

# The Relationship Between Organizational Climate and Organizational Happiness

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## *Abstract*

*In this research, the relationship between organizational climate and organizational happiness perceptions that have significant impact on the organizational behavior of employees in achieving the goals of school organizations is aimed to examine. The universe of the research that was designed in the relational scanning model, consisted of 19400 teachers working in 1131 primary and secondary schools in the districts of İzmir. The sample consists of 497 teachers determined by using proportional cluster sampling method. It has been concluded that there is a positive and highly significant relationship between organizational climate and organizational happiness and that organizational climate explains employee happiness by 66%.*

**Keywords:** *Organizational climate, organizational happiness, school organization, teacher*

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## Introduction

Today, people devote most of their time in organizations that have become an indispensable part of life. For any organization to exist, the following items are required; a) a common goal, b) individuals who have come together to achieve this goal and can communicate with each other c) individuals should have a desire to contribute to the realization of the goal (Barnard, 1938). Every large-scale or complex organization requires large numbers of people to work together. The best results are accomplished when considerable numbers of people work together through division of labor and collaboration. According to Gulick (1936), division of labor is the main motive for organization.

In order to fully understand the content of the concept of division of labor, the concept of division of labor should be considered in the context of human history (Fişek, 1979). The history of humanity is divided into two as the primitive community formed by hunter-gatherer and food producing communities and the civilized society. In hunter-gatherer societies, individuals met their needs with their innate characteristics (gender and age) mainly through the simple division of labor they improvised. While the women did the gathering work, the men carried out their hunting activities. Although food producing communities are under the title of primitive community, they basically reflect the transition from primitive community to civilized society. Due to settling in land, population growth and over production a planned division of labor was required that is the basis of organization in production activities (Şenel, 1995; Şenel, 2009).

The increasingly substantial scale of organizations and the diversification of the division of labor gained momentum in the industrial revolution. Steam engines and factoryization that emerged in the first industrial revolution; production line technology that took place with the electricity production and the mass production that came with it in the second industrial revolution,; the organization focused on increasing the productivity of its employees. The classical management theory developed basing on a pessimistic view of human nature, emerged in this period. In classical management theory, it is believed that employees have predetermined

characteristics that they will not perform their duties and resort to indulgence if they are not monitored by the employer, and are motivated by economic incentives (Aydın, 2010; Pharm, 2020). In short, it has been discussed how the human element in organizations, in addition to the machine element, will be effective in the efficiency of the organization. Neo-classical theory emerged as a reaction to the classical theory, focused on the importance and psychological dimension of the human element in organizations (Bursalioglu, 2014). With the neo-classical theory, it has been seen that employees are not motivated only by material incentives, human relations are an important factor in production and productivity, and the personality traits and emotional needs of each employee in the organization cannot be overlooked (Memduhoğlu, 2017).

The shortfall of classical or neoclassical theories in organizational management has led to the development of modern management theories that are a synthesis of classical and neoclassical theories after the 1950s. Contemporary theory focuses on the discrepancies between the theoretical dimension of the formal organization and the human dimension. According to the contemporary theory, it is accepted that an event can be caused by a large number of interrelated and interdependent factors (Aydın, 2010). According to this theory, organizations, which are social systems, both affect their environment and are affected by their environment (Daft, 2008, p.12). Since organizations are considered as open and dynamic systems, change and complexity are among the most essential points highlighted by this theory.

The system is a whole that is formed by the combination of parts that interact with each other and influence each other (Luhman, 2013; Bursalioglu, 2014). The parts that make up the systems constitute the subsystems, and the larger systems to which the subsystems are connected constitute the supersystems. The education system, which is a sub-system of social systems; consists of sub-systems such as higher education, secondary education, primary education and preschool education (Aydın, 2010). Systems can be closed or open. Open systems are systems that interact with their environment and are affected by their environment and affect it. There is no interaction and communication with the environment in closed systems (Bursalioglu, 2014).

According to Katz-Kahn (1996), who is the pioneer of open system theory, there is a continuous circular cycle in social organizations as inputs, processes and outputs. Schools, which are educational organizations that are open social systems, take inputs from their environment and

a lower school, process these inputs and give them as outputs to the upper school and the environment. The school is the place where individuals, consisting of biological, social and psychological dimensions, are formed according to the needs of the societies (Durkheim, 1956). The realization of the goals set in the education system is realized through the school organization, which is the most effective and critical subsystem of the education system (Yavuz, 2003). In order for schools to keep up with the rapid changes and to nurture individuals who can meet the needs of the society, school staff must be qualified and strive to achieve organizational goals. Employees also have expectations from their organizations for their individual goals in return for this knowledge, skill and effort. These emerging mutual expectations bring organizations to the fore in meeting the needs of both organizations and individuals, and this leads them to be effective.

