A Factor Predicting Teachers' Organizational Trust: School Happiness

Ozgur Basaran, ozgurbasaran@yahoo.com, Mustafa Kemal Middle School, Turkey, https://orcid.org/0000-0002- 5844-8583

Rahman Cakir, rahmancakir@hotmail.com, Giresun University, Turkey, https://orcid.org/0000-0003-1752-3855

SUMMARY

This study seeks to examine the relationship between school happiness and teachers' organizational trust and to determine whether school happiness predicts teachers' organizational trust. In this context, the correlational survey method was used in the research. The population of the research consists of 1802 teachers working in all public school levels in Giresun city center in the 2021-2022 academic year. The sample consists of 363 teachers selected from this population. For data collection, the "School Happiness Scale" and the "Organizational Trust Scale" were used. In this research, correlation analysis was employed to determine whether school happiness and its sub-scales are associated with teachers' organizational trust. To determine whether school happiness predicts teachers' perceived organizational trust, a linear regression analysis was used and a multiple linear regression analysis was used to find out the predictive power of school happiness sub-scales on teachers' perceived organizational trust. Research findings indicated that there was a high-level and statistically significant relationship between school happiness and teachers' organizational trust. Similarly, school happiness was found to predict teachers' organizational trust in a statistically significant way.

Keywords: Happiness, school happiness, trust, organizational trust, teacher

INTRODUCTION

The concept of happiness, which has inspired interest as the centre of attraction of life since ancient times, is thought to have a strong connection with subjective well-being. Studies have shown that subjective well-being and hope increase life satisfaction and happiness (Toner, Haslam, Robinson, & Williams, 2012). Philosophically, happiness, as Aristotle put it, "eudaimonia", has been accepted as the ultimate goal of humanity (Kalaycı, 2014). From Aristotle to the present, happiness has been seen by researchers as a symbol of the maturation and development of societies (Bajaj, Krishnan, 2016). The thinkers have associated living a good life and subjective well-being with personal happiness (Omay, 2014). Based on the pure happiness theory, happiness is pure and clear. Therefore, there is no higher value other than happiness (Hardie, 1965). Everything else that is valuable to the individual is a tool that leads to happiness (Brülde, 2007). According to Socrates (399 BC), one of the many philosophers who made definitions of happiness, happiness is the ability to distinguish between good and bad. Wisdom and virtue are the main sources of life and happiness (Ward & King, 2016). Forecasts are expressed as the situation in which individuals, who have attained moral virtues and lived a good life and enjoy living, heavily hinge on happiness (Kırbıyık, 2012). Happiness is a situation that emerges when individuals' feelings of spiritual satisfaction become permanent. People can relieve themselves when they reach a state of balance after solving the confusion they experience in their inner world due to cognitive and emotional problems. This situation can be expressed as the concept of happiness (Döş, 2013).

Researchers have defined "happiness" as high-level positive affect and low- level negative affect (Lyubomirsky et al., 2005). This perspective can be briefly expressed as subjective well-being (Hernández et al., 2020). One of the elements of creating an area where individuals can exhibit and develop their talents and skills is feeling happy in their organizational structure (Fisher, 2010). Since happy employees feel safe in their work environment, they are likely to be more solicitous in behaviors regarding decision-making, performance, and participation with higher satisfaction (Narcıkara, 2017). A myriad of studies has revealed that happiness is a source of increase in the productivity of employees at work (Rego and Cunha, 2008). In this context, it can be suggested that happiness increases the participation and production ability of the individual (Ryan et al., 2008). The basic element of a socially sound and strong system is production (Suiçer & Özkoç, 2016). Since the increase in the performance of the employees has a positive impact on productivity, it also provides economic benefits. This refers to the adequacy of social services (Olukayode and Ehigie, 2005). Organization and education are indispensable factors for production.

Schools, where education, which is the first investment of a strong system (Karaarslan, 2005), is carried out, have their own systems, values, and methods like all other organizations. Particularly teachers play an important role in the education system, which has the power to shape society in the long run (Dewey 1980; Mourshed, Farrell, &

Research Article. Received: 10/08/2023   Checked with a plagiarism detection software
* This study was done by Özgür Basaran, produced from the master's thesis conducted under the supervision of instructor Dr. Rahman ÇAKIR.

Barton, 2012). One of the most fundamental factors in increasing the efficiency of education in schools is happiness in school. Teachers with high levels of happiness are expected to benefit their institutions more (Katz, 1964).

School happiness can be expressed as the state of well-being that occurs when the expectations of all internal and external participants who make up the school are met with the goals of the school (Sezer & Can, 2019). One of the most important elements of the efficiency of education and training is teacher happiness. Consequently, health, happiness, and productivity are the essential ingredients of a good society (Gavin & Mason, 2004). In this respect, a happy school environment is very effective for a learning experience and blossoming students' talents (Talebzadeh & Samkan, 2011). In addition, a happy school environment can be considered an important factor for students' school adjustment (Abdullaevich, Buranova, 2020). If actual education contributes to an individual and general happiness in a basic sense, it is said to be good. For, one of the goals of education is to ensure individual or social happiness (Noddings, 2003).

