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ARAŞTIRMA / *Research Articles*

The Relationship Between Lifelong Learning and Subjective Happiness Among Nurses During Covid-19 Pandemic

*Covid-19 Pandemisinde Hemşirelerde Yaşam Boyu Öğrenme ve Öznel Mutluluk Arasındaki İlişki**

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ABSTRACT

Aim: *The objective of this study was to examine the relationship between lifelong learning and the subjective well-being of nurses.*
Materials and Methods: *The study is descriptive and cross-sectional. This study was carried out on 222 nurses from a training and research hospital in Turkey, Agri Province, as the study population. Data were collected using The Demographic Data Form, Lifelong Learning Tendency Scale (LLTS)and Oxford Happiness Scale (OHS).*
Results: *The mean total score LLTS of the nurses was 64.74±23.69 and the mean total OHS score of the nurses was 92.78±15.04. There was a weak negative correlation between the scores of the nurses' LLTS and OHS scores (r=-.380, p<0.05).*
Conclusion: *A positive relationship was found between nurses' lifelong learning and their subjective happiness. The use of advanced and new technologies in healthcare services, along with the expectation of better healthcare and the reflection of rapidly developing scientific knowledge in nursing practices, have made lifelong learning a compulsory requirement for nurses. The presence of qualified nurses with lifelong learning skills in healthcare services will contribute to the resolution of society's health problems.*

Keywords: *Care, Lifelong learning, Subjective happiness, Nursing, COVID-19*

ÖZ

Amaç: *Bu çalışmada hemşirelerde yaşam boyu öğrenme ile öznel mutluluk arasındaki ilişkinin incelenmesi amaçlanmıştır.*
Gereç ve Yöntemler: *Bu çalışma tanımlayıcı ve kesitseldir. Bu çalışma kesitsel tarama modeli kullanılmıştır. Araştırma, Türkiye'de Ağrı ilinde bir eğitim ve araştırma hastanesinde çalışan 222 hemşire üzerinde yürütülmüştür. Veriler Demografik Veri Formu, Yaşam Boyu Öğrenme Eğilimi Ölçeği (YBÖEÖ) ve Oxford Mutluluk Ölçeği (OMÖ) kullanılarak toplanmıştır.*
Bulgular: *Hemşirelerin YBÖEÖ toplam puan ortalaması 64.74±23.69 ve OMÖ toplam puan ortalaması 92.78±15.04'tür. Hemşirelerin YBÖEÖ ve OMÖ puanları arasında negatif yönde zayıf bir korelasyon vardı (r=-.380, p<0.05).*
Sonuç: *Hemşirelerin yaşam boyu öğrenmeleri ile öznel mutlulukları arasında pozitif bir ilişki bulunmuştur. Sağlık hizmetlerinde ileri ve yeni teknolojilerin kullanımı, daha iyi sağlık hizmeti beklentisi ve hızla gelişen bilimsel bilginin hemşirelik uygulamalarına yansıması ile birlikte yaşam boyu öğrenmeyi hemşireler için zorunlu bir gereksinim haline getirmiştir. Sağlık hizmetlerinde yaşam boyu öğrenme becerisine sahip nitelikli hemşirelerin varlığı, toplumun sağlık sorunlarının çözümüne katkı sağlayacaktır.*

Anahtar Kelimeler: *Bakım, Yaşam Boyu Öğrenme, Öznel Mutluluk, Hemşirelik, COVID-19*

Introduction

Nursing requires lifelong learning to keep up with health trends. Nursing professionals must learn throughout their careers to maintain their professional identity (1,2). Nurses are important members of the healthcare team. They must keep up with new ideas in their field. Nurses work hard to provide good care. (1,3) They must learn new things throughout their careers. This helps them to develop as people and professionals. It involves personal and professional development through formal and informal learning(2).

