



Relationship Between Nurses' Personality Characteristics and Problem Solving Skill: A Field Study

Hemşirelerin Kişilik Özellikleri ile Problem Çözme Becerisi Arasındaki İlişki: Bir Alan Çalışması

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ABSTRACT

Nurses, who have an important place in the provision of health services, face various problems while caring and applying to patients. This research was conducted to reveal the relationship between nurses' personality traits and their problem-solving skills. 228 nurses living in Istanbul, Turkey participated in the study. The collected data were analyzed with statistical analysis programs used in social sciences and as a result of the analysis, a weak positive correlation was found between Extrovert sympathetic balanced and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem. Extrovert sympathetic balanced and thoughtless approach negatively correlated very weakly. There is no relationship between extrovert sympathetic balanced and immediate decision-making approach and solving problems thoughtlessly. There was a moderate positive correlation between anxious traditional and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem. There is a very weak relationship between the anxious traditional and solving problems thoughtlessly. There is no relationship between anxious traditional and thoughtless approach and self upload problem. There is a weak positive correlation between innovative critical and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems and biased solution approach. There is a weak relationship between innovative critical and self upload problem. There is no relationship between innovative critical and solving problems thoughtlessly, self upload problem and thoughtless approach.

Key words: Nurse, Personality Traits, Problem Solving Skills

ÖZET

Sağlık hizmetlerinin sunumunda önemli bir yere sahip olan hemşireler, hastalara bakım verirken ve başvururken çeşitli sorunlarla karşılaşmaktadır. Bu araştırma, hemşirelerin kişilik özellikleri ile problem çözme becerileri arasındaki ilişkiyi ortaya koymak amacıyla yapılmıştır. Araştırmaya İstanbul'da yaşayan 228 hemşire katılmıştır. Toplanan veriler sosyal bilimlerde kullanılan istatistiksel analiz programları ile analiz edilmiş ve analiz sonucunda dışadönük sempatik dengeli ile problem çözmeye güvenme, problem çözmeye inanma, problem çözmeye yaratıcı çözümler bulma, önyargılı olma arasında zayıf pozitif bir ilişki bulunmuştur. Dışa dönük, sempatik, dengeli ve düşüncesiz yaklaşım, çok zayıf bir şekilde negatif korelasyon gösterdi. Dışa dönük, sempatik, dengeli ve ani karar verme yaklaşımı ile düşüncesizce problem çözme arasında bir ilişki yoktur. Endişeli geleneksel ile problem çözmeye güvenme, problem çözmeye inanma, problem çözmeye yaratıcı çözümler bulma, önyargılı çözüm yaklaşımı ve kendi kendine yükleme sorunu arasında orta düzeyde pozitif bir ilişki vardı. Kaygılı geleneksel ile düşüncesizce problem çözme arasında çok zayıf bir ilişki vardır. Endişeli geleneksel ve düşüncesiz yaklaşım ile kendi kendine yükleme sorunu arasında bir ilişki yoktur. Yenilikçi eleştirelilik ile problem çözmeye güvenme, problem çözmeye inanma, problem çözmeye yaratıcı çözümler bulma ve taraflı çözüm yaklaşımı arasında pozitif yönde zayıf bir ilişki vardır. Yenilikçi kritik ve kendi kendine yükleme sorunu arasında zayıf bir ilişki vardır. Yenilikçi eleştirel yaklaşım ile sorunları düşüncesizce çözmeye, kendi kendine yükleme sorunu ve düşüncesiz yaklaşım arasında ilişki yoktur.