In schools that include employees with different qualifications for the creation of contemporary societies and where interpersonal interaction is intense; it is considered important that teachers have progressive feelings about the school they are working in, are content and highly motivated. In this context, it is considered necessary for the quality of schools to determine the relationship between the concepts of "organizational climate" and "organizational happiness" and to take the necessary administrative measures in case of a negative or positive relationship.

## **Organizational Climate**

Organizations consist of visible and invisible elements, and as a result of the interaction of these elements, the personalities or identities of the organizations are formed. Personalities, the requirements of the job, the structure of the organization and its goals create the climate of the organization and this fashioned climate gives the organization a unique identity as well as being effective in the behavior of the individual (Ertekin, 1978).

Organizational climate is a metaphor and has measurable features such as real (meteorological) climate (Gray, 2007: p.5). Climate is of Greek origin and means tendency (Ertekin, 1978). Climate (Schneider, Ehrhart, & Macey, 2010: p.29), which was first used in psychology research, is based on the work of Kurt Lewin, Ronald Lippitt, and Ralph White (1939). The aforementioned researchers used the term social/social climate instead of organizational climate in their studies (Ozturk, 2015) and focused on the hypothetical causes of climate, leadership and job qualities (Schneider et al., 2010, p.29, 30; HoBbach, 2019). The studies

conducted by the researchers showed that the group climate is the cause of the behavior of the group members and that the behaviors can be influenced intentionally (HoBbach, 2019, p.5). Climate plays an important role in understanding the attitudes of employees (Ostroff & Kinicki, 2009).

Individuals working in the same organization may have different perceptions and definitions about their organizations. While some employees describe their organization as a hostile, malicious and destructive center; some employees describe the same organization as a good organizational model that they enjoy working with, while others describe it as an ordinary organization where they just do their job (Gabriel & Schwartz, 1998). The definitions made by the employees are related to the existing interactions between the organization and its members, namely the organizational climate.

Organizational climate, which is the set of characteristics that distinguish an organization from other organizations and are relatively permanent over time and affect the behavior of members of the organization (Forehand and Gilmer, 1964, p.362); management processes such as problem solving, decision making, planning, communication, coordination and control, and learning, identification, motivation etc. performs its role in the organization by influencing psychological processes. Organizational climate is a variable between inputs and outputs in organizations with these roles (Mathew & Selvi, 2007). Organizational climate has effects on the attitudes and behaviors of organizational employees, their perspectives on the organization, their burnout, commitment and job satisfaction (Ertuğrul, 2018). Organizational climate is one of the elements of the commitment of organizational employees towards their organizations. Organizational climate is formed by the perceptions of its members regarding the mental state of their organization. Positive perception of this atmosphere is important in locking employees into success, ensuring job satisfaction and increasing their performance (Korkmaz, Bayınma, & Bağcı, 2020, p.31). According to Yüceler (2009), though it is extremely important for organizations to adapt to the changing dynamic environmental conditions and gain competitive advantage among organizations, organizational climate also has key functions such as managing conflicts, developing the organization, increasing the contribution of the individual to their organization (Kanten & Ülker, 2013).

## Organizational Happiness

For people, work is important. Since people become members of an organization while they work, and they meet most of their needs through the organization they are a member of. When this situation is evaluated according to Maslow's (1945) hierarchy of needs theory; if an employee feels belonging to his organization, loves and is loved by his co-workers, the need for belonging and love; the duty or responsibility he assumes in his status, and his need for respect; he can meet the need for self-realization by using its full potential and producing original works.

For many people, work, not only helps individuals create an identity by giving them the opportunity to define who they are, but also creates a 'we' feeling by providing people with a supportive network of relationships. This pride and sense of belonging to a group helps people build their social identity and work not only adds purpose to one's life, but also allows one to focus on the feeling that one's life is important (Myers and Diener, p.15).

As mentioned above, people are pleased when their needs are met. There are some studies that expose this. According to the research findings of Neve and Ward (2017) obtained from the responses of participants from more than 150 countries; having a job brings social status to people, enabling them to acquire social relations; those who have a job are happier than those who do not have any job, for reasons such as increasing the quality of life of people and playing an intermediary role in reaching their goals. Another result obtained from the research is that both men and women of working age who are out of the workforce evaluate their lives more negatively than those who work full-time. Again, Annabelle (2014) argued that work is one of the important causes for people's well-being; He mentions that individuals do not only lose income when they are unemployed, but they are unhappy because they lose their identities, goals and social interactions with others.