In his study, Şenyuva stated that personal, social and professional development is related to learning new skills(3). The main difference between lifelong learning and other concepts is that it puts the person in the centre and says learning should not be limited by time. Lifelong learning is important for individuals(4,5). The lifelong earning contributes to the development of

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individuals both cognitively and psychologically (6). Michalos says that educational attainment is a significant determinant of subjective well-being. However, he says that formal education does not always make people happier. Education can make people happier and more optimistic (7,8). The lifelong learning approach makes people happier. Education in adulthood also has a positive effect on people's psychology and happiness in old age (9,10). At the same time, it is stated that the education received in adulthood has a positive effect on the psychology of people in old age and contributes to their perception of happiness and optimism(8,11).

Lifelong learning is thought to affect happiness. Happiness is the same as subjective well-being or happiness in psychology(12,13). Subjective happiness is how you think about your life and how you feel about it. (14,15). Nursing is a profession that cares for people throughout their lives. To understand a person, you have to deal with them in every aspect. This makes it easier for them to enjoy life and be happy. Nurses should also be happy. Their happiness affects patient care. Nurses with more happiness may be better at providing healthcare.(16-18). Over the last few decades, there have been many changes in nursing care, with more pressure on nurses(19). Having productive employees with high levels of subjective well-being is important for the service quality of organisations.

There may be a relationship between lifelong learning and subjective happiness. Learning has a significant impact on an individual's positive perception of their life. This study was designed to see if there's a relationship between lifelong learning and happiness among nurses. Based on what we've seen before, we have the following questions.

1. What is the nurses' lifelong learning level?
2. What is the nurses' subjective happiness level?
3. Is there a relationship between lifelong learning and subjective happiness among nurses?

Materials And Methods

Participants

The study used a cross-sectional survey design. The research was carried out from June to December 2020. It included 262 nurses at Ağrı Training and Research Hospital in Turkey. 222 of them answered all the questions, which is 84.73% of the total. All the nurses had to be working full-time.

Process

The data were collected via self-report. The target organisations were selected on the basis of convenience sampling. The data collection tools were provided to the nurses during their daytime shifts. The questionnaires were completed in approximately 20 minutes. The study was approved by the Ethics Committee of the Faculty of Nursing at Atatürk University, Turkey (Ethics Number: 2020-4/2/05.06.2020). Written informed consent was obtained from all participants prior to data collection, and they were informed of the purpose and methodology of the study. Participation was voluntary and they had the right to withdraw. To ensure confidentiality, a cover letter was attached to each respondent's statement. We assigned code numbers to the questionnaires for follow-up in case participants provided incomplete responses. The data were analysed using SPSS 22.

Data collection tools

Three forms were used to collect data for the study. The Demographic Data Form, The Lifelong Learning Tendency Scale (LLTS) and The Oxford Happiness Scale (OHS) were used in this study.

The Demographic Data Form

The demographic data form consisted of questions on gender, age, marital status, level of education, years of service, department/section and type of employment. There are a total of 13 questions on the demographic data form (20-22).

The Lifelong Learning Tendency Scale (LLTS)

The LLTS was developed by Coskun and Demirel in 2010 (20). The scale has 27 items and four dimensions. All items were rated on a likert scale from 1 to 6. The dimensions of the lifelong learning scale were specified as motivation, perseverance, lack of learning regulation and lack of curiosity. In the general average of the scale, the minimum score was 27 and the maximum score was 162. The Cronbach alpha value of the scale, which represents the reliability of the scale, was found to be 0.89. In this study, the Cronbach's alpha value of the total scale was 0.92.

Oxford Happiness Scale (OHS)

The OHS was developed by Hills and Argyle(23). It was translated into Turkish by Dogan and Sapmaz (22). The questionnaire, which has one dimension, measures one's level of happiness with 29 statements in a 6-point likert format. Although the questionnaire does not have a cut-off point, as scores increase, so does the level of happiness. In the study by Dogan and Sapmaz, the internal consistency coefficient of the questionnaire was found to be 0.91(22). The Cronbach alpha value of the scale, which represents the reliability of the scale, was found to be 0.91. In this study, the Cronbach's alpha value of the total scale was 0.87.

Results

Table 1 shows the demographic characteristics of the nurses. The data show that 58.1% of the nurses were female, 50.5% were single, 78.4% had a university degree, 80.1% were employed as nurses, 58.1% worked in high-risk units and 28.8% had been working for 8 years or more (Table 1).

