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THE CHANGES IN THE DAILY LIVES AND LIFE SATISFACTION OF FEMALE ACADEMICIANS DURING THE PANDEMIC PROCESS

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ABSTRACT

Purpose: The new type of coronavirus (COVID-19) disease has more serious consequences and risks by gender and plays a role in biological, socio-cultural and behavioral differences. This process is particularly severe in terms of the problems faced by women and some disadvantaged groups. The aim of this study is to determine the effect of changes in the daily lives of female academicians on life satisfaction during the COVID-19 pandemic process.

Material and Methods: The sample of this descriptive study consists of 178 female academicians who have been actively working at a public university in the northeast of Turkey between Oct 1, 2020 and Feb 1, 2021. The data of the research were collected by "Personal Information Form" and "Contentment with Life Scale". Descriptive statistics (percentage, frequency, average), Pearson product-moment correlation analysis, t-test, and ANOVA test were used to evaluate the data.

Results: It was found that 83.1% of the female academicians preferred to stay at their own homes and 52.8% of them did not receive support while fulfilling their daily responsibilities during the pandemic process in which female academicians had to work and learn at home. The total score of the Contentment with Life Scale of female academicians was found to be 20.15 ± 6.95 . Female academicians who participated in the study had moderate level of contentment with life. It was determined in the study that the increase in the time spent on academic development, academic studies, and themselves increased female academicians' life contentment and was statistically significant ($p < 0.05$). It was found that increased time spent for housework decreased life satisfaction.

Conclusion: It was determined that professional and individual development is quite significant in increasing life satisfaction in female academicians. That strategies that can increase female academicians life contentment should be developed and women who are sensitive and need to be protected should be supported more in this situation.

Keywords: academic staff, coronavirus, COVID-19, female, pandemic, life satisfaction

INTRODUCTION

The new type of coronavirus (COVID-19) disease includes more serious consequences and risks by gender and plays a role in biological, socio-cultural,

and behavioral differences (1,2). The COVID-19 pandemic which radically has changed daily lifestyles has threatened the whole world regardless of class distinction and has not affected all individuals evenly.

This process has been more severe in terms of the problems experienced by especially women and some disadvantaged groups (3).

While distant education has become available with the acceleration of digitalization in working life during the pandemic process (4), increasing demands for care, lack of support in childcare, and especially the disproportionate undertaking of remote working by women have hindered female academicians' working abilities. Remote working has exposed women to less productivity (5). Transition to remote working can also cause role conflicts, interruptions, and work-family conflict by eliminating the boundaries between work and family. The pandemic process has changed academic dynamics, and academicians who have been dealing with domestic demands, remote working, and childcare have already felt the effects of the process on their productivity (6,7). Although these factors affect both genders, the tendency of women to shoulder most of the familial responsibilities causes them to experience more conflict, and it is thought that increased responsibilities and workload may negatively affect women's life satisfaction (8).

Life satisfaction is an individual's general assessment of his/her life quality according to the criteria determined by him/her, and there are many factors affecting individuals' life satisfaction (9). Family, age, marital status, education level, environment of residence, health status, income level, gender, social relations, security, freedom, and work can be listed among these factors (10). It is thought that the female gender may be associated with lower life satisfaction and higher anxiety. While Qiu et al. (2020) found that psychological distress was higher in the female population of China when compared to men during the COVID-19 epidemic, another study conducted in China also reported that women experienced more post-traumatic stress symptoms than men after the COVID-19 epidemic (11,12).

It is stated that the stress that occurs in women depending on the different roles they undertake in their lives during the pandemic process of which the effect is felt intensely can affect their life satisfaction. It is emphasized that life satisfaction is extremely important in terms of women's productivity, diligence work and life satisfaction (13). For this reason, more comprehensive and diverse studies are needed to understand the effects of the pandemic on family relations, social gender inequality, issues such as women, mothers and working mothers, the changes

it has caused, and people's satisfaction levels in this process. Determining the changes in women's social life and their life satisfaction in terms of understanding and supporting female academicians and preventing future problems in their career and family life will contribute to the planning of health programs that can be carried out for women and to develop innovative solutions. Therefore, this study aims to by determining the effect of the changes in the female academicians' daily lives on life satisfaction during the COVID-19 pandemic process.