Emile Durkheim (1984), one of the most important figures of classical sociology, stated that trust, which forms the basis of social order in society, creates space for the increase of unity and solidarity between individuals and groups. Trust is one of the most important elements to ensure stability in interpersonal relations (Blau, 1986). Emerging as a result of belief based on the verbal and written expressions of others, trust is one of the important and basic elements in the learning ability of people (Rotter, 1967). Trust can be expressed as an individual's evaluation of others at the level of social cognition (Coleman, 1990) or as a value in which the perception of one's attitude toward others is internalized (Uslaner, 2002). Trust is the tendency to be vulnerable, which stems from the feelings of competence and transparency that one party has toward the other party (Mishra, 1996). In this respect, trust depends on the perception of the possibility of the favour and support that individuals expect from others (Welter, 2012). Baier (1994), with an emotional point of view, defines trust as a phenomenon that depends on the goodwill of individuals. Trust enhances cooperation in strategic situations (Mayer et al., 1995), knowledge shared in negotiations (Thompson, 1991), and the mutual benefits of communication between individuals. Organizational trust, of which many explanations and definitions have been made so far, can also be expressed as positive expectations related to experiences in personal and organizational communication, social roles, and solidarity-related intentions (Shockley–Zalabak, Ellis, & Winograd, 2000).

According to organizational trust, which is defined by Gilbert and Tang (1998) as the feeling of support and trust that employees feel towards their employers, an employee believes that the employer acts transparently and does his or her share. In this respect, organizational trust occurs when an employee is of the opinion that his or her efforts benefit the organizational structure and workforce and that the organizational leadership and the goals of the organization can be achieved. Organizational trust is a concept focused on the institution rather than the individual (Demircan & Ceylan, 2003). In this respect, organizational trust generally develops in slow-footed processes and describes a situation that occurs depending on mutual kindness and respect for the sake of everyone in the organization (Taylor, 1989). The way to build and maintain trust in organizations, which emerges not as a response to a demand, but gradually and depending on positive accumulations, is to provide a sensitive organizational environment that conforms to the common values of individuals (Madison, 2002). Studies (Sako, 1992; Blomqvist, 2000; O'Neill, 2002; Mühl, 2014) show that employees with high levels of organizational trust have higher rates of engagement and a higher likelihood of merging with the organization (Chughtai & Buckley, 2008). Zand (1972) described trust as a conscious reorganization of individuals' commitment to one another rather than an emotional state involving warmth or love.

Happiness can also be defined as the overall appreciation of one's life as-a- whole, together with the stance that individuals display in the face of conditions such as poverty, loneliness, and illness (Veenhoven, 2015). Besides, happiness is a state of higher physical, social, and emotional well-being (Frederickson, 1998). The analysis of the emotional and cognitive state of the individual within a subjective and general evaluation can also be expressed as happiness. According to some researchers, happiness prevents negative thinking and is an indicator of one's quality of life (Diener et al., 1999). Defining schools as social systems evaluating school organizations or the performance of schools (Baltacı, 2019) is a long-standing perspective. Participation in the social structure of the school is a natural situation for teachers who interact with all the stakeholders of the school in order to achieve the goals of the school (Forsyth, Adams, & Hoy, 2011). Like all other organizational structures, schools must be efficient, cooperative, harmonious, innovative, and well-managed in order to create a productive and effective system (Louis, Kruse, & Marks, 1996).

Teaching methods used to enhance collaborative learning, ensure that students establish a stronger bond with the school, and eliminate their alienation become applicable in educational environments where teachers trust their students. For this reason, it can be suggested that teachers will strive to achieve these goals with high commitment and energy, as teachers' happiness in their schools will increase their motivation and confidence (Artuksi, 2009). Acton and Glasgow (2015) put forward that happiness in educational institutions depends on the well-being and happiness of teachers, and that there will be a stronger development and advancement potential for teachers working in institutions that prioritize teachers' happiness. It can also be suggested that a great number of factors affecting the organizational structure are associated with the level of happiness in the organization. In this respect,

it should be noted that the level of happiness within the organization has a significant impact on the achievement of the organization's goals and performance (Sevim & Kaya, 2022). Sensitivity and importance for the issue of organizational trust in schools play a key role in achieving school happiness and innovative approach goals (Adams & Forsyth, 2009).

Individuals with high levels of perceived happiness are expected to carry out more effective activities and contribute to the emergence of a healthier working environment within the organization and the formation of an environment of trust within the organization. This study examined the concept of happiness and organizational trust and shed light on the relationship between school happiness and the concept of trust. Literature review has revealed that there are few studies investigating particularly the relationship between subjective well-being and organizational trust (Steinmayr, et al., 2016) and the components of school happiness, and thus the relationship between school happiness and teachers' organizational trust and the extent to which school happiness teachers' organizational trust can be predicted are analysed in this article.

This study was designed to investigate the relationship between school happiness and teachers' organizational trust. And thus, the following research questions were addressed:
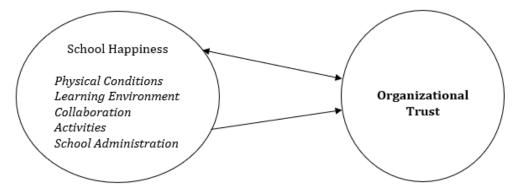
1. What is the level of teachers' school happiness?
2. What is the level of teachers' organizational trust?
3. Is there a statistically significant relationship between school happiness and teachers' organizational trust?
4. Does school happiness predict teachers' organizational trust in a statistically significant way?

