

## Does business satisfaction affect the life satisfaction? Example of health sciences academics

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<p style="text-align: center;"><b>Corresponding Author</b> Yasemin URGANCI</p> <p style="text-align: center;"><b>DOI</b> <a href="https://10.48121/jihsam.781832">https://10.48121/jihsam.781832</a></p> <p style="text-align: center;"><b>Received</b> 17.08.2020</p> <p style="text-align: center;"><b>Accepted</b> 16.11.2020</p> <p style="text-align: center;"><b>Published Online</b> 30.04.2021</p> <p style="text-align: center;"><b>Key Words</b> Business Satisfaction Life Satisfaction Healthy Academics Academics</p>	<p style="text-align: center;"><b>ABSTRACT</b></p> <hr/> <p><i>This research was conducted in a descriptive way to identify the levels of business satisfaction and life satisfaction of individuals working as academics in healthcare science.</i></p> <p><i>The data was collected by the researchers. A questionnaire form, Minnesota Satisfaction Questionnaire (MSQ) and life satisfaction scale (SWL) were used in the study for demographic characteristics. Necessary permissions were obtained from the ethics committee of Nigde Omer Halisdemir University. Academicians working in Nigde, Tokat, Batman and Kayseri were included in the application. These research data were evaluated using appropriate analysis methods such as SPSS software packages, Independent t-Test, Pearson Correlation, One Way ANOVA and Regression Test. Statistically, p value <math>\leq 0.05</math> was considered significant.</i></p> <p><i>It was determined that 79.0% of the participants were women, 32.0% were lecturers and 47.0% were at the doctorate level. 87.0% of the academicians have chosen their profession willingly and 74.0% of them stated that they are expressed satisfied/satisfied with their profession. The life satisfaction scores of those who willingly choose the profession; higher than those who did not choose the profession willingly. It was determined that the statistical difference between job satisfaction and life satisfaction scales scores was based on education level. There was a positive and moderately strong (<math>r \geq 0.50</math>) significant relationship between job satisfaction scale and life satisfaction scale (<math>p &lt; 0.001</math>).</i></p> <p><i>As a result, parameters such as educational level, profession and career choice directly affect job satisfaction. A strong positive relationship has been established between job satisfaction and life satisfaction.</i></p>
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## INTRODUCTION

Today, academics who develop the quality workforce and researchers of the future leave a significant track on the development of their students, with both scientific and personal features. The positive and constructive follow-up of these traits is closely linked to the fact that academics are getting dolics as well as their academic competencies. The business satisfaction (Chen, 2008) that can be defined as a positive or negative emotional response to the individual's work has been positively or negatively affected by the life domination (Judge and Watanabe, 1993).

The concept of life satisfaction first introduced by Neugarten in 1961 is defined as an individual's valuation of their own life, whether it is the situation (what they want), the situation achieved by comparing what they have (what they have), or the outcome (Ozer and Karabulut, 2003; Deniz, 2006). The relationship between business and life satisfaction was first investigated by Braysfield, Wells and Strate. As the business is an important part of a person's life, the connection between business satisfaction and life satisfaction is meaningful. Business and life satisfaction is related because individuals are affected by events and circumstances outside of their business environment, while behavior and emotions related to non-work events are affected by the business satisfaction (Keser, 2005; Asan and Erenler, 2008).

Studies are found in the literature that academic staff's business doses are examined by different variables. In Turkey, research found that the most significant variable that is emotionally depleted is the satisfaction of the business environment (Cam, 2001). In terms of general satisfaction levels and many aspects of the business of private university academics, they have more satisfaction than the academics of state university (Bas and Ardic; 2002). The management of the professional doctrums of academic staff has a highly meaningful relationship between their business opportunities, opportunities for work, development and ascent, colleagues, physical environment, wage and staff sub-dimensions and overall ratings and emotional depletion (Cetinkanat, 2002). The lowest satisfaction in academics is taken from working conditions and the highest satisfaction is taken from relationships with students (Bulus, 2004). The wage level has been found to improve organizational engagement in academics, while the continuity has been reduced (Col and Gul, 2005). Foreign research indicates that the wage doms of academic staff affected the professional doms (Terpstra and

Honoree, 2004) and that academic staff with high professional satisfaction have good opportunities in the institution where they work (Murray and Cuningnham, 2004).

