

## Çalışan Annelerde İş Doyumu ve Mutluluk

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### ÖZ

Bu araştırma, bir kurumda farklı meslek gruplarında çalışan annelerin mutluluk düzeyi ve iş doyumunu belirlemek amacıyla yapılmıştır. Çalışmaya, bir üniversitede çalışan 3-6 yaş arası çocuğu olan anneler dahil edildi. Veri toplama araçları olarak anne görüşme formu, OXFORD Mutluluk Ölçeği ve İş Doyumu Ölçeği kullanılmıştır. Analizlerde yüzde, ortalama, korelasyon, varyans analizi testleri kullanılmıştır. Mesleklere göre mutluluk düzeyleri ve iş doyumunun önemli ölçüde değiştiği belirlenmiştir. Çalışan annelerin mutluluk ve iş doyum düzeylerinin eğitim, meslek, haftalık program ve mesai saatlerinden etkilendiği belirlenmiştir. Mutluluk düzey puanları ile iş doyum puanları arasında düşük pozitif doğrusal bir korelasyon olduğu bulunmuştur. İş doyum ve mutluluk düzeyinin de birbirini olumlu etkileyen faktörler olduğu bulunmuştur.

**Anahtar Kelimeler:** Çalışan anneler, Mutluluk düzeyi, İş Doyumu

## Happiness and Job Satisfaction of Working Mothers

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### ABSTRACT

This study was conducted to determine the level of happiness and job satisfaction of mothers working in different occupational groups in an institution. The study involved mothers who had children aged between 3 and 6 working in the educational institutions. Mother interview form, OXFORD Happiness Scale, and Job Satisfaction Scale were used as data collection tools. Percentage, mean, correlation, variance analysis tests were used for the analyses. It has been determined that levels of happiness and job satisfaction vary significantly according to the professions. It has been determined that the happiness and job satisfaction levels of working mothers are affected by education, profession, weekly schedule, and work shifts. It was found that there was a low positive linear correlation between happiness scores and job satisfaction scores. It has also been found that job satisfaction and happiness are factors that affect each other positively.

**Keywords:** Working Mothers, Happiness, Job Satisfaction

## INTRODUCTION

Women are getting increasingly involved in life at varying degrees by the cultural and socioeconomic characteristics of societies (Turkey Statistics Institute [Turk Stat], 2018). The benefits that women have gained through participation in working life are quite high (Gültekin). However, it has also brought some drawbacks together with it. The most critical of these problems are those faced by the working woman in fulfilling her maternal duty (Family Research Institution, 2002).

Studies have found that the vast majority of working mothers feel guilty because of working (Akhan and Batmaz 2011) and have resorted to various methods to cope with this problem (allocating more time for their children, kissing, hugging and sharing joint activities) (Akhan and Batmaz 2011). Working mothers spend great efforts to avoid disruptions in their maternal duties. This situation may make mothers nervous (Razon 1995) and may lead to feelings of guilt (Yavuzer 1999). Working mothers make an early return to work (3-6 months) and start supplementary food early (Aytekin et al. 2015). In a study comparing the breastfeeding rates of working and non-working mothers, the rate of breastfeeding during the first six months by nonworking mothers was found to be 35.4%, while that of working mothers was 22.0% (Thulier and Merce 2009). Working mothers must make changes in their lives for the care and breastfeeding of their babies. In addition, due to their new status as a mother, they experience losses like job dismissal and status change as well (Gökdemirel et al. 2008).

The happiness of mothers with their role in parenting and work life has a positive effect on children. In this case, children's self-esteem increases (Özkan 1994), aggression mean scores declines (Gürsoy 2002), and more positive family and peer relationships are observed (Berk 2013).

Working people need to love their work in order to do their best in the workplace where they spend the most fruitful and longest period of their lives (Baysal 1993). As Aristotle stated many years ago, a happy life can only be achieved with a happy working life. Happiness is defined as experiencing positive emotions frequently and negative emotions rarely and getting high satisfaction from life (Argyle et al. 1989). Happiness is an important condition for the protection of human health (Cohen 2002), and it contributes to more life expectation (Joubert 1992) and satisfaction.