Warr (2007) focuses on two basic questions about work. These questions are:

- a. Why are some people happier at work than others?
- b. Why are some people in the same jobs happier than others?

While Warr (2007) states that the happiness of some people working in different jobs can be explained by the job itself and its content; states that the main point to be investigated is the reasons why some of the employees working under the same job title are happier than others. According to him, no matter what job title is considered, happiness is a desirable feature and if

people find the features of the job they work in parallel with what they want or can integrate them with their personalities, they are happier and more successful in their jobs.

While employees are happy at a certain moment in the workplace, they may feel unhappy at another moment since happiness is the result of a process. For this reason, happiness at work is far from stationary (Simon, 2014). Organizational happiness is aimed at creating conditions and working processes that support individual and group strengths and is in the DNA of the organization. This means that the manager of everything done in the organization is the happiness of the organization. DNA is the molecule that encodes the genetic instructions in living organisms and directs the cells by informing each cell in the body about everything that is going on (Juul, 2018).

According to Maenapothi (2007), organizational happiness means that the personnel are happy and productive both at the individual and organizational level and that the intended goals are achieved. According to Fisher (2010), organizational happiness is (a) being busy with the job itself; (b) job satisfaction and (c) affective commitment to the organization. It describes the experiences of employees who are excited about their work, find meaning and purpose in their work, have good relations at work and feel connected to their work (Kun & Gadancz, 2019).

Organizational happiness has tangible and intangible benefits for the organization in terms of satisfaction, motivation and organizational commitment. Organizational happiness can be associated with features such as more professional success, higher income, better job performance and better relationships at work (Tseng, 2009; Erdoğan & Akduman, 2013; Januwarsono, 2015). Fisher (2010) examines the benefits of workplace happiness at three different levels: "temporary", "individual" and "unit levels".

Temporary happiness increases creativity, organizational citizenship, reduces proactive behaviors and interpersonal conflict, supports cooperation, ensures more positive evaluations about work, increases motivation and performance of employees. Happiness at the individual level, reduces behaviors such as quitting and laziness and positively affects the interpersonal relations of the employees of the organization.

Happiness at the unitary level ensures that customers are more satisfied with their work; it increases productivity and job security and reduces workforce circulation. According to

Maenapothi (2007), happy employees are more satisfied with their jobs than unsatisfied employees. Since the motivation of happy employees is high (Erdoğan & Akduman, 2013; Januwarsono, 2015), they find a way to accomplish their tasks even in the most challenging situations (Munar, Espinosa, Martinez-Buelvas, Avarca, & Tirado, 2020).

When employees are happy, they make fewer mistakes, are less sick, and experience less stress. Happy employees show higher commitment to their jobs (Erdoğan & Akduman, 2013; Kjerulf, 2014), and less resistance to change. The overall quality of life of people who are happy at work also increases (Kjerulf, 2014). Organizational happiness provides return on investment and strategic results for organizations (Jones & Lindsay, 2014).

## **Purpose and Importance**

When it is accepted that each individual is the "unique entity" that has no equal emotionally and physically, in the 21st century, the expectations of both employees and organizations from each other have become more complex. In addition to meeting the basic needs of individuals, organizations have understood that the way to increase the benefits of employees to the organization is to meet the social and psychological needs of individuals. School organizations, which are at the center of social changes, are one of the most important determinants of the development of countries with the quality education they offer.

Schools, which are the visible face of the education system whose products and activities can be measured, are institutional structures whose impact and quality can be observed at the level of the individual and society (Yavuz, 2022). Schools are also organizations where the psychological states of all employees are directly reflected in the educational processes, due to the most intense human interaction. As one of the employees, teachers' perceptions of the climate in their schools and their level of happiness in their schools affect the quality of education and learning processes. Professional competencies of teachers have a great impact on the academic success of their students and the success of the education system (Çayak, 2021).

In this context, it is important to reveal the organizational climate and organizational happiness perceptions that affect teachers' professional competencies and instructional behaviors in schools and to reveal the relationship between them. Based on the perceptions of teachers

determined during this research process the qualifications of schools within this framework will be tried to improve.

