the car we drive, the cell phone we use, the job we do and even the workplace we work at. In this context, it is important to highlight factors such as confidence and self-esteem that everybody in the community is looking for; considering how crucial they are for self-realization (1). Despite the fact that cooperation and collaboration are among the success factors of the community, the concept of self-esteem is essential in ensuring one's competency and productivity (2). In addition, it does help improving the outcomes of a number of critical social activities such as job performance, leading to enhancing the society's quality of life (3). Apart from that, among the factors that assist in socializing individuals and realizing their identities (a single member or in a group) is the sport (4). Thus, evaluating the studies related to sports and sportsmen is highly justified as it concerns the benefits of both individuals and community, and ultimately shrinking the understanding gap within the interdisciplinary areas of research.

One of the biggest concerns in today's world is the employment and its conditions. The ever-increasing number of job seekers as well as mechanizing and robotizing the industry have made the job placement an extremely competitive task. For this reason, according to many countries' standards, having a job, by itself, is an achievement (5). In recent years, the number of people who are doing the jobs that do not belong to their field of specialization has been rapidly increasing. Thus, the percentage of those who are unhappy with their jobs is considered very high.

According to the Forbes (6), the unhappy employees are constituting twice the number of the happy ones in a global sense. This in reality, among other reasons, forces employees to look for other jobs even overseas. Even though up to the researchers' knowledge, there is no an accurate up-to-date statistical study about this specific issue in Turkey, such a percentage might be more than what is revealed by the Forbes (7). This increases the possibility of lower job performance, less job satisfaction, less commitment towards the employers, more stress, and more psychological and health distress (8).

Job satisfaction is one of the widely studied and investigated topics in the realm of employment-related studies. It can be defined as the positive emotions, feelings (positive or negative), attitude and approach shown by employees towards their jobs (9). Based on this conceptual definition, a number of consequences emerge, namely the impact on the followings: organizational targets and job outcomes, productivity, regular attendance, and even the turnover rate (10, 11). In fact, the level of satisfaction varies based on many factors, which are discussed in section 3.4 of this chapter; however, this level is mainly dependent on the studied aspect. Here, when the job is considered, the perceived perspectives may slightly vary from one person to another, or from one society to another; yet, on overall, the outcomes should match to a very high percentage in most cases (12, 13). Therefore, comprehending the satisfaction concept is crucial prior conducting any research in this field.

3.1. Satisfaction Concept

Generally, satisfaction can be defined as positive emotions or feelings an individual may have towards a specific thing (14). Happiness, adoring and pleasant

essentially appears as positive satisfaction measures, whereas sadness, hate and unpleasant show the negative attitude with respect to satisfaction (14, 15). The abovementioned emotions and feelings are of an extreme importance in socio-psychological studies. Many studies, as it will be reviewed within a few sub-sections in this chapter; have used the satisfaction level in determining the relationship with education, income, job, social status, marital status, etc. In most cases, satisfaction, as a measure, does contribute a lot to the research field (16). Moreover, the insight provided by discovering such a relationship is used for the future solution of persistent social and psychological dilemmas, which may appear in any field related to the satisfaction, and can be formulated as a suitable investigation index (17, 18).

Perhaps, among the most researched satisfaction-related areas is the job satisfaction. The main justification here is that job is a vital factor for the human being survival as well as prestigious life. The time spent at work is considered long where most countries apply eight working hours per day in the public sector, while the working hours can be even more in private sectors. In addition, the interaction between employees themselves, employees and their employers or with individuals at the workplace dictates investigating and uttering the job satisfaction field (19).

3.2. Job Satisfaction

As the discussion of satisfaction in the previous sub-section concluded that job satisfaction is among the most uttered areas in satisfaction-related fields, in this sub-section a thorough explanation on job satisfaction, its formulated indexes and factors, previous studies related to it are presented in details.

The main objective of the humankind and societies is the survival. Attaining this purpose dictates the fulfillment of a number of requirements. Among the highest

priority of these requirements is getting involved in a job and becoming productive by participating in the vital community (20). Job satisfaction is generally defined by having blissful, contented and comfortable feelings towards the job (21). Further, it is defined as the level at which an individual's job satisfies his/her needs (22). The latter definition, in fact, is based on Maslow's Hierarchy of Needs (23), which will be discussed along with the relevant job satisfaction theories within a few subsections in this chapter. Nonetheless, it is worth mentioning that the experience gained at the job highly influences individuals attitudes towards present and future goals (24). Meaning that job satisfaction influential is a crucial measure for many psychological aspects of our life. Moreover, this influence may lead to a number of consequences, positive and/or negative, depending on the job satisfaction level. It is worth mentioning that there is no exact consensus on the definition of job satisfaction, yet the main definition components are, more or less, the same in all cases. The main reason for this diversity is that individual's perceptive about job satisfaction varies depending on the personality, expectation, experience, etc. In addition, some external factors are also influencing the conceptual understanding of this definition such as job requirements, workplace, future opportunities and managerial system (25). This is essentially evident by the fact that organizations vary based on these characteristics.

Locke (26) proposed one of the widely accepted satisfaction definitions where he stated that job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". This definition puts forwarded three main parts related to job satisfaction, namely effective part caused by the emotional state towards the job, cognitive part imposed by the state of

appraisal to the job, and job-focused gained by the experience of having or doing a job (27). Upon Locke's early work, he formulated a job satisfaction model in 1976, which is arguably considered as the primary model for many studies related to job satisfaction (26). In Locke's model, the analysis of job satisfaction was done using two main dimensions, namely factors contribute to individual's comfort and factors contribute to job components. The factors that contribute to individual's comfort are workload, assigned duties, leisure time, physical environment, employees' match, business type, organization orientation and managerial board. On the other hand, the factors that contribute to job components are supervision, wage, bonus and reward, promotion, available and future opportunities, challenging tasks, interest, and autonomy. In reality, this model has shown a great success in the applications related to job satisfaction in most fields. The model itself is well explained and possible to implement, and it considers the influence of work outcomes on the satisfaction level. This aspect is broader than just a monetary income, it also covers the reward that employees get and its relationship to job satisfaction. In fact, this by itself is a part of employees' specific expectation, which affects their desire and satisfaction towards the job (28).

Job satisfaction is so relevant to the ultimate performance of any organization. This is clearly stated in the definition of job satisfaction provided by Oshagbemi, where he mentioned that job satisfaction is "an effective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved" (29). Actually, Oshagbemi had provided a number of useful researches on job satisfaction (30, 31, 32, 33, 34, 35). In these researches, he highlighted that some organizational outcomes are directly related to the worker's

satisfaction. These factors are so many; however, the most obvious ones are the quality of service, organizational production rate, employees' turnover and commitment, extra-duties and customer satisfaction (36). Among the outcomes of these researches is that it is possible to approach job satisfaction from different perspectives. These perspectives can be narrowed down to three main branches: employees' satisfaction influential factors, organizational outcomes influential factors, and measuring the overall job satisfaction level. Actually, this can be rewritten in such a way that causes lead to opportunities where they are interleaved and they are interchangeably affecting each other (37, 38).

Most of the reviewed studies above consider job satisfaction as an overall feeling towards the job. However, some studies take a more precise definition of the same relationship where the satisfaction is applied to a specific criterion related to the work (39, 40). This idea is very helpful considering the interleaving between all influential factors. For instance, the main objective can be totally focused on the relationship between the existence of job satisfaction with respect to the physical environment and job satisfaction with respect to the assigned duties. Nonetheless, job's nature does always matter and it should be integrated whenever the study is tackling the job satisfaction issue (41).

There have been a number of studies applied to job satisfaction at state organizations, or the public sectors (42, 43, 44, 45). Different aspects and factors were discussed in these studies, yet with their relation to the job satisfaction at governmental institutions. It is important to mention that among the noticeable outcomes from these results is the existence of confusion between the motivation and the job satisfaction. This confusion should not happen as the job satisfaction is not a

proper substitute for the motivation. Nevertheless, there is a direct relationship between highly motivated people and the job satisfaction level. Apart from that, the private sector was also considered in other studies (46, 47). The main purpose, however, was not much different from their counterpart in the governmental sectors, bearing in mind the difference of job contents, restrictions, and environmental differences between public and private sectors. In addition, some researchers had worked on formally discovering and accurately addressing these differences (48, 49, 50). Depending on the country and the considered organization, the main differences between job satisfaction in government and private sectors arise due to the wage, workload, job security, promotions, and co-worker relationship.

3.3. Theories on Job Satisfaction

The reviewed job satisfaction studies, along with many other job satisfaction-related studies available in the literature used a number of different theories in order to model the job satisfaction. The reason behind this kind of choice's variation is exactly the studied aspect and the applicability of the theory. For instance, job satisfaction can be studied from the aspect of job satisfaction/dissatisfaction factors. In this case, the used theories are referred to by content-based theories. Apart from that, job satisfaction may be studied from the aspect of variables interaction. In this case, the used theories are referred to by process-based theories.

3.3.1. Content-based Theories

These theories are widely used for identifying factors influencing job satisfaction level. They are particularly applied to a specific job demand and they attempt to establish the relationships and the priorities.

3.3.1.1. Maslow's Hierarchy of Human Needs

This theory was developed by Abraham Maslow in 1943 (51), and it is named Maslow's Hierarchy of Human Needs. The main idea of this theory is categorizing human needs to separate sections in a hierarchal shape. The categories included in the hierarchy, as seen in Figure 1, are directly related to the human motivational factors. The hierarchy categorizes the needs in an ascending order (lowest to highest). According to Maslow's theory, the lower levels need in the hierarchy must be attained in order for the individual to be motivated to proceed to higher levels. In addition, the first four categories from bottom represent deficiency needs, while the last three levels from top represent growth needs. These needs are elaborated as follows (163):

- **Physiological Needs:** As the most elementary need for survival, which is attained by the physiological needs. Maslow proposed that individuals tend to satisfy their physiological needs such as water, food, home, etc. prior to anything else. If any of these needs is missing, then people do not actually get motivated to proceed to a higher need before attaining that particular missing need in this category.



Figure 1. Maslow's hierarchy of needs (163)

▪ **Safety and Security Needs:** Upon the satisfaction of physiological needs, individuals seek to satisfy safety and security needs. Nonetheless, this is true only and only if the physiological needs are achieved. Safety is, basically, defined as the feeling of being protected or unlikely to be harmed physically or emotionally, while security is defined as the feeling of being away from danger. This feeling is generally acquired when people have a low level of fear and anxiety. Essentially, these are applicable to the environment, self-safety and security, laws, etc.

▪ **Love and Belongingness Needs:** This category falls in the third level in the hierarchy of needs. Individuals get motivated to satisfy their needs for love and belongingness when both physiological and safety and security needs are attained. This type of needs is realized by the affectional relationship that individuals have. These relationships may cover the parental, family members, friends, classmates, colleagues, co-workers, teachers and all others a person gets involved with. These relationships satisfy a part of the needs of humankind. Once lower levels needs are met, individuals usually search for acceptance by others in the form of satisfactory relationships. In fact, these relationships can be also categorized into different types, such as friendship, love, etc.; however, the description is beyond the scope of this research.

▪ **Self-esteem Needs:** Upon the satisfaction of love and affection needs, individuals start developing some sort of feelings towards themselves. In the positive sense, self-respect, ego, proud, dominance, prestige, and authority, etc. can represent such feelings. This category of needs is widely found in employment life.

▪ **The Need to Understand:** The first four categories in Maslow's hierarchy represent deficiency needs, which need to be met before an individual can

be motivated to look for higher needs. Next to the deficiency needs comes the growth needs, the first in growth needs is the need to understand. Once deficiency needs are attained, individuals get motivated to learn and understand. This usually starts from early childhood and gradually grows, as the person gets older and more knowledgeable.

- **Aesthetic Needs:** The second in the rank of growth needs is the aesthetic needs. Essentially, people along with their environments do have a need to appear in pleasing ways. There are many examples starting from the person's looking and dress to the decoration of the surrounding where the person lives. For instance, hairstyle, fashion, internal house décor, wrapping gifts, cleaning and waxing the car, etc.

- **The Need for Self-actualization:** The last level of the hierarchy of needs is the need for self-actualization. In fact, human beings by nature have a need for the actualization of themselves and making use of their full capacity and talent. The use of self-potential is not exactly an easy task, some studies discovered that around 1% only of adults attain total self-actualization.

In most cases, Maslow's hierarchy takes into the account only five needs, namely physiology, safety and security, love and belongingness, self-esteem and self-actualization. However, the needs for understanding and aesthetic can always be added to the growth needs. Maslow's theory is widely accepted by many research areas and applications. However, when applying Maslow's theory for job satisfaction, two main issues are encountered, namely, the theory assumes a total hierarchy where proceeding to a higher level simply requires the achievement of all lower levels of satisfaction. However, in job satisfaction applications, this might not

be the case as many factors may be simultaneous rather than ranked in order (52). In addition, the theory is overly simplified in which it considers only four deficiency needs and one main growth need. In reality, job satisfaction studies are much deeper and require a more detailed classification. Moreover, Maslow's theory does not address dissatisfaction in any sense, which limits its applicability (53).

3.3.1.2. Herzberg Dual-Factor Theory

Herzberg developed a theory addressing the human needs in 1959 (54). The developed theory is called the Dual-Factor Theory of motivation and it is related to the hierarchal theory of human needs proposed by Maslow. Essentially, Herzberg claims that two main dimensional factors, namely motivation, and hygiene, motivate human beings. In addition, there are specific factors responsible for employees' motivation, which ultimately lead to satisfaction; these factors are referred to by motivators, and they are directly related to the intrinsic satisfaction. Moreover, motivators are listed among the factors needed for the growth needs in Maslow's hierarchy. This can be elaborated by specific feelings "internally" available as well as perceptions that individuals have towards job, status, experience, responsibilities, achievements, etc., hence, it is clearly noticed that such factors are related to the growth needs (55). Apart from intrinsic satisfaction, there is another type of satisfaction referred to by extrinsic satisfaction, which has different factors responsible for it. Essentially, in Herzberg's theory, extrinsic satisfaction is the main cause of dissatisfaction and the factors related to it include, but not limited to, physical working environment, wages, employment packages, management type and policy, mutual relationships, and promotions (56).