Happy employees are important individuals for organizations. These employees are more positive, productive, hardworking, pleased to help others, have little health problems, have a low rate of burnout problems, and work with high performance (Xanthopoulou and Bakker 2014). For this reason, the happiness of working mothers will be reflected in both children and workplaces.

The feelings of people affect business life and are an integral part of it (Kara 2010). Another important factor that is necessary for people to be happy and achieve satisfaction in their lives is the satisfaction they get from their work. People have to be happy and satisfied with their work life so that they can get the same satisfaction in their lives. In this context, we confront the relationship between job and life satisfaction (Yiğit et al. 2011). It is an intuitive fact that there is a relationship between job and life satisfaction. Logically, any level of satisfaction with life will have certain effects on other living areas (Saldamlı 2008). It has been pointed out that there are many factors affecting job satisfaction (Chen 2008; Khan et al. 2011; 2698; Nguyen et al. 2003; Okpara 2006).

Studies have focused more on children related issues of mothers such as starting additional food, breastfeeding, and problems with childcare. However, there are no studies investigating emotional states of mothers and examining their job satisfaction. For this reason, this study was conducted to determine the level of happiness and job satisfaction of mothers working in different occupational groups in an institution.

## METHODS

### Design and sample

Carried out in cross-sectional design between 30 June-30 December 2016, the study involved mothers who had children aged between 3 and 6 working in the educational institutions and hospitals of Pamukkale University.

The null hypothesis of the study was determined as follows:

"H<sub>1</sub>: There is no statistical difference between the various characteristics of working mothers and the mean happiness scores of them."

"H<sub>2</sub>: There is no statistical difference between the various characteristics of working mothers and the mean job satisfaction scores of them."

The universe of the study consisted of all mothers who had children aged between 3- and 6-years old working in educational institutions and hospitals of Pamukkale University. No sampling procedure was employed in the study. Instead, all mothers who had children aged between 3 and 6 years old, accepting to participate in the study and having no communication problems were involved in the study (n = 146).

### Measures

Necessary permissions were obtained from Pamukkale University Ethics Board (60116787-020 / 13997) and the institutions where the study was to be conducted. Also, the mothers were first informed about the purpose of the study and then their written consents were obtained.

### Data Collection Tools

Mother interview form, OXFORD Happiness Scale, and Job Satisfaction Scale were used as data collection tools. Mother interview form involved 21 items used to collect information about mothers' views and behaviors, and demographic information about mothers and their children.

Oxford Happiness Scale (OHS): This scale was developed by Argyle et al. (1989) at Experiential Psychology Department of Oxford University to measure personal happiness. Its Turkish adaptation and validity study were carried out by Doğan and Çötök (2011) (Doğan and Çötök 2011). To analyze the reliability and validity of the psychometric properties of the Turkish version of Oxford Happiness Scale, Doğan and Sapmaz (2012) first conducted a study on 491 university students to ensure the linguistic equivalence of the study. Then they used exploratory and confirmatory factor analysis methods to study the construct validity of the scale. In addition, they analyzed the correlation between the scale and other scales (Life Satisfaction Scale, Life Orientation Test, Scale of Positive and Negative Experience) to study the criterion-related validity of the scale. On the other hand, the reliability of the scale was examined by means of unified reliability, internal consistency, and split-half methods. According to the results of the exploratory factor analysis, there was a construct whose eigenvalue was 8.3 and which explained 29.84% of the total variance, and the factor loads related to the scale ranged between 0.32 and 0.77. As a result of confirmatory factor analysis, it was found that the one-factor construct of the scale was preserved in the sampling consisting of Turkish university students. It was determined as a result of the analysis conducted for criterion-related validity that there were significant relationships between the Oxford Happiness Scale and other measuring tools assessing happiness and optimism. Additionally, in the reliability analyzes, the Cronbach alpha internal consistency coefficient of the scale was found to be 0.91 and the reliability coefficient obtained by split-half method was 0.86. The unified reliability of the scale was determined as 0.91. Happiness score is obtained by totaling the scores given to the 29 items on the happiness scale. On this scale, items numbered 1, 6, 10, 13, 14, 19, 23, 24, 27, 28 have minus (-) values. Happiness increases as the score obtained from the scale increases (Doğan and Sapmaz 2012). The reliability score of this study is 0.88.