Accordingly, with this research it is aimed;

- a) To be able to determine the climate and happiness in the schools where they work according to the perceptions of the teachers working in basic education institutions,
- b) Whether there is a significant difference between teachers' perceptions of the research variables; to determine the sources and various effects of the differences, if there are significant differences between teachers' perceptions,
- c) To be able to determine the relationship between teachers' perceptions about the variables of the research,
- d) To develop solutions for problems based on organizational climate and organizational happiness according to the findings.

In line with these purposes, the problem of the research was determined as "The Relationship Between Organizational Happiness and Organizational Silence". In line with this problem statement, answers were sought for the following sub-problems:

1. What are the teachers' perceptions of organizational climate and organizational happiness regarding their school?
2. Is there a significant difference between the organizational climate and organizational happiness perceptions of teachers regarding their own schools, according to their gender, marital status, total length of service, school type and the district where the school is located?
3. Is there a significant relationship between teachers' perceptions of organizational climate and organizational happiness regarding their own school?
4. Do teachers' organizational climate perceptions of their schools predict their organizational happiness perceptions?

## Method

The research was designed in descriptive and relational survey model, which is one of the quantitative research methods. Survey models are research models that aim to describe an existing

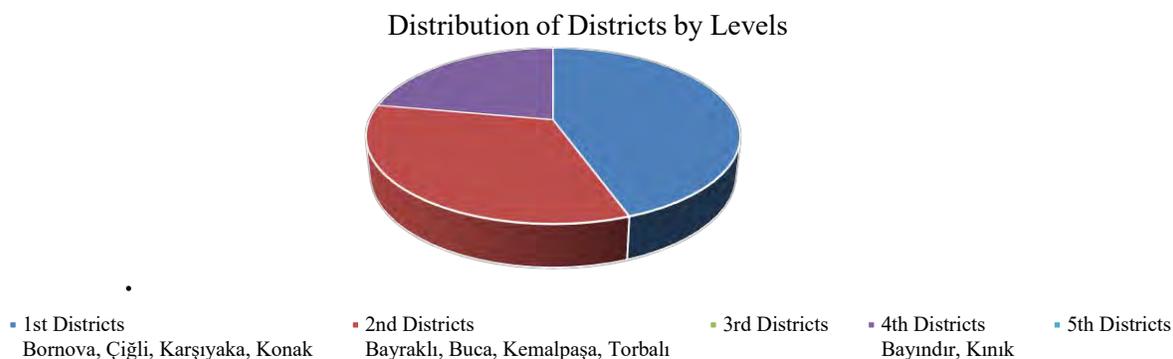
situation or the views and characteristics of large audiences as they exist (Karasar, 2009; Büyüköztürk, Çakmak, Akgün, Akdeniz, & Demirel, 2018). In the relational screening model, the co-change of two or more variables and the degree of this change are examined (Karasar, 2009).

## **Universe**

The population of the research consists of 19400 teachers working in 1131 primary and secondary schools in the districts of Izmir. The number of primary and secondary schools in the districts of Izmir and the number of teachers working in these schools were obtained in January 2022 by using the Information Systems database of the Ministry of National Education.

## **Sample**

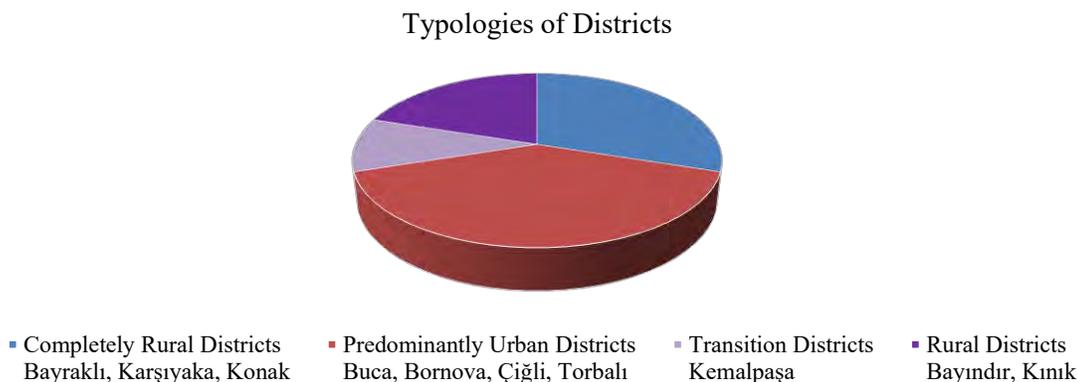
The sample of the study consists of 497 teachers determined by using proportional cluster sampling method. In proportional cluster sampling, the universe is primarily divided into sub-populations with similarities according to the variables that are thought to bring significant differences in terms of research findings, and clusters are selected from these sub-populations in a way that reflects the ratio of that sub-population in the whole (Karasar, 2009). In the determination of the districts to be included in the sampling, service areas have been decisive because it is thought that the service areas are a distinctive feature that can determine the socio-economic level of the schools. The service areas of districts and schools were obtained from the Regulation on Teacher Appointment and Relocation of the Ministry of National Education (Ministry of National Education Journal of Notifications, 2022). The sampling was taken from the districts of Izmir province, Bayındır, Bornova, Buca, Çiğli Karşıyaka, Kemalpaşa, Kınık, Konak and Torbalı. Information on the characteristics of the districts included in the sample is given in the graphics below (IZKA, 2022).