MATERIAL AND METHODS

Study Design and Sample

The research is a cross-sectional study which was conducted to determine the female academicians' life experiences and satisfaction during the pandemic. The population of this cross-sectional study consisted of 386 female academicians actively working at a public university in the Rize province of Turkey between Oct 1, 2020 and Feb 1, 2021. The sample of the study was not selected; however, 178 participants who agreed to participate in the study constituted the sample of the study. Individuals who did not want to participate in the study were excluded 70 research assistants who went to other universities on assignment were not included in the study. In addition, 16 participants who did not agree to participate in the study or filled in the survey form incompletely were excluded from the study. The rate of participation in the study was 56.3 %.

Data Collection and Instrument

Data were collected by sending a structured questionnaire created by the researchers in Google Forms to the academics' e-mail addresses. To remind the research invitation mail, it was sent to the e-mails of the academicians three times. The academics who did not participate in these three calls were considered not to participate. Participants agreed to participate in the study by providing a digital informed consent form. In this study, "dependent variables (life satisfaction)", "independent variables (socio-demographic characteristics, working at home and which environment they preferred to stay during the pandemic process, the status of receiving support for daily responsibilities during this process, who they received support from if they did, how they evaluated their daily lives, and the changes in the time they allocated to activities in their daily lives)" and "Contentment with Life Scale that the validity and

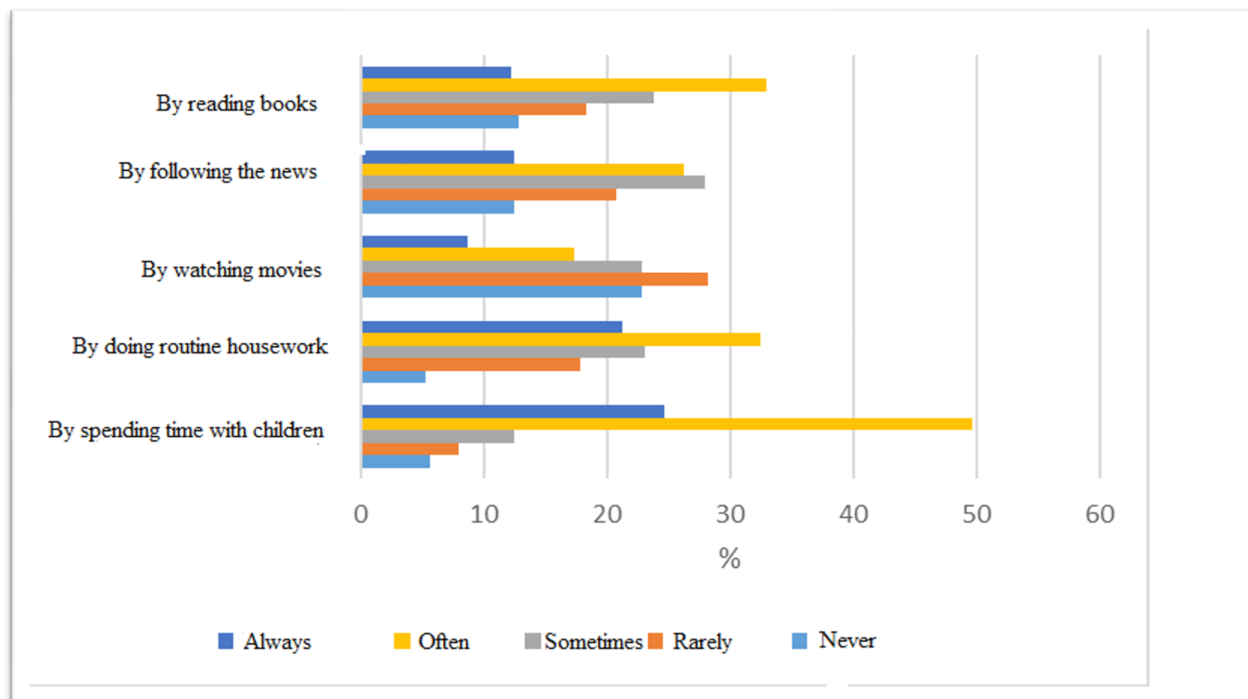


Figure 1. The distribution of how female academicians make use of their daily lives during the pandemic process

reliability study of the Turkish form" were used in data collection. The questionnaire form consists of "Personal Information Form" and "Contentment with Life Scale".