Minnesota Job Satisfaction Questionnaire: The Minnesota Job Satisfaction Questionnaire was used to measure the job satisfaction level of the employees within the context of the study. The Turkish adaptation and the validity and reliability studies of the scale developed by Weiss, Davis, England, and Lofquist (1967) were carried out by Baycan (1985) (Cronbach alpha = 0.77).

The Minnesota Job Satisfaction Questionnaire is a five-point Likert-type scale scored between 1 and 5. The options of the questionnaire and their scores are 'very dissatisfied: 1 point'; 'dissatisfied: 2 points'; 'N' (neither satisfied or dissatisfied): 3 points'; 'satisfied: 4 points'; and 'very satisfied: 5 points'. There is no reverse scoring in the questionnaire. The Minnesota Job Satisfaction questionnaire consists of 20 items that can determine internal, external, and general satisfaction levels.

1<sup>st</sup> Sub-Scale (Intrinsic Satisfaction): It consists of items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20. It consists of satisfaction related items about the internal quality of the job such as achievement,

recognition and appreciation, the work itself, responsibility for work, and advancement and position change based on promotion. The division of the sum of the scores obtained from the items of this scale by 12 gives the intrinsic satisfaction score.

2<sup>nd</sup> Sub-Scale (Extrinsic Satisfaction): It consists of items 5, 6, 12, 13, 14, 17, 18, and 19. It involves items related to the external environment of the work such as business policy and management, type of control, management, the work and relations with subordinates, working conditions, and wages. The division of the sum of the scores obtained from the items of this scale by 8 gives the extrinsic satisfaction score.

General satisfaction includes all the items in the questionnaire. The neutral satisfaction score of the questionnaire is 3. If the score obtained from the questionnaire is less than 3, this means job satisfaction is low, whereas it means job satisfaction is high if the score is greater than 3 (Çam et al. 2005). The reliability score of this study is 0.94

### Data collect

The data were collected by the researcher through face-to-face interviews and the process took about six months. Each interview lasted approximately 15-20 minutes. Data related to mothers' views, their happiness levels, and job satisfaction status were collected using mother interview form, happiness scale and job satisfaction scale, respectively.

### Data analysis

The data exhibited a normal distribution. The analyses were conducted using computer software. Percentage, mean, correlation, variance analysis tests were used for the analyses. ANOVA test was used to reveal whether job satisfaction and happiness scores of working women changed by educational level. ANOVA test was employed to check whether job satisfaction and happiness scores of working women changed according to job groups. T-test (independent samples t-test) was used to reveal whether the job satisfaction and happiness scores of working women varied by shift work.

T-test (independent samples t-test) was used to investigate whether the job satisfaction and happiness scores of working women changed by the number of working days per week.

### Ethical dimension of the study

Ethical permission of this study has been given by Pamukkale University on 06/03/2015 with number 60116787-020/13997 and the written and verbal consents of the mothers' after explaining the purpose of the study to them.

## RESULTS

The mean age of the mothers participating in the study was 33.15 (min: 22.00-max: 46.00) and the majority of them were married (95.9%). As for the distribution of mothers' occupations, it was found that 20.5% were nurses, staff member, academicians, and cleaning staff, and that 17.8% were civil servants. In addition, 43.8% of the mothers had a child, 74% had income-expense balance, and 44.5% had a bachelor's degree. On the other hand, 77.9% of the mothers were found to have 5 days a week work schedule, and 63.0% did not have shifts.