The study found that the mean total score of the LLTS was 64.74±23.69. The mean scores of the subscales of the LLSLS were as follows: Motivation subscale mean score was 10.73±5.35, Perseverance subscale mean score was 14.01±6.26, Lack of regulation of learning subscale mean score was 16.26±7.87 and Lack of curiosity subscale mean score was 23.72±11.84. The mean total score of the OHS was 92.78±15.04 (Table 2).

Comparison of the Total Scores of the Lifelong Learning Tendency Scale and the Sub-Dimension Scores According to Nurses' Descriptive Characteristics

A statistical difference was determined between the mean score of nurses' LLTS total score and gender, the duration of work in the unit they are currently working in, and the presence of artistic and scientific hobbies they are interested in (Table 3).

Comparison of Oxford Happiness Scale Total Scores According to Nurses' Descriptive Characteristics

A statistical difference was determined between the mean score of nurses' OHS total score and marital status, the clinic worked in, your personality (Table 4).

TABLE 1: Demographic characteristics of nurses, Agri 2020

Variables		n	%
Gender	Male	93	41.9
	Female	129	58.1
Marital status	Married	110	49.5
	Single	112	50.5
Education level	Secondary degree	34	15.3
	College degree	174	78.4
	Post graduate	14	6.3
Servis assignment	Charge nurse	13	5.9
	Service nurse	178	80.1
	Other	31	14.0
Servis unit	Internal medicine	25	11.3
	Policlinic	14	6.3
	Surgery	14	6.3
	Risk Units	129	58.1
Duration of service in the nursing profession	0-1 year	63	28.4
	2-3 years	55	24.8
	4-5 years	28	12.6
	6-7 years	12	5.4
	8 years and above	64	28.8
Duration of service in the current unit	0-1 year	129	58.1
	2-3 years	52	23.4
	4-5 years	15	6.8
	6 years and above	26	11.7
Hours worked per week	40-48 hours/week	52	23.4
	56-64 hours/week	115	51.8
	72 hours/week and above	55	24.8
Monthly income	Income equal to expense	72	32.4
	More income than expense	47	21.2
	Less income than expense	103	46.4
Having a hobby	No	131	59.0
	Yes	91	41.0
Personality traits	Extaversion personality	36	16.2
	Docile personality	59	26.6
	Responsible personality	59	26.6
	Emotional personality	24	10.8
	Innovative personality	44	19.8
	$\overline{X}$ **±SS (Min-Max)**		
Age(in year)	29.77±6.52(21-56)		

TABLE 2: Oxford Happiness Scale and Lifelong Learning Tendency Scale Total and Subscale Scores, Agri 2020

Scales	X ±SS	(Min-Max)
OHS	92.78±15.04	46- 131
LLTS	64.74±23.69	28- 117
Motivation	10.73±5.35	6- 34
Perseverance	14.01±6.26	6- 36
Lack of regulating learning	16.26±7.87	6- 36
Lack of curiosity	23.72±11.84	9- 54

TABLE 3: Comparison of the total scores of the lifelong learning tendency scale and the sub-dimension scores according to nurses' descriptive characteristics (n=222), Agri 2020