**Figure 1.** Graph showing the distribution of districts according to levels

According to the Socio-Economic Development Sequence Research (SEGE) report conducted by the Izmir Chamber of Commerce (2022), Izmir districts are divided into five levels according to their socio-economic levels.

In determining the socio-economic level, 8 dimensions, namely demographics, social security, employment, health, education, competitiveness, finance, quality of life and innovation have been decisive. Districts in the sample are located in the 1st, 2nd and 4th levels. The grouping of the districts within the scope of the research according to their typologies is given in the graphic below.



**Figure 2.** Graph showing the distribution of districts by typology

Districts in the 1st and 2nd levels within the scope of the sample are among the districts with both dense urban functions and high population density. On the other hand, the 4th level districts are the districts with low population density, consisting of transitional and rural districts (IZKA, 2021).

Primary and secondary schools in İzmir are distributed in five service areas. Sampling with proportional cluster sampling method: 19 from the 1st service area in 8 districts (Bayındır, Bornova, Buca, Çiğli, Karşıyaka, Kemalpaşa, Konak, Torbalı); 17 of the 2nd service area in 8 districts (Bayındır, Bornova, Buca, Çiğli, Karşıyaka, Kemalpaşa, Konak, Torbalı); 9 out of the 3rd service area in 5 districts (Bayındır, Buca, Kemalpaşa, Konak, Torbalı); 6 in 3 districts (Bayındır, Kemalpaşa, Kınık) from the 4th service area; From the 5th service area, 2 primary schools in 2 districts (Bayındır, Kınık) were sampled. From the 1st service area, in 8 districts (Bayındır, Bornova, Buca, Çiğli, Karşıyaka, Kemalpaşa, Konak, Torbalı)16; From the 2nd service area, in 8 districts (Bayındır, Bornova, Buca, Çiğli, Karşıyaka, Kemalpaşa, Konak, Torbalı)15; From the 3rd service area, 10 in 5 districts (Bayındır, Buca, Kemalpaşa, Konak, Torbalı); 5 in 3 districts (Bayındır, Kemalpaşa, Kınık) from the 4th service area; From the 5th service area, 2 secondary schools in 2 districts (Bayındır, Kınık) were sampled.

The frequency and percentage distributions of the personal information of 497 teachers forming the sample are given in Figure 1 below.

Tablo 1

*Personal information of the teachers sample*

Personal Information	(n)	(%)
<b>Sex</b>		
Woman	361	73
Man	136	27
<b>Total</b>	497	100
<b>Marital Status</b>		
Married	397	80
Single	100	20

<b>Total</b>	497	100
<b>Total Service Time</b>		
0 – 10 years	113	23
11 – 15 years	101	20
16 years and above	283	57
<b>Total</b>	497	100
<b>School Type</b>		
Primary	256	51
Secondary	241	49
<b>Total</b>	497	100
<b>Districts Where Teachers Work</b>		
Bayındır	40	8
Bornova	65	13
Buca	61	12
Çiğli	53	11
Karşıyaka	78	16
Kemalpaşa	30	6
Kınık	44	9
Konak	62	12
Torbali	64	13
<b>Total</b>	497	100

As seen in Table 1, 73% (n=361) of the sample were female teachers, 27% (n=136) were male teachers; 80% (n=397) married teachers, 20% (n=100) single teachers; 23% (n = 113) total service period 0-10 years, 20% (n=101) total service period 11-15 years, 57% (n=283) total service period 16 years and above teachers who are; 51% (n=256) of teachers working in primary schools, 49% (n=241) of teachers working in secondary schools; 8% (n=40) are female; 13% (n=65) Bornova; 12% (n=61) Buca; 11% (n=53) of Çiğli; 16% (n=78) Karsiyaka; 6% (n=30) Kemalpaşa; 9% (n=44) Kınık; 12% (n=62) Konak; 13% (n=64) are teachers working in Torbalı district.