**Table 1.** Distribution of job satisfaction scale and oxford happiness questionnaire scores

	$\bar{x} \pm ss$	(Min-Max)
Intrinsic job satisfaction	3.26±0.89	(1.00-5.00)
Extrinsic job satisfaction	2.94±0.96	(1.00-5.00)
General job satisfaction	3.13±0.87	(1.00-5.00)
<b>Happiness</b>	<b>95.43±17.08</b>	<b>(39.00-127.00)</b>

Overall job satisfaction of the mothers participating in the study was  $3.13 \pm 0.87$  and happiness levels were determined as  $95.43 \pm 17.08$  (Table 1).

**Table 2.** Distribution of job satisfaction scale and oxford happiness questionnaire scores by education level

Job satisfaction	Education	n	$\bar{x} \pm ss$	F	p	Post Hoc
Intrinsic satisfaction	High school	29	$2.70 \pm 1.11$	19.895	0.000*	High School and University with Postgraduate
	University	74	$3.30 \pm 0.61$			
	Postgraduate	32	$3.89 \pm 0.69$			
Extrinsic satisfaction	High school	29	$2.40 \pm 0.98$	14.182	0,000*	High School and University with Postgraduate
	University	74	$2.98 \pm 0.74$			
	Postgraduate	32	$3.52 \pm 0.85$			
General satisfaction	High school	29	$2.58 \pm 1.04$	19.786	0,000*	High School and University with Postgraduate
	University	74	$3.17 \pm 0.61$			
	Postgraduate	32	$3.74 \pm 0.72$			
Happiness	High school	29	$86.60 \pm 22.42$	9.761	0,000*	High School and University with Postgraduate
	University	74	$96.97 \pm 12.83$			
	Postgraduate	32	$102.90 \pm 13.22$			

\*=( $p < 0.05$ )

69.9% of the mothers stated that they wanted to spend their free time with their spouse and children. 72.6% stated that they could not spare time for their children and 50.7% of those who reported this problem said this was due to busy work life. The happiness score of mothers who reported they spend enough time with their children ( $X_{\text{Spends time}} = 101.62$ ) was found to be higher in comparison to those who stated they couldn't spend enough time ( $X_{\text{Unable to spend time}} = 93.09$ ) with their children ( $t_{\text{Happiness}} = 2.751$ ,  $p < 0.05$ ). In addition, it was found that 80% of the mothers breastfed their children, breastfeeding lasted for a maximum of 9 months (37.5%), and that they stated their work life was the reason why they had to stop breastfeeding (42.1%).

The results of the analysis indicated that there was a significant difference between the job satisfaction scale scores (general) in terms of education level ( $F_{\text{total job satisfaction}} = 19.786$ ,  $p < 0.05$ ). In other words, job satisfaction varied significantly by education. The Scheffe test was conducted to determine which education level brought this significant difference between the scores. Mothers with a postgraduate education ( $X_{\text{Postgraduate}} = 3.74$ ) were found to have better overall job satisfaction scores than those who had high school ( $X_{\text{high school}} = 2.58$ ) and bachelor's degree ( $X_{\text{university}} = 3.17$ ) (Table 2).

As is seen in Table 2, there was a significant difference between the scores obtained from happiness scale in terms of education ( $F_{\text{Happiness}} = 9.761$ ;  $p < 0.05$ ). In other words, happiness changed significantly by the level of education. When the source of this significant difference between the scores is examined, it was found that the mothers with postgraduate level education ( $X_{\text{postgraduate}} = 102.90$ ) had higher happiness scores than mothers with high school ( $X_{\text{high school}} = 86.60$ ) and university ( $X_{\text{University}} = 96.97$ ) level education.