Anahtar Kelimeler: Hemşire, kişilik özellikleri, problem çözme becerileri

1. INTRODUCTION

Community life is full of problems in different numbers and structures that need to be solved (Akpınar and Barlas, 2015; Yıldırım and Bağısürer, 2019). Individuals encounter some difficulties, problems and obstacles in daily life, and they produce some problem-solving skills (PSS), ways to overcome them (Düşünür and Çerçi, 2021). The problem is defined as complex, undesirable, troublesome, in the most general terms, negative. The problem is a situation that needs to be researched and learned with another definition, pondered over, resolved and concluded (Barutçu, 2019; Karakurt and Ekinci, 2015; Yüksel, 2015; Yıldırım and Bağısürer, 2019). It should develop new solution methods and solution skills to solve problems (Duran, 2017). As a member of the health care industry, nurses face various problems while providing health care to patients. Developments and advances in technology have also manifested themselves in health care as a requirement of the age of science, and they have assigned different duties and responsibilities to nurses. These increasing duties and responsibilities have brought many problems to be solved. Problem solving skills (PSS), which is synonymous with the concept of coping with the problem, is expressed as a rational, conscious and multi-faceted skill that requires effort. Although problem solving (PC) is mostly attributed to nurses in managerial positions, it is one of

the most important skills that clinical nurses should have (Karakurt and Ekinici,2015). The nurse should analyze the problem faced by the patient and apply the right solution methods. Nurses with good problem-solving skills (PSS) play an active role in protecting and improving the health of patients, increasing the quality of life, and meeting the needs of patients and their families with complex health problems (Uysal and Manavoğlu, 2019; Çelenk and Topoyan, 2017; Yoo and Park, 2014).

In problem solving skills (PSS), following the right path, making decisions, seeing oneself as competent in this regard, self-confidence can only be achieved through self-evaluation (Tugut and Kaya 2017). The concept of personality expresses the basis of a person's ability to understand and recognize both himself and others. Personality is one of the stable and most important features that guide human behavior in general (McCrae and Costa, 1987). Personal characteristics such as courage, willingness, self-confidence, effective communication skills, creative thinking, self-perception, not worrying about events, being assertive are directly proportional to problem solving skills (PSS). In case of failure in problem solving skills (PSS), it may also be caused by the personal characteristics (PC) of the people (Acarer and Beydağ, 2013; Koç et al., 2015). In nurses who use the problem solving skills (PSS) process correctly, the satisfaction of the individual/family/society they care for increases, the job satisfaction of the nurse increases, communication skills are strengthened and the quality of patient care increases. Nurses who can communicate effectively and think critically have developed problem-solving skills (PSS), and in this case, it is much easier to manage the nursing process and determine the correct nursing diagnoses (Liou, 2016).

While choosing a profession, it is the person's personality traits, abilities, and orientation to a field that he thinks is most suitable for his job satisfaction and which he believes will provide the highest level of satisfaction (Uslusoy et al., 2016). As in every profession, nurses should renew themselves and increase the quality of care by adding new ones to their knowledge. Nursing; It is an applied health discipline that provides the individual/family/community with the help they need in case of health and illness. Nursing; It is a profession that protects the health of the individual/family/community and ensures the planning, organization and implementation of services for their improvement. Nurses take part in the health and illness conditions of individuals from birth to death, and provide care, treatment and consultancy services (Yıldırım and Bagsürer, 2019) appropriate selection is made (Uslusoy, et al. 2016).

An individual's personality is shaped by his interaction with his environment. Family, school and friends, which are the closest environment of the individual, are effective in the formation of personality. Positive relations of the individual with this environment may cause the individual to have a harmonious personality, while negative relations may cause an incompatible personality (Erdoğan et al., 2005; Jaffee and D'Zurilla, 2003). It is thought that the personalities of individuals are also important in effective problem solving skills (PSS), which includes the sub-headings of understanding the problem, planning for the solution, implementing the plan and evaluating the results (Serin, et al., 2010). It is stated that individuals who can think independently, creatively, are socially competent, have high self-confidence and can tolerate uncertainty use more effective problem solving skills (PSS) (Dow and Mayer, 2004).

This study is the place where many problems occur due to the complex structure of health institutions and the organization of individuals with different characters. In the solution of these problems, nurses who deal with patients uninterruptedly have a lot of work. Nurses can solve problems in a short time by taking precautions before they occur. Therefore, the relationship between nurses' personality traits and problem-solving (PS) skills has been examined.