It is worth mentioning that, according to Herzberg's dual-factor theory, intrinsic factors are the main contributors to job satisfaction. This is justified by the fact that motivators encourage employees to achieve as many as possible of them (57). Therefore, for attaining a high level of job satisfaction, main motivators should be provided by the employer; if not, job dissatisfaction may occur, even if hygiene factors are attained. The reason behind this is that hygiene factors are directly responsible for job satisfaction; rather their absence contributes to the dissatisfaction (58). Nonetheless, when these factors are attained, they assist employees in achieving more motivators and become more satisfied with their jobs (59).

Even though Herzberg's dual-factor theory offers a solution for a number of unclassified points in Maslow's theory, the main issue is its integration of satisfaction (motivators) and dissatisfaction (hygiene); however, in reality, these two should be clearly distinguished. In addition, the interpretation of factors may vary based on organizations or geographical region, where the perceptions of individuals do not exactly match. Thus, the implementation becomes extremely hard in reality (60).

3.3.1.3. Existence, Relatedness and Growth Theory

In 1969, Alderfer developed a theory based on Maslow's hierarchy of human needs (61). He proposed condensing Maslow's five main categories of needs into only three; these are Existence, Relatedness, and Growth (ERG). Upon this assumption, Alderfer set up a model, shown in Figure 2, for his theory and explain the categories as follows (62):

- **Existence Needs:** existence needs in Alderfer's model are essentially related to the lowest two categories of Maslow's hierarchy (physiology, and safety and security needs).
- **Relatedness Needs:** these needs are represented by mutual relationships, which resemble love and belongingness needs in Maslow's hierarchy.
- **Growth Needs:** these needs are represented by the self-esteem and actualization, which are resulted from internal feelings and desires motivate individuals to become more productive, competitive, creative, etc. Moreover, growth needs in ERG's theory resemble the last two levels of Maslow's hierarchy (the needs for self-esteem and self-actualization).

As explained in the above points, ERG theory coincides with Maslow's theory but with a more compact fashion. Nonetheless, in ERG, it is suggested that lower level needs can be the main motivational contributors if higher-level needs cannot be achieved, this shown as regression line in Figure 2. It is usually referred to this kind of cycle by the frustration-regression principle (63).

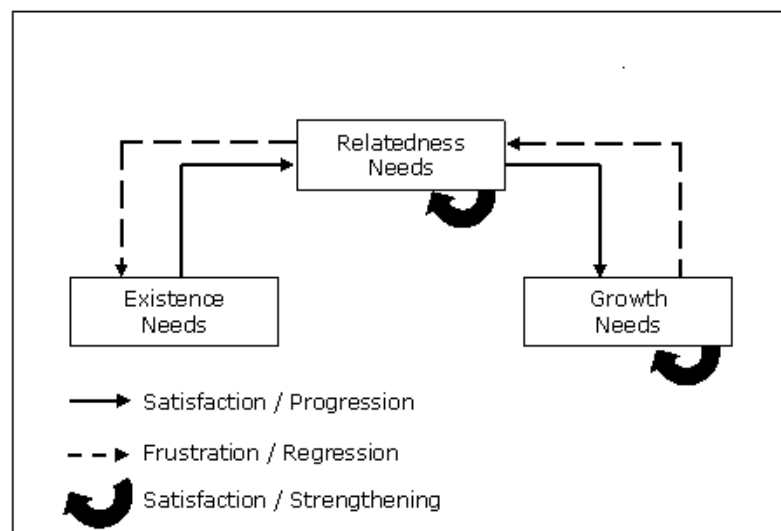


Figure 2. ERG theory visualization (62)

3.3.1.4. McGregor's Theory X and Theory Y

Theories X and Y were originally formulated and explained by McGregor in 1960 (64). The theories were set as two distinct assumptions on the relationship between employees and managers. The general implication of these theories is that employees can be categorized into two types based on their behavior at work. The categories here are at extreme points, where Theory X identifies individuals who do not like work and try to avoid it as much as possible. The same people are also assumed to have no interest in taking responsibilities, less ambition and they rely on others. According to Theory X, to achieve success and attain the organizational goals, employees should be strictly dealt with and tough policy of punishment and control should be enforced. On the other hand, Theory Y assumes that employees are self-directed and avoidance of job responsibility and assigned duties are not in their essence, i.e., employees are generally motivated and committed to the work (65).

Theory Y is considered more valid than Theory X. It actually gives more self-esteem and motivation to the employees in order to be more productive. Thus, many organizations deploy Theory Y in their managerial policy (65).

3.3.1.5. Learned Needs Theory

McClelland had worked for around a decade for developing Achievement and Basic Needs Theory, which is also referred to by Learned Needs Theory (66, 67). The same theory was further developed by Atkinson in 1964 to present a more adapted form (68). According to this theory, three psychological needs should govern individuals' motivation: the need for power, the need for affiliation, and the need for achievement. Upon these categories, individuals shall have distinguished different motivators (69). The main assumption of McClelland is that no matter what age,

gender or culture the individual has, he/she must have a dominant motivator among the three primary motivators (power, affiliation, and achievement). This motivator essentially depends on the cultural and experiential background of the individual. McClelland went further to explain that upon the dominant motivator, people can be characterized and their behaviors can be studied. This is elaborated as follows (70):

- **Power as the dominant motivator:** in this case, individuals can be characterized by the need for influencing others and having autonomy. In addition, the same individuals are likely to be interested in competitions and arguments. Moreover, they tend to value status and more recognition.

- **Affiliation as the dominant motivator:** Individuals fall in this category are characterized by their sociability, collaborative behavior, less interest in completion and risk-taking, and finally, their love to follow what majority upon their decision.

- **Achievement as the dominant motivator:** individuals fall in this category are characterized by the tendency to be alone and work alone, and their appreciation for receiving feedback that highlights their work and achievement. Further, these individuals tend to take the risk but upon precise measurements for achieving their goals, and they usually have a determined will to take the challenge at the job.

3.3.2. Process-based Theories

This type of theories essentially approaches job satisfaction from values and expectations perspective, the name of process-based is given with respect to this understanding. Here, the main objective is to formulate expectancies and values related to job and relationships within the working environment (71).

3.3.2.1. Equity Theory

Adams introduced Equity Theory in 1963 (72). In his work, he assumes that a fair treatment is essential for motivating individuals. The fair treatment is meant balancing between the input, provided by the individual, and the output, received by the individual. The main idea here is that equity motivates individuals to perform; however, if inequities are met, then individuals tend to balance their input according to the output they are receiving. This suggests that individuals with a higher perception of equity would be more motivated and their input will be higher (73).

The inputs referred to in Equity Theory are duties, effort, educational level, abilities, responsibilities, skills, and experience; while the outputs are wages, recognition, compensations, insurance, status, promotion, and working environment (73).

Some studies suggest the use of a term called “the degree of equity” for identifying the exact relationship based on Equity Theory. The degree of equity is a measure of equity between inputs and outputs. In normal circumstances, the degree of equality points to a balanced state between inputs and outputs. On one hand, as stated before, if the degree of equity shows imbalance state towards inputs, individuals feel dissatisfied and tend to reduce their inputs to re-establish the balance. On the other hand, if the degree of equity shows imbalance state towards outputs, individuals feel guilty and a sort of dissatisfaction situation emerges(74,75).

3.3.2.2. Expectancy Theory

Back in the 1930s, a renowned American psychologist Tolman developed behavioral-related theory and named it Expectancy Theory (76). Tolman relied on the primary understanding of expectancy, which is the general belief a specific

outcome should follow a specific action; thus, expectations motivate individuals (77). According to Expectancy Theory, individuals take decisions for achieving some goals in certain ways, while motivating themselves with the expectancy of their behavioral outcomes. For instance, a student may motivate him/her-self of achieving a high GPA if he/she works hard; thus, the outcome here, achieving a high GPA, motivates the student to perform in a better way (77).

The work of Tolman was further developed by Vroom where he applied the same principle of separating human effort, provided performance, and produced output to create an updated version of Expectancy Theory (78). Vroom had concluded in his work that an employee's performance is directly related to distinguished factors, including capabilities, skills, experience, and knowledge. Based on that, Vroom proposed that there is a relationship between the provided effort, realized performance, and motivation in individual's motivational behavior. In addition, he used three main variables for measurement purpose, namely Expectancy, Instrumentality, and Valence (79). These variables are explained as follows (80):

- **Expectancy:** is characterized by individuals' belief that a certain given effort produces particular outcomes. In other words, the belief that increased effort leads to increased performance. Expectancy here is affected by the availability of resources, right skills for the job, and having the needed managerial support.
- **Instrumentality:** is the belief that certain level of performance leads to specific outcomes. Instrumentality is generally affected by the comprehension of the performance-outcomes relationship, the trust in decision-making group, and finally the transparency level.

- **Valence:** is the extent that the individual sees the expected outcomes are attractive or unattractive. Based on this, valence can be positive or negative. For instance, if an individual is motivated by sightseeing, he/she may not consider offers to cancel a vacation for an extra payment.

Upon the abovementioned explanation, this theory relates to job satisfaction to expectancy. Here, satisfaction/dissatisfaction occurs based on effort, performance, and outcome expectancy relationship. In fact, some studies have already highlighted that the top management should impose such a policy that substantial effort leads to higher rewards (81, 82). Further, Vroom's Expectancy Theory categorizes the job satisfaction to seven particular points: organization, physical workplace, supervision, job content, compensation, promotion, and colleagues.

Vroom's Expectancy Theory has been widely used in the social science field. However, some extended versions have come into the existence; one of which is Porter-Lawler Expectancy Model (83). The main purpose of this extended model is the inclusion of more factors in order to obtain a judgment that is more precise. For instance, according to Vroom's theory, more effort automatically leads to a higher performance and more expectancy. Nonetheless, in some cases, it is possible that a higher performance level cannot be attained by more effort due to the lack of the needed expertise, or perception inadequacy for performing the required duties (83).

3.3.2.3. Discrepancy Theory

This theory presents Expectancy Theory but in another way around. Discrepancy Theory states that the satisfaction can be determined by measuring the difference between obtained outcomes and desired outcomes (84). If the desired outcomes outweigh the obtained outcomes, then a dissatisfaction state emerges. In

general, the Discrepancy Theory assumes that individuals' satisfaction is always based on the perceived discrepancy, where is that the different individuals' objectives, their perception, and their expectancy are taken into the account (84).

3.3.2.4. Goal Setting Theory

In job satisfaction related studies, Goal Setting Theory appears as one of the important theories for practical applications. Locke and Latham developed this theory in 1984 as an efficient technique for job satisfaction studies (85). The theory places goal setting as one of the primary factors of job satisfaction. According to the theory, specifying goals is crucial for achieving both motivation and satisfaction. The emotional satisfaction of individuals can be attained by precisely setting the goals and achieving them. In addition, hard-to-achieve goals impose higher performance, especially when feedback policy is taken into the account. Thus, one of the key-success in the organization is tracing the causes of not reaching the targets instead of punishing the employees (86).

3.3.2.5. Job Characteristics Theory

This theory is based on Job Characteristic Model developed by Hackman and Oldham in 1976 (87). The theory aims to elaborate job satisfaction aspects in a specific sense. According to the Job Satisfaction Theory, job satisfaction is mainly motivated by the assigned task's characteristics. This assumption is made as these characteristics can precisely estimate job satisfaction level, knowing that job satisfaction is influenced by organizational characteristics, workers characteristics, and duty characteristics. In this regard, challenging and monotonous job's characteristics motivate individuals to offer a higher performance level. Job

challenges emerge from three main aspects, namely authority, decision and variety; and these aspects are contributed by job rotation and enrichment (88).

Essentially, Job Characteristic Theory states that job characteristics themselves are categorized into five main aspects; these are autonomy, skill variety, task significance, task identity, and feedback. These five aspects affect three crucial psychological states: experienced meaningfulness, the experienced responsibility of outcomes, and knowledge of the actual result, which in turn influence the ultimate outcomes of work such as motivation, absence, and satisfaction (89,90), as seen in Figure 3. Further, in practical applications, the five main aspects are combined in one index called Motivating Potential Score (MPS), which is used for measuring the likelihood of job effect on employee's behavior and attitude (92).

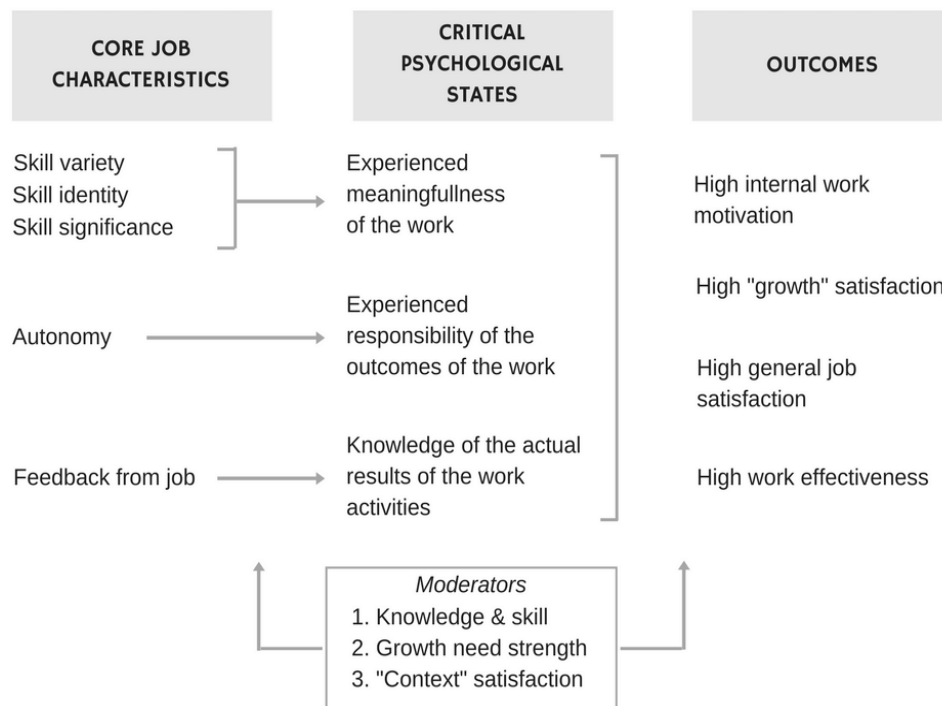


Figure 3. Job Characteristic Model proposed by Hackman and Oldham (91)

3.4. Factors Affecting Job Satisfaction

In the previous section, a number of theories applicable to job satisfaction were briefly presented and discussed. These theories have approached job satisfaction from a different perspective and using various scenarios. Although there is a consensus on the definition of job satisfaction, yet there is no exact consensus on the determinants and factors affecting job satisfaction (93). Nonetheless, according to some major studies (94, 95), these factors can be divided into two main types, namely environment-related factors, and personality-related factors.