While the literature contains studies that examine the business satisfaction of academic staff and the life satisfaction separately (Akman, Kelecioğlu and Bilge, 2006; Dagdeviren, Musaoglu and Omurlu, 2011; Cavus and Abdildaev, 2014; Ulker Tumlu and Receptoglu, 2013; Demir and Akbaba, 2018) business satisfaction and life satisfaction is limited and no work has been found in academics in the health sciences.

Receptoglu and Ulker Tumlu (2015) determined that there is a medium positive relationship between the business satisfaction and life satisfaction of academic staff working at Kastamonu University Faculty of Education and that they have practically practically established the life-satisfaction of the business satisfaction and the academic staff's levels of life-satisfaction are going to gender, age, age, they reported that they do not differ significantly from the civilized situation, the title, the year of service and the year of service at their university.

This research shows how the socio-demographic characteristics (gender, division, age, title, etc.) of individuals working as academics in health sciences it is planned to determine the effects of business and life-satisfaction levels and the levels of business-satisfaction to life-satisfaction.

### Arguments & Hypotheses of the Study

This research aims to determine the levels of business satisfaction and life satisfaction of individuals working as academics in health sciences, determine whether the sociodemographic characteristics of academics (gender, division, age, title, etc.) have an impact on the levels of business and life satisfaction and whether the levels of business satisfaction have an impact on their life-satisfaction levels.

**Independant Variable:** Sosyodemographic characteristics (gender, division, age, title, etc.)

**Dependant Variable:** Business satisfaction level, life satisfaction

**H1:** Health science academics have an impact on their level of life satisfaction

**H0:** Health academics have no effect on their occupational satisfaction levels.

## MATERIALS AND METHODS

### 1.1. Type of Study

The research was conducted in the screening pattern, the descriptive type, to determine whether academics working in the cities of Nigde, Tokat, Batman and Kayseri are different from their business and life satisfaction levels. The reason for using the scan as a research pattern is that the levels of business satisfaction and life satisfaction are sought to be investigated, level determination studies are investigated by a research screening pattern of an identifying type. The hatch pattern is indicated to be suitable for use in work on a topic or for which individuals have identified their views, attitudes or interests (Buyukozturk et al., 2012; Karasar, 2005).

### 2.2. Population & Sample

The research conducted academics whose universe was found in the cities of Nigde, Tokat, Batman and Kayseri from January 2020 to March 2020, working in faculty.

Research;

General Population  $\longrightarrow$  Target Population = Number of instances (N=n), i.e. all academicians that are appropriate to the criteria for inclusion are intended to participate in the investigation. Since the entire population (to the extent that it provides the criteria for inclusion) will be taken into the study and there is no application of course, there is no need to select an Academy within the universe, i.e. no sampling method was used. The research project is intended to get the whole universe because it is intended to increase the generalizations and power of the research, and to bring the data closer to the normal distribution. The population consists of 158 people and 100 people are involved, and because more than 10% of population in the universe is achieved, the number of instances is adequate and appropriate (Ozdamar, 2015; Ozdamar, 2013; Aksakoglu, 2005).

### 2.3. Research Criteria

As the criteria for inclusion and non-inclusion of the research are prepared, the literature has been scanned and the expert opinion from an experienced academic of associate professor title, who has a study on document collection.

#### The Criteria For Inclusion in The Investigation

- Being over 18 years old,
- Working as an academic in health sciences faculty schools in the cities of Tokat, Batman, Nigde and Kayseri,
- Agree to participate in the investigation.

#### The Criteria For Ending The Investigation

Those under the age of 18 and those with psychiatric illness were not included in the study. In case of a situation where they do not want to continue the investigation without any reason, this is the measure of finalization for the investigation.

#### Ethic

Permission from the Ethics Council of the Institute of Health Sciences at the University of Omer Halisdemir was granted for the implementation of the research. The study was approved by the ethics committee decision number 86837521-050.99-E.8224 on February 10, 2020. Necessary institutional permissions were obtained from Nigde- Ömer Halisdemir University, Kayseri-Erciyes University, Tokat- Gaziosmanpasa University and Batman- Batman Universities, and also verbal and written permissions were obtained from the participants.