2. LITERATURE REVIEW

2.1 Personality Characteristics (PC)

Personality is a difficult phenomenon to define in the concept of personality due to the complexity of its structure. It has been in the field of interest of many researchers from ancient times to the present (Çiçek and Aslan, 2020). Personality is one of the important areas of psychology. Personality; It is evaluated as a set of organized emotional, cognitive, social and physical characteristics (PC). In addition, personality is also known as personality traits that are innate and shaped through interaction with the environment and do not change easily (Goldberg 1992; John 1990). The fact that personality is an abstract concept and trying to explain it with various theories reflects the difficulties in defining it (Aslan,2008). The common opinion of many researchers is that individuals' differing personalities can be explained by five basic features. These; extroversion, agreeableness, self-discipline, neuroticism and openness/mind (Mukba and Kaya, 2020).

A consensus was reached on the traits of extraversion, agreeableness/agreeableness, self-control/responsibility, emotional inconsistency and openness to development, which he classified as five-factor personality traits (John 1990).

Extraversion; Such people are known to be self-confident, social, talkative, sincere, able to establish relationships quickly, active, cheerful, optimistic and people-oriented. (Costa et al., 1986). These people prefer to act with large groups rather than individuality and exhibit leadership behavior in the community (Costa and McCrea, 1992).

Mildness: Honesty, consideration for others, generosity, kindness, tolerance, altruism, agreeableness, obedience, compassion, humility. **Amenability:** It is the personality dimension that defines good-natured, cooperative and reliable individuals (Sommer and Goldberg, 1999).

Self-control: It includes characteristics such as being determined, conscientious, responsible, orderly, punctual, following the rules, with the motivation to achieve success, self-disciplined, patient, planned, programmed, careful, clean, thrifty, meticulous, cautious and hardworking. Individuals with this characteristic display a conscious, cautious, dependent, careful and disciplined personality in their lives (Özkalp and Kirel, 2011).

Emotional inconsistency: These are; anxious, angry, depressed, impulsive, fragile, anxious, shy, insecure, and irritable (McCrae and Costa, 2008).

Openness to development: Some researchers consider it as culture, others as intelligence. Growth openness factors; Analytical, curious, creative, independent, non-traditional, unique, imaginative, broad interests, courageous, change-loving, artistic, natural, open-minded, active, free-thinking, cultured, having an aesthetic point of view and intelligent. (Tatar, et al., 2014).

Personality is the sum of certain behaviors and is also influenced by the environment. Personality directs and manages the behaviors of individuals (Vatandaş,2020). In recent years, it is seen that cognitive theory and personality theories are widely used together in researches. Personality theories accept personality as the organization of emotions, behaviors and thoughts that will help the individual to reveal his/her potential or reach and reflect his/her basic tendencies (McCrae and Costa, 2008). Personality traits are the actions that a person will display in the face of stimuli and their potential chronic predispositions (Caprara et al., 2013).

2.2. Problem Solving Skill (PSS)

Problem solving skills (PSS) skill is the process of producing solutions shown by the individual in order to eliminate the difficulties encountered in order to reach a certain goal (Yıldırım, 2009). Although problem solving skills (PSS) has been used as a concept for a long time, it was first systematized by the American educator John Dewey (Yıldırım, 2018). The problem solving process consists of three stages: rational, impulsive-careless and avoidant approach. Rational problem solving skills (PSS) is defined as the systematic application of rational, clear and effective problem solving skills (PSS). The impulsive-careless approach is defined as a dysfunctional problem-solving skills (PSS) pattern that actively applies problem-solving strategies and techniques. The avoidant approach is a dysfunctional problem solving skills (PSS) model defined by procrastination, passivity and dependency (Hamarta, 2009). Individuals should have effective problem-solving skills (PSS) to lead a healthy life (Buğa et al., 2018).