The Personal Information Form

The form consists of 12 questions that determine the participants' socio-demographic characteristics (age, marital status, unit of work, title, type of work, with whom they share their home), which environment they prefer to stay in during the pandemic process in which they have to work and learn at home, the state of receiving support for their daily responsibilities in this process, who these people are if they are supported, how they evaluate their daily lives and the changes that occur in the time they spend on the activities in their daily lives.

Contentment with Life Scale

The Contentment with Life Scale which was developed by Lavalley et al. (2007) consists of 5 items. The scale is one-dimensional, and it has a 7-point Likert type rating ("1" Strongly disagree - "7" Strongly agree). The third and fourth items of the scale are reverse coded. The scale score is collected by the total score of the questions in the scale. The highest score that can be obtained from the scale is 35 and the lowest score is 5. High scores indicate

high life satisfaction (14). The validity and reliability study of the Turkish form of the scale was conducted by Akin and Yalniz (15). The Cronbach's alpha internal consistency reliability coefficient of the scale was found to be 0.73 (15). Reporting of the study was structured according to the STROBE checklist.

Statistical Analysis

The data of the research were evaluated by the SPSS 23.0 Windows software. The relevance of the variables to the normal distribution was evaluated by the Kolmogorov-Smirnov test. Descriptive statistics (percentage, frequency, average), Pearson product-moment correlation analysis, t-test, and ANOVA test were used to evaluate the data. Statistical significance level was accepted as $p < 0.05$.

Ethical Consideration

Before starting the research, written permission and approval from the ethics committee (Decision No: 2020/206, 01.10.2020) were obtained from Recep Tayyip Erdogan University Faculty of Medicine Non-Invasive Clinical Research Ethics Committee. In addition, after the participants were informed about the research and told that their personal information would be protected, those who volunteered were included in the study.