METHOD

Research Model

This study was based on a correlational survey model, which is one of the quantitative research designs. In the context of the research, quantitative methods have been preferred in order to access more data and to be able to analyze these data. The correlational survey model refers to a statistical model used to determine the degree of relationship and effect between two or more variables (Creswell, 2017). The research model is presented as follows (Figure 1).

Figure 1. Research Model

The population can be expressed as an inclusive structure that contains all the participants that are eligible to participate in the research. The sample, on the other hand, can be defined as the group selected from among the participants representing the population (Baykal, 2020).

The population of the research consists of 1802 teachers working in public primary, secondary, and high schools in Giresun city centre in the 2021-2022 academic year. 363 teachers selected by simple random sampling method for data collection constitute the sample of this research. The sample size was calculated to be sufficient according to a sampling error of +-0.05 for □= 0.05 and p=0.5, q=0.5 (Yazıcıoğlu & Erdoğan, 2004).

Research data indicate that of all the participants, 190 (53.2%) are male and 173 (46.8%) are female while 321 (88.4%) hold a bachelor's degree and 42 (11.6%) hold a graduate degree. Besides, of all the participants, 181 (49.9%) work in a secondary school and 81 (22.2%) work in a primary school while 55 (15.2) work in an academic high school and 46 (12.7%) work in a vocational high school. Finally, of all the participants, 18 (5%) have a seniority of 1-6 years, 68 (18.7%) 7-12 years,

85 (23.4%) 25+ years, 88 (24.2%) 13-18 years, and 104 (28.7%) 19-24 years.

Data Collection Tools

As a data collection tool to measure the relationship between school happiness and organizational trust, the "School Happiness Scale" was developed by Sezer and Can (2018) and includes 26 items and five sub-scales (Physical Conditions (Items 1, 2, 3, and 4), Learning Environment (Items 5, 6, 7, 8, 9, 10, and 11),

Collaboration (Items 12, 13, 14, 15, 16, 17, 18, and 19), Activities (Items 20, 21, and

22), and School Administration (Items 23, 24, 25, and 26), while the "Organization Trust Scale" was developed by Tyler and Bies (1990) and adapted into Turkish by Polat (2007) and includes four items to measure organizational trust.

Cronbach's Alpha values were calculated as □ = 0.948 for the School Happiness Scale, and □ = 0.885 for the Organizational Trust Scale, which indicates the reliability of the scales for this study. The skewness and kurtosis values were calculated as -0.737 and 0.795, respectively, for the School Happiness Scale while these values were -0.633 and -0.196, respectively, for the Organizational Trust Scale. As suggested by Tabachnick and Fidell (2013), skewness and kurtosis values ranging between +1.5 and -1.5 show a normal distribution, and thus, the scales employed in the present study show a normal distribution.

Data Collection Process

Research data were collected from an online environment and face-to-face interviews with the participants via the "Organizational Trust Scale" and the "School Happiness Scale". 291 pieces of data were collected from face-to-face interviews while 81 pieces of data were collected from an online environment, creating a total of 372 pieces of data. Due to incomplete data, 9 datasets were excluded from the group, and in total 363 datasets were taken into consideration for the sampling. The entire dataset was used in accordance with the reliability and normality analysis of 363 datasets.

Data Analysis

The SPSS 26 (Statistical Package Program for Social Sciences) was employed for data analysis within the study. A correlation analysis was conducted to find out whether there was a relationship between school happiness and its sub-scales and teachers' organization trust levels; a linear regression analysis was employed to determine whether school happiness predicted teachers' organizational trust or not; and finally, a multiple regression analysis was employed to measure the predictive power between the sub-scales of school happiness and teachers' organizational trust. As no extreme value was found for the dataset of the study, the entire dataset was included in the study.

FINDINGS

This section includes findings regarding teachers' school happiness and organizational trust levels as well as analyses conducted to find out whether there was a relationship between school happiness and organizational trust and whether the former predicted the ladder and analyses-related findings.

Teachers' School Happiness Levels

Findings regarding the scores of teachers in school happiness are presented in Table 1.

Table 1. *Arithmetic Means and Standard Deviation Values for Teachers' School Happiness*

Variables	N	x̄	Ss
Physical Conditions	363	3.17	0.88
Learning Environment	363	3.91	0.60
Collaboration	363	4.02	0.63
Activities	363	3.58	0.91
School Administration	363	3.77	1.03
School Happiness (General Total)	363	3.77	0.61

Table 1 highlights that mean scores of teachers' school happiness are Table x̄= 3.17 for physical conditions, x̄ = 3.91 for learning environment, x̄ = 4.02 for collaboration, x̄ = 3.58 for activities, and x̄ = 3.77 for school administration. This indicates that the highest score was obtained from the sub-scale of collaboration while the lowest score was obtained from the sub-scale of physical conditions. Finally, the scores for teachers' school happiness were high with (x̄ = 3.77).

Teachers' Organizational Trust Levels

Findings regarding the scores of teachers' organizational trust levels are presented in Table 2.