#### Data Collection

The research collected the data personally by researchers using the "Academics Introduction Form", the "Minnesota Business Satisfaction Questionnaire" and the "Life Satisfaction Scale". In order to evaluate the comprehensibility of the forms and scales prepared and the effectiveness of the application process, front application was applied to 10 people randomly determined by the researcher. After the pre-application, the study was finalized by making arrangements in the questionnaires and forms and the study implementation plan.

#### Academics Introduction Form

In data collection; the literature was scanned and the form was prepared by taking expert opinion. In the academician introduction form; there are questions including parameters such as gender, age, department, title status. This form; it was filled in by the academicians and the researchers using the method of face-to-face interviews. It consists of 17 questions aiming to determine the socio-demographic characteristics, working life and conditions of academicians.

#### Minnesota Business Satisfaction Questionnaire (MSQ)

Developed by Weiss, Dawis, England and Lofquist in 1967 to measure the workers' work doses, it was converted to Turkish by Deniz and Goksoa (1985) from Hacettepe University and conducted valid and reliable studies (Cronbach alpha=0.77). The Minnesota Business Satisfaction Scale is a five-type liquid scale, rated from 0 to 1-5. In scale scoring, I'm not satisfied; I'm dissatisfied; I'm dissatisfied; I'm unhappy; I'm

satisfied; I'm happy; I'm very satisfied; I'm rated at 5. There are no reverse scoring items on the scale. The Minnesota Business Soyum Scale consists of 20 substances with internal, external and general dosium determining properties. 12 of the scale measures work satisfaction due to internal factors, and 8 measures work satisfaction due to external factors.

**Sub-Size (Internal satisfaction):** 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20. Success consists of elements related to the internal nature of the business, such as recognition or recognition, the business itself, the responsibility of the business, the rise and the change of duty due to promotion. The score for this dimension is divided by 12, which results in an Internal Satisfaction score.

**Sub-Size (Exportional satisfaction):** Consisting of 5, 6, 12, 13, 14, 17, 18, 19. It consists of elements of the business's policy and management, the way it is controlled, the manager, the relationship with the labor and direct reports, the working conditions, the fee, etc. Points from the items of this dimension are divided by 8 and have an external satisfaction score. All substances found on the general satisfaction scale include items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 18, 19, 17. Also included is the section on demographic information, such as gender, age, title, work experience (seniority) and education status, to gather participants at the beginning of the Minnesota Business Satisfaction Scale. High scores indicate a high business domen (Ordu, 2016; Oymak, 2017). This research results show that the Cronbach alpha confidence coefficient of the both scale is greater than 0,798 and 0,70, and is reliable.

**The Satisfaction with Life Scale (SWL)**

This scale, which was developed to evaluate the level of satisfaction with life, was developed by Diener et al (1985) (Diener et al, 1985). Scale validity-reliability study was conducted by Dagli and Baysal (2016) (Dagli and Baysal, 2016). The scale was adapted to Turkish by Koker (1991) and was used by other researchers as a 7-point scale. Koker (1991) found that the test-retest consistency coefficient of the scale, which was applied three weeks apart, was 0.85. However, when the "Life Satisfaction Scale" to be used in this study was applied to teachers in the form of 7-point grading in teaching organizations, the participants reacted by claiming that the options were close to each other. Therefore, during the adaptation of the scale to Turkish, it was observed that the seven-digit answer options in the original form were not suitable for Turkish culture and the number of digits was reduced to five. When the number of digits was reduced to five, this scale was adapted from English to Turkish again. Scoring the expressions in the

scale in this system in the research; "Not at all (1 points), Slightly agree (2 points), Moderately agree (3 points), Highly agree (4 points), and I totally agree (5 points)". While the minimum score for the scale is five, the maximum score is 25. As the scale score increases, life satisfaction level increases in direct proportion. According to the results of this research; cronbach alpha reliability coefficient of Life Satisfaction Scale; it is 0.867 and greater than 0.70 and is reliable.