			LLTS Total Score Average		Motivation		Perseverance		Lack of regulating learning		Lack of curiosity	
Variables		**n**	$\overline{X}$ ±SS	**Test and Significance**	$\overline{X}$ ±SS	**Test and Significance**	$\overline{X}$ ±SS	**Test and Significance**	$\overline{X}$ ±SS	**Test and Significance**	$\overline{X}$ ±SS	**Test and Significance**
Gender	Male	93	69.59±23.30	t=2.622*	11.52±5.89	t=1.874*	14.70±6.34	t=1.400*	17.04±7.51	t=1.250*	26.31±11.98	t=2.811*
	Female	129	61.24±23.45	p=0.009	10.17±4.86	p=0.062	13.51±6.18	p=0.163	15.70±8.11	p=0.213	21.85±11.42	**p=0.005**
Marital status	Married	110	67.23±25.30	t=1.558*	10.70±5.68	t=-0.107*	13.92±6.65	t=-0.213*	17.30±8.17	t=1.951*	25.30±12.75	t=1.994*
	Single	112	62.29±21.84	p=0.121	10.77±5.02	p=0.915	14.10±5.88	p=0.831	15.25±7.47	p=0.052	22.16±10.70	**p=0.047**
Education level	Secondary degree	34	71.50±20.41	F=1.941†	10.58±4.97	F=1.465†	14.14±6.72	F=4.009†	19.29±8.95	F=3.130†	27.47±10.58	F=2.118†
	College degree	174	63.89±23.75	p=0.146	10.95±5.47	p=0.233	14.3±6.18	**p=0.020**	15.64±7.25	**p=0.046**	22.94±11.71	p=0.123
	Post graduate	14	58.85±28.49		8.42±4.25		9.50±4.51		16.64±11.05		24.28±15.07	
Position	Head nurse	13	64.76±25.82	F= 2.217†	8.53±3.20	F=2.412†	13.53±5.72	F= 0.171†	16.69±8.45	F= 3.432†	26.01±11.20	F=1.380†
	Nurse	178	63.30±22.76		10.63±5.23		13.95±6.11		15.65±7.56		23.06±11.44	
	Other	31	72.96±27.04	p=0.111	12.25±6.38	p=0.092	14.58±7.41	p=0.843	19.61±8.75	**p=0.034**	26.51±14.01	p=0.254
The clinic worked in	Internal units	25	61.60±24.87		9.40±3.76		13.40±6.05		14.92±7.53		23.88±12.92	
	Policlinic	14	60.07±25.86		9.64±4.46		10.78±5.14		17.35±8.90		22.28±14.32	
	Surgical units	14	65.78±25.44	F= 0.326†	12.92±9.11	F=1.145†	12.92±5.51	F=1.549†	17.28±8.30	F=0.319†	22.64±11.09	F=0.093†
	Risk Units	129	65.13±22.91	p=0.860	10.86±5.21	p=0.336	14.21±6.25	p=0.189	16.20±7.72	p=0.865	23.85±11.55	p=0.985
	Other	40	66.70±24.91		10.80±5.16		15.27±6.80		16.55±8.33		24.07±11.94	
Years of experience as a nurse	0-1 year	63	61.61±18.62		9.93±4.29		13.50±4.97		16.12±7.56		22.04±10.24	
	2-3years	55	62.49±25.01		11.03±5.32		14.41±6.84		14.50±7.93		22.52±11.51	
	4-5years	28	67.21±25.67	F=0.879†	11.32±6.33	F=0.516†	14.07±6.23	F=0.165†	15.50±6.70	F=1.850†	26.32±13.31	F=1.030†
	6-7years	12	65.66±27.04	p=0.478	11.16±4.30	p=0.724	14.16±5.85	p=0.956	16.01±8.49	p=0.120	24.33±13.78	p=0.392
	8 years and above	64	68.50±25.51		10.93±6.04		14.12±7.07		18.29±8.26		25.14±12.51	
Years of experience as a nurse in your last position	0-1 year	129	61.52±22.15		10.18±4.63		13.12±5.37		15.44±8.09		22.7±11.40	
	2-3years	52	67.50±24.55		11.34±5.51		14.78±6.48		16.96±7.61		24.40±12.74	
	4-5years	15	60.13±24.23	F=4.023†	8.86±3.70	F=3.463†	11.86±4.80	F=5.870†	15.86±6.72	F=1.835†	23.53±13.03	F=1.062†
	6 years and above	26	77.84±25.14	**p=0.008**	13.34±7.87	**p=0.017**	18.15±8.62	**p=0.001**	19.19±7.46	p=0.142	27.15±11.39	p=0.366