## Data Collection Tool

The "School Climate Scale" developed by Çağlayan (2014) and the "Organizational Happiness Scale" developed by Çakır and Yavuz (2022) were used as data collection tools in the research. The School Climate Scale (SCS) consists of 47 items and is in a 5-point Likert type. The scale consists of three sub-dimensions: "Leadership and Participation", "Education and Training Environment" and "Collaboration". The reliability coefficient (Cronbach Alpha) for the total of the scale is .97.

The Organizational Happiness Scale (OHS) consists of 31 items and is in a 5-point Likert type. The scale consists of three sub-dimensions: "Administrative Behaviors", "Human Relations" and "Emotions Regarding School". The reliability coefficient (Cronbach Alpha) for the total of the scale is .967.

In both scales, numbers indicated as follows; "1: I strongly disagree", "2: I slightly agree", "3: I partially agree", "4: I mostly agree" and "5: I completely agree".

## Analysis of Data

Statistical Package for the Social Sciences (SPSS) statistical program was used to analyze the data. To be able to decide which test to use (parametric or nonparametric) for the analysis of data, normal distribution measurements of data were taken into consideration. In determining the distribution, kurtosis and skewness values and sample width in the groups were the determinants. The fact that the kurtosis and skewness values are within the limits of  $\pm 1$  (Tabachnick & Fidell, 2007) and each group in the sample is 30 and above (Kul, 2014) is considered as an indicator of the normal distribution of the data.

In the study, the data set shows a normal distribution due to the fact that the kurtosis and skewness values of the data are in the range of -1 to +1, the mean and median values are close to each other, and the distribution characteristics reached by the Normal Q-Q Plot, Boxplot and Detrended Normal Q-Q charts.

For data analysis; number, percentage, arithmetic mean and standard deviation which are among descriptive statistics, were used. To measure the importance of difference between groups, pairwise comparisons which is one of the nonparametric tests; to measure and make comparisons

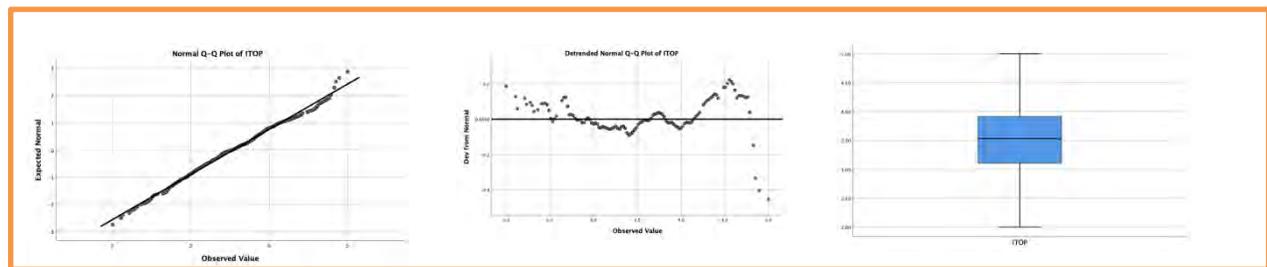
between three or more groups, Kruskal Wallis-H test; to measure relationship between variables, correlation test and to predict the variables simple and multiple regression tests were used. (Büyüköztürk, 2003, p.87; Karagöz, 2017). The data analysis techniques used for the sub-problems of the research are given in Table 2.

Table 2

*Data analysis techniques used in research sub-problems*

<b>Sub -problems of the research</b>	<b>Analysis</b>
1. What are the perceptions of organizational climate and organizational happiness of teachers' own schools?	Average and standard deviation values from descriptive statistics
2. Is there a significant difference between the gender, marital status, total service times, school type and the district where the school is located?	T test for independent samples in two -group comparisons, F test and H test between three and more groups
3. Is there a significant relationship between the climate of organization and organizational happiness perceptions of teachers' own schools?	Pearson Moments multiplication correlation analysis
4. Do the teachers' perceptions of organizational climate of their own schools predict the perceptions of organizational happiness?	Simple Regression Analysis

The condition of the data was sought in the analysis of the above mentioned above. Below are the graphs related to the normality of each scale and the tables with average, median, distortion and clutch coefficients.