Table 2. *Arithmetic Means and Standard Deviation Values for Teachers' Organizational Trust*

Variables	N	x̄	Sd
Trust	363	3.64	0.91

Table 2 highlights that the mean score of teachers' organizational trust is x̄ = 3.64, which indicates a high score.

Findings Regarding the Analysis of the Relationship between School Happiness and its Sub-scales and Teachers' Organizational Trust

Table 3 demonstrates the results of the correlation test analysis conducted to find out whether there was a relationship between school happiness and its sub-scales and teachers' organizational trust levels.

Table 3. *Correlation Analysis Results Regarding the Relationship between School Happiness and its Sub-scales and Teachers' Organizational Trust*

Variables	1	2	3	4	5	6	7
1.School Happiness	-						
2.Physical Conditions	0.68**	-					
3.Learning Environment	0.85**	0.48**	-				
4.Collaboration	0.86**	0.41**	0.71**	-			
5.Activities	0.74**	0.51**	0.52**	0.54**	-		
6.School Administration	0.84**	0.44**	0.66**	0.69**	0.57**	-	
7.Trust	0.74**	0.45**	0.61**	0.63**	0.45**	0.77**	-

**Correlation is significant at the 0.01 level.

Table 3 highlights that there is a high, positive, and significant relationship between school happiness [r=0.74, p<0.01] and teachers' perceived organizational trust. This indicates that an increase in teachers' school happiness leads to an increase in organizational trust levels. Table 3 also highlights that physical conditions [r=0.45, p<0.01] and activities [r=0.45, p<0.01] have a moderate, positive, and significant relationship, while there is a moderate, positive, and significant relationship between organizational trust and learning environment [r=0.61, r<0.01] and collaboration [r=0.63, p<0.01, and a high, positive, and significant relationship between organizational trust and school administration [r=0.77, p<0.01]. this indicates a positive and significant relationship between teachers' organizational trust and physical conditions, learning environment, collaboration, activities, and school administration.

Linear Regression Analysis Regarding the Predictive Power of School Happiness on Teachers' Organizational Trust

Regression analyses were conducted to measure the level of the predictive power of school happiness on teachers' organizational trust, and the results are presented in Table 4.

Table 4. *Linear Regression Analysis Results Regarding the Predictive Power of School Happiness on Teachers' Organizational Trust*

Variables	B	Standard Error	β	t	p
Fixed	- 0.49	0.20	-	- 2.46	0.01
School Happiness	1.09	0.05	0.74	20.92	0.00*
R=0.74	R²=0.54				
F$_{(1-361)}$=437.92	p=0.00				

*p<0.05

Table 4 highlights that school happiness significantly predicts teachers' organizational trust (R = 0.74, $F_{(1-361)}$ = 437.92, p<0.01). This indicates that 54% (R^2= 0.54) of the total variance regarding teachers' perceived organizational trust can be explained by school happiness. This percentage amounts to more than half of the total variance. The analysis also indicates that the t-test result for the significance of the regression coefficient demonstrates significance. In this context, it can be suggested that school happiness positively and significantly predicts teachers' perceived organizational trust levels (β = 0.74, p<0.05). 1 unit of increase in school happiness provides 1.09 unit of increase in organizational trust.

Finally, the results of the multiple regression analysis are presented below.

Multiple Linear Regression Analysis Regarding the Predictive Power of School Happiness Sub-scales on Teachers' Organizational Trust

A multiple linear regression analysis was conducted to measure the predictive power of school happiness sub-scales on teachers' organizational trust. The results of the regression analysis are presented in Table 5.

Table 5. *Multiple Linear Regression Analysis Results Regarding the Predictive Power of School Happiness Sub-scales on Teachers' Organizational Trust*

Variables	B	Standard Error	β	t	p	Partial r	Binary r
Fixed	0.13	0.21	-	0.64	0.51	-	-
Physical Conditions	0.12	0.40	0.12	3.15	0.00*	0.16	0.10
Learning Environment	0.16	0.76	0.10	2.13	0.03*	0.11	0.06
Collaboration	0.18	0.73	0.13	2.53	0.01*	0.13	0.08
Activities	-0.07	0.43	-0.07	-1.80	0.07	-0.09	-0.05
School Administration	0.53	0.43	0.60	12.23	0.00*	0.54	0.39
R=0.79	R^2=0.63						
$F_{(5-357)}$=122.154	p=0.00						

*p<0.05

Table 5 highlights that school happiness sub-scales are significant predictors of teachers' perceived organizational trust (R = 0.79, $F_{(5-357)}$ = 122.154, p<0.01). This indicates that 63% (R^2 = 0.63) of the total variance of teachers' perceived organization trust can be explained by school happiness sub-scales. 1 unit of increase in school happiness sub-scales provides 0.79 unit of increase in organizational trust.

It is also indicated that while physical conditions (β = 0.12, p<0.01), learning environment (β = 0.10, p<0.05), collaboration (β = 0.13, p<0.01), and school administration (β = 0.60, p<0.01) are all significant predictors of organizational trust, the sub-scale called activities (β = -0.07, p>0.05) is not a significant predictor of organizational trust.

Research findings suggest that standardized regression (β) clearly indicates that the order of relative importance regarding the predictive power of school happiness sub-scales on organizational trust is as follows: school administration (β =0.60), collaboration (β = 0.13), physical conditions (β = 0.12), learning environment (β = 0.10), and activities (β = -0.07).