**Table 3.** Distribution of job satisfaction scale and oxford happiness questionnaire scores by professions

Job satisfaction	Job	N	$\bar{x} \pm ss$	F	P	Post Hoc
Intrinsic job satisfaction	Academician	30	$3.92 \pm 0.63$	13.670	0,000*	Cleaning staff with officer
	Nurse	30	$3.22 \pm 0.43$			Academician with staff
	Officer	26	$3.54 \pm 0.91$			Academician and cleaning staff with nurse
	Staff	30	$3.13 \pm 0.78$			
	Cleaning staff	30	$2.52 \pm 0.96$			
Extrinsic job satisfaction	Academician	30	$3.62 \pm 0.74$	12.932	0,000*	Officer and nurse with cleaning staff
	Nurse	30	$2.84 \pm 0.63$			Staff, nurse, cleaning staff with academician
	Officer	26	$3.31 \pm 1.05$			
	Staff	30	$2.82 \pm 0.82$			
	Cleaning staff	30	$2.16 \pm 0.90$			
General job satisfaction	Academician	30	$3.80 \pm 0.65$	15.464	0,000*	Officer, staff, nurse with cleaning staff
	Nurse	30	$3.07 \pm 0.45$			Staff, nurse, cleaning staff with academician
	Officer	26	$3.45 \pm 0.92$			
	Staff	30	$3.00 \pm 0.68$			
	Cleaning staff	30	$2.38 \pm 0.89$			
Happiness	Academician	30	$101.90 \pm 12.77$	5.140	0,001*	Cleaning staff with nurse
	Nurse	30	$97.93 \pm 9.37$			Cleaning staff with academician
	Officer	26	$96.80 \pm 16.24$			
	Staff	30	$96.60 \pm 16.80$			
	Cleaning staff	30	$84.10 \pm 22.64$			

\*=( $p < 0.05$ )

The results of the analysis revealed that there was a significant difference between the total job satisfaction scores in terms of professions ( $F_{\text{total job satisfaction}} = 15.446$ ,  $p < 0.05$ ). In other words, job satisfaction was found to vary significantly by professions. According to the results of the Scheffe test conducted to determine which profession group this difference came from, it was found that the total job satisfaction scores of the officers ( $X_{\text{officer}} = 3.45$ ), staff ( $X_{\text{staff}} = 3.00$ ) and nurses ( $X_{\text{nurse}} = 3.07$ ) were more positive than those of cleaning staff mothers ( $X_{\text{cleaning staff}} = 2.38$ ). It was determined that the total job satisfaction scores of the academicians ( $X_{\text{academician}} = 3.80$ ) were more positive than those of staff ( $X_{\text{staff}} = 3.00$ ), nurse ( $X_{\text{nurse}} = 3.07$ ) and cleaning staff mothers ( $X_{\text{cleaning staff}} = 2.38$ ) (Table 3).

Job groups brought about a significant difference between the scores obtained from the happiness questionnaire as seen in Table 3 ( $F_{\text{Happiness}} = 5.140$ ;  $p < 0.05$ ). So happiness changed significantly by professions. According to the results of the Scheffe test conducted to determine which profession groups this difference originated from, it was determined that the happiness scores of nurse ( $X_{\text{Nurse}} = 97.93$ ) and academician mothers ( $X_{\text{Academician}} = 101.90$ ) was higher than those of cleaning staff mothers ( $X_{\text{Cleaning staff}} = 84.10$ ) (Table 3).

**Table 4.** Distribution of job satisfaction scale and oxford happiness questionnaire scores by shift work

Job satisfaction	Shifts	n	$\bar{x} \pm ss$	t	p
Intrinsic satisfaction	Yes	54	2.78 ± 0.95	5.148	0.000*
	No	92	3.55 ± 0.71		
Extrinsic satisfaction	Yes	54	2.46 ± 0.94	5.039	0.000*
	No	92	3.23 ± 0.86		
General job satisfaction	Yes	54	2.65 ± 0.89	5.676	0.000*
	No	92	3.42 ± 0.72		
<b>Happiness</b>	Yes	54	90.20 ± 19.90	10.220	0,002*
	No	92	98.50 ± 14.43		

\*=(p<0.05)

A significant difference was found between scores obtained from general job satisfaction scale in terms of shift work ( $t_{\text{general job satisfaction}}=5.676$ ,  $p<0.05$ ), which means working mothers without shifts had higher job satisfaction scores in comparison to those who had shifts ( $p<0.05$ ) (Table 4).

As is seen in Table 4, there was a difference between mothers' happiness scale scores and their shift work status. In other words, it was determined that mothers who did not have shift work had higher happiness scores than those who had shifts ( $p < 0.05$ ) (Table 4).