3.4.1. Environment-Related Factors

Environmental factors that affect job satisfaction can be categorized to working conditions, advancement opportunities, rewards and compensations, relationship with supervisors, relationship with colleagues, workload, and stress, and communication conditions.

3.4.1.1. Working Conditions

In job satisfaction studies, it turns out that one of the major factors influencing the overall satisfaction is the workplace condition in both senses physically and socially. Individuals prefer to work at an up-to-date, well-equipped, tidy and clean, safe and comfortable working environment (96, 97). Moreover, working environment should be healthy with suitable temperature, ventilation, and illumination as well as an effective noise control method (98, 99). The reason behind this kind of arrangements is the considerable duration that employees spend at work, where the conditions should be as comfortable as possible.

3.4.1.2. Advancement Opportunities

Job satisfaction is largely influenced by the opportunities provided by the organization for promotions and advancements. Individuals become more motivated, thus, more satisfied when their institutions open the way in front of them to strive for earning higher titles and rewards (100, 101). Therefore, many companies encourage their employees to acquire critically needed skillset; they even send employees for special training, under the company's support, nationally and internationally for this kind of purpose. Improving employees' skills and knowledge assist in their personal growth, which in turn improves their job satisfaction level. Further, the positive attitude provided to the employees in this case also helps in increasing their confidence and motivation towards the job itself.

3.4.1.3. Rewards and Compensations

Job satisfaction is largely influenced by the organization's policy with respect to rewards and compensations. Salary scale, benefits, compensations, and bonuses are considered as motivators for employees towards a high level of job satisfaction (102). In fact, rewards and compensations are directly linked to Expectancy Theory where employees' perception of certain outcomes after doing particular tasks; therefore, job satisfaction is strongly correlated with rewards and compensations (103). Furthermore, some studies divided rewards into two groups, namely extrinsic and intrinsic (104). Monetary income, benefits, and promotions are some examples of extrinsic rewards, while recognition and appreciation are examples of intrinsic rewards. Regardless of the reward type, rewards do increase the motivation of employees, which enhances job satisfaction level.

3.4.1.4. Relationship with Supervisors

The relationship between employees and supervisors affects job satisfaction based on its general attitude. The positive relationship between employees and supervisors, in the form of support and recognition, improves employees' job satisfaction level (105). Employees view their institutions by the representative supervisors; therefore, if these supervisors are positively supporting and assisting the employees, the perception of the employees on the institution becomes positive. This reflection influences the motivation of employees and in turn their job satisfaction level.

3.4.1.5. Relationship with Colleagues

Co-worker relationship or mutual relationship between colleagues at work affects job satisfaction level. A peaceful and cooperative environment at work likely leads to more job satisfaction level. On the contrary, a hostile sort of relationship between colleagues is likely to ruin the motivation towards the job, which negatively affects job satisfaction level (106). Again, the main reason behind this kind of scenario is the long time that employees spend with their fellow friends at the same workplace.

3.4.1.6. Communication Conditions

Communication condition within working environment influences employees' satisfaction towards their jobs. In normal circumstances, communication within the workplace can be divided into two categories: internal communication and external communication. In job satisfaction studies, internal communication matters. Internal communication can be classified into two groups, namely formal communication and informal communication. Formal communication represents the

communication with the managerial board; it can be in the form of orders, instructions, oral presentations, and comments on achieved task (107). On the other hand, the oral interaction between coworkers is considered as an informal communication. Formal and informal communications within the organization influence job satisfaction level. Positive and effective communication scenarios motivate employees and improve their perception of job satisfaction, while miscommunication generally leads to dissatisfaction (108).

3.4.2. Personality-Related Factors

There are some factors, other than environment-related factors, affect job satisfaction and the motivation towards job; these factors belong to personality-related factors group. Personality-related factors are main determinants of the individual and his/her social and civil status. The main factors usually considered in personality-related factors are gender, age, education level, marital status, title, seniority and household income.

3.4.2.1. Gender

In most of job satisfaction studies, gender has been showing debatable and contradicting results. For instance, studies conducted by Bartolet *al.*, Clark, Murray and Atkinson, and Wharton *et al.* (109, 110, 111, 112) have shown that females tend to more satisfied with their jobs more than do males. However, the researches of Forginonne and Peeters, Hulin and Smith, and Weaver (113, 114, 115) have shown that males tend to be more satisfied than do females. Moreover, a number of studies have shown that there is no significant difference between male and female tendency towards a job with the same work conditions (116, 117, 118, 119, 120).

Generally, the main tendency difference between male and female in job satisfaction obviously appears when the job needs excessive physical effort, high stress, shift-based, extra working hours and overtime (121).

In the Turkish context, in two different studies conducted by Bilgiç (126) and Bodur (127), there was no real significant relationship between the gender of the worker and job satisfaction level.

3.4.2.2. Age

According to the reviewed literature, it turns out that age has an obvious significance on job satisfaction. Several studies have highlighted that significance in the relationship between age and job satisfaction is higher and more obvious than in the case of gender and job satisfaction. For instance, Rhodes (122) indicated that age has a positive linear influence on job satisfaction. This can be justified by the change of perception and attitude by age, where individuals' motivational inspection tends towards having more job satisfaction level. Apart from Rhodes's work, Luthan and Thomas (123) suggest that the relationship between age and job satisfaction is a curvilinear form. Essentially, they found out that employees with the age of 40 and above tend to be less satisfied than those who fall in younger age categories. The justification of such a result is not complicated as the stress may increase with age, especially when the hope of promotions become less expected. Some other studies revealed that age-job satisfaction relationship is not exactly straightforward; rather it can be more complicated than that. For example, Clark (124) discovered that the relationship between age and job satisfaction is more likely to be U-shaped based on a study conducted in Britain, where younger age categories are more satisfied than the middle age category. Nevertheless, this is a unique case, up to the researchers'

knowledge, and it cannot be generalized, as there is not enough evidence supporting it. Further, some studies claim that the relationship between age and job satisfaction is cultural dependent (125).

In the Turkish context, in two different studies conducted by Bilgiç (126) and Bodur (127), there was no evidence that age has a significant relationship with job satisfaction. However, this is not the case in the study conducted by Yucel and Bektas (128), where it turns out that age has a significant relationship (U-shaped curve) on job satisfaction of secondary school teachers in Turkey. Further, Gunluet *al.* declared within their study's finding that age has a direct linear relationship with the job satisfaction (135).

3.4.2.3. Educational Level

Educational level is a critical determinant of job satisfaction. In many studies in the literature, it appears that the higher the educational degree an individual achieves, the less satisfied with his/her job he/she becomes. Holding higher degrees encourages individuals to have more expectations, and in most cases, these expectations are not met (112, 129).

In the Turkish context, most of the results meet the international norm, that is educational level negatively affect job satisfaction level, as presented by the study of Bilgiç (126).

3.4.2.4. Marital Status

In some studies, it appears that marital status has an influence on job satisfaction level (130). However, this influence turns out to negative for females, where marriage tends to have a negative impact on job satisfaction for female

employees. This conclusion is highly supported in reality, as females after marriage get involved with many of responsibilities at their homes and perhaps their children.

The evidence extracted from the Turkish context indicates that there is no significant relationship between marital status and job satisfaction (126). However, this should be explored further to verify the outcomes.

3.4.2.5. Job Tenure

As indicated by a number of studies reviewed in a relatively old research by Bedeian (131), and a relatively recent research by Chaudhuri *et al.* (132), that there is a significant relationship between tenure and job satisfaction. Essentially, the higher the position is the higher self-esteem the individual will have. Meaning that tenure positively influences the job satisfaction level for both males and females in normal circumstances. In addition, this indication is also supported by Bilgiç as an example for the Turkish context (126).

3.4.2.6. Seniority

Seniority defines the length or duration of service that an employee has served within the same organization. Generally, seniority correlation with job satisfaction is contradictory. In a research presented by Ronen (133), seniority showed a U-shaped curve relationship with the job satisfaction. In his research, the findings indicate that service duration is positively affecting job satisfaction for juniors and seniors (at the extreme points); however, almost the opposite goes for those who are in the middle category. Further, the same scenario is also indicated in some studies applied to the Turkish context (134).

3.4.2.7. Income Status

Salaries or wages are found to be one of the potential influencers on job satisfaction level. In a number of studies, the pay is proven to be significantly related to job satisfaction level, especially for the short-run (134). Moreover, the same evidence is indicated by Turkish-related studies (126, 127,135).

Many experts recommend annual-based revision of wages, especially for employees with low pay in order to grant them the minimum level of motivation for achieving job satisfaction. On the contrary, higher position employees usually are not much affected by the same scenario as their pays are expected to be satisfying (134).

3.5. Job Satisfaction Measures

As it has already been discussed, job satisfaction is one of the essential and critical studies that need knowledge in many fields. Coming with a precise measure of job satisfaction is a very cumbersome task. This is due to the interleaved satisfaction reasons along with their psychological consequences on many other factors. In general, the common method applied for in satisfaction studies is the survey questionnaire approach used for inspecting the job satisfaction. Nevertheless, there is no exact consensus on a unique questionnaire to be applied to job satisfaction studies; rather, there are a number of questionnaire sets based on the developer's view and understanding (135). Nonetheless, the main methods used for measuring job satisfaction fall into two categories: global and facet approaches. The global category or scale for job satisfaction was developed in the 1970s and it is divided into single-item and multi-item instruments. The single-item instrument is widely criticized by many researchers as considering job satisfaction as a uni-dimensional, which is not a precise assumption. On the other hand, the multi-item instrument has

been applied and adopted by many studies as it covers many aspects which may cause job satisfy action or dissatisfaction. As a typical example of this approach, two main methods usually appear, namely General Index Scale (JIG), contains 18 items and Michigan Organizational Assessment Questionnaire Subscale, and contains three items (136). These measures are widely accepted as specific measures, which usually apply to a particular case (137). Apart from the global approach, the facet approach for job satisfaction is a context-based, it is applied for determining, and identifying factors affect and/or cause job satisfaction or dissatisfaction. The facet approach is characterized by its comprehensive assessment of job satisfaction. Therefore, a number of measures under the facet approach have been translated and adopted by different countries (138).

3.5.1. Job Descriptive Index

Perhaps Job Descriptive Index (JDI) is one of the pioneers developed job satisfaction measures. JDI had publicly appeared in 1965 when Hulin and Smith officially published it as a joint research work (139). This work discussed various issues that face employees in their working environment. In addition, they approached the job satisfaction issue by proposing that it can be measured based on five main aspects “facets”: wage, colleagues, promotions, management and the work nature. The design of this measure composes 72 items in a standard survey questionnaire format to address these five aspects (139).

3.5.2. Minnesota Satisfaction Questionnaire

Minnesota Satisfaction Questionnaire (MSQ) is also another prominent facet approach for measuring job satisfaction level. MSQ was developed by Weiss *et al.* and it has two main formats: long form (composes 100 items – five items per aspect)

and short form (composes 20 solid aspects). Many experts emphasize that increasing the number of item per aspects guarantees more reliable outcomes. However, in the case of single-item MSQ, the time and effort taken are much less; thus, workers do not get annoyed by filling it up (140).

3.5.3. Job Diagnostic Survey

Job Diagnostic Survey (JDS) is another well-known job satisfaction measure. JDS was developed by Hackman and Oldham 1975 as a more reliable replacement for other available measures (141). The core of the developed JDS is based on a theoretical model for job characteristics proposed by the same authors. JDS consists of sub-scales for measuring the effect of psychological states and reaction, motivation, personality and the nature of work on job satisfaction. The questionnaire developed for JDS consists of 87 items that cover eight facets (142).

3.6. Job Satisfaction Studies in Turkey

Job satisfaction is one of the widely studied topics on the global sense. However, its application on the national sense varies from one country to another. As this study is applied to the Turkish context, a brief review for the major job satisfaction studies applied to the Turkish context is conducted.

Perhaps one the earliest job satisfaction studies in the Turkish context is the work of Yucel, which was published in 1982. The investigation scenario of this study was based on discovering the relationship between the absence and job satisfaction of Turkish employees. The study deployed 264 (white- and blue-collar) employees and JDI questionnaire was used for measurement purposes. The study concluded that insecurity and inadequacy of promotion opportunities are factors that influence most the absence of white-collar workers; while selfishness among co-workers, low salary

and lack of the proper supervision are factors that affect most the absence of blue-collar workers. The importance of this study is the implication of the adoption of indexes such as JDI to the Turkish context. Generally, the success of such application means that it is possible to adopt the same index and other indexes for Turkish-based studies (143).