CONCLUSION AND DISCUSSION

The This study was designed to reveal the relationship between school happiness and teachers' organizational trust and the predictive power of school happiness on teachers' organizational trust.

Results Regarding Correlation and Prediction

1. The findings of this study suggest that teachers' school happiness levels are high. Korkut (2019) studied teachers' perceptions of happiness, cynicism, and justice and concluded that teachers' organizational happiness levels were graded as "I Agree". Along the same lines, Çetin and Polat (2021) concluded that teachers' perceptions of organizational happiness were at a high level. Bulut (2020) analyzed the perceived organizational happiness of secondary school teachers and concluded that teachers' organizational happiness scores were high. Tösten, Avcı, and Şahin (2018) attempted to reveal the relationship between teachers'

organizational happiness levels and organizational socialization levels and concluded that teachers' perceived organizational happiness was high. Özgenel and Bozkurt (2020) scrutinized the effect of teachers' political skills on school happiness and concluded that school happiness and political skills of teachers were high. Brouskeli, Kaltsi, and Loumakou (2018) indicated that the occupational well-being (happiness) of the participants was above average. In this context, it can be suggested that the results in the literature coincide with the results of this research. Finally, Gürbüz (2020) found that teachers' perceived organizational happiness was at a moderate level.

2. The findings of this study suggest that teachers' school organizational trust levels are high.

Li, Pérez-Díaz, Mao, and Petrides (2018) examined the relationship between school-level factors (personal emotional intelligence, organizational trust, etc.) and teachers' job performance and found that job satisfaction was higher in schools with high levels of organizational trust. Baş and Şentürk (2011) examined perceived organizational justice and organizational trust in primary schools and found that teachers' perceived organizational trust was graded as "mostly" and that the sub-scale of trust in managers had the lowest average. Polat and Celep (2008) examined the relationship between teachers' perceived organizational justice, organizational trust, and organizational citizenship behaviors in secondary education and found that teachers had a high level of perceived trust. Taşkın and Dilek (2010) examined organizational trust and organizational commitment and found that male employees had a higher level of perceived trust than female employees.

3. The findings of this research suggested that there is a high-level, positive, and significant relationship between school happiness and sub-scales of school happiness and teachers' organizational trust.

Cerit (2009) found that there was a significant relationship between teachers' trust in school principals and cooperation and that trust in principals affected cooperation. Gürbüz (2012), on the other hand, examined the relationship between perceived organizational trust and organizational support and organizational commitment and found a positive and strong relationship between organizational trust and organizational commitment. İncekara (2020) found that teachers working in private schools experienced high levels of positive feelings towards their institutions and that perceived realization of potential was also quite high. Sevim and Kaya (2022) found that teachers' perceived organizational happiness in schools was at a "high" level and that while the difference occurred based on school type, the field of study, marital status, and gender, there was no difference in terms of age. Uzun and Kesicioğlu (2019) examined the relationship between organizational happiness, job satisfaction, and organizational commitment of preschool teachers and found a positive and significant relationship between teachers' organizational happiness and organizational commitment and moderate levels of negative emotions. In this context, the results of the previous studies are observed to coincide with the results obtained from this study. Ay (2022) examined abusive supervision, organizational happiness, and job performance and found a negative relationship between organizational happiness (general) and abusive supervision and yet another result of the same research indicated negative relationships between the sub-scales of organizational happiness (positive emotions, negative emotions) and the realization of potential and abusive supervision. Karamustafaoğlu (2022) concluded that teachers' perceived organizational happiness was at a moderate level, while Konan and Taşdemir (2019) found a moderate and negative relationship between organizational hypocrisy and happiness in terms of teachers' opinions. Contrary to these results, Bayram (2020) and Bulut (2020) concluded that there was no significant difference between teachers' organizational happiness levels in terms of the gender variable.

4. The findings of this research suggested that school happiness and its sub- scales are significant predictors of teachers' organizational trust.

Kuvvet (2019) examined the relationship between school principals' educational leadership and classroom teachers' organizational happiness and concluded that the former is a significant predictor of the latter. Along the same lines, Çobanoğlu and Bozbayındır (2019) examined shared leadership and happiness in primary and secondary schools and concluded that school happiness is a significant predictor of teachers' organizational trust. Terzi (2017) conducted a study to find out whether job satisfaction teachers predicted their happiness levels or not and concluded that the former is a significant predictor of the latter. Benz and Frey (2004) examined the effect of independence on happiness at work and how being a boss at work affects happiness and concluded that being a boss provides high job satisfaction and is a significant predictor of happiness. Ay (2022) studied the relationship between abusive supervision, organizational happiness, and job performance and concluded that organizational happiness is a significant predictor of job performance. Özgenel and Bozkurt (2020) examined teachers' political skills and school happiness and concluded that school happiness is a significant predictor of teachers' political skills. In this context, the results of this research overlap with the results of previous studies.

Recommendations

Recommendations for Top Executives of the Education System

1. Research results indicated a strong connection between school happiness and teachers' organizational trust. Thus, it is recommended that this connection be taken into account while identifying and regulating educational policies.

2. Remunerative, encouraging, and promotive legal regulations are recommended to encourage and motivate teachers and their professional development as a support for their career.