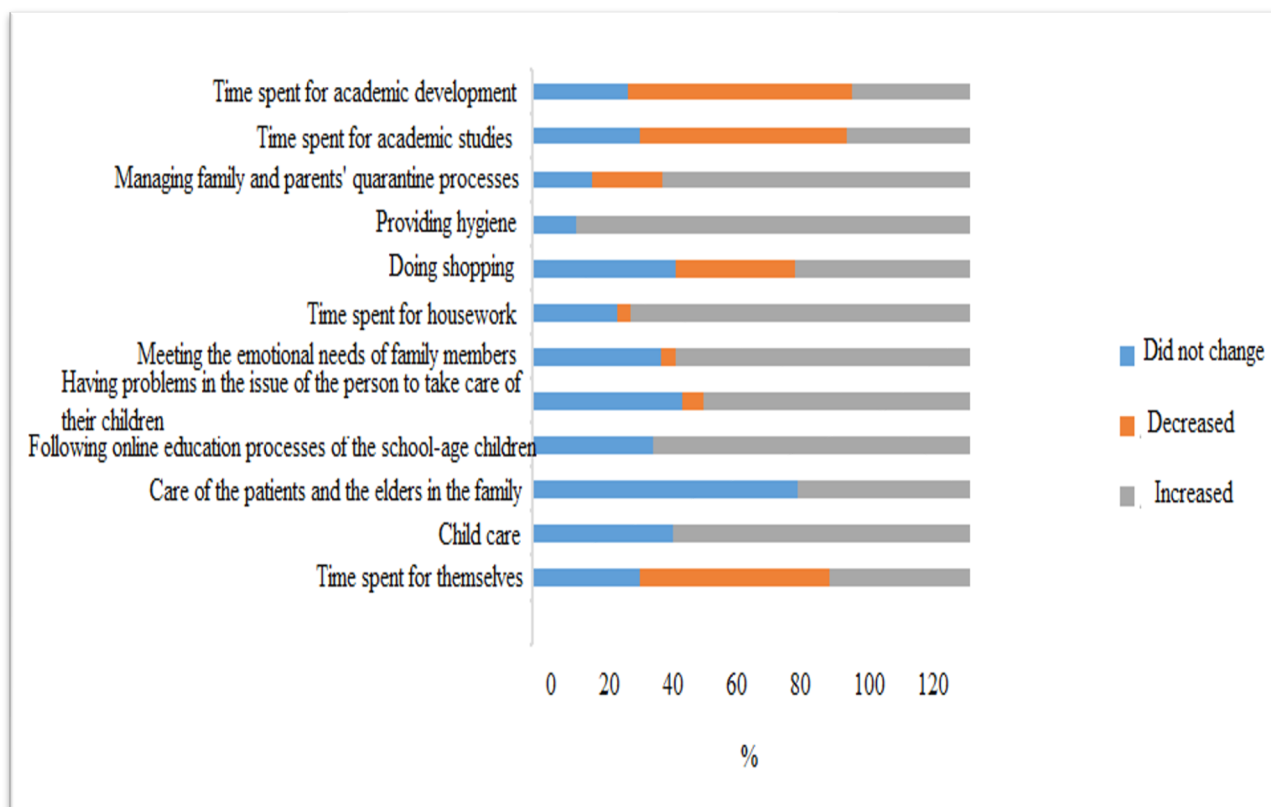


Figure 2. The distribution of the changes that have occurred in the time that female academicians spend for activities in their daily lives

RESULTS

It was determined that the average age of female academicians was 35.14 ± 5.41 , 55.1% of them were married, 66.3% of them worked at the faculty, 52.8% of the participants were non-faculty member instructors, 51.1% of the academicians worked actively, and 73.6% of them lived with their families. It was determined that 83.1% of the participants preferred to stay in their own homes when they had to learn and work at home during the pandemic process, and 52.8% did not receive support while fulfilling their daily responsibilities during the pandemic process. It was also found that 35.8% of those who received support received support from a helper (Table 1).

When the distribution of how female academicians made use of their daily lives during the pandemic process was examined, it was determined that they often spent time with their children (49.4%), by doing household chores (32.5%), reading books (32.9%), sometimes watching the news (28.0%), and rarely watching movies (28.2%) (Figure 1).

When the changes in the time spent by female academicians for activities in their daily lives during the pandemic process were examined, it was

determined that while the participants stated that the time they spent on academic development (47.2%), academic studies (51.1%), and themselves (43.3%) decreased. Besides, they stated that the time they spent on managing family and parents' quarantine processes (70.2%), providing hygiene (89.9%), housework (77.6%), meeting the emotional needs of family members (67.3%), childcare (68.0), doing shopping (39.9%) and having problems with the issue of who would take care of their children (61.0%), helping online education processes of the school-age children (72.5%) increased (Figure 2). It was also found that the time allocated to the care of old individuals and patients in the family (60.6%) did not change.

In this study, Cronbach's alpha internal consistency reliability coefficient was found to be 0.83. According to the Contentment with Life Scale, the female academicians' total score during the pandemic process was found to be 20.15 ± 6.95 . No statistically significant correlation was found between the age and contentment with life scores of female academicians ($r = -.11$; $p > 0.05$). It was determined that the effects of variables such as the socio-demographic characteristics of the participants (marital status, the