Problem solving skills (PSS) is a complex process that requires cognitive, affective and psychomotor skills. Problem solving can be considered as developing tools to reach a goal and overcoming the obstacles encountered while reaching the goal (Çam and Tümkaya, 2008). Problem solving skills play an important role in the process of being an individual and coping with the environment (Şahin, 2004). Individuals feel uncomfortable in the face of problems and start to produce a number of solutions to get away from the discomfort. Here, various knowledge, skills and experiences that people have come into play (Anık and Tüsten, 2019).

It is in the nature of people to interact and communicate with other individuals in their social environment. In this process, he encounters some problems in daily life and has to acquire, develop and use problem-solving skills (PSS) in order to maintain his relations with his environment in a healthy way (Yükçü and Demircioğlu, 2017). Each individual's problem-solving skills (PSS) also vary according to the environment they are in. Individuals with high problem-solving skills (PSS) have more advantages in coping with difficulties and overcoming obstacles. The components of the problem-solving skills (PSS) proceed similarly to the stages of the nursing process. These; encountering the problem, collecting data, identifying the problem, creating possible

solutions, choosing the appropriate solution, applying and evaluating the solution (Cebeci and Köşgeroğlu, 2020).

3. GENERATION of HYPOTHESIS

3.1. Personality Characteristics Features on Problem Solving Skills

Problem solving skills (PSS) of people will positively affect their success in life (Dündar, 2009). Individuals should have effective problem-solving skills (PSS) in order to lead a healthy life. Personality traits and problem solving skills (PSS) are related to each other. Heppner and Krauskopf (1987) state that the problem-solving skills (PSS) process consists of the interaction of three factors. These are the characteristics of the problem, whether the person uses the steps to solve the problem, and the personal characteristic (PC) of the person who will solve the problem. Nurses with positive personality traits have higher professional success and job satisfaction (Çıtak et al., 2020). It has been observed that positive personality traits affect problem solving skills positively (Karabulut and Kuru, 2009).

Problem solving skills are among the basic skills and competencies that nurses should have. It is expected that the problem-solving skills of nurses who care for individuals with different problems and have to solve these problems encountered in the clinical environment are high (McEwen, Brown, 2002). A strong relationship was found. In addition, it showed a statistically significant relationship between the sub-dimensions of personality traits and the sub-dimensions of problem-solving skills (Yöyen et al., 2017). Şahiner et al. in their study with students. The problem solving inventory (PSI) total score average of the students is 82.82 ± 15.93 , and 51.3% find their problem-solving skills partially successful in any problem situation, and 43.9% find them quite successful. 83.0% of the students stated that they had positive personality traits such as being honest and 70.5% tolerant. Students who think that they have positive personality traits and solve their problems with a systematic approach perceive themselves as competent in problem solving (Şahiner, 2013).

The problem solving process is defined as an important and integral role of nurses. Developments such as the diversity of nurses' work areas, the increase in patients' acute problems, the shortening of hospital stay, and the increase in outpatient and home care have caused changes in the care needs of patients. For these reasons, nurses are constantly faced with different and complex problems. In this situation, which requires dynamism, nurses have obligations such as giving care to individuals with different needs, identifying individuals, prioritizing them, taking initiatives, and evaluating the results. In order to fulfill these obligations, nurses must have effective problem-solving skills (Günüşen and Üstün 2011).

The following hypotheses have been made as a result of detailed literature search.

H1. There is a positive and significant relationship between personality traits and problem solving skills.

3.2. Creating a Research Model



Figure 1. Research Model

4. DATA AND METHODOLOGY

4.1. Purpose and Importance of Research

Purpose of the Study: In working life, nurses are constantly faced with different and complex problems while giving care to patients. Nurses with different personality structures take different approaches when solving problems. This study will examine the relationship between personality structures and problem solving skills.

Sampling Group and Data Collection: The sample consisted of nurses (N=278) who worked at a public university hospital in Istanbul, Turkey and agreed to participate in the study. The data were collected face-to-face and electronically with the introductory information form, 10-item personality traits scale and problem solving inventory created by the researchers between 15.05.2018 and 16.