**Figure 3.** Organization climate scale normality distribution graphics

As shown in Figure 3, the values in the normal Q-Q plot graph are collected on a line. In the boxplot graph, the line in the box is located in the middle of the upper and lower line of the

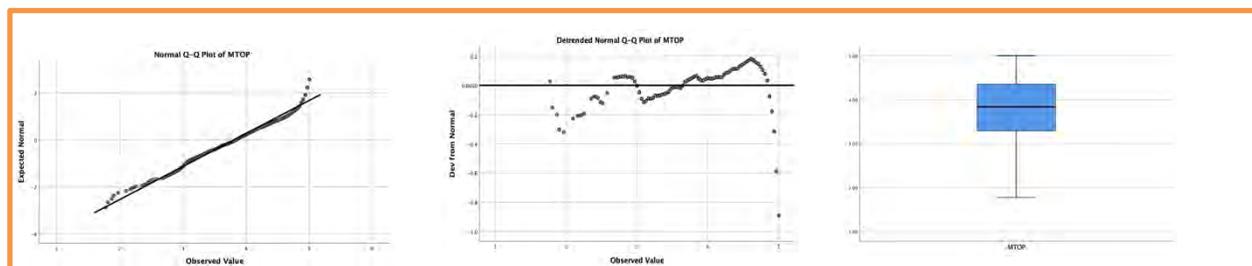
box. In Detrended Normal Q-Q graph, the data is randomly distributed around the horizontal line. All of this shows that data meets normal distribution conditions.

*Table 3*

Values for normality of organizational climate scale data

Scale	$\bar{x}$	$X_{ort}$	Distortion	Kurtosis
<b>Organizational Climate</b>	3.54	3.53	.11	-.39

When Table 3 is examined, it can be seen that the skewness and kurtosis values of the data are in the range of -1 to +1, and the arithmetic mean ( $\bar{x} = 3.54$ ) and median ( $X_{ort} = 3.53$ ) values are close to each other. According to these values, the data collected in the study show a normal distribution (Tabachnick & Fidell, 2007; Büyüköztürk, Çokluk, & Köklü, 2010).



**Figure 4.** Organizational happiness scale normality distribution graphs

As seen in Figure 4, the values are collected on a straight line in the Normal Q-Q Plot plot. In the boxplot chart, the line in the middle of the box is located in the middle of the upper and lower lines of the box. In the detrended normal Q-Q graph, the data is randomly distributed around the horizontal line. All these show that the data have normal distribution conditions.

*Table 4*

*Values for normality of organizational happiness scale data*

Scale	$\bar{x}$	$X_{ort}$	Distortion	Kurtosis
<b>Organizational Happiness</b>	3.80	3.83	-.27	-.48

When Table 4 is examined, it can be seen that the skewness and kurtosis values of the data are in the range of -1 to +1, and the mean ( $\bar{x} = 3.80$ ) and median ( $X_{ort} = 3.83$ ) values are close to each other. According to these values, the data collected in the study show a normal distribution (Tabachnick & Fidell, 2007; Büyüköztürk et al., 2010).

## Findings

In the Findings section, the findings obtained as a result of the statistical analyzes carried out by examining the sub-problems related to the research problem are given under the relevant headings.

### Findings related to the first sub-problem

The first sub-problem of the study is determined as “What are the teachers' perceptions of organizational climate and organizational happiness regarding their own schools?” In order to find out this sub-problem, arithmetic mean and standard deviation scores were calculated from descriptive statistics.

### Findings on teachers' perceptions of organizational climate and organizational happiness

The results of the descriptive analysis conducted to determine the perceptions of teachers about organizational climate and organizational happiness are given in Tables 5 and 6. As an example of the items related to the sub-dimensions of the scales, the items with the highest and lowest arithmetic mean values are given.

Table 5

*Descriptive analysis results of organizational climate scale*

<b>Organizational Climate Scale</b>		$\bar{x}$	ss
<i>Leadership and Participation Sub-Dimension</i>			
3	Teacher morale is high.	3.18	1.11
6	When one student teases another student, others hinder him.	2.84	1.03
7	School administrators are open to teachers' opinions and requests.	3.66	1.06
14	School administrators are aware of the problems experienced by students.	3.67	.99
<i>Education and Training Environment Sub-Dimension</i>			
24	Students respect each other.	2.86	1.06
36	Students' skills and abilities are appreciated.	4.06	.81
43	Teachers make extra efforts to help students.	4.20	.75
47	Students are decent even when teachers are not watching them.	2.60	1.10
<i>Collaboration Sub-Dimension</i>			
15	Teachers also spend time with each other outside of school.	3.50	1.01
25	I can describe my school as a big family.	3.42	1.10
35	Teachers are comfortable talking about their students with other teachers.	4.09	.83
39	Teachers collaborate on teaching matters.	3.92	.84
<b>Grand Total</b>		<b>3.54</b>	<b>.60</b>

As seen in Table 5, teachers' perceptions of school climate are at the level of "I mostly agree" ( $\bar{x} = 3.54$ ,  $sd = 0.60$ ). The item "teachers make extra efforts to help students" in the scale had the highest mean ( $\bar{x} = 4.20$ ,  $sd = .75$ ); "When one student teases another student, the others hinder him." item has the lowest mean ( $\bar{x} = 2.84$ ,  $sd = 1.03$ ).