Another early study of job satisfaction in Turkey was proposed and investigated by Bilgiç (126). The author attempted to analyze the relationship between job satisfaction and personal characteristics. In her study, she considered 249 employees from different locations, fields and with different job tenures in both private and public sectors in Turkey. The author developed a Job Satisfaction Scale (JSS) based on interviewing employees in Ankara, Turkey. The interview was focused on three main objective questions, namely “What is your opinion of your job?”, “How would you describe your feelings about what you do at work?” and “Are you satisfied with your work?”. The developed JSS was realized into a survey questionnaire with 78 items of 5-point Likert-scale. In addition, the author used MSQ (20 items) as a second stage in the evaluation, and two questions for measuring the level of satisfaction based on the global satisfaction and happiness with the job. According to Bilgiç, the most influential predictor of job satisfaction using JSS is the salary, which coincides with MSQ. Apart from the income, the study also showed that education and gender are considered between the second influential factors in JSS. Moreover, the tenure is considered the second influential factor for MSQ.

The most critical outcome Bilgiç came up with is that job satisfaction measures, MSQ, in this case, can be adapted and used in the Turkish context with high reliability and validity levels. Nonetheless, a special attention should be given to

the adaptation of the survey particularly with transferring the cultural background of the item's translation.

Bodur applied the principles of job satisfaction to some health employees of the public sector in Turkey (127). Essentially, the study aimed to identify the causes of job satisfaction as well as job satisfaction level for these employees. The targeted study sample was 21 state health centers in Konya, Turkey. The demographic data was used as influential factors based on MSQ scale for evaluating job satisfaction. According to this study, the main predictors of job satisfaction at public health centers in Turkey are found to be the working environment and the salary. In addition, the study did not indicate in its results any direct correlation between global satisfaction and other demographic variables. Moreover, the study concluded that midwives are found to be the least satisfied among all other employees (127).

Gunluet *al.* (135) approached the job satisfaction in the Turkish context from a different perspective where hotel managers were the sample of the research. The study aimed to identify the impact of job satisfaction on organizational commitment of hotels in the Aegean Turkish region. The used instrument is Minnesota Job Satisfaction and Organizational Commitment Questionnaire, which is translated and adapted to the Turkish context. According to the study's findings, sample characteristics (internal and external factors) have a significant relationship with the extrinsic job satisfaction of hotel managers. In a similar way, Pelitet *al.* (144) applied the principles of job satisfaction to hotel employees in Turkey. In their study, they used MSQ (20 items) as a measuring scale and investigated the effect of empowerment of employees on job satisfaction. Their study included 1,854 five-star hotels employees as participants, and they considered the empowerment in terms of

its psychological and behavioral implications. According to their study, the most positive influential factors are the workplace condition and co-worker relationship, while the most negative influential factor is the unfair payment.

Ekeret *al.* developed their own job satisfaction questionnaire based on a number of studies found in the literature. They deployed the developed instrument for measuring the job satisfaction level among physiotherapists as well as identifying the best predictors of job satisfaction in their case. The developed questionnaire composed 31 items over eight facets: leadership, supervision, interpersonal relationship, working conditions, achievement, recognition, and advancement. The study sample covered 198 participants from different medical centers located in Ankara, Turkey. According to the findings of their study, there was no significant correlation between age and gender and job satisfaction. However, there was a significant positive relationship between job satisfaction and the considered facets. Moreover, it was indicated by the same study that the highest influential factor is the pay (145).

There are a number of studies related to job satisfaction in the Turkish context (27, 36,128). These studies, more or less, are very similar in the application and the outcomes to what has been reviewed. Therefore, the focus is narrowed down to the main topic of interest, namely job satisfaction of referees, especially in Turkey.

3.6.1. Referees Job Satisfaction Studies in the Turkish Context

Referee job satisfaction is among the investigated topics related to job satisfaction in the Turkish context. The main idea behind this type of studies is revealing the reality of satisfaction levels of sports referees, as they are considered critical games and matches managers. Accordingly, the study of referees' job

satisfaction has appeared in Turkey as well. However, in this research, the focus is guided towards the studies published in the English language.

Gencay (146) deployed the Job Satisfaction Scale (JSS) developed by Hackman and Oldham (141) to measure classman soccer referees job satisfaction. In this study, 100 participants (37 referees and 83 referee assistants) had responded to the administered questionnaire. The main goal was to examine the job satisfaction of the participants and its relationship with both income and tenure. The principal outcome of this work is that soccer referees job satisfaction is positively influenced by the income of the referee. Similarly, Özmütluet *al.* (20) conducted a job satisfaction study of soccer referees registered under the Turkish Football Federation. In their study, they considered 90 referees (8 female and 82 males) and they used MSQ as a measurement instrument for job satisfaction. According to their analysis, a positive direct correlation was not obtained with any of the considered factors.

Çoban (147) approached the job satisfaction level of football referees from a relatively different perspective. In his study, the sample was provincial referees who were active in three Turkish provinces. The author deployed 83 provincial referees' participants to fill-up the MSQ short form. The study concluded that a significant difference between referees in terms of their age, foreign language, income, and other-than-refereeing job and job satisfaction levels. On the other hand, no real significance was recorded for other factors, namely educational level, marital status, and sports background.

Karataşet *al.* (148) combined three types of referee categories (handball, basketball, and volleyball) to examine their job satisfaction levels. In their study, they administered MSQ to 222 participants from the three categories that have been

active in the Turkish Federation Leagues. It was found by their study that both gender and referee branch were influencing job satisfaction levels. In a more comprehensive scenario, Gündoğdu *et al.* (149) applied their research on a handball referee participants sample of those who took a part of the Turkish Leagues in the 2010-2011 season. The study investigated the influence of gender, age, marital status, income, profession, and experience on the overall job satisfaction of the referees. They divided the study into two main parts, namely inspecting the demographical information and their influence on job satisfaction, and deployment of MSQ for measuring the stated factors' effect on job satisfaction. The outcomes of this study indicate that there is a correlation between handball referee age and the job satisfaction, yet this positive correlation is not recorded with the other factors.

Ilkım and Güllü (150) investigated factors affecting wrestling referees' job satisfaction and burnout in Turkey. In their study, they deployed Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (151) and JSS developed by Hackman and Oldham (141) for the analysis purpose. The used sample consisted of 126 wrestling referees (national and international) who had been active in the wrestling season of 2010-2011. According to their findings, the satisfaction levels of the participated referees were at an average point, yet they prone not to be satisfied with their jobs and they experience some sort of professional burnout.

3.7. Refereeing

Managing sports matches or games is a critical duty that is generally assigned to a referee. Sports referees have a challenging and heavy responsibility while properly managing their role. This role essentially requires a critical, quick and precise decision, and decision-making process (152). In addition, referees should be

extremely cautious as their decision may affect the whole path of a match or a game. In usual circumstances, referees should maintain a record of a number of things including the number of players, the elapsed time and the number of given warnings. It is also among the duties of referees to monitor any hostile or aggressive activities and any attempt of unfair play. Ultimately, these referees are supposed to assess the performance of the match or game, appraise players' actions in a very prompt way, manage the match or game to keep it in order, solve conflicts and finally make precise decisions (153). Thus, the duty of a referee is very complicated and the stress caused due to it makes committing mistakes is a plausible consequence. This leads to the conclusion that referees do have a very sensitive and fragile job where they may be criticized by players or participants, coaches, fans, sports analysts, and media. Officiating sports events means that referees may need to work in indoor and outdoor environments, which also adds more complications to their job. In some cases, a small mistake committed by a referee may have a devastating effect; this puts more stress on referees, increases the anxiety levels of referees and it creates a lack of confidence in some cases (154). These general symptoms are valid to referees officiating most of the sports events (football, basketball, volleyball, handball, etc.); these symptoms may even lead to a referee dropout (155). In addition, some studies have shown that the high level of stress taken by referees, and the acute anxiety may cause referees to have a number of psychological and mental health issues (156, 157). Moreover, they may cause referees to have less satisfaction towards their job (158).

The high pressure and anxiety enforce referees to take decisions that may not be accurate, and they may not be satisfied with the decisions they took. In a more

scientific terminology, the worry generated by referees' self-efficacy. Self-efficacy is simply viewed as the internal persuasion that the individual has achieved the expected outcome of the proper behavior. This psychological status has a direct positive relationship with the referee's confidence, and in turn, more positive attitude towards the job satisfaction. Moreover, what affects most employees in the working realm does affect referees in the same way (159). Therefore, it is often to find referee job satisfaction studies consider the same factors applied to other employees.

With the recent reformations of sports management in Turkey, most of the national leagues bind with the international disciplines and rules applied in the field. Referees in Turkey do have their own communities and national Federations where the evaluation and assignment take place. Thus, it is highly justified to conduct a study on referees' job satisfaction levels in the Turkish context.

3.8. Research Objectives

The main objective of this research is to determine the job satisfaction level of basketball, football, and volleyball referees in Elazığ, Turkey. However, this objective is divided into the following sub-objectives:

1. To review and investigate the available job satisfaction studies, especially the ones related to the referees on the national and international sense.
2. To come up with a list of applied job satisfaction measures that found in the literature and justifies the best match for this research case.
3. To administer MSQ to basketball, football, and volleyball referees in Elazığ based on different categories, which are analyzed for determining both intrinsic and extrinsic job satisfaction level.

4. To benchmark the outcomes of the current research with the available studies in the literature.

3.9. Thesis Organization

This thesis is organized as follows:

Part 1: Offered the English language abstract of the research.

Part 2: Offered the Turkish language abstract of the research.

Part 3: Has presented general and specific introductory sections needed for the research. This part has discussed and investigated different theories on job satisfaction as well as previous studies applied to referee job satisfaction.

Part 4: Provides the detailed needed material and followed methodology by the researchers for data collection and analysis. In addition, it presents a brief explanation of the used principals, tools and measures.

Part 5: Offers the data analysis section and it discusses the outcomes found by the analysis. In addition, it conducts some sort of comparisons and benchmarking with the results of previous studies similar to the current research.

Part 6: Concludes the final remarks and presents the summary of the research outcomes. Moreover, it provides the available limitations, ways for improving these limitations, and directions for new researches.

4. MATERIALS AND METHODS

In this study, the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss *et al.* (140), in its short form, and its adapted Turkish version, translated by the Vocational Psychology Research, University of Minnesota (160) is used for determining referees' job satisfaction in Elazığ, Turkey. The targeted population of this study is focused on three categories of sports referees; these are basketball, football, and volleyball. The total population is composed of 150 participants, from the Turkish Basketball, Football, and Volleyball Federations, who had properly filled-up the administered survey.

4.1. Participants Details

The targeted survey samples are essentially based on three main and popular sports in Elazığ, namely basketball, football, and volleyball. The chosen population is the referees of these sports under the Turkish Sports Federation. For accomplishing a valid research, a sample of 150 referees, who were randomly selected to fill-up the survey questionnaire. The participants are equally distributed over the total population, meaning that each sports branch has the weight of 33.33% of the overall population percentage. Thus, 50 basketball referees, 50 football referees, and 50 volleyball referees have successfully filled-up the administered survey.

4.2. Survey Procedure

The conducted survey was distributed to the referees at their own working centers. A short instructional background was given as a brief to the referees in order to properly fill-up the survey. The survey itself requires, on average, 10 minutes being filled-up. Therefore, the referees were given 15 minutes to fill-up and return the survey form. The confidentiality of personal information was perfectly kept and

no private information was asked in the survey. In addition, there was no monetary reward given to any of the participants as this procedure is aimed at accomplishing a pure non-profitable socio-economic research.

4.3. Survey Details

The administered survey is divided into two sections, namely demographic information section and Turkish adapted MSQ short form.

- **Demographic information section:** This section requests the participants to tick proper box out of the given options as a response to the followings:

- gender,
- age,
- education,
- marital status,
- refereeing status,
- non-arbitration income status,
- experience in refereeing,
- acting history,
- income status,
- Refereeing branch.

- **MSQ survey:** The famous MSQ short form (20 items) was used for measuring the satisfaction of referees based on its Turkish version (160).

This form composes 20 items where the responses to them are scaled on 5-Likert-points from 1 to 5 as follows:

1 = “Not Satisfied”

2 = “Somewhat Satisfied”

3 = “Satisfied”

4 = “Very Satisfied”

5 = “Extremely Satisfied”.

Accordingly, the maximum score is 100 and the minimum is 20, which are considered in the General Satisfaction (GS). Thus, the classification of job satisfaction is as follows:

- 20 to 39 = “too low”,
- 40 to 59 = “low”,
- 60 to 79 = “sufficient”,
- 80 to 100 = “high”.

It is important to mention that the Intrinsic Satisfaction (IS) is measured based on the weights of MSQ items (1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20), and the Extrinsic Satisfaction (ES) is measured based on the weights of MSQ items (5, 6, 12, 13, 14, 17, 18, 19). The complete used survey form can be found in Appendix I.

4.4. Data Analysis and Evaluation

The analysis and evaluation of the participants’ responses to the survey (collected data) are done using the statistical package of SPSS 22.0. Referees’ opinions on job satisfaction levels are interpreted with the arithmetic means and standard deviations without regarding the variables. Kruskal-Wallis variance analysis, one-way ANOVA and Dunnett’s T3 Tests are investigated for analyzing the differences by considering the variables of the referees. When the data is analyzed, percentage, frequency, and correlation are used for the evaluation purpose. The Spearman rank correlation test is also used to determine the relationship between variables.

In order to confirm the factor homogeneity and validity, Kolmogorov-Smirnov (K-S) and Shapiro-Wilk tests are applied to estimate the normality of the distribution. The null hypothesis (H_0 = there is no relationship between factor “x” and job satisfaction) is regarded significant if p is less than 0.05 in this study.

a. Reliability Test

The common alpha Cronbach reliability test has been conducted to estimate the reliability of the questionnaire items. The obtained overall reliability for the 20 items is found to be equal to .894. This value of alpha Cronbach is more than enough to confirm the reliability of the measurement, which is in this case the 20-item MSQ survey form.

4.5. Ethics Report

Ethics Committee Report was approved by Firat University, Non-Interventional Research Ethics Committee decision number 36, dated on 30.03.2017 and with a meeting number 06.