The data collection questionnaire consists of three parts. The first part: It consists of a total of 6 questions: age, education level, unit of work, total service time in the profession, whether they are in a managerial position, and total service time in the profession. These questions were created by the researchers. In the second part, the Ten-Item Personality Scale. A 10-item scale consisting of ten items developed by Gosling et al., and adapted to Turkish culture by Atak (2013) was used. This scale consists of five sub-dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability. A seven-point Likert-type scale was used. Third part Problem Solving Inventory: In the collection of research data, it was developed by Heppner and Petersen in 1982 to determine problem solving skills and N. Şahin, N.H. Sahin and Heppner (1993). The "Problem Solving Inventory (PCI)" consisting of a total of 32 items, adapted into Turkish by was used. These statements are in the structure of a 6-point Likert type scale. The total score that can be obtained from the inventory varies between 32 and 192, and lower scores indicate that the person perceives himself as more successful in problem solving (Şahin et al., 1993).

5. FINDINGS AND DISCUSSIONS

This section contains the findings and evaluations of the study.

Table. 1 Demographic Characteristics of Participant

| | | Frequency | Valid Percent |
|---------------------------------|------------------|-----------|---------------|
| GENDER | Woman | 209 | 92,1 |
| | Men | 18 | 7,9 |
| | TOTAL | 227 | 100 |
| AGE | 20-24 Year | 20 | 8,8 |
| | 25-29 Year | 22 | 9,7 |
| | 30-34 Year | 32 | 14,1 |
| | 35-39 Year | 40 | 17,6 |
| | 40 and Over | 113 | 49,8 |
| | TOTAL | 227 | 100 |
| EDUCATION STATUS | High School | 9 | 4,0 |
| | Associate Degree | 20 | 8,8 |
| | Licence | 99 | 43,6 |
| | Graduate | 99 | 43,6 |
| | TOTAL | 227 | 100 |
| DEPARTMENT SHE/HE WORKS | Service | 87 | 38,3 |
| | Policlinic | 27 | 11,9 |
| | Intensive Care | 22 | 9,7 |
| | Other | 91 | 40,1 |
| | TOTAL | 227 | 100 |
| WORKING TIME IN THE INSTITUTION | 0-5 | 30 | 13,2 |
| | 6-10 | 27 | 11,9 |
| | 10 and Over | 170 | 74,9 |
| | TOTAL | 227 | 100 |

According to Table 1., 92.1% of the participants are female and 7.9% are male. Considering the age situation, the majority is 40 and over 40 years old and it is 49.8%. The lowest ones are 20-24 years old, 8.8%. Majority of the participants have undergraduate and postgraduate education. The total of undergraduate and graduate education is 87.2. At least 4% are high school graduates. Workplaces, on the other hand, consist of employees in the private unit, operating room and management at most, 40.1%. The least participation consists of intensive care nurses, 9.7%. Those who have worked in the institution for a maximum of 10 years are 74.9%

Tablo.2 Reliability Values of Scales

| Scale | Cronbach's Alpha | N of Items |
|-----------------------------|------------------|------------|
| Ten-Item Personality Scale. | ,705 | 10 |
| Problem Solving Inventory | ,988 | 35 |

Cronbach's Alpha (α) coefficient was used to measure the reliability of the scales. In social sciences, this value is 07 (Kılıç, 2016). As seen in Table 2, the scales used in the research questionnaire are quite reliable. Ten-Item Personality Scale = 705 and Problem Solving Inventory = 988.