Table 1 Distribution of the characteristics of the participants regarding the socio-demographic and pandemic process and comparison of the change of the scores of the Contentment with Life Scale (n=178)

		n	%	Total Scale Score Mean \pm SD	Test value F/t/r	p value	Significant difference
Age (Mean \pm SD)	35.14 \pm 5.41(min:23; max:50)			20.15 \pm 6.95	r=-,114	0.131	
Marital Status	Married	98	55.1	20.89 \pm 7.97	t=1.279	0.216	
	Single	80	44.9	20.89 \pm 7.97			
Unit of Work	Faculty	118	66.3	19.62 \pm 7.32	1.238	0.292	
	College	31	17.4	20.65 \pm 6.27			
	Vocational School	29	16.3	21.79 \pm 5.90			
Title	Faculty member	84	47.2	19.52 \pm 6.43	t=-1.141	0.255	
	Non-faculty member instructors	94	52.8	20.71 \pm 7.37			
Type of Work	Distant Working	34	19.1	17.56 \pm 5.93	4.049	0.019	a<c
	Alternate Working	53	29.8	19.70 \pm 6.38			
	Active Working	91	51.1	21.38 \pm 7.37			
With whom they share home	Home alone	45	25.3	20.02 \pm 8.15	0.984	0.376	
	With Family / Relatives	131	73.6	20.09 \pm 6.50			
	With a friend	2	1.1	27.00 \pm 5.66			
Where it is preferred to stay when having to work and learn at home during the pandemic process	Staying at home where I constantly live	148	83.1	20.24 \pm 6.71	1.208	0.301	
	Working temporarily from my second home/summer house	13	7.3	21.92 \pm 8.59			
	Staying at my parents' or my spouse's parents' house	17	9.6	18.06 \pm 7.57			
The state of getting support in fulfilling daily responsibilities during the pandemic process	Yes	37	20.8	17.68 \pm 6.29	1.098	0.336	
	No	94	52.8	20.66 \pm 7.45			
	Partly	47	26.4	20.30 \pm 6.34			
Person(s) who give support for daily responsibilities during the pandemic process (n = 81)	Spouse	18	22.2	17.78 \pm 6.87	2.42	0.080	
	Family Elders	28	34.6	19.07 \pm 6.07			
	Children	6	7.4	25.33 \pm 6.28			
	Helper	29	35.8	19.59 \pm 5.61			

SD = Standart Deviation, F: ANOVA, t: Student t test, r: Pearson product-moment correlation analysis

unit they work in, the title, who they shared their home with), the environment they preferred to stay in during the pandemic process, the status of receiving support for their daily responsibilities in this process, and the people who received support on life satisfaction were not statistically significant ($p>0.05$). In the study, it was found that the active working style during the pandemic process increased the life satisfaction of

female academicians and was statistically significant ($p=0.019$) (Table 1).

It was determined in the study that the increase in the time spent on academic development, academic studies, and themselves increased female academicians' life contentment and was statistically significant ($p<0.05$). However, it was found that increased time spent on housework decreased life

satisfaction and was statistically significant ($p=0.021$) (Table 2).

domestic responsibilities and task distributions other than academic activities that the academicians continued to fulfil the role as a housewife which is

Table 2. Comparison of the change of the time spent for the activities of female academicians in their daily lives during the pandemic process according to the scores of the Contentment with Life Scale

Characteristics	Did not change (a)	Decreased (b)	Increased (c)	Test value	p value	Significant difference
	Mean \pm SD	Mean \pm SD	Mean \pm SD	F/t		
Time spent for academic development	21.26 \pm 6.58	18.29 \pm 6.85	22.79 \pm 6.49	7.797	0.001	b-c
Time spent for academic studies	21.86 \pm 6.49	18.04 \pm 7.03	22.20 \pm 6.26	7.990	0.001	b-a/c
Managing the family and the parents' quarantine processes	22.38 \pm 7.61	18.52 \pm 7.92	20.10 \pm 6.51	2.059	0.131	
Providing hygiene	19.89 \pm 6.29	-	20.18 \pm 7.04	t=- 0.169	0.866	
Doing shopping	19.43 \pm 6.76	20.39 \pm 6.12	20.58 \pm 7.65	0.471	0.625	
Time spent for housework	23.03 \pm 6.34	17.80 \pm 10.03	19.47 \pm 6.86	3.946	0.021	a/b/c
Meeting the emotional needs of family members	21.82 \pm 6.71	20.80 \pm 6.87	19.01 \pm 6.69	2.788	0.065	
Having difficulties in the issue of the person to take care of their children	20.32 \pm 7.00	17.25 \pm 4.79	19.02 \pm 6.29	0.587	0.559	
Following online education processes of the school-age children	21.32 \pm 6.13	-	19.10 \pm 6.30	t=1.415	0.161	
Care of the patients and the elders in the family	20.03 \pm 6.15	-	19.88 \pm 6.53	t=0.088	0.930	
Child care	19.03 \pm 7.36	-	19.79 \pm 5.88	t=- 0.544	0.588	
Time spent for themselves	21.52 \pm 6.61	18.83 \pm 6.55	22.23 \pm 6.89	8.336	0.001	b-a/c