5. RESULTS ANALYSIS

The main objective of this study is to investigate job satisfaction levels of basketball, football, and volleyball referees in Elazığ, Turkey. The main instrument used for this purpose is MSQ in its short Turkish form, attached in the appendix I, and the outcomes are essentially presented in this chapter. As reviewed in chapter 3, a number of influencing factors have been widely discussed and deployed in job satisfaction studies. Nonetheless, this study has considered the following 10 factors:

1. **Gender:** male or female,
2. **Age Category:** 16-25, 26-35, 36-50, 51-65, or 66 and above,
3. **Education Level:** primary, middle school, high school, university, or higher education,
4. **Marital Status:** married, single, or divorced,
5. **Refereeing Status:** classics, candidate referee, or table referee,
6. **Non-arbitration Income Status:** sports-related, other than sport, or no revenue,
7. **Refereeing Experience:** 5 years and below, 6-10 years, or 11 and above,
8. **Acting History:** not available, 1-5 years, or 6 years and above,
9. **Income Status:** low, average, or high,
10. **Referee Branch:** Basketball, Football, or Volleyball.

5.1. Participants Socio-demographic Data Analysis

The statistical distribution of participants' socio-demographic data is provided in Table 1. As it can be seen in Table 1, the frequency of male referees is 123, which represents 82.0% of the total population, while there are only 27 female referees who represent the remained 18.0% of the population.

Table 1. Participants socio-demographic data statistical distribution

	Group	Frequency (f)	Percentage (%)
Gender	Male	123	82.0
	Female	27	18.0
Age (year)	16-25	85	56.7
	26-35	46	30.7
	36-50	12	8.0
	51-65	7	4.7
	66+	0	0.0
Educational Level	Primary School	0	0.0
	Middle School	2	1.3
	High School	15	10.0
	University	116	77.3
	Higher Education	17	11.3
Marital Status	Married	47	31.3
	Single	103	68.7
	Divorced	0	0.0
Refereeing Status	Classics	72	48.0
	Candidate Referee	69	46.0
	Table Referee	9	6.0
Non-arbitration Income Status	Sports Related	21	14.0
	Other than Sports	49	32.7
	No Revenue	80	53.3
Refereeing Experience	5 years and below	116	77.3
	6 – 10 years	17	11.3
	11 years and above	17	11.3
Acting History	Not Available	75	50.0
	1-5 years	47	31.3
	6 years and above	28	18.7
Income Status	Low	46	30.7
	Middle	102	68.0
	High	2	1.3
Referee Branch	Basketball	50	33.3
	Football	50	33.3
	High	50	33.3
Total		150	100.0

The majority of the gender percentage goes to males as many sports are still considered in Turkey masculine, or there is a tendency for such a perception (161). In addition, the distribution of the age categories is appearing in a descendant way, as the age goes higher. More than the half of the population is statistically distributed over 16-25 years old .where 85 participants with 56.7% are found. The next age category, 26-35 years, comprises 46 participants or 30.7% of the total population. This kind of representation is justified by the needed youth for the refereeing job, as the job itself needs robust physical and mental structures, which are usually available to youth. Moreover, it is clear that the number decreases as the age crosses 35 where with the age category of 36-50 only 12 or 8.0% are recorded. Almost half of the last participants are recorded in the age category of 51-65 where only 7 referees or 4.7% of the total population are found. As expected, it is extremely rare to find sports referees who are older than 65; therefore, it is normal not to find any referee recorded within this age category.

Educational level information also reflects widely accepted facts within Turkey. The first observation is that not a single referee was recorded holding a primary school as the highest certificate. The main reason is the increased awareness about education importance, especially for elementary level. In addition, only two referees representing 1.3% of the total population with only middle school certificate. Referees with high school certificates represent 10% (15 individuals) out of the total population. However, the highest percentage goes to the referees who are university graduates where 116 (77.3%) are recorded. This is actually true in most cases for the last few decades in Turkey as the daytime education is free at state universities, and there are minimal payments for the same education at nighttime. Moreover, 17

participants, 11.3 %, out of the total referees' participants hold higher educational certificates. This is due to the new reformation in the Turkish higher education system as well as the increased number of seats for high educational programs.

Elazığ is considered a conservative city in Turkey, thus, it is not likely to find a high percentage of divorced people in this city. Accordingly, in this survey study, the number referees who are divorced are zero. In addition, 103 or 68.7% of the total population are singles; this is generally due to two main reasons, namely the young age of most participants, and the higher interest of singles in pursuing a sport-related profession. Almost one-third of the total population is recorded with the married category where 47 referees or 31.3% are represented.

This survey has also considered one of the important factors that is the status of the referee; the three main categories are classics, represented by 72 participants or 48.0%, candidate referee, represented by 69 participants or 46.0%, and table referee, represented by 9 participants or 6.0% out of the total population. This result is implied by the fact that many referees are still within their training period or on their way to be promoted to a higher or permanent job position. Apart from the refereeing status, another important factor that is the non-arbitration income status indicates that the majority of the participants do the refereeing job without revenue. The relatively high number of participants reflects this case, where 80 referees or 53.3% of the total population are recorded in this category. On the other hand, almost one-third (49 referees or 32.7%) of the total population receives an income from fields other than sports. The last category, sports-related fields, composes 21 referees or 14.0% of the total population. In reality, this is not the optimal case for a survey study, as it does not exactly consider a large number of referees who are exactly

employed in their professional field. Nonetheless, as the questionnaire was randomly distributed without any pre-condition, such a scenario is plausible.

The seventh considered factor is the refereeing experience; in this particular factor, it can be clearly noticed that the majority of referees are falling the category of 5 years and below. The number of referees who have refereeing experience of 5 years and below is 116, representing 77.3% of the total sample population. This is due to two main factors, namely the recent reformation of sports and sports sciences in Turkey, which has encouraged more individuals to join such professions, and the second is due to youth tendency in the whole studies sample. The other two categories, 6-10 and 11 years and above are equally sharing the rest of the population, where they both have 17 referees composing 11.3% of the total population.

As it usually occurs in most survey-based studies in Turkey, participants' income centers around the average category and it tends to lower levels in some cases. This is due to the general income levels and the living standard in Turkey. According to the statistical results presented in Table 1, 102 referees are categorized within the middle-income class, composing 68.0% of the total population. The low-income category composes 46 referees or 30.7% of the total population size. As expected, the high-income category is represented by the least number, where only 2 participants or 1.3% is recorded within it.

Finally, the referee branch is originally selected to be equally distributed over the three chosen fields, namely basketball, football, and volleyball. Thus, the participants' numbers (50 for each branch) and percentages (33.3% for each) are

originally determined in order to make an accurate judgment as much as possible in the conclusion.

5.2. MSQ Descriptive Data Analysis

The short form of MSQ is composed of 20 items; these 20 items are statistically analyzed for determining their frequencies, percentages, means, and variances, as presented in Table 2. In general, the responses distributions are following the normal distribution for nearly all the items.

Table 2. MSQ items' frequencies, medians, and standard deviations

No	Item	N. Satisfied		S. Satisfied		Satisfied		V. Satisfied		E. Satisfied			
		f	%	f	%	f	%	f	%	f	%	Mean	σ ⁻²
1.	Being able to keep busy all the time	5	3.3	9	6.0	39	26.0	78	52.0	19	12.7	3.65	0.807
2	The chance to work alone on the job	4	2.7	9	6.0	58	38.7	59	39.0	20	13.3	3.55	0.800
3	The chance to do different things from time to time	0	0.0	13	8.7	31	20.7	72	48.0	34	22.7	3.85	0.762
4	The chance to be “somebody” in the community	0	0.0	6	4.0	20	13.3	59	39.3	65	43.3	4.22	0.683
5	The way my boss handles his/her workers	7	4.7	17	11.3	41	27.3	56	37.3	29	19.3	3.55	1.148
6	The competence of my supervisor in making decisions	12	8.0	18	12.0	52	34.7	45	30.0	23	15.3	3.33	1.255
7	Being able to do things that don’t go against my conscience	8	5.3	8	5.3	30	20.0	73	48.7	31	20.7	3.74	1.039
8	The way my job provides for steady employment.	3	2.0	17	11.3	42	28.0	61	40.7	27	18.0	3.61	0.950
9	The chance to do things for other people	2	1.3	18	12.0	55	36.7	57	38.0	18	12.0	3.47	0.815
10	The chance to tell people what to do	5	3.3	18	12.0	45	30.0	55	36.7	27	18.0	3.54	1.055
11	The chance to do something that makes use of my abilities	4	2.7	2	1.3	33	22.0	77	51.3	34	22.7	3.90	0.735
12	The way company policies are put into practice	3	2.0	3	2.0	42	28.0	69	46.0	33	22.0	3.84	0.739
13	My pay and the amount of work I do	17	11.3	28	18.7	52	34.7	35	23.3	18	12.0	3.06	1.359
14	The chances for advancement on this job	4	2.7	22	14.7	43	28.7	47	31.3	34	22.7	3.57	1.160
15	The freedom to use my own judgment	3	2.0	6	4.0	40	26.7	69	46.0	32	21.3	3.81	0.788
16	The chance to try my own methods of doing the job.	3	2.0	8	5.3	33	22.0	74	49.3	32	21.3	3.83	0.802
17	The working conditions	9	6.0	17	11.3	39	26.0	48	32.0	37	24.7	3.58	1.332
18	The way my co-workers get along with each other	7	4.7	13	8.7	25	16.7	58	38.7	47	31.3	3.83	1.227
19	The praise I get for doing a good job	7	4.7	14	9.3	33	22.0	59	39.3	37	24.7	3.70	1.178
20	The feeling of accomplishment I get from the job	0	0.0	5	3.3	29	19.3	64	42.7	52	34.7	4.09	0.670

*N. = Not, S. = Somewhat, V. = Very, and E. = Extremely.

The main evidence for this observation is presented by highest frequencies available for “Satisfied” and “Very Satisfied” options. Moreover, the highest frequently chosen option is “Very Satisfied” as a response to the first item “being able to keep busy all the time”, where 78 referees have ticked this option composing a percentage of 52.0% of the total population. In fact, this response is not surprising as referees’ job needs a complete focus on the duties at all times. On the other hand, it is clear that “Not Satisfied” option has the least of frequencies. In addition, there are three items that none of the referees has ticked; these items are “The chance to do different things from time to time”, “The chance to be so somebody in the community”, and “The feelings of accomplishment I get from the job”. The absence of frequencies here refers to the level of satisfaction of referees in these specific cases, as the responses mostly tend to be “Satisfied” and higher.

5.3. Test of Normality

This section is investigating the normality test as a standard procedure for applying the ANOVA test. Basically, the assumption will be made based on the availability of statistically significant difference between the normal distribution and the inspected dependent variable, knowing that only three dependent variables are available, i.e., GS, IS, and ES. The general assumption is made that for $p > .05$, the null hypothesis can be retained; therefore, the normality is achieved. In addition, both skewness and kurtosis

5.3.1. Test of Normality for Intrinsic, Extrinsic and General Satisfaction

Table 3 presents the results of skewness and kurtosis for GS, IS and ES respectively. In best cases of normality, the values of both skewness and kurtosis should be equal to zero. However, the data can be partially skewed and/or have

leptokurtic or platykurtic and still normally distributed, if these values are somehow close to zero. As indicated in Table 3, the values are not very much deviated from the optimal case, except for the kurtosis of IS, where it is 3.515. In this case, to properly inspect the normality, more conservative tests should be applied, such as Kolmogorov-Smirnov and Shapiro-Wilk tests of normality.

The majority of recent researches apply the Shapiro-Wilk test of normality, as it is more accurate for such purposes if compared to Kolmogorov-Smirnov. As it can be seen from Table 4, all values for normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) indicate statistically significant difference from normality, which means that GS, IS and ES are not normally distributed. For this reason, the application of both ANOVA and Kruskal-Wallis tests have been both applied to eliminate any chance of false interpretation.

Table 3. Skewness and kurtosis values for GS, IS and ES

Satisfaction Type	Skewness	Kurtosis
GS	-.754	1.770
IS	-1.128	3.515
ES	-.617	.332

Table 4. Tests of Normality

Satisfaction Type	Kolmogorov-Smirnov(Sig.)	Shapiro-Wilk (Sig.)
GS	.009	.000
IS	.000	.000
ES	.000	.001

5.4. One-Way ANOVA TESTS

The following subsections address the relationship between independent variables with respect to GS, IS, and ES. The main applied tests for this purpose are homogeneity test for inspecting the variances, and then both Scheffe (in case the equal variances are assumed) and Dunnett T3 (in case the equal variances are not assumed); these two tests are applied in the post hoc after the test step.

5.4.1. Test of Homogeneity

Levene test of homogeneity has been applied in this research. The complete list of test with respect to all independent factors is provided in Table 5. As it can be clearly seen from Table 5, the homogeneity of the dependent variable with respect to the independent variables is achieved in most cases, as the significance level is greater than .05. However, there are some exceptions, which are represented in the following cases: marital status for both GS and ES, refereeing status with only IS, and non-arbitration social status with both GS and IS.

Table 5. Homogeneity of Variances (Levene Test)

Independent Factor	GS (Sig.)	IS (Sig.)	ES (Sig.)
Age	.114	.490	.076
Education	.104	.350	.120
Marital Status	.003	.051	.043
Refereeing Status	.164	.012	.307
Non-arbitration Social Status	.017	.008	.029
Referee Age	.779	.902	.850
Acting History	.323	.727	.424
Income Status	.175	.213	.179
Referee Branch	.395	.540	.358

5.4.2. T-Test for the Gender

As the age groups are only two groups (male and female), it is not possible to run the post hoc analysis in this case. Thus, rather than applying the one-way ANOVA, the independent sample t-test has been applied to the gender groups with respect to GS, IS, and ES and the results are provided in Table 38. According to Table 38, the significance is above .05 for the Levene's test with respect to GS, IS and ES. Thus, the null hypothesis of equal variance should be accepted. Based on that, there is no statistically significant difference between-groups, male and female, when considering GS and ES, as the significance values in their cases are .738 and .209 respectively. However, there a statistically significant difference between male and female groups in the case of IS, as the significance, in this case, is .049 which is less than 0.05.