Table. 3 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

| Trust The Manager scale | Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,971 |
|-------------------------|--|--------------------|-----------|
| | Bartlett's Test of Sphericity | Approx. Chi-Square | 14367,661 |
| | | df | 990 |
| | | Sig. | ,000 |

The Kaiser-Meyer-Olkin (KMO) test and was used to measure the validity of the scales. The limit value for sample adequacy is 0.7 (Kaiser, 1974). Table.3 As it can be seen, the total Kaiser-Meyer-Olkin value of the scales is =,971 and this figure is quite high. Bartlett's Test of Sphericity was used for significance. The value should be sig <0.05 (Hair et al., 2010). The sigma value of the total scale is 0.000. The scales are highly valid and reliable

Exploratory factor analysis was performed to test the validity of the variables and scales that passed the KMO and Barlett sphericity test. It was divided into seven sub-titles by exploratory factor analysis.

Table.4 Exploratory Factor Analysis

| | Trusting in Problem Solving | believing in problem solving | finding creative solutions in solving problems | biased solution approach | immediate decision-making approach | thoughtless approach | self upload problem | solving problems thoughtlessly | extrovert sympathetic balanced | anxious traditional | innovative critical |
|---|-----------------------------|------------------------------|--|--------------------------|------------------------------------|----------------------|---------------------|--------------------------------|--------------------------------|---------------------|---------------------|
| PSS 19 | ,890 | | | | | | | | | | |
| PSS 24 | ,854 | | | | | | | | | | |
| PSS 20 | ,853 | | | | | | | | | | |
| PSS 35 | ,777 | | | | | | | | | | |
| PSS 34 | ,775 | | | | | | | | | | |
| PSS 18 | ,701 | | | | | | | | | | |
| PSS 23 | ,684 | | | | | | | | | | |
| PSS 28 | ,569 | | | | | | | | | | |
| PSS 16 | ,465 | | | | | | | | | | |
| PSS 12 | ,449 | | | | | | | | | | |
| PSS 27 | | ,916 | | | | | | | | | |
| PSS 33 | | ,909 | | | | | | | | | |
| PSS 31 | | ,880 | | | | | | | | | |
| PSS 32 | | ,877 | | | | | | | | | |
| PSS 6 | | | ,753 | | | | | | | | |
| PSS 8 | | | ,741 | | | | | | | | |
| PSS 7 | | | ,699 | | | | | | | | |
| PSS 5 | | | ,653 | | | | | | | | |
| PSS 10 | | | ,557 | | | | | | | | |
| PSS 13 | | | | ,864 | | | | | | | |
| PSS 17 | | | | ,776 | | | | | | | |
| PSS 14 | | | | ,543 | | | | | | | |
| PSS 15 | | | | ,508 | | | | | | | |
| PSS 21 | | | | ,384 | | | | | | | |
| PSS 25 | | | | | ,934 | | | | | | |
| PSS 26 | | | | | ,891 | | | | | | |
| PSS 2 | | | | | | ,847 | | | | | |
| PSS 1 | | | | | | ,843 | | | | | |
| PSS 30 | | | | | | | ,920 | | | | |
| PSS 11 | | | | | | | | ,640 | | | |
| PSS 3 | | | | | | | | ,471 | | | |
| PSS 4 | | | | | | | | ,311 | | | |
| PC 3 | | | | | | | | | ,814 | | |
| PC 7 | | | | | | | | | ,769 | | |
| PC 1 | | | | | | | | | ,764 | | |
| PC 9 | | | | | | | | | ,755 | | |
| PC 6 | | | | | | | | | | ,830 | |
| PC 8 | | | | | | | | | | ,724 | |
| PC 10 | | | | | | | | | | ,713 | |
| PC 4 | | | | | | | | | | ,582 | |
| PC 2 | | | | | | | | | | | ,842 |
| PC 5 | | | | | | | | | | | ,572 |
| PSS9 | | | | | | | | | | | |
| PSS 22 | | | | | | | | | | | |
| PSS 29 | | | | | | | | | | | |
| Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization a. Rotation converged in 15 iterations | | | | | | | | | | | |

As can be seen in Table.4, questions 9,22 and 29 were not evaluated as a result of exploratory factor analysis. Although it consists of three sub-dimensions as problem solving skills, confidence in problem solving ability, approach-avoidance, and personal control, in this study, as seen in table.5; It is divided into 8 sub-headings as

trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach immediate decision-making approach, thoughtless approach, self upload problem, solving problems thoughtlessly. Although the Ten-Item Personality Scale was examined under 5 subtitles as Extraversion, Amenability, Responsibility, Emotional Stability and Openness to Experience, it was collected under three subtitles in this study. They are extroverted sympathetic balanced, anxious traditional and innovative critical.