**Table 5.** Distribution of job satisfaction scale and oxford happiness questionnaire scores by the number of working days per week

Job satisfaction	Day	n	$\bar{x} \pm ss$	t	p
Intrinsic satisfaction	5	106	3.51 ± 0.68	10.937	0.001*
	6	40	2.59 ± 1.02		
Extrinsic satisfaction	5	106	3.17 ± 0.82	5.597	0.000*
	6	40	2.33 ± 1.05		
General job satisfaction	5	106	3.37 ± 0.69	6.925	0.009*
	6	40	2.49 ± 0.98		
<b>Happiness</b>	5	106	98.89 ± 14.14	15.683	0,000*
	6	40	86.25 ± 20.68		

\*=(p<0.05)

There was a significant difference between scores obtained from general job satisfaction scale in terms of the number of working days per week ( $t_{\text{general job satisfaction}}=6.925$ ;  $p<0.05$ ). That is, mothers working five days a week had higher job satisfaction scores than those who worked more than five days a week ( $p<0.05$ ) (Table 5).

According to Table 5, there was a difference between mothers' happiness scale scores in terms of the number of working days per week. In other words, it was determined that mothers who worked five days a week had higher happiness scores than those who worked more days ( $p < 0.05$ ).

**Table 6.** Happiness and job satisfaction correlation

		Intrinsic satisfaction	Extrinsic satisfaction	General job satisfaction
Happiness	Pearson Correlation	0.477	0.426	0.480
	Sig. (2-tailed)	0.000	0.000	0.000
	N	146	146	146



It was investigated whether there was a relationship between happiness scores and job satisfaction scores (intrinsic satisfaction, extrinsic satisfaction, general job satisfaction) of working mothers. As a result of the analysis, it was found that there was a low positive linear correlation between happiness scores and job satisfaction scores ( $p = 0.000$ ,  $r = 0.480$ ) (Happiness with intrinsic satisfaction  $r = 0.477$ ; happiness with extrinsic satisfaction  $r = 0.426$ ). Since the correlation coefficient was positive, the relationship between happiness and job satisfaction has the same direction. That is, while one of the variables increases, the other also increases or vice versa (Table 6).

## DISCUSSION

This study was carried out to determine the job satisfaction and happiness level of mothers working in different job groups in an institution.

While childcare and housework are perceived as the common responsibilities of the spouses in developed countries, "men make houses, women make homes" perspective is still dominant in Turkey. Women who get into business life particularly due to economic problems experience problems both as housewives and as mothers. In addition, negative effects of undesirable working conditions and social pressures on women in traditional society make them vulnerable to multifaceted responsibilities and problems (Poduval 2009). The most important responsibility of women is to be a mother. The study revealed that more than half of the mothers could not spare time for their children and that they identified busy work life as the reason. It was found that mothers who stated that they could spend enough time with their children were happier than mothers who said they could not spend enough time with their children.

According to the recommendations of UNICEF and the World Health Organization (WHO), children should be fed only breastmilk during the first 6 months of life, and additional food should be given after 6 months. It is also suggested that breastfeeding should continue until at least two years of age (TNSA 2013). One of the biggest factors in mothers' failure to continue breastfeeding is working life. Baby care and breastfeeding are a major problem for working mothers. In this case, there are two options for the woman: she will either continue her working life and limit the breastfeeding of her baby or she will choose to leave her job and spare more time for her baby (Cangöl 2014). The median for the duration of breastfeeding in Turkey is 16.7 months (TNSA 2013). Bodur et al. (2002) determined the duration of breastfeeding as 12 months for housewives and 8 months for working mothers. In the current study, it was determined that majority of the mothers were breastfeeding their children, breastfeeding mothers were able to breastfeed their baby for a maximum of 9 months, and that they showed working life as the reason for stopping breastfeeding.