3. As schools target an education system focused on academic achievement, teachers experience a higher level of stress and anxiety, and thus school happiness and organizational trust are negatively affected. As a result, the Ministry of National Education is recommended to support the active participation of all components of education rather than examination-oriented planning.

Recommendations for School Administrators

1. Research findings indicated a highly positive and significant relationship between school happiness and teachers' perceived organizational trust. Thus, it is recommended that school administrators should take this reality into account while creating the institutional structure and values.

2. Research findings suggested that school happiness is a high predictor of teachers' organizational trust. School administrators are recommended to act by taking this effect into account while establishing the organizational structure.

3. Since the organizational trust levels of happy teachers are high, their organizational trust, efficiency, and organizational commitment are likely to be high. From this point of view, it is recommended that school administrators carry out the necessary practices and studies to create a happy school environment.

Recommendations for Researchers

1. The sample of this research consists of teachers. Samples including students, parents, school administrators, and other school staff are also recommended.

2. The research was carried out in public primary, secondary, and high schools affiliated with the Ministry of National Education. Studies with expanded populations are recommended at the level of private schools and universities (academic staff, university students, etc.) affiliated with the Ministry of National Education.

3. This research has limitations in terms of the responses given to the relevant scales. Further research with mixed-pattern approaches is recommended to reach more in-depth findings. In addition, more comprehensive research is possible if different items are added to the data collection form.

4. Research findings suggested that there was no significant difference in terms of school happiness according to the education level (undergraduate/graduate) variable. After the articles of the "Teaching Profession Law", which include differences in education level, are implemented, further studies can be conducted to examine the relationship between school happiness and education level.

5. Researchers are recommended to conduct research aimed at investigating the reasons why teachers working at secondary and high school levels have lower levels of school happiness and organizational trust than their colleagues working at primary school.

REFERENCES

Abdullaevich, M. H. & Abdurazakovna, B. S. (2020). The continuity of neighborhood, family and preschool educational organization as a condition of successful adaptation to school life. *Journal Of Critical Reviews*, 7(11), 2690-2699.

Acton, R. & Glasgow, P. (2015). Teacher Wellbeing in Neoliberal Contexts: A Review of the Literature. Australian Journal of Teacher Education, 40(8): 99- 115.

Adams, C. M., & Forsyth, P. B. (2009). The nature and function of trust in schools. *Journal of School Leadership*, *19*(2), 126-152.

Artuksi, E. (2009). *Perceptions of teachers working in primary schools about the organizational trust level of the school (Malatya province example)* [Master's thesis, İnönü University Institute of Social Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Ay, F. A. (2022). The relationship between abusive management, organizational happiness and job performance. *Journal of Business Science*, *10*(2), 215-245. [Turkish].

Baier, A. C. (1994). Moral prejudices: Essays on ethics cambridge. *Philosophy and Phenomenological Research,* 57(3), 703-707.

Bajaj, H., & Krishnan, V. R. (2016). Role of justice perceptions and social exchange in enhancing employee happiness. *International Journal of Business Excellence*, 9(2), 192-209.

Baltacı, A. (2019). Social system theory and its effects on educational organizations. *Journal of Civilization Education Studies*, *3*(1), 1-19. [Turkish].

Bas G., & Sentürk, C. (2011). Elementary school teachers' perceptions of organizational justice, organizational citizenship and organizational trust. *Educational Management in Theory and Practice*, *1*(1), 29-62. [Turkish].

Baykal, İ. (2020). Sampling problem and power analysis in scientific research. *Journal Of Social, Humanities and Administrative Sciences*, 6(25), 515-518.

Bayram, S. (2020). *Investigation of the relationship between teachers' organizational forgiveness perceptions and organizational happiness levels* [Master's thesis, Uşak University Institute of Social Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Benz, M. ve Frey, B. S. (2004). Being ındependent raises happiness at work. *Swedish Economic Policy Review*, 11(2), 95-134.

Blau, P. M. (1986). *Exchange and Power In Social Life.* Routledge. 388.

Blomqvist, K., & Ståhle, P. (2000). Building organizational trust. *In 16th Annual IMP Conference, Bath, UK* ,7-9.

Brülde, B. (2007). Happiness theories of the good life. *Journal of Happiness Studies*, *8*(1), 15-49.

Bulut, A. (2020). *Examination of the relationship between managerial style and organizational happiness in educational institutions* [Master's thesis, Uşak University Graduate School of Educational Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Cerit, Y. (2009). The relationship between teachers' organizational trust levels and their level of cooperation. *Journal of Uludag University Faculty of Education*, *22*(2), 637-657. [Turkish].

Chughtai, A. A., & Buckley, F. (2008). Work engagement and its relationship with state and trait trust: A conceptual analysis. *Journal of Behavioral and Applied Management*, *10*(1), 47-71.

Coleman, J. S. (1990). *Foundations of Social Theory*. Harvard University Press.

Creswell, J. W. (2017). Educational research: Planning, conducting and evaluating quantitative and qualitative research. İstanbul: Edam.

Cetin, S., & Polat, S. (2021). The relationship between secondary school teachers' organizational justice perception levels and organizational happiness levels. *MANAS Journal of Social Studies*, *10*(1), 171-182. [Turkish].