Table. 5 Correlation Analysis

| Scale | Correlations | Extrovert Sympathetic Balanced | Anxious Traditional | Innovative Critical | Trusting In Problem Solving | Believing In Problem Solving | Finding Creative Solutions In Solving Problems | Biased Solution Approach | Immediate Decision-Making Approach | Thoughtless Approach | Self Upload Problem | Solving Problems Thoughtlessly |
|--|---------------------|--------------------------------|---------------------|---------------------|-----------------------------|------------------------------|--|--------------------------|------------------------------------|----------------------|---------------------|--------------------------------|
| Extrovert Sympathetic Balanced | Pearson Correlation | 1 | | | | | | | | | | |
| | Sig. (2-Tailed) | | | | | | | | | | | |
| | N | 228 | | | | | | | | | | |
| Anxious Traditional | Pearson Correlation | ,088 | 1 | | | | | | | | | |
| | Sig. (2-Tailed) | ,186 | | | | | | | | | | |
| | N | 228 | 228 | | | | | | | | | |
| Innovative Critical | Pearson Correlation | ,162* | ,358** | 1 | | | | | | | | |
| | Sig. (2-Tailed) | ,014 | ,000 | | | | | | | | | |
| | N | 228 | 228 | 228 | | | | | | | | |
| Trusting In Problem Solving | Pearson Correlation | ,363** | ,616** | ,365** | 1 | | | | | | | |
| | Sig. (2-Tailed) | ,000 | ,000 | ,000 | | | | | | | | |
| | N | 228 | 228 | 228 | 228 | | | | | | | |
| Believing In Problem Solvin | Pearson Correlation | ,385** | ,603** | ,351** | ,971** | 1 | | | | | | |
| | Sig. (2-Tailed) | ,000 | ,000 | ,000 | ,000 | | | | | | | |
| | N | 228 | 228 | 228 | 228 | 228 | | | | | | |
| Finding Creative Solutions In Solving Problems | Pearson Correlation | ,303** | ,577** | ,345** | ,919** | ,882** | 1 | | | | | |
| | Sig. (2-Tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | | | | | | |
| | N | 228 | 228 | 228 | 228 | 228 | 228 | | | | | |
| Biased Solution Approach | Pearson Correlation | ,347** | ,613** | ,357** | ,953** | ,965** | ,877** | 1 | | | | |
| | Sig. (2-Tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | | | | | |
| | N | 228 | 228 | 228 | 228 | 228 | 228 | 228 | | | | |
| Immediate Decision-Making Approach | Pearson Correlation | -,096 | -,019 | -,049 | ,227** | ,095 | ,167* | ,140* | 1 | | | |
| | Sig. (2-Tailed) | ,150 | ,778 | ,467 | ,001 | ,155 | ,012 | ,035 | | | | |
| | N | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | | | |
| Thoughtless Approach | Pearson Correlation | -,269** | ,023 | ,080 | ,157* | ,009 | ,118 | ,076 | ,108 | 1 | | |
| | Sig. (2-Tailed) | ,000 | ,732 | ,228 | ,018 | ,888 | ,075 | ,255 | ,105 | | | |
| | N | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | | |
| Self Upload Problem | Pearson Correlation | ,384** | ,531** | ,323** | ,869** | ,896** | ,769** | ,860** | -,098 | -,010 | 1 | |
| | Sig. (2-Tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,141 | ,876 | | |
| | N | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 227 | 227 | 228 | |
| Solving Problems Thoughtlessly | Pearson Correlation | -,085 | ,147* | ,106 | ,347** | ,133* | ,147* | ,115 | ,227** | ,349** | -,073 | 1 |
| | Sig. (2-Tailed) | ,204 | ,027 | ,113 | ,000 | ,046 | ,027 | ,084 | ,001 | ,000 | ,273 | |
| | N | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 | 227 |

** . Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed).

Correlation values were used to examine the relationship between independent variable personality and dependent variable problem solving skills. The relationship between dependent variable and independent variable sub-dimensions is shown in Table.6 in detail.