Nowadays, as individuals spend most of their time at work, more attention should be paid to their emotional state as well as their professional skills, performances, and physical conditions. The feelings of people take part in business life and are an integral part of business life (Kara 2010). According to Eren (1984), job satisfaction refers to the material benefit obtained from the business, co-workers that an employee is happy to work with, and happiness that comes from creating a piece of work, product, and services. Coomber and Barriball (2007) noted that there are many factors affecting job satisfaction. However, factors that affect job satisfaction due to individual differences may also change from employee to employee. Job satisfaction is reported to be influenced by age, gender, education level, skills and personal characteristics, wages, promotion opportunities, the nature and quality of the work, policy and procedures, working conditions, co-workers, attitudes and behaviors of the management, beliefs, values, attitudes, occupational safety, autonomy, leadership attitudes, and social relations (Chen 2008; Khan et al. 2011: 2698; Nguyen et al. 2003; Okpara 2006).

The level of education is a factor affecting job satisfaction. It has been determined that job satisfaction and happiness increase as education level increases. Kahraman et al. (2011) determined in their study conducted on nurses that the level of job satisfaction scores increased significantly as the level of education increased. Anar (2011) found that the job satisfaction of individuals with a postgraduate degree was higher than that of individuals who graduated from a secondary school or lower institutions and individuals who graduated from university. Oshagbemi (2003) studied the relationship between job satisfaction and personal characteristics in a study conducted on teaching staff at a university and found

that job satisfaction of academic staff was related to the high level of education and tenure of office (Oshagbemi 2003).

The profession is another factor associated with job satisfaction. In the study, the job satisfaction and happiness of the academicians were found higher than that of other personnel ( $p < 0.05$ ). The fact that job satisfaction was higher in academic staff than other employees may be due to limited promotion opportunities for other employees. Tekir et al. (2014) found that physicians' job satisfaction was higher than other staff.

Work shifts contradict the normal biological rhythm of the body, causing the person to suffer multifaceted damage. The nature of the human organism is prone to being awake during the daytime and sleeping at night (Çalyurt 2001). Work shifts can lead to failure in participating in regular social activities and social affairs, decrease in job satisfaction, decrease in the ability to cope with stress, and deterioration in physical health (Selvi 2010; Çalık 2015). It was determined that working shifts was a factor negatively affecting job satisfaction and happiness ( $p < 0.05$ ).

Excessive working hours can lead to problems in regulating the relations with the spouse, family, and neighbors; the deterioration of relations; failure in sparing time for children; the difficulty in growing up children; and social isolation (Çalık 2005; Poduval 2009). In the study, it was determined that weekly schedule was a factor affecting job satisfaction and happiness negatively ( $p < 0.05$ ).

It was found out that a positive relationship between happiness and job satisfaction of working mothers. That is, while one of the variables increases, the other also increases or vice versa. Terzi (2017) found out that job satisfaction significantly predicts the happiness of the teachers.

## RECOMMENDATIONS

It has been determined that the happiness and job satisfaction levels of working mothers are affected by education, profession, weekly schedule, and work shifts. It has also been found that job satisfaction and happiness are factors that affect each other positively. In this context, it can be recommended that

- Job satisfaction enhancing activities can be planned for mothers,
- Employers can plan various activities that mothers can do with their children for sustaining happiness levels,
- For breastfeeding mothers, especially those who have to work shifts like nurses the following facilities and opportunities can be provided and arranged:
  - baby breastfeeding hours,
  - shifts arranged according to the mother during the lactation period,
  - 24-hour open kindergartens at workplaces,
  - and allocating milking rooms for mothers and appropriate conditions for keeping the milk.

All of these favorable conditions can increase the happiness level of mothers and thus the job satisfaction.

- New studies can be planned to determine the relationship between happiness levels, job satisfaction, and maternal roles of working mothers.

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- 2-Authors have contributions such as research design, data collection, data analysis, writing the first draft of the article, presenting the article to the journal.
- 3-There is no conflict of interest between the authors of the article.
- 4- This article complies with research and publication ethics. Ethical permission of this study has been given by Pamukkale University on 06/03/2015 with number 60116787-020/13997
- 5-The data in the study were collected between 30 June and 30 December 2016.

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