**Data Analysis**

IBM SPSS Statistics 25.0 statistical suite program, used by researchers today, is used to enter and evaluate data. Number of units (n), percentage (%), average ± standard deviation (xlig ± SS), average (M), 25 as descriptive statistics. percentage and 75. percentage values are given. The Independant-t Test, one way ANOVA Test was used, with the normal distribution of data for numerical variables evaluated by Shapiro Wilk normality test and Q-Q graphics. Pearson Correlation Test was conducted for correlation. Statistically, the value of p was ≤ 0.05; statistically significant, ≤ 0,001 was considered highly meaningful.

**Study's Limitations**

The findings obtained in this study can be generalized to academicians who work in the faculty/colleges of health sciences in the cities of Nigde, Tokat, Batman and Kayseri between January 2020 and March 2020.

**3.RESULT**

It was determined that 79.0% of the participants were women, 46.0% were between the ages of 31-40, 30.0% were working in Kayseri, 32.0% were lecturers and 47.0% were at the doctorate level. 87.0% of the academicians have chosen their profession willingly and 74.0% of them stated that they are expressed satisfied/ satisfied with their profession.

**Table 1.** Total Minnesota Business Satisfaction Score Average by Willingness to Choose the Profession

		Business Satisfaction	Life Satisfaction
<b>p</b>		,011*	,031*
<b>Mean</b>	Yes	3,8816	3,6540
	No	3,6500	2,9231

\*Independent-t Test

The data is consistent with the normal distribution and the homogeneity of the variants is ensured. Independant test was used to determine whether statistical differences between the overall workload score averages based on the desired

selection of the occupation. The p significance value was 0.031 in the t test, which made a statistically significant difference. Difference according to average score values; it originated from the group that chose the profession willingly. In other words, the academicians who willingly choose the profession; compared to academicians who do not choose the profession willingly; their business satisfaction scores are higher than their averages. In order to determine whether there is a statistically significant difference between the mean scores of total life satisfaction according to the status of willingly choosing the profession. According to the result of the t test for life satisfaction, p significance value is: 0.013. There was a statistically significant difference. In other words, life satisfaction scores of those who willingly choose the profession; higher than those who do not choose the profession willingly.

**Table 2.** Minnesota Business Satisfaction and Life Satisfaction Scales Scores According to the Education Level

	Business Satisfaction	Life Satisfaction
<b>p</b>	,007*	,657
<b>Mean</b>		
Undergraduate	3,4571	3,3714
Master Graduate	3,8467	3,5375
PhD Graduate	3,9135	3,6111

\*One Way ANOVA Test

The data is showed in accordance with the normal distribution and the homogeneity of the variants is ensured. One way ANOVA test was used to determine if statistical difference between the overall workload and life satisfaction scales scores is available based on the education level status. Based on the one way ANOVA test, p-meaning is 0,007 (0.001), which statistically makes a significant difference. The difference based on the average values of points is derived from faculty-level groups (PhD graduate>Master graduate > Undergraduate). This means that the business satisfaction points of those with a level of education

doctorate are higher than those with a graduate and undergraduate degree in education and their business satisfaction scores are higher than those with a graduate level, and they have made a statistically meaningful difference. The one way ANOVA test for life satisfaction showed a direct improvement in the life satisfaction level's point averages with the training level, but since p is 0.657, it has not made a statistically meaningful difference.

**Table 3.** Correlation of Minnesota Business Satisfaction Scale and Life Satisfaction Scale

Business Satisfaction	Business Satisfaction	Life Satisfaction
<b>r</b>	1	,500
<b>p</b>		,000**

\*\*Pearson Correlation Test

Correlation testing was used to determine if there is a relation between the scales. According to Pearson correlation analysis, there was a significant relationship between Minnesota Business Satisfaction Scale and life satisfaction scale (p<0.001), which was positive and moderately strong (r ≥0.50).