Table 6. The t-test results for the referees' gender

Dependent Variable		Levene's Test for Equality				
		F	Sig.	t	df	Sig. (2-tailed)
GS	Equal variances assumed	.884	.349	.335	148	.738
	Equal variances not assumed			.436	44.894	.665
IS	Equal variances assumed	.111	.740	1.982	148	.049
	Equal variances not assumed			2.063	33.612	.047
ES	Equal variances assumed	3.038	.083	1.261	148	.209
	Equal variances not assumed			1.724	49.154	.091

5.4.3. One-way ANOVA Test for Age

In order to inspect in-between group relations, one-way ANOVA test has been conducted, while considering the homogeneity for the post hoc test. Table 7 shows the results of one-way ANOVA test for GS, IS, and ES with respect to the age groups. According to Table 7, there is a statistical difference between the age groups with respect to GS and ES, however, it is confirmed that there is no significant difference between the age groups in the case of IS. In order to understand this kind of observation, the post hoc analysis has been conducted considering both Scheffe and Dunnett T3 tests for assuring the applicability. The results of these analyses are provided in Tables 8, 9 and 10 for GS, IS and ES respectively. From Table 7, it is noted that there is no statistically significant difference between the age groups, and from Table 5, Levene's test for homogeneity confirms the equal distribution of variances for age with respect to GS. Therefore, the focus will be guided to Scheffe's test to inspect between-group differences.

Table 7. ANOVA test for age groups

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	3.369	3	4.046	.008
	Within Groups	40.515	146		
	Total	43.884	149		
IS	Between Groups	1.763	3	2.001	.116
	Within Groups	42.888	146		
	Total	44.652	149		
ES	Between Groups	8.733	3	2.911	.002
	Within Groups	80.990	146		
	Total	89.723	149		

Table 8. Scheffe for the age groups with respect to GS

Dependent Variable	Test	(I) Age	(J) Age	Sig.
GS	Scheffe	16-25	26-35	.079
			36-50	.381
			51-65	.129
		26-35	16-25	.079
			36-50	.998
			51-65	.729
		36-50	16-25	.381
			26-35	.998
			51-65	.869
		51-65	16-25	.129
			26-35	.729
			36-50	.869

Table 9. Scheffe tests for the age groups with respect to IS

Dependent Variable	Test	(I) Age	(J) Age	Sig.
IS	Scheffe	16-25	26-35	.230
			36-50	.611
			51-65	.660
		26-35	16-25	.230
			36-50	1.000
			51-65	.994
		36-50	16-25	.611
			26-35	1.000
			51-65	.994
		51-65	16-25	.660
			26-35	.994
			36-50	.999

Table 10. Scheffe tests for the age groups with respect to ES

Dependent Variable	Test	(I) Age	(J) Age	Sig.
ES	Scheffe	16-25	26-35	.049
			36-50	.150
			51-65	.071
		26-35	16-25	.049
			36-50	.946
			51-65	.633
		36-50	16-25	.150
			26-35	.946
			51-65	.919
		51-65	16-25	.071
			26-35	.633
			36-50	.919

From Tables 8, 9 and 10, the statistical significant difference between the age group is not obtained except in only one case, i.e., between 16-25 and 26-35 in ES's case, where the significance is 0.049. Generally, the obtained significance value is very close to the border and can be justified by the variation of views of these two age groups with respect to the ES items.

5.4.4. One-way ANOVA Test for Education

The ANOVA test has been applied to the education level of the referees to better understand the relationship between groups. The one-way ANOVA test results for the education level with respect to GS, IS, and ES is given Table 11. According to Table 11, there is a statistically significant difference between the education groups in the case of ES only, where the significance is $0.002 < 0.005$. In addition,

From Table 5, the homogeneity of variances for GS, IS, and ES with respect to the education groups is confirmed. Therefore, the assumption of equal variances will be carried out and the post hoc consideration will be focused on Scheffe's test.

Table 11. ANOVA test for education level groups

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	2.180	3	2.545	.058
	Within Groups	41.703	146		
	Total	43.884	149		
IS	Between Groups	1.763	3	2.001	.151
	Within Groups	42.888	146		
	Total	44.652	149		
ES	Between Groups	8.733	3	2.950	.002
	Within Groups	80.873	146		
	Total	89.723	149		

Table 12. Scheffe tests for the education groups with respect to GS

Dependent Variable	Test	(I) Education	(J) Education	Sig.
GS	Scheffe	Middle School	High School	.162
			University	.300
			Higher Education	.606
		High School	Middle School	.162
			University	.660
			Higher Education	.273
		University	Middle School	.300
			High School	.660
			Higher Education	.600
		Higher Education	Middle School	.606
			High School	.276
			University	.600

Table 13. Scheffe tests for the education groups with respect to IS

Dependent Variable	Test	(I) Education	(J) Education	Sig.
IS	Scheffe	Middle School	High School	.179
			University	.287
			Higher Education	.239
		High School	Middle School	.179
			University	.780
			Higher Education	.986
		University	Middle School	.287
			High School	.780
			Higher Education	.952
		Higher Education	Middle School	.239
			High School	.986
			University	.952

Table 14. Scheffe tests for the education groups with respect to ES

Dependent Variable	Test	(I) Education	(J) Education	Sig.
ES	Scheffe	Middle School	High School	.174
			University	.300
			Higher Education	.912
		High School	Middle School	.174
			University	.716
			Higher Education	.017
		University	Middle School	.300
			High School	.716
			Higher Education	.020
		Higher Education	Middle School	.912
			High School	.017
			University	.020

The multiple comparisons between education groups with respect to GS, IS, and ES are given in Tables 12, 13, and 14 respectively. The retaining of no significant difference between all groups with respect to GS and IS has been confirmed. However, a statistically significant differences between Higher Education and both High school and University in the ES case have been observed from Table 14. This can be justified simply by the tendency shown by higher educational level towards ES items, which essentially differs from other groups, especially high school and university levels.

5.4.5. One-way ANOVA Test for Marital Status

The ANOVA test has been applied to the marital status of the referees to better understand the relationship between its groups. The one-way ANOVA test results for the referees' marital status with respect to GS, IS, and ES are given Table 15. According to Table 15, the statistically significant differences between the groups of GS and ES with respect to the referees' marital status have been confirmed positive; yet, this case is negative for IS. Even though the considered marital status groups are three (single, married and divorced), the frequency allocation of the divorced group is zero. Therefore, practically only two groups remain, i.e. single and married, which make the post hoc analysis in this case invalid, as it requires a minimum of three groups to analyze the in-between relationship.

Table 15. ANOVA test for the referees 'marital status

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	2.718	1	9.770	.002
	Within Groups	41.116	148		
	Total	43.884	149		
IS	Between Groups	.739	1	2.490	.117
	Within Groups	43.913	148		
	Total	44.652	149		
ES	Between Groups	9.391	1	17.302	.000
	Within Groups	80.332	148		
	Total	89.723	149		

5.4.6. One-way ANOVA Test for Refereeing Status

The ANOVA test has been applied to the refereeing status level of the referees to better understand the relationship between groups. The one-way ANOVA test results for the refereeing status with respect to GS, IS, and ES are given Table 16. According to Table 16, the statistically significant difference between all groups has been confirmed. In addition, from Table 5, the homogeneity of variances of GS, ES with respect to the refereeing status groups is confirmed, yet it is not confirmed for IS. Therefore, the assumption of equal variances will be carried out only for GS and ES, where the post hoc considers Scheffe's test for them, while Dunnett T3 test for IS will be considered, due to the unequal variances.

The multiple comparisons between education groups with respect to GS, IS, and ES are given in Tables 17, 18, and 19 respectively. According to these tables, the Table Referee status maintains a statistically significant difference between both Classics and Candidate Referee statuses. However, the retaining of no significant

difference between Classics and Candidate referee statuses are confirmed for GS, IS, and ES cases.

Table 16. ANOVA test for refereeing status groups

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	9.914	2	21.451	.000
	Within Groups	33.970	147		
	Total	43.884	149		
IS	Between Groups	4.721	2	8.690	.000
	Within Groups	39.931	147		
	Total	44.652	149		
ES	Between Groups	25.131	2	28.597	.000
	Within Groups	64.592	147		
	Total	89.723	149		

Table 17. Scheffe tests for the refereeing status groups with respect to GS

Dependent Variable	Test	(I) Refereeing Status	(J) Refereeing Status	Sig.
GS	Scheffe	Classics	Candidate Referee	.000
			Table Referee	.546
		Candidate Referee	Classics	.000
			Table Referee	.137
		Table Referee	Classics	.546
			Candidate Referee	.137

Table 18. Dunnett T3 tests for the refereeing status groups with respect to IS

Dependent Variable	Test	(I) Refereeing Status	(J) Refereeing Status	Sig.
	Dunnett T3	Classics	Candidate Referee	.000
			Table Referee	.993
		Candidate Referee	Classics	.000
			Table Referee	.120
		Table Referee	Classics	.993
			Candidate Referee	.120

Table 19. Scheffe tests for the refereeing status groups with respect to ES

Dependent Variable	Test	(I) Refereeing Status	(J) Refereeing Status	Sig.
ES	Scheffe	Classics	Candidate Referee	.000
			Table Referee	.243
		Candidate Referee	Classics	.000
			Table Referee	.165
		Table Referee	Classics	.243
			Candidate Referee	.165

5.4.7. One-way ANOVA Test for Non-Arbitration Income Status

The ANOVA test has been applied to the non-arbitration income statuses of the referees to better understand the relationship between its groups. The one-way ANOVA test results for the non-arbitration income status with respect to GS, IS, and ES are given Table 20. According to Table 20, the statistically significant difference between all groups has been confirmed. In addition, from Table 5, the homogeneity of variances of GS, IS, and ES with respect to the non-arbitration social status groups is not confirmed. Therefore, the assumption of unequal variances will be carried out for the post hoc, where Dunnett T3 test will be considered.

Table 20. ANOVA test for non-arbitration income status groups

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	4.077	2	7.528	.001
	Within Groups	39.806	147		
	Total	43.884	149		
IS	Between Groups	4.308	2	7.848	.001
	Within Groups	40.344	147		
	Total	44.652	149		
ES	Between Groups	5.470	2	4.772	.010
	Within Groups	84.253	147		
	Total	89.723	149		

Table 21. Dunnett T3 tests for the non-arbitration income status groups with respect to GS

Dependent Variable	Test	(I) Non-arbitration IncomeStatus	(J) Non- arbitration Income Status	Sig.
	Dunnett T3	Sports Related	Other than Sports	.994
			No Revenue	.145
		Other than Sports	Sports Related	.994
			No Revenue	.001
		No Revenue	Sports Related	.145
			Other than Sports	.001

Table 22. Dunnett T3 tests for the non-arbitration income status groups with respect to IS

Dependent Variable	Test	(I) Non-arbitration Income Status	(J) Non-arbitration Income Status	Sig.
	Dunnett T3	Sports Related	Other than Sports	.959
			No Revenue	.128
		Other than Sports	Sports Related	.959
			No Revenue	.001
		No Revenue	Sports Related	.128
			Other than Sports	.001

Table 23. Dunnett T3 tests for the non-arbitration income status groups with respect to ES

Dependent Variable	Test	(I) Non-arbitration Income Status	(J) Non-arbitration Income Status	Sig.
	Dunnett T3	Sports Related	Other than Sports	.996
			No Revenue	.268
		Other than Sports	Sports Related	.996
			No Revenue	.005
		No Revenue	Sports Related	.268
			Other than Sports	.005

According to Tables 21 and 22, for both GS and IS groups, there are statistically significant differences between all groups except for “No Revenue” and “Other than Sports”, where the statistical difference between the groups is confirmed not to exist. On the other hand, the case is slightly different with ES, as provided in Table 23; the statistical significant difference does exist between all groups.

5.4.8. One-way ANOVA Test for Refereeing Experience

The ANOVA test has been applied to the refereeing experience to better understand the relationship between its groups. The one-way ANOVA test results for the refereeing experience with respect to GS, IS, and ES are given Table 24.

According to Table 24, the statistically significant differences between the groups of GS and ES with respect to the refereeing experience have been confirmed.

On the contrast, based on Table 24, the significant difference between IS groups with respect to refereeing experience is confirmed not exist. In addition, from Table 5, the homogeneity of variances of GS, IS, and ES with respect to the social status groups has been confirmed. Therefore, the assumption of equal variances will be carried out for the post hoc, where Scheffe test will be considered.

The statistical significant differences between the groups have been confirmed not exist by Scheffe test between the groups in the IS case, as seen in Table 26. However, in the case of GS, the statistical significant difference is found only between 5 years and below and 6 – 10 years, as provided in Table 27. However, according to Table 27, the statistical significant difference is found between 5 years and below and other groups in the ES's case.