Cobanoglu, N., & Bozbayındır, F. (2019). A study on shared leadership and positive psychological capitals of teachers at primary and secondary schools. *Universal Journal of Educational Research*, *7*(5), 1265-1274.

Demircan, N. & Ceylan, A. (2003). Organizational trust concept: Causes and consequences. Celal Bayar University İ.İ.B.F. Manisa. *Management and Economics*, 10 (2), 139 – 150. [Tukish].

Dewey, J. (1980). *The School and Society*. 151, Carbondale: SIU Press.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological bulletin*, *125*(2), 276.

Dös, İ. (2013). Happy school. Kahramanmaras Sütcü Imam University. *Education and Science,* 38 (170), 266 – 280. [Turkish].

Durkheim, E. (1984). *The division of labor in society*. Simon and Schuster.

Fisher, C. D. (2010). Happiness at work. *International Journal of Management Reviews*, 12(4): 384-412.

Forsyth, P. B., Adams, C. M., & Hoy, W. K. (2011). Collective trust. *Why schools can't improve*, 101-171.

Fredrickson, B. L. (1998). What good are positive emotions?. *Review of general psychology*, *2*(3), 300-319.

Gavin, J. H. & Mason, R. O. (2004). The virtuous organization: The value of happiness in the workplace. *Organizational Dynamics*, 33(4), 379-392

Gilbert, J. A., & Tang, T. L. P. (1998). An examination of organizational trust antecedents. *Public Personnel Management*, *27*(3), 321-338.

Gürbüz, G. (2020). *The relationship between teachers' perceptions of organizational happiness and organizational trust levels* [Master's thesis, Bahçeşehir University Graduate School of Educational Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Gürbüz, R. (2012). *The relationship between perceived organizational support and organizational trust and organizational* commitment [Master's thesis, Atatürk University Institute of Social Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Hardie, W. F. (1965). The final good in Aristotle's Ethics. *Philosophy*, *40*(154), 277- 295.

Hernández, A. C. C., Ripoll, R. R., de Velazco, J. J. H. G., & Hernández, I. V. R. (2020). University social responsibility in the organizational happiness management. *Utopía y Praxis Latinoamericana*, *25*(2), 427-440.

https://toad.halileksi.net/olcek/okul-mutlulugu-olcegi-school-happiness-scale/

İncekara, S. (2020), *Organizational happiness and organizational commitment of private school teachers* [Master's thesis, Alaaddin Keykubat University Graduate School of Education, Department of Educational Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Karaarslan, E. (2005). Analysis of public sector education expenditures. *Finance magazine*, *149*(42), 36-73. [Turkish].

Karamustafaoglu, N. (2022), *Investigation of the Relationship Between School Image and Organizational Happiness According to Teacher Perceptions* [Master's Thesis, Kastamonu University Institute of Social Sciences, Department of Educational Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*, *9*(2), 131-146.

Kirbiyik, M. E. (2012). Morality of happiness (Eudaimonizm). *Farabi e-Journal*, 3, 12 – 19.

Konan, N., & Taşdemir, A. (2019). The relationship between teachers' perceptions of organizational hypocrisy and their perceptions of happiness levels. *Scientific Educational Studies*, *3*(2), 132-152.

Kuvvet, B. A. (2019). *The relationship between the instructional leadership of school principals and the organizational happiness of classroom teachers* [Master's thesis, Gazi University Institute of Educational Sciences]. Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/.

Li, M., Pérez-Díaz, P. A., Mao, Y., & Petrides, K. V. (2018). A multilevel model of teachers' job performance: Understanding the effects of trait emotional intelligence, job satisfaction, and organizational trust. *Frontiers in Psychology*, 2420. https://doi.org/10.3389/fpsyg.2018.02420

Louis, K. S., Marks, H. M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, *33*(4), 757- 798.

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, *9*(2), 111- 131.

Madison, W. (2002), "Organizational Trust", Administrator, v. 21, No: 3, Mar.

Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, *20*(3), 709-734.

Mishra, A. K. (1996). Organizational responses to crisis. *Trust in organizations: Frontiers of Theory and Research*, *261*, 1996.

Mourshed, M., Farrell, D., & Barton, D. (2012). Education to employment: Designing a system that works. *Mckinsey center for government*, *18*.

Mühl, J. K. (2014). *Organizational trust*. Springer International Publishing Switzerland.

Narcikara, E. B. (2017). Increasing positivity in the organizational environment: a positive organizational school perspective. *Journal of Behavior at Work*, *2*(1), 20-33. [Turkish].

Noddings, N. (2003). *Happiness and education*. Cambridge: Cambridge University Press.

Olukayode, A.A. & Osayawe Ehigie, B. (2005), "Psychological diversity and team interaction processes: A study of oil-drilling work teams in Nigeria", *Team Performance Management*, 11, (7/8), 280-301. https://doi.org/10.1108/13527590510635161

Omay, M. (2014). The importance of philosophical study of happiness. *Journal Of Phılosophy–Scıence Research*, 85.

O'neill, O. (2002). *Autonomy and Trust İn Bioethics*. Cambridge University Press.

Özgenel, M., & Bozkurt, B. N. (2020). A factor predicting school happiness: Political skills of teachers. *Turkish Journal of Educational Studies*, *7*(2), 130-149.