SD = Standard Deviation, F: ANOVA, t: Student t test

DISCUSSION

The effect of the changes in the daily lives of female academicians working at a state university in the northeast of Turkey in the Covid-19 pandemic process on the contentment of life was evaluated in this study.

It was determined in the study that during the pandemic process, the majority of the female academicians preferred to stay in their own home where they constantly lived, did not receive support while fulfilling their daily responsibilities, the group receiving support received the support from a helper, and a very small proportion received support from their spouse. It was reported in the studies conducted before the pandemic that female scientists had a disproportionate share in domestic responsibilities, and that women were more likely to take time off work when children were sick or other problems related to the care of family members occurred when compared to their male peers (16,17). It was stated in a study conducted with female academicians in the pre-pandemic period to determine the time spent on

perceived as a traditional role. It was determined that 47.1% of the female academicians did kitchen chores, and 41.4% did cleaning chores alone, and when cleaning chores could not be completed, support was received from the family or a helper for a fee. The findings of the study showed that although the socio-demographic characteristics of female academicians such as age, marital status, the state of having children, academic title, status, and the term in office differed, their domestic responsibilities, which do not have any assurance and correspondence and have irregular qualities, were largely the same and were fulfilled by women (18). In the study conducted by Ergol et al. (2012) to determine the difficulties faced by women at home and in business life from a social gender perspective, it was observed that the roles traditionally assigned to women at home were performed by many of the women who constituted the research sample; however, spouses and a helper also participated in housework. In our country, which has a patriarchal structure, it is thought that home and family should be at the top of the responsibilities of

women, and female academicians who try to carry out their traditional roles have problems in balancing their work and family life (18,19). When the literature is examined, similarly to the findings of this study, it is seen that women play a role in the fulfilment of daily family responsibilities more and they compete with men who are less involved in domestic work in their academic career process. It can be seen that the pandemic process increased domestic responsibilities and thus the existing gender inequality deepened.

It was found in this study that continuing to work actively during the pandemic process increased contentment with life in female academicians. In a study which was conducted before the pandemic and which examined the factors that affected individuals' contentment with life, it was found that women had higher contentment with life than men, while individuals who were working had higher contentment with life than the individuals who were not working (20). Another study was conducted on female teachers during the 2019-2020 academic year and it was concluded that women were content with their jobs and loved their jobs, but their basic problem was establishing a balance between work and family. The reason why it was difficult to establish this balance was shown as domestic responsibilities (21). According to the results obtained in the study, it can be said that having the opportunity to continue their profession actively during the pandemic process increased women's contentment with life.

It was determined in this study that female academicians frequently spent time with their children, on doing household chores, and reading books, sometimes on watching the news and rarely watching movies during the pandemic process. "Time Use Research" was conducted by the Turkish Statistics Institute (TSI) to determine how individuals had an ordinary day, in other words, how much time they spent on several activities in 24 hours. The results of this study covering the years 2014-2015 revealed inequality in time use between men and women. For example, it was determined that working women spent approximately 3 hours and 31 minutes per day to "household and family care" while this rate was 46 minutes for working men. In this case, it can be said that working women spend approximately five times more time on domestic care than men, although both spouses have a business life (22). Similar to the findings of this study, it is seen in the literature that women spent more time on activities such as taking

care of children when they are sick, fulfilling daily household responsibilities and childcare (16-19). These findings suggest that the understanding that women's main responsibility should be home and family is present in our country which has a patriarchal structure. According to the studies conducted before the pandemic, it is possible to say that the division of labor between spouses is unfair in terms of both quality and quantity and therefore women have more limited time than men.