There was a weak positive correlation between the first dimension of personality traits, Extrovert sympathetic balanced, and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem. Extrovert sympathetic balanced and thoughtless approach negatively correlated very weakly. There is no relationship between extrovert sympathetic balanced and immediate decision-making approach and solving problems thoughtlessly.

There was a moderate positive correlation between anxious traditional and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem. There is a very weak relationship between the anxious traditional and solving problems

thoughtlessly. There is no relationship between Anxious traditional and thoughtless approach and self upload problem.

There was a weak positive correlation between innovative critical and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems and biased solution approach. There is a weak relationship between innovative critical and self upload problem. There is no relationship between innovative critical and solving problems thoughtlessly, self upload problem and thoughtless approach.

H1 because there is a significant relationship between dependent variable problem solving skills and independent variable personality traits and sub-dimensions. hypothesis was accepted.

5. CONCLUSION

Hospitals are patient-centered institutions where many healthcare professionals are together, teamwork is felt at the highest level, and communication and interaction is very high. One of the most important members of this team is nurses. Nurses take an active role in patient care and practices, and those who know and evaluate the patient best are nurses. Because when the service nurse starts to work, she receives the patients and the service, when her shift is over, she delivers them to her nurse friend again, and this continues uninterruptedly. In order not to disrupt the working order of the health system, it is necessary to cope with the problems encountered, regardless of their size. Nurses, who are faced with complex situations and events in patient care, teamwork and management problems, are expected to solve these problems practically and effectively. Every problem solved in the hospital environment is also the prevention of a future complication (it can be considered as a step taken towards the future (Karabilgin and Şahin,2012; Yoo and Park,2014).

In this study, the relationship between the problem-solving skills of nurses with different personality structures was examined. A weak positive correlation was observed between Extrovert sympathetic balanced, which is a sub-dimension of personality traits, and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem. A very weak negative correlation was observed with the Thoughtless approach. There is a moderate positive correlation between the second personality traits, anxious traditional and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems, biased solution approach and self upload problem, and there is a very weak relationship between solving problems thoughtlessly. There was a weak positive correlation between the third sub-dimension, Innovative critical, and trusting in problem solving, believing in problem solving, finding creative solutions in solving problems and biased solution approach. There is a weak relationship between innovative critical and self upload problem. As it is understood here, there is no medium or weak relationship, or even any relationship in some sub-dimensions, between personality traits and problem solving skills. We understand that nurses do their duties and responsibilities very well, and that they prevent problems by acting early before they occur. a lot of work falls. Good communication and interaction should be ensured between the institution, managers and employees. Managers should decide how to approach employees and should not forget that there are employees with different personality traits. Employees with different personalities have different interests, skills, ways of doing business, learning skills, and problem solving skills. Employees will be more successful when they are well evaluated and observed, and when responsibilities are assigned according to their characteristics and interests. Employees who have negative feelings towards work and the organization will be brought back to the organization, job satisfaction, organizational commitment, organizational trust, organizational citizenship behavior, business performance, employee performance will increase positively.

Personality traits affect factors such as job satisfaction, career satisfaction, motivation, avoidance, quitting, teamwork, organizational commitment, job performance, creativity and coping with stress (Alan and Baykal, 2014). Businesses that want to gain competitive advantage should consider this when planning their resource. This study was conducted with nurses working in Istanbul. It is recommended to do it in other regions. Better results can be obtained if it is done in other sectors other than the health sector.

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