Average hours worked/week	40-48 hours/ week	52	65.84±26.98		10.15±5.55		12.96±7.12		17.93±8.27		24.80±13.20	
	56-64 hours/ week	115	64.20±22.37	F=0.086† p=0.917	11.13±5.15	F=0.708† p=0.494	14.50±5.75	F=1.087† p=0.339	15.46±7.83	F=1.769† p=0.173	23.09±11.76	F=0.392† p=0.676
	72 hours/ week and above	55	64.83±23.50		10.45±5.58		14.01±6.40		16.38±7.45		24.01±10.73	
Monthly income	Income equal to expense	72	60.87±22.13		9.98±3.90		13.36±5.76		15.06±7.32		22.45±11.34	
	More income than expense	47	69.36±23.02	F=1.899† p=0.152	12.02±6.52	F=2.089† p=0.126	14.82±5.67	F=0.799† p=0.451	18.01±7.45	F=1.989† p=0.139	24.51±11.81	F=0.612† p=0.543
	Less income than expense	103	65.33±24.81		10.67 5.57		14.10±6.83		16.31±8.34		24.24±12.23	
Having a hobby	No	131	67.65±23.79	t=2.217* **p=0.028**	11.21±5.49	t=1.592* p=0.113	**14.72±6.50**	t=2.032* **p=0.043**	17.01±7.83	t=1.691* p=0.092	24.70±12.36	t=1.498* p=0.136
	Yes	91	60.54±23.04		10.05±5.08		**13.01±5.77**		15.19±7.85		22.29±10.96	
Personality traits	Extaversion personality	36	60.27±25.04		10.50±5.55		13.50±5.76		14.22±7.23		22.05±11.44	
	Docile personality	59	67.71±23.68		10.40±4.42		13.81±5.92		17.50±8.15		25.98±13.26	
	Responsible personality	59	63.52±23.18	F= 2.157† p=0.075	10.32±4.50	F= 2.895† **p=0.023**	13.79±6.39	F= 4.044† **p=0.003**	16.54±8.03	F= 1.011† p=0.402	22.86±11.18	F=1.344† p=0.255
	Emotional personality	24	75.12±21.32		14.16±7.90		18.54±7.55		16.20±7.02		26.20±10.21	
	Innovative personality	44	60.3±23.26		10.06±5.23		12.54±5.24		15.93±8.20		21.84±11.61	

**Independent Samples t test, †One Way ANOVA test.*

TABLE 4: Comparison of oxford happiness scale total scores according to nurses' descriptive characteristics (N=222), Agri 2020

Variables			**N**	$\overline{X}$ **±SS**	**Test and Significance**
Gender		Male	93	91.60±15.68	t=-0.993* p=0.322
		Female	129	93.63±14.57	
Marital status		Married	110	94.81±14.31	t=2.010* **p=0.046**
		Single	112	90.78±15.54	
	Education level	Secondary degree	34	89.11±14.89	F=3.010† p=0.051
		College degree	174	92.86 ±15.19	
		Post graduate	14	100.71 ±10.57	
	Position	Head Nurse	13	98.46 ±12.82	F=1.224† p=0.296
		Nurse	178	92.73 ±14.89	
		Other	31	90.70 ±16.56	
	The clinic worked in	Internal units	25	98.04 ±15.26	F=2.634† **p=0.035**
		Policlinic	14	95.78 ±10.17	
		Surgical units	14	82.50 ±10.50	
		Risk Units(Intensive care units, emergency units, operating rooms)	129	92.44 ±15.56	
		Other units	40	93.12 ±14.61	
	Years of experience as a nurse	0-1 year	63	92.63 ±14.53	F=0.778† p=0.541
		2-3 years	55	93.34 ±18.30	
		4-5 years	28	91.42 ±10.87	
		6-7 years	12	86.33 ±14.77	
		8 years and above	64	94.25 ±14.11	
	Years of experience as a nurse in your last position	0-1 year	129	94.27 ±14.45	F=1.100† p=0.350
		2-3 years	52	90.26 ±16.01	
		4-5 years	15	92.60 ±09.73	
		6 years and above	26	90.53 ±18.03	
	Average hours worked/week	40-48 hours/week	52	92.28 ±13.64	F=1.766† p=0.173
		56-64 hours/week	115	91.01 ±14.74	
		72 hours/week and above	55	94.14 ±16.64	
	Monthly income	Income equal to expense	72	95.23 ±15.08	F=2.046† p=0.132
		More income than expense	103	90.68 ±15.89	
		Less income than expense	47	93.61 ±12.49	
	Having a hobby	No	131	91.57 ±14.93	t=-1.443* p=0.151
		Yes	91	94.52 ±15.12	
	Personality traits	Extaversion personality	36	95.94 ±17.01	F=4.950† **p=0.001**
		Docile personality	59	94.15 ±12.93	
		Responsible personality	59	94.74 ±16.36	
		Emotional personality	24	80.75 ±10.83	
		Innovative personality	44	92.29 ±13.45	