While this was the case before the pandemic, in this study, in which the changes that occurred in the time spent by female academicians on activities in their daily lives during the pandemic process were investigated, the participants stated that the time spent on academic studies, academic development, and themselves decreased. However, they stated that the time spent on providing hygiene, housework, managing family and parents' quarantine processes, meeting the emotional needs of family members, childcare, having difficulties in the issue of who would take care of their children, and following online education processes of school-age children increased. Although there was a general increase in scientific output in studies conducted to evaluate the productivity of academicians during the pandemic process, it was found that the rate of female authors decreased (19.0%) and male academicians allocated more time to their academic studies and their improvement (23-25). Therefore, it can be said that female academicians' productivity is affected more than that of men in pandemic conditions, and male academicians have a better academic performance than female academicians (26-36). This situation created an unfair competition environment during the pandemic process. There are studies which address that female academicians who had an active role in business life before the pandemic as well as having a high education and income level, respectable status and class positions could not transform their traditional roles at home. It was also found that women continued to have the responsibilities in domestic production largely and it may affect the women's careers negatively to undertake the childcare more (18,19). In addition, it was stated that male academics could spend most of their time on scientific studies while female academicians had to carry out their academic studies with other traditional roles (37). It was determined in another study that the heaviness of the female academicians' duties and responsibilities led to role conflict, they often had to

sacrifice their private lives and sleep, they had to work harder than their male colleagues due to their traditional gender roles, and they could remain in the background compared to their male colleagues (38). According to literature, it was observed that increase in women's housework and care responsibilities during the pandemic period (39). The results of the research which was conducted on the social and economic effects of Covid-19 pandemic on women and men in Turkey revealed that men were also affected by the crisis seriously and negatively like women, but the effect was not equal for both genders, and this case led the existing gender inequalities to deepen further. According to the results of the study, it was reported that there was a greater increase in all categories of housework, especially in the categories of "cleaning and tidiness of the house and surroundings (77.6%)" and "cooking and serving (59.9%)". Cleaning (56.1%) was among the first activities that take most of women's time, and the second was cooking and serving (24.6%). These findings show that women's housework load has increased more when compared to men, and the gender inequality in house has continued (39). It is seen that the domestic roles of working mothers have increased with changes such as taking care of children's lessons, homework, and activities as a result of continuing distant education, having to do household chores on their own without getting help unlike before the pandemic, and making efforts to provide more careful and much more hygiene during the COVID-19 process (40). During the pandemic, increased care demands such as distance education, child care and the special risk factors of the virus on the aging population are undertaken by women. Working mothers have to create a public space in their private spaces, and this has prevented female academics from working (41). Staniscuaski et al. (2020) revealed that male academicians, especially those without children, were the least affected group, while female academicians, especially black women and mothers were the most affected group. It was also found that the age of the children affected women's academic productivity and there were significant differences in productivity between men and women depending on the age of the child. It was observed that the productivity and scientific output of female academicians were disproportionately affected, and the working hours of mothers with primary school age children whose demands for care and homeschooling were the most intense or with

younger children significantly reduced when compared to fathers (6). Collins et al. (2020) stated that mothers with children under the age of 12 reduced their working hours four to five times more than fathers (26). The findings of the present study demonstrated that domestic responsibilities which had existed before the pandemic were shouldered mostly by women in the pandemic process in which people were locked inside the house with the decrease of external support given to women in carrying out their domestic responsibilities and sharing the burden of childcare, which affected the female academicians' academic careers.

In this study, it was determined that the life satisfaction of female academicians was moderate. In a study which measured contentment with life in academicians during the pandemic process, it was found that the participants had a contentment level higher than the average contentment level, and men had a slightly higher contentment level than women (42). In another study, unlike these data, a stressful working environment caused academicians not to devote themselves fully to their work and caused them to be emotionally exhausted (43). In another study conducted on female teachers who are educators like academicians, it was found that when they had to work at home due to pandemic, their job satisfaction decreased, they were stressful, their motivation was low, and they were anxious to establish balance between home and work (44). The results found show that supportive approaches towards female academicians or instructors should be implemented during the on-going pandemic process.