Table 24.ANOVA test for refereeing experience

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	2.717	2	1.359	.009
	Within Groups	41.167	147		
	Total	43.884	149		
IS	Between Groups	1.772	2	3.038	.051
	Within Groups	42.880	147		
	Total	44.652	149		
ES	Between Groups	7.826	2	7.023	.001
	Within Groups	81.897	147		
	Total	89.723	149		

Table 25. Scheffe tests for the refereeing experience groups with respect to GS

Dependent Variable	Test	(I) Refereeing Experience	(J) Refereeing Experience	Sig.
GS	Scheffe	5 years and below	6 – 10 years	.018
			11 years and up	.290
		6 – 10 years	5 years and below	.018
			11 years and up	.624
		11 years and up	5 years and below	.290
			6 – 10 years	.624

Table 26. Scheffe tests for the refereeing experience groups with respect to IS

Dependent Variable	Test	(I) Refereeing Experience	(J) Refereeing Experience	Sig.
IS	Scheffe	5 years and below	6 – 10 years	.051
			11 years and up	.923
		6 – 10 years	5 years and below	.051
			11 years and up	.299
		11 years and up	5 years and below	.923
			6 – 10 years	.299

Table 27. Scheffe tests for the refereeing experience groups with respect to ES

Dependent Variable	Test	(I) Refereeing Experience	(J) Refereeing Experience	Sig.
ES	Scheffe	5 years and below	6 – 10 years	.012
			11 years and up	.037
		6 – 10 years	5 years and below	.012
			11 years and up	.951
		11 years and up	5 years and below	.037
			6 – 10 years	.951

5.4.9. One-way ANOVA Test for Acting History

The ANOVA test has been applied to the acting history of the referees to better understand the relationship between its groups. The one-way ANOVA test results for the acting history with respect to GS, IS, and ES are given Table 28. According to Table 28, the statistically significant differences between the groups of GS and ES with respect to the refereeing experience have been confirmed. However, the statistically significant differences between the IS groups are not confirmed. In addition, according to Table 5, the homogeneity of GS, IS and ES has been confirmed. Thus, Scheffe test results will be considered for the post hoc analysis. According to Tables 29 and 31, the statistical significant differences between the no acting history and 6 years and up with respect to both GS and ES have been confirmed, while no statistically significant differences have been recorded between the IS groups, as provided in Table 30.

Table 28. ANOVA test for acting history

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	2.166	2	3.817	.024
	Within Groups	41.718	147		
	Total	43.884	149		
IS	Between Groups	.451	2	.749	.474
	Within Groups	44.201	147		
	Total	44.652	149		
ES	Between Groups	8.500	2	7.692	.001
	Within Groups	81.223	147		
	Total	89.723	149		

Table 29. Scheffe tests for the acting history groups with respect to GS

Dependent Variable	Test	(I) Acting History	(J) Acting History	Sig.
GS	Scheffe	No	1 – 5 years	.379
			6 years and up	.028
		1 – 5 years	No	.379
			6 years and up	.366
		6 years and up	No	.028
			1 – 5 years	.366

Table 30. Scheffe tests for the acting history groups with respect to IS

Dependent Variable	Test	(I) Acting History	(J) Acting History	Sig.
IS	Scheffe	No	1 – 5 years	.980
			6 years and up	.484
		1 – 5 years	No	.980
			6 years and up	.630
		6 years and up	No	.484
			1 – 5 years	.630

Table 31. Scheffe tests for the acting history groups with respect to ES

Dependent Variable	Test	(I) Acting History	(J) Acting History	Sig.
ES	Scheffe	No	1 – 5 years	.055
			6 years and up	.001
		1 – 5 years	No	.055
			6 years and up	.313
		6 years and up	No	.001
			1 – 5 years	.313

5.4.10. One-way ANOVA Test for Income Status

The ANOVA test has been applied to the income status of the referees to better understand the relationship between its groups. The one-way ANOVA test results for the income with respect to GS, IS, and ES are given Table 32. According to Table 32, the statistically significant differences between the groups of GS, IS, and ES with respect to the income status have been confirmed. In addition, according to Table 5, the homogeneity of GS, IS and ES has been confirmed. Thus, Scheffe test results will be considered for the post hoc test results analysis.

According to Tables 33, 34 and 35, the statistically significant difference between the income status groups has been confirmed positive in the case of high income with respect to both low and middle in all cases. On the contrast, this significant difference does not appear between low and middle-income statuses in all cases.

Table 32. ANOVA test for income status

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	9.104	2	4.552	.000
	Within Groups	34.779	147		
	Total	43.884	149		
IS	Between Groups	10.840	2	5.420	.000
	Within Groups	33.812	147		
	Total	44.652	149		
ES	Between Groups	10.840	2	5.420	.000
	Within Groups	78.883	147		
	Total	89.723	149		

Table 33. Scheffe tests for the acting income status with respect to GS

Dependent Variable	Test	(I) Income Status	(J) Income Status	Sig.
GS	Scheffe	Low	Middle	.415
			High	.000
		Middle	Low	.415
			High	.000
		High	Low	.000
			Middle	.000

Table 34. Scheffe tests for the acting income status with respect to IS

Dependent Variable	Test	(I) Income Status	(J) Income Status	Sig.
IS	Scheffe	Low	Middle	.994
			High	.000
		Middle	Low	.994
			High	.000
		High	Low	.000
			Middle	.000

Table 35. Scheffe tests for the income status groups with respect to ES

Dependent Variable	Test	(I) Income Status	(J) Income Status	Sig.
ES	Scheffe	Low	Middle	.156
			High	.001
		Middle	Low	.156
			High	.001
		High	Low	.000
			Middle	.001

5.4.11. One-way ANOVA Test for Referee Branch

The ANOVA test has been applied to the branch of the referees to better understand the relationship between its groups. The one-way ANOVA test results for the referee branch with respect to GS, IS, and ES are given Table 36. According to Table 36, the statistically significant differences between the groups of GS, IS, and ES with respect to the referee branches have been confirmed. In addition, according to Table 5, the homogeneity of GS, IS and ES, in this case, has been confirmed. Thus, Scheffe test results will be considered for the post hoc test results analysis.

According to Tables 37, 38 and 39, the statistically significant difference between the referee branch groups has only been confirmed positive in the case of football with respect to all branches for GS, IS and ES.

Table 36. ANOVA test for referee branch

Dependent Variable		Sum of Squares	df	F	Sig.
GS	Between Groups	6.434	2	12.628	.000
	Within Groups	37.450	147		
	Total	43.884	149		
IS	Between Groups	2.935	2	1.467	.007
	Within Groups	41.717	147		
	Total	44.652	149		
ES	Between Groups	17.879	2	18.291	.000
	Within Groups	71.844	147		
	Total	89.723	149		

Table 37. Scheffe tests for the referee branch with respect to GS

Dependent Variable	Test	(I) Referee Branch	(J) Referee Branch	Sig.
GS	Scheffe	Basketball	Football	.002
			Volleyball	.512
		Football	Basketball	.002
			Volleyball	.000
		Volleyball	Basketball	.512
			Football	.000

Table 38. Scheffe tests for the referee branch with respect to IS

Dependent Variable	Test	(I) Referee Branch	(J) Referee Branch	Sig.
IS	Scheffe	Basketball	Football	.021
			Volleyball	.998
		Football	Basketball	.021
			Volleyball	.025
		Volleyball	Basketball	.998
			Football	.025

Table 39. Scheffe tests for the referee branch groups with respect to ES

Dependent Variable	Test	(I) Referee Branch	(J) Referee Branch	Sig.
ES	Scheffe	Basketball	Football	.001
			Volleyball	.124
		Football	Basketball	.001
			Volleyball	.000
		Volleyball	Basketball	.124
			Football	.000

5.4. Significance Test Analysis

In order to determine the significance of the relationship between the used ten factors in this research and the job satisfaction levels, in terms of IS, ES, and GS, the Kruskal-Wallis (K-W) test has been applied.

5.4.1. Correlation Analysis for Job Satisfaction and Gender

The K-W correlation analysis test is applied to IS, ES, and GS with respect to the gender of the referees. The detailed results are presented in Table 40. According to the obtained results, only ES appears to have a direct positive correlation with the gender. In addition, it turns out that the gender does not seem to have a significant correlation with both IS and GS.

Table 40. Correlation (K-W) test for the IS, ES, and GS vs Gender

Null Hypothesis	Sig.	Decision
There is no correlation between the gender and the intrinsic job satisfaction level	.812	Retain the null hypothesis
There is no correlation between the gender and the extrinsic job satisfaction level	.018	Reject the null hypothesis
There is no correlation between the gender and the general job satisfaction level	.059	Retain the null hypothesis

5.4.2. Correlation Analysis for Job Satisfaction and Age

The K-W correlation analysis test is applied to IS, ES, and GS with respect to the age of the referees. The detailed results are presented in Table 41. According to the obtained results, it appears that age has a positive correlation with all dependent factor IS, ES, and GS. Therefore, this leads that the job satisfaction level of referees is positively correlated to the age.

Table 41. Correlation (K-W) test for the IS, ES, and GS vs Age

Null Hypothesis	Sig.	Decision
There is no correlation between the age and the intrinsic job satisfaction level	.011	Reject the null hypothesis
There is no correlation between the age and the extrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between the age and the general job satisfaction level	.000	Reject the null hypothesis

5.4.3. Correlation Analysis for Job Satisfaction and Education

The K-W correlation analysis test is applied to IS, ES, and GS with respect to the education level of referees. The detailed results are presented in Table 42. According to the obtained results, there is a significant positive correlation between the education level and both ES, and GS. Nonetheless, this is not applied to IS, where there is no significant correlation between education level and IS.

Table 42. Correlation (K-W) test for the IS, ES, and GS vs Education

Null Hypothesis	Sig.	Decision
There is no correlation between the education level and the intrinsic job satisfaction level	.124	Retain the null hypothesis
There is no correlation between the education level and the extrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between education level and the general job satisfaction level	.013	Reject the null hypothesis

5.4.4. Correlation Analysis for Job Satisfaction and Marital Status

In order to obtain a verified result on the relationship between the marital status and job satisfaction, K-W test has been applied to IS, ES, and GS with respect to the marital status. The obtained result is elaborated in Table 43.

Table 43. Correlation (K-W) test for the IS, ES, and GS vs Marital Status

Null Hypothesis	Sig.	Decision
There is no correlation between the marital status and the intrinsic job satisfaction level	.006	Reject the null hypothesis
There is no correlation between the marital status and the extrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between marital status and the general job satisfaction level	.000	Reject the null hypothesis

According to Table 43, there is a strong correlation (positive relationship) between the marital status and job satisfaction levels for IS, ES, and GS.

5.4.5. Correlation Analysis for Job Satisfaction and Refereeing Status

The relationship between the refereeing status and job satisfaction levels for the participants has been analyzed by K-W test and the result is provided in Table 44. According to the significance levels provided in Table 44, the null hypothesis can be perfectly rejected; thus, there is a positive relation between refereeing status and IS, ES and GS.

Table 44. Correlation (K-W) test for the IS, ES, and GS vs Refereeing Status

Null Hypothesis	Sig.	Decision
There is no correlation between the refereeing status and the intrinsic job satisfaction level	.001	Reject the null hypothesis
There is no correlation between the refereeing status and the extrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between refereeing status and the general job satisfaction level	.000	Reject the null hypothesis

5.4.6. Correlation Analysis for Job Satisfaction and Non-arbitration Income Status

The correlation between the non-arbitration income status factor and the job satisfaction of the referees participated in this study has been investigated using K-W test, and the result is presented in Table 45. According to the significance levels provided in Table 45, the null hypothesis can be perfectly rejected; thus, there is a positive relationship between the non-arbitration income statuses and IS, ES and GS.

Table 45. Correlation (K-W) test for the IS, ES, and GS vs Non-arbitration Income Status

Null Hypothesis	Sig.	Decision
There is no correlation between the non-arbitration income status and the intrinsic job satisfaction level	.002	Reject the null hypothesis
There is no correlation between the non-arbitration income status and the extrinsic job satisfaction level	.001	Reject the null hypothesis
There is no correlation between non-arbitration income status and the general job satisfaction level	.000	Reject the null hypothesis

5.4.7. Correlation Analysis for Job Satisfaction and Refereeing Experience

The correlation between the refereeing experience factor and the job satisfaction of the referees participated in this study has been investigated using K-W test, and the result is presented in Table 46. According to the significance levels provided in Table 46, the null hypothesis can be perfectly rejected; thus, there is a positive relationship between the refereeing experiences and IS, ES and GS.

Table 46. Correlation (K-W) test for the IS, ES, and GS vs Refereeing Experience

Null Hypothesis	Sig.	Decision
There is no correlation between the refereeing experience and the intrinsic job satisfaction level	.002	Reject the null hypothesis
There is no correlation between the refereeing experience and the extrinsic job satisfaction level	.001	Reject the null hypothesis
There is no correlation between refereeing experience and the general job satisfaction level	.000	Reject the null hypothesis

5.4.8. Correlation Analysis for Job Satisfaction and Acting History

Among the frequently used factors in analyzing job satisfaction levels is the acting history. K-W test has been applied to determine the significance of the relation between this factor and the job satisfaction level. The detailed result is presented in Table 47; according to the obtained results, there is a positive relationship between the acting history and both ES and GS. However, it turns out that there are no significant relations between the acting history and IS.

Table 47. Correlation (K-W) test for the IS, ES, and GS vs Acting History

Null Hypothesis	Sig.	Decision
There is no correlation between the acting history and the intrinsic job satisfaction level	.381	Retain the null hypothesis
There is no correlation between the acting history and the extrinsic job satisfaction level	.003	Reject the null hypothesis
There is no correlation between the acting history and the general job satisfaction level	.011	Reject the null hypothesis

5.4.9. Correlation Analysis for Job Satisfaction and Income Status

The income status factor has been widely appearing in many studies related to job satisfaction. Thus, inspecting its correlation with job satisfaction level is among

the steps taken during this study. K-W test has been applied to determine the significance of the relationship between the income statuses and IS, ES, and GS. The obtained results are tabulated in Table 48. According to the significance levels in Table 48, the positive correlation between the income status and both ES and GS is confirmed. However, there is no significant correlation between the income status and IS.

Table 48. Correlation (K-W) test for the IS, ES, and GS vs Income Status

Null Hypothesis	Sig.	Decision
There is no correlation between the income status and the intrinsic job satisfaction level	.051	Retain the null hypothesis
There is no correlation between the income status and the extrinsic job satisfaction level	.010	Reject the null hypothesis
There is no correlation between the income status and the general job satisfaction level	.027	Reject the null hypothesis

5.4.10. Correlation Analysis for Job Satisfaction and Referee Branch

The correlation between the last factor considered in this study, the referee branch, and the job satisfaction has also been determined using K-W test. The detailed result is provided in Table 49. According to the obtained results, there is a very strong positive correlation between the referee branch and job satisfaction.