OHS: Oxford Happiness Scale **Independent Samples t test, †One Way ANOVA test.*

TABLE 5: The relationship between nurses' Oxford Happiness Scale and Lifelong Learning Tendency Scale total scores and mean scores of the scale's sub-dimensions, Agri 2020

		OHS	**LLTS**	Motivation	Perseverance	Lack of regulating learning	Lack of curiosity
OHS	**r**	-					
	p	-					
LLTS	**r**	-.380					
	p	**.001**					
Motivation	**r**	-.384	.610				
	p	**.001**	**.001**				
Perseverance	**r**	-.374	.648	.720			
	p	**.001**	**.001**	**.001**			
Lack of regulating learning	**r**	-.235	.770	.222	.165		
	p	**.001**	**.001**	**.001**	**.014**		
Lack of curiosity	**r**	-.233	.871	.240	.333	.688	-
	p	**.001**	**.001**	**.001**	**.001**	**.001**	-

It was determined that there was a negative and weakly significant relationship between OHS and LLTS score and scale sub-dimension mean scores ($p<0.05$) (Table 5).

Discussion

In order to maintain their daily lives and stay current in their profession, individuals must continually update their knowledge. The effects of this knowledge may be measured subjectively, such as through life satisfaction, happiness, and job satisfaction. The research showed that the nurses had a moderate level of LLTS scores. However, other studies have produced different results. For instance, Soykut Gundogar found that the nurses had good LLTS levels, while another study found that their LLTS tendencies were low(24).

Individuals need to continually update their knowledge in order to maintain their daily lives and stay abreast of developments relevant to their profession. The impact of knowledge may depend on the measurement of subjective well-being, such as life satisfaction, happiness, job satisfaction. In this study, it was found that the total mean score of LLTS was 64.74±23.69. In line with these results, it can be said that the LLTS tendencies of the nurses participating in the research are at a moderate level. In the literature, there are studies with similar and different results. In the study conducted by Soykut Gundogar was found that the LLTS levels of the nurses were at a good level(24). In the study conducted by Şenyuva and Kaya on nurses working in a training and research hospital, it was found that the LLTS tendencies of the nurses were at a low leve(1). The study suggests that nurses are inclined towards lifelong learning and are open to acquiring new knowledge and skills both personally and professionally. This inclination may be attributed to the long working hours, heavy workloads, and stress that nurses have been experiencing during the pandemic. Additionally, the variability of research groups and the lack of learning opportunities in the researched regions

may also contribute to this difference. The study references(25-27). The study found that nurses scored an average of 92.78±15.04 on the Oxford Happiness Scale, indicating a moderate level of happiness. The literature contains varying results on this topic. A study conducted by Oates et al. in the United Kingdom found that nurses had low levels of subjective happiness(28). Similarly, a study conducted in China found that intensive care nurses also had low levels of subjective happiness(29). Both studies suggest that nurses may be experiencing low levels of happiness.

In our study, when we examined the differences in the lifelong learning tendencies of nurses in the motivation sub-dimension according to sociodemographic characteristics, it was determined that the lifelong learning tendencies of those who worked for 6 years or more in the unit they were working in, were higher, and the lifelong learning tendency of the group that defined their personality as emotionally unstable in personality definition was higher. In line with these results, it can be said that nurses who work for 6 years or more and define their personality as emotionally unstable have lower lifelong learning tendencies and are less motivated to learn than other groups.