When the changes in the time spent by female academicians on activities in their daily lives during the pandemic process and the Contentment of Life Scale scores were compared, it was determined that the time spent on academic development and studies, the time spent on themselves, and the time spent on housework had an effect on the life contentment of female academicians, which was statistically significant. It was determined in this study that the increase in the time spent on academic development, academic studies and themselves increased the life contentment of female academicians. However, it was found that increased time spent on housework decreased their life contentment in this study. Similarly, the studies conducted with academicians demonstrated that there was a significant and positive relationship

between life contentment and performance and therefore these two variables were interrelated (45, 46). In a study conducted by de Paz et al. (2020) on the stress and coping efforts experienced during the COVID-19 epidemic in individuals from the USA, it was concluded that women experienced more stressful events and experienced more severe stress than men (3). It was stated that 'quarantine' and 'isolation' practices which were carried out to prevent disease and provide controlled immunity during the pandemic process affected women especially in terms of consequences such as increased time spent at home and workload at home, more exposure to domestic violence and therefore women who are sensitive and need to be protected should be supported more (47). It is clear that the stress caused by the different roles at home and in business life during the pandemic process may affect the life contentment of women, and the disruptions in family care due to COVID-19 will likely have a profound and lasting impact especially on women. It can be said that the changes and increase of the different responsibilities undertaken by women both at home and in the workplace during the pandemic process, of which the effects are felt intensely in every field, cause stress in women and thus reduce their life contentment.

Strengths and Limitations

The research is limited to the female academicians who work at a public university in Turkey. Therefore, the obtained results cannot be generalized to the population. The strengths of the study are showing that social gender inequality got deeper during the pandemic process and increasing awareness about the unfair competition for female academicians. In this context, the study will prepare a basis for the development of actions and policies to increase contentment with life. Although the results of the study are limited to Turkish female academicians, they can be used as a starting point for studies to be conducted on the topic for other countries. The online collection of research data is the limitation of participation. The increased workload in women with the pandemic may have affected the participation in the study.

Implications of the Findings

It has been determined that professional and individual development is quite significant in increasing life satisfaction in female academicians.

Recognizing the difficulties faced by female academicians during the pandemic and their life satisfaction will contribute to the development of strategies to increase life satisfaction.

CONCLUSION

In line with the findings obtained from the study, it was determined that more than half of the female academicians did not receive support while fulfilling their daily responsibilities, and they spent their days mostly with children and on doing household chores. In addition, it can be said that female academicians' life contentment was at a moderate level according to the Contentment of Life Scale and the increased time spent for housework decreased their life satisfaction. The pandemic process has increased and clarified the inequalities between women and men. For this reason, while the difficulties faced by female academicians and their life contentment during the pandemic process should be known, it is thought that strategies that can increase their life contentment should be developed and women who are sensitive and need to be protected should be supported more in this situation. It is possible to say that the pandemic has increased the current social gender inequalities and reduced the academic productivity of particularly female academicians. In this context, social, psychological and economic measures should be taken to increase women's resilience so that existing inequalities will not deepen, and new inequalities will not occur in the post-COVID-19 process. In order to increase the life satisfaction of female academicians, it is recommended to implement actions and policies that increase their professional and individual development.

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Author contribution: AYY, VAÖ and ÖA designed the study. AYY, VAÖ and ÖA collected the data. AYY analyzed the data. AYY, VAÖ and ÖA prepared the manuscript. All authors approved the final version for submission.

Conflict of interests: The authors declare no conflict of interest.

Ethical approval: Before starting the research, written permission and approval from the ethics committee (Decision No: 2020/206, 01.10.2020) were obtained from Recep Tayyip Erdogan University Faculty of Medicine Non-Invasive Clinical Research Ethics Committee. In addition, the participants were informed about the research, and they were told that their personal information would be protected and those who volunteered were included in the study.

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