Polat, S., & Celep, C. (2008). Perceptions of secondary school teachers on organizational justice, organizational trust, organizational citizenship behaviors. *Educational Management in Theory and Practice*, *54*(54), 307-331. [Turkish].

Rego, A., & Cunha, M. P. (2008). Authentizotic climates and employee happiness: Pathways to individual performance? *Journal of Business Research*, 61, 739- 752. http://dx.doi.org/10.1016/j.jbusres.2007.08.003

Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, *9*(1), 139- 170.

Sako, M. (1992). *Price, quality and trust: Inter-firm relations in Britain and Japan*,

18. Cambridge University Press.

Sevim, H. İ., & Kaya, A. (2022). The relationship between distributed leadership in schools and organizational happiness. *International Journal of Leadership Studies: Theory and Practice*, 5(2), 86-106. doi: 10.52848/ijls.1094287. [Turkish].

Sezer, S., & Can, E., (2019). School happiness: A scale development and implementation study. *Eurasian Journal of Educational Research*, *19*(79), 167-190.

Shockley – Zalabak, P., Ellis, K., & Winograd, G. (2000). Organizational trust: What it means, why it matters. *Organization Development Journal*, 18(4), 35- 48.

Steinmayr, R., Crede, J., McElvany, N., & Wirthwein, L. (2016). Subjective wellbeing, test anxiety, academic achievement: Testing for reciprocal effects. *Frontiers in Psychology*, 6(1994), 1–13. https://doi. org/10.3389/fpsyg.2015.01994.

Suicer, M., & Ozkoc, A. G. (2016). *The effect of authentic leadership behavior on organizational health: an application in hotel businesses* [Master's Thesis, Nevsehir Haci Bektas Veli University Social Sciences Institute]. [Turkish]

Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics*. Boston, Pearson

Talebzadeh, F., & Samkan, M. (2011). Happiness for our kids in schools: A conceptual model. *Procedia-Social and Behavioral Sciences*, 29(2011), 1462- 1471.

Taskin, F., & Dilek, R. (2010). A field study on organizational trust and organizational commitment. *Journal of Organization and Management Sciences*, 2(1), 37- 46. [Turkish]

Taylor, R., G. (1989). The Role Of Trust In Labor – Management Relations. *Organization Development Journal*, 7, 85 – 89.

Terzi, S. (2017). Examining the relationship between teachers' job satisfaction and happiness levels. *21. Yüzyılda Egitim ve Toplum Egitim Bilimleri ve Sosyal Arastirmalar Dergisi*, *6*(17). [Turkish]

Thompson, L. L. (1991). Information exchange in negotiation. *Journal of Experimental Social Psychology*, 27(2), 161-179.

Toner, E., Haslam, N., Robinson, J., & Williams, P. (2012). Character strengths and in adolescence: Structure and correlates of the values in action inventory of strengths for children. *Personality and Individual Differences*, 52(5), 637– 642. doi:10.1016/j.paid.2011.12.014.

Tosten, R., Avcı, Y. E., & Sahin, S. (2018). The relations between the organizational happiness and the organizational socialization perceptions of teachers: The sample of physical education and sport. *European Journal of Educational Research*, 7(1), 151-157. http://doi: 10.12973/eu-jer.7.1.151.

Uslaner, E. M. (2002). The moral foundations of trust. http://dx.doi.org/10.2139/ssrn.824504.

Uzun, T., & Kesicioglu, O. S. (2019). Examining the relationship between preschool teachers' organizational happiness, job satisfaction and organizational commitment. *Mediterranean Educational Research Journal*, *13*(29), 39-52. [Turkish]

Veenhoven, R. (2015). Social conditions for human happiness: A review of research. *International Journal of Psychology*, *50*(5), 379-391.

Ward, S. J., & King, L. A. (2016). Socrates' dissatisfaction, a happiness arms race, and the trouble with eudaimonic well-being. In *Handbook of Eudaimonic Well-Being*, 523-529. Springer, Cham.

Welter, F. (2012). All you need is trust? A critical review of the trust and entrepreneurship literature. *International Small Business Journal*, *30*(3), 193- 212.

Yazıcıoglu, Y. & Erdogan, S. (2004). *Spss applied scientific research methods.* Ankara: Detay Publishing.

Zand, D. E. (1972). Trust and managerial problem solving. *Administrative science quarterly*, 229-239.

Ethics Statements

T.C.
RECEP TAYYİP ERDOĞAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU

DEĞERLENDİRME RAPORU

Toplantı Tarihi   : :29/03/2022
Toplantı K. Sayısı : 2022/60

Recep Tayyip Erdoğan Üniversitesi Lisansüstü Eğitimi Enstitüsü Yüksek Lisans Öğrencisi Özgür BAŞARAN "Okul Mutluluğu İle Öğretmenlerin Örgütsel Güvenleri Arasındaki İlişkinin İncelenmesi (Giresun İli Örneği)" isimli projesi kapsamında yürütülecek çalışmalar için izin talebi kurulumuzca değerlendirilmiş olup;

☑ Etik açıdan uygun bulunmuştur.

☐ Etik açıdan uygun bulunmamıştır.

☐ Etik açıdan önerilen değişikliklerin yapılmasıyla uygun bulunmuştur.

Prof. Dr. Ahmet İshak DEMİR
Başkan