In our study found a significant difference between the some sociodemographic characteristics(educational status, the length of work time, hobbies, personality) and the perseverance sub-dimension average score. In line with these results, it can be said that nurses who work for 6 years or more and define their personality as emotionally unstable have lower lifelong learning tendencies. A significant difference found between the mean score of the deprivation sub-dimension and the educational status of the nurses. It can be said that nurses who are high school graduates and working in the other group have lower lifelong learning tendencies and are insufficient in organizing and directing their own learning process. A significant difference was found between the nurses' mean scores of the lack of curiosity sub-dimension and gender and marital status. In this study, it can be said that female and single nurses have higher lifelong learning tendencies.

In this study determined a significant difference between total score OHS and their marital status, department they work in, and their personality identification status. In this study determined that the subjective happiness were higher levels of nurses who were married, worked in the internal unit and defined their personality as extroversion. In some studies in the literature, it has been stated that there is a significant difference between subjective happiness and marital status, and generally married people have higher subjective happiness(30, 31). It has been stated in the literature that there is a significant difference between subjective happiness and the department where nurses work, and that intensive care nurses have lower subjective happiness. and demonstrated its support.

The study found a statistically negative relationship between the mean scores of nurses in the LLTS motivation, persistence, lack of regulating learning, and lack of curiosity sub-dimensions and their OHS scores. This indicates that as the mean total scores of nurses' LC and all sub-dimensions increase, the mean total scores of OHS decrease. Additionally, a decrease in the LLTS score corresponds to an increase in the tendency for lifelong learning. There is a weak positive relationship between the lifelong learning tendencies of nurses and their subjective happiness levels, as the average OHS score increases. Individuals with a high tendency for lifelong learning are more likely to acquire new skills and knowledge, keeping up with the latest developments. Nurses with a high lifelong learning tendency may experience greater satisfaction in their personal and professional lives, leading to increased happiness.

In this study, a significant difference was determined between the nurses' mean total score on OHS and their marital status, department they work in, and their personality identification status. In this study, it was determined that the subjective happiness levels of nurses who were married, worked in the internal unit and defined their personality as extroversion were higher. It has been determined that the results of the research are in parallel with the literature. In some studies

in the literature, it has been stated that there is a significant difference between subjective happiness and marital status, and generally married people have higher subjective happiness (30,31). It has been stated in the literature that there is a significant difference between subjective happiness and the department where nurses work, and that intensive care nurses have lower subjective happiness. and demonstrated its support.

Nurses may experience psychological distress, such as unhappiness, anxiety, stress, hopelessness, and longing, due to the increased risk of contamination resulting from the current pandemic and worsening working conditions. Despite sufficient motivation for learning, individual development activities may be negatively affected by biological problems(32-34). The literature contains studies that examine the relationship between lifelong learning tendencies, problem-solving, entrepreneurship, quality of life, and subjective happiness level(6,10,35-38). These studies consider variables such as job satisfaction, personality types, and lifelong learning. However, the absence of similar studies with the same group in the literature makes it difficult to compare and interpret the results obtained in this study. This study sets an example for future research with nurses, contributing to the relevant literature and advancing nursing science. It also accelerates studies on this subject by meeting the necessary scale.

To our knowledge, this study is the first to explore the relationship between lifelong learning and subjective happiness among nurses during Covid-19 pandemic. The current study has some limitations. Firstly, The sample was taken from a hospital in the centre of a province in eastern Turkey. It may not represent all nurses in Turkey. Increasing the sample size could help to address this limitation.

Secondly, the data collected were based on nurses' subjective feelings, which may differ from the objective reality. This may cause minor variations in the data results Finally, as a cross-sectional study, it cannot explore causal relationships. Therefore, further longitudinal research could be conducted in the future.

Conclusion

The study was found a positive correlation between nurses' LLT and OH levels. The mean score for LLTS was moderate, as was the total score for OHS. Nurse educators and nurse managers should aim to increase nurses' awareness and provide the necessary working conditions to improve their lifelong learning and well-being. Nurses can learn new skills by attending training, courses, conferences, and forums.

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