**Table:4** Regression of Minnesota Business Satisfaction Scale and Life Satisfaction Scale

		ANOVA <sup>a</sup>
Regression <b>p</b>		,000 <sup>a</sup>
<b>R</b>	,500 <sup>b</sup>	
<b>R Square</b>	,250	

Liner Regression Test ANOVA<sup>a</sup>

<sup>a</sup>: Dependent Variable: Life Satisfaction

<sup>b</sup>: Predictors: Business Satisfaction

Regression testing was used to determine if there is a linear relation between the scales. According to liner regression analysis, increase in business satisfaction's points average was explained %25 of increase in business satisfaction's points average (R Square= 0.250). Also there was a significant relationship between Minnesota Business Satisfaction Scale and life satisfaction scale (p<0.001).

## DISCUSSION

The majority of life is in the workplace, which is expected to affect the life of the business satisfaction. In particular, academics who are responsible for carrying out quality education and training activities reach high business and life satisfactions when they are motivated and are very keen to do their business.

As a result of the research, it was determined that academicians who chose the profession willingly and were satisfied with their profession had high business and life satisfaction. In the

research conducted by Akman, Kelecioğlu and Bilge in 2006, where the views of academicians on their profession were examined; It has been found that the business itself is more important than environmental factors and this has a positive effect on business satisfaction (Akman, Kelecioğlu and Bilge, 2006). Again; in the studies conducted by Urganci (2019), Akkas (2018), Cereyan (2018), Kodaman (2018) and Ariz (2010), it was determined that health professionals who willingly choose and fulfill their profession lovingly have higher business satisfaction (Urganci, 2019; Akkas,

2018; Cereyan, 2018; Kodaman, 2018; Ariz, 2010). As a result of the literature review, academicians willingly choose the profession; No studies of the same nature have been found to examine whether it has an effect on business satisfaction. Therefore, this research will have an important place in terms of contributing to the literature with this aspect and shedding light on future studies in terms of its results.

According to the research results, another factor that affects business satisfaction and life satisfaction is the education level. Our research also increases business satisfaction as education levels increase, but there is no meaningful difference between living satisfaction and education ( $p>0.05$ ). Keser, in his research conducted in the automotive sector in 2005, determined the business satisfaction of university graduates to be lower than high school and primary school graduates; He emphasized that the satisfaction of the qualified workforce is more difficult (Keser, 2005). In the research conducted by Dagdeviren et al. on academicians' business satisfaction; the satisfaction satisfaction of undergraduate graduates was found to be higher than graduate and doctoral students. Researchers stated that the satisfaction of the newly graduated academicians is higher because they are more idealistic (Dagdeviren, Musaoglu, Omurlu and Oztora, 2010). In the study in which Ozaydin et al.

investigated the effect of satisfaction satisfaction on life satisfaction among caregivers and hospital attendants; while there was no significant difference between educational status and satisfaction, it was found that life satisfaction increased as the educational level increased. It has been emphasized that as the educational status of individuals increases, they express themselves better in the society and their life satisfaction increases accordingly (Ozaydin, Cakir, Capaci, Seker and Okyay, 2018).

According to the results of the literature survey, the positive or negative situations faced by the individual in both business and social life affect the satisfaction/satisfaction he / she receives from life (Avsaroglu, Deniz and Kahraman, 2005; Luhmann, Lucas, Eid and Diener, 2013). In Rode (2004), he emphasized that job satisfaction has an effect on the overall life of the individual and on life satisfaction (Rode, 2004). In addition, according to the results of Tait et al. (1989) and Ozdemir (2015), life satisfaction was found to have a positive relationship with job satisfaction. Judge and Lock (1993) concluded that job satisfaction increases life satisfaction and job satisfaction increases life satisfaction and all these research results support our research results. (Tait et al., 1989; Judge and Lock, 1993; Rode, 2004; Ozdemir, 2015).

## CONCLUSION

As a result, parameters such as education status, occupation and career choice directly affect the business satisfaction. A strong positive relationship

has been established between business satisfaction and life satisfaction.

## RECOMMENDATIONS

The parameters used in the study can be further improved with experimental type studies, new descriptive research can be conducted to evaluate the effects of different parameters not used in the study on business and life satisfaction, or the study can be repeated with much larger sample groups.

**Conflict of Interest:** The authors declare that they have no conflict of interest.

**Ethical Approval:** 86837521-050.99-E.8224 on February 10, 2020.

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