Table 49. Correlation (K-W) test for the IS, ES, and GS vs Referee Branch

Null Hypothesis	Sig.	Decision
There is no correlation between the referee branch and the intrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between the referee and the extrinsic job satisfaction level	.000	Reject the null hypothesis
There is no correlation between the referee branch and the general job satisfaction level	.000	Reject the null hypothesis

6. DISCUSSION

The conducted analyses presented in the previous chapter provide the needed information for determining the job satisfaction levels. The deployed satisfaction measure is the short form of MSQ, Turkish version, which covers the items account for IS, ES and both combined as GS. The used population is a sport-related field, specifically, the referees of basketball, football, and volleyball within the city of Elazığ, Turkey. Based on the conducted review of the literature, presented in Chapter 3, nine socio-demographical factors plus the branch of the referee were selected for determining their correlation with the job satisfaction level.

The socio-demographic factors used in this study present vital information on a number of aspects. For instance, the interest of the sport and sport-related jobs with respect to the gender; it appears that in the city of Elazığ there is a high tendency towards male gender occupying sport-related job, in this case refereeing. This can be easily noticed from Table 1, as the male gender represents 82% of the total population of the sample. Nevertheless, the recent reformations of sports sectors have helped and encouraged females to join these jobs. In addition, more than 87% of the total population is categorized into two age ranges, namely 16-25 and 26-35. The imposed difficulties, stress, and physical distress necessitate such a tendency towards young ages. As the age grows older, the number of referees in the age category becomes less. According to Table 1, the last age category, 66+ years, has a zero frequency, which is an expected outcome for a refereeing job. Apart from the age, the interpretation of education level also provides an interesting information on referees in the city of Elazığ. The majority of referees hold a university degree, where the percentage of participants with a university education level is more than

77%. This is generally caused by two main factors, namely the increased interest in education, and the increased awareness about the benefits of sports-related professions.

Another tendency related to the participated referees is that more than 68% of them are single. There are two main reasons for such a consequence, namely the age and profession tendencies. It is obvious that most participants are, somehow, young meaning that they are either not ready for marriage or they do not have the ability to establish a new family. Moreover, it is likely to interpret referees' interest to be more focused on sports rather than marriage and its commitments. Not surprisingly, the divorced option counts for zero frequency, as the divorce is not an accepted norm in the city of Elaziğ. People here tend to be more conservative and the family stability rate can be considered high with a less divorce rate. The remaining percentage of married referees, which is less than one-third of the population, is emphasizing the presented explanation and justification for this study case.

The tenure of the referees varies, yet it provides a useful piece of information related to the table referees; essentially, the percentage of table referees out of the total population is very little, where it only composes 6%. This is implied by the previously discussed factor, the age, as the participants' tendency towards young age is obvious. In addition, the percentage of candidate referees is 46%, which reflects the fact of youth interest in sport-related professions.

According to Table 1, more than the half of the population does not receive an income for doing the refereeing job. This implies the availability of many individuals within this city interested in sports and the professions related to them as a hobby not as a source of income. In addition, nearly one-third of the population

receives their income from professions and jobs other than sport, which also validates the latter explanation. Interestingly, only 14% of the total population represents those who receive their income from sport-related professions. The last consequence should be separately investigated in a relevant study in order to understand why such a trend exists.

The seventh factor in the socio-demographic data is the refereeing experience. There three categories representing this factor; however, the majority of the participants is classified as having 5 years and below of refereeing experience. According to Table 1, more than 77% of the total population belongs to this category. On the other hand, the other two categories have equal percentages of 11.3% for each. The main reason has been already explained, that is the considerable youth tendency towards the young age. Apart from that, the acting history factor, which is partially related to the seventh factor, provides useful statistical figures. According to Table 1, 50% of the total referees' population does not have an acting experience, while 31.3% has 1-5 years of acting experience, and 18,7% has 6 years and more of acting experience. The idea has been explained, which is directly related to the age and tenure of the referees.

The ninth factor is the income status of the referees. This factor considers three main categories, low, middle and high. A 68% of the total population falls within the middle-income referees, and 30.7% represent the low-income referees. These figures represent the general income factor in the Republic of Turkey, where the majority of people receive an average or below salary based on the local living standard. As expected, a very tiny percentage, only 1.3% of the total referees' population falls within the high-income category for the same reasons.

Finally, the choice was made for basketball, football, and volleyball with equal frequencies for each field (50 participants) in order to properly interpret the analysis and come up with a precise judgment about the outcomes.

The 20-items MSQ weights generally follow a normal distribution with a slight tendency towards higher weights. According to Table 2, the highest recorded frequency belongs to the first item in the questions, namely “Being able to keep busy all the time”, where 52% of the total population responded by “very satisfied” to this specific item. In addition, the same weight option “very satisfied” appears to have high frequencies for most of the items. It can also be noted from Table 2 that the weight “satisfied” has the second highest frequency of response. The least recorded option for most items is the “not satisfied” option, where it appears in a number of items with zero frequency. In addition, the second lowest weight appears to be “somewhat satisfied” for most of the item. Consequently, the concentration of the distribution is partially shifted towards to higher weights, contributing to more satisfaction levels on the overall average.

Tests of normality reveal that the GS, IS and ES tend to be not normally distributed between the male and female referees, as elaborated by the Kolmogorov-Smirnov and Shapiro-Wilk test results presented in Table 4, which are also supported by the values of the skewness and kurtosis provided in Table 3. This result is also confirmed by the correlation analysis presented in Table 40, where the results show that there is no significant correlation between the gender and IS. However, the results obtained for ES and GS vary based on gender in terms of the normality. In this case, the representations appear to be normally distributed for females in both cases, and not normally distributed for males in both cases. In this regard, the

significant correlation between the gender and ES is attained, as provided in Table 40, and it is confirmed insignificant in the case of GS. The main reason is the high difference between sizes of the male and female referees, which makes the prominent results conform to the majority of the participants. Benchmarking these results to some studies found in the literature is a useful step and effective step in the academic research. Therefore, the closest studies, presented in English, in the Turkish context are brought forward to compare the current results with their results. For instance, in the study of Gündoğdu et al. (149), the authors showed that there is no significant relationship between the gender and both IS and ES. This result partially coincides with the current study's results, where both IS and GS are insignificantly correlated with job satisfaction for all referees. In addition, there is no significant difference recorded between male and female genders in the studies of Eker et al (145), and Yucel and Bektas (128). However, these did not actually consider referees as a survey population.

The K-W correlation test obtained for the referees' age in Table 41 reveals that a significant correlation between IS and GS, yet it is not presented in the case of ES. This result matches the study conducted by Çoban (147) for football referees, and Gündoğdu et al. (149). However, Şirin and Döşyılmaz (161) indicated that the age factor had no significant difference with respect to job satisfaction.

The outcomes of the K-W significance test for the education level, presented in Table 42, of the referees, show that the correlations between education level and both IS and GS are significant, while it is not significant for ES. When comparing these results to (161), it turns out that in the latter's case, there was no significant difference between the referees with respect to their educational level. However, the

obtained results of this study match with the results of the study conducted by Ilkim and Güllü (150).

It is observed that the divorced category is totally missing, as it has a zero frequency count. This kind of scenario goes in line with the correlation results obtained by K-W and provided in Table 43. The significant correlation between the marital status and IS, ES, and GS assure that this factor has a positive influence on the job satisfaction of the study's population. This result matches with the result obtained in (161), which is justified by the fact that a stable life, specifically with marriage, positively affects the overall behavior towards higher satisfaction levels. However, the current results oppose what both (146) and (150) found.

The correlation test of K-W conducted for discovering the refereeing status relationship with IS, ES, and GS reveal that a significant correlation is found for IS, ES, and GS with respect to the refereeing status, as elaborated in Table 44. The current results match with the results obtained in (161). Yet, again, it opposes the results obtained in (150). Nevertheless, the current results match with the general logic of job satisfaction characteristics, where higher positions often make individuals more satisfied with jobs, as reviewed in Chapter 3.

The non-arbitration income status is not widely studied by researchers, yet it is considered in this study to better understand its effect on the job satisfaction of the targeted referees. According to the obtained K-W test results for the non-arbitration income status, there is a strong correlation between the non-arbitration income statuses and IS, ES and GS, as provided in Table 45. Therefore, the non-arbitration income status clearly appears as a positive influential on the job satisfaction of the referee population.

According to Table 46, there is a strong correlation between the refereeing experiences and IS, ES, and GS, which in turn means with job satisfaction level. This result matches the results obtained by Çoban (147) and Gündoğdu et al. (149). However, the findings of Şirin and Döşyılmaz (161) state that there is no significant correlation between the referees' experience and the job satisfaction. Generally, as reviewed in the literature, this factor is quite controversial, and there is no exact consensus about it over many studies. Notwithstanding, the outcomes of this study can be easily justified by the increase of skills, talent, and comprehension with the experience of the referees. In the same regard, the acting history factor is somehow relevant to the refereeing experience. This factor is investigated in terms of its correlation with respect to IS, ES and GS, as provided in Table 47. Accordingly, the correlation of IS and the refereeing experience has not been confirmed. However, there is a strong correlation between both the acting history and both ES and GS. This result is confirmed by (149, 150) yet it is opposed by (161). As previously explained, the experience plays a vital role in increasing the job satisfaction level, thus, it is logical to find out that the acting experience, which is more specific than the experience, is also positively correlated with the job satisfaction.

Regarding the income status factor, the results of K-W test of correlation reveal that there is a strong positive correlation between the income statuses and IS, ES, and GS, which ultimately means between income status and job satisfaction, as presented in Table 48. According to Table 48, it is found that this result coincides with the results obtained in (147, 150). However, it opposes the results obtained in (149). In this regard, it is important to mention that the income level itself is a vital factor in accomplishing the job satisfaction. Despite the claim stated by Gündoğdu et

al. (149) that referees do not need a high-income level to be satisfied with the job, rather what is provided to them by the Federation is enough to satisfy their needs, yet this is not the case with most reviewed studies. The income appears to be a highly influential in almost all these studies, as it motivates individuals to be more satisfied with their jobs.

Finally, the significant correlation is found with IS, ES, and GS with respect to the refereeing branch, as presented in Table 49. This means that the branch is positively correlated with the job satisfaction level in the studied population. This result is also confirmed in a Turkish-based study conducted by Karataş et al. (162).

7. CONCLUSION

This study has determined the satisfaction levels of basketball, football, and volleyball referees in Elazığ, Turkey deploying MSQ as a measure for the job satisfaction, due to its popularity, and the study's task-matching. Ten factors were used for inspecting their relationship with the job satisfaction level. Both intrinsic and extrinsic satisfactions were tested for a better understanding of the general satisfaction level. Throughout the analysis process, a number of tests were used for finding the descriptive statistics, normality, reliability, and correlation. The outcomes of this research are summarized in the following points:

- There is a significant relationship between the age, education level, marital status, refereeing status, non-arbitration income status, refereeing experience, acting history, income status, and refereeing branch.
- There is no significant relationship between the gender and the job satisfaction level of referee participants. Although, the correlation appeared in terms of extrinsic satisfaction, yet in both intrinsic and general satisfaction, it turns out that it is not significantly related.
- The determined results match with a number of studies found in the literature related to similar applications in the Turkish context.
- The confirmed correlation emphasizes the importance of addressing these factors in all types of jobs in the Turkish context. This will provide a better understanding of the positive and negative attitudes of employees towards their jobs.

Apart from the positive points, this study has a number of limitations that can be addressed in future research studies, these are:

- The conducted study has addressed referees from only three branches, which cannot generalize the assumption to all sports branches.
- The conducted study is provincial-based, where the population is chosen only from one city. This also implies the fact that generalizing the results should not be an option.
- The targeted population is not adequately covering some characteristics, such as being a permanent referee, depending solely on the refereeing income, joining international games/matches as a referee, etc.
- The tendencies within the sample size; for instance, males and females percentages, which actually is uncontrollable.

In spite of all these limitations, this study contributes to the national and international research fields, especially in the area of referees' job satisfaction realm in a number of aspects. Firstly, the study allows researchers, lawmakers, sport-manages, and relevant authorities in Turkey, and specifically in Elazığ, to have a deep insight on a critical issue related to referees and their undertaken jobs. Secondly, it encourages researchers to further expand and improve the current research to be applied in other cities, intra-cities-based or in a national-based sense. Finally, improving the general view about refereeing job by presenting a specialized research on them.

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9. APPENDICES

Dear Participant, the following questionnaire is used to “**Determine the job satisfaction levels of basketball, football and volleyball referees in Elazığ province**”. Thank you for your interest.

Participants' Information

1. **Your Gender:** ☐ female ☐ male
2. **Your Age:** ☐ 16-25 ☐ 26-35 ☐ 36-50 ☐ 51-65 ☐ 66 and up
3. **Your Education:** ☐ Primary. ☐ Middle school ☐ High school ☐ University ☐ High education
4. **Your Marital Status:** ☐ Married ☐ Single ☐ Divorce
5. **Your Status at Refereeing:**
☐ Classics ☐ Candidate Referee ☐ Table Referee
6. **Your Non-Arbitration Income Status:**
☐ Sports related ☐ other than sports ☐ No revenue
7. **Your Age of Referee:** ☐ 5 years and six ☐ 6-10 years ☐ 11 years and up
8. **Your Acting History:** ☐ No ☐ 1-5 years ☐ 6 years and up
9. **Your Income Status:** ☐ Low ☐ Middle ☐ High
10. **Your Referee Branch:** ☐ Basketball ☐ Football ☐ Volleyball

The following items deal with your refereeing duty in different ways. You are thinking about these expressions that are expected from you, and you are specifying the most appropriate option by putting an 'X'.

5 = Extremely Satisfied, 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied

No	You have questions related to job satisfaction. Specify “X” according to the following questions	1	2	3	4	5
1	Being able to keep busy all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be “somebody” in the community .					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions .					
7	Being able to do things that don’t go against my conscience.					
8	The way my job provides for steady employment.					
9	The chance to do things for other people .					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions .					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					

10. CURRICULUM VITAE

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