Table 6

Descriptive analysis results of the organizational happiness scale

<b>Organizational Happiness Scale</b>		$\bar{x}$	ss
<b><i>Managerial Behaviors Sub-Dimension</i></b>			
1	Involving all teachers in the decision process by the school principal	3.51	.99
7	The school principal's awareness of the selfless work I do for my students	3.61	1.01
12	The school principal's courtesy to all teachers	3.97	.96
17	Clearly articulating the rules at school	3.96	.91
<b><i>Human Relations Sub-Dimension</i></b>			
18	My students love me	4.31	.66
19	I have good relations with my co-workers	4.29	.66
21	I have good relations with parents	4.18	.71
22	My colleague like me.	4.18	.68
<b><i>School-Related Emotions Dimension</i></b>			
25	I do my job freely	3.88	.96
26	I enjoy my job	3.95	.92
27	I have the opportunity to show my talents at school	3.57	1.03
31	I am willing to work at this school until my retirement	3.15	1.37
<b>Grand Total</b>		<b>3.80</b>	<b>0.71</b>

As seen in Table 6, teachers' organizational happiness perceptions are at the level of "mostly" ( $\bar{x} = 3.80$ ,  $sd = .71$ ). "My students like me" item on the scale had the highest mean ( $\bar{x} = 4.31$ ,  $sd = .66$ ); "I want to work at this school until I retire." item has the lowest mean ( $\bar{x} = 3.15$ ,  $sd = 1.37$ ).

### Findings related to the second sub-problem

The second sub-problem of the study is determined as "Is there a significant difference between the organizational climate and organizational happiness perceptions of the teachers regarding their own schools according to their gender, marital status, total length of service, school

type and the district where the school is located? t-Test was used when there are two independent variables and F test was applied when there were three or more variables in solving this sub-problem.

### Perceptions of teachers on organizational climate and organizational happiness by gender

The t-Test analysis of independent groups from parametric tests was applied to determine whether teachers' perceptions of organizational climate and organizational happiness differ significantly according to their genders. Analysis results are given in Table 7 and Table 8.

Table 7

t-Test results of teachers' perceptions of organizational climate and organizational happiness by gender

Organizational Climate	Groups	n	$\bar{x}$	ss	t Test		
					t	Sd	p
Total	Woman	361	3.53	.60	-.356	495	.72
	Man	136	3.55	.59			
	Total	497					

$T_{table} = 1.64$

Table 8

t-Test results of teachers' perceptions of organizational happiness by gender

Organizational Happiness	Groups	n	$\bar{x}$	ss	t Test		
					t	Sd	p
Total	Woman	361	3.79	.71	-.09	495	.92
	Man	136	3.80	.71			
	Total	497					

$T_{table} = 1.64$

As can be seen in Tables 7 and 8, there is no significant difference at  $p < .05$  level between teachers' perceptions of Organizational Climate (Calculated =  $-.35$ ;  $p = .72$ ) and Organizational Happiness (Calculated =  $-.09$ ;  $p = .92$ ) according to their gender.

## Perceptions of teachers on organizational climate and organizational happiness according to their marital status

The t-Test analysis was applied to independent groups from parametric tests to determine whether teachers' perceptions of organizational climate and organizational happiness differ significantly according to their marital status. Analysis results are given in Tables 9 and 10.

Table 9

t-Test results of teachers' perceptions of organizational climate by marital status

Organizational Climate	Groups	n	$\bar{x}$	ss	t Test		
					t	Sd	p
Total	Married	397	3.56	.59	2.02	495	.04*
	Single	100	3.43	.60			
	Total	497					

$T_{table} = 1.64$

As seen in Table 9, there is a significant difference at  $p < .05$  level between teachers' perceptions of organizational climate (Calculated = 2.02; ;  $p = .04$ ) according to their marital status. Perception levels of married teachers about organizational climate ( $\bar{x} = 3.56$ ) are higher than single teachers ( $\bar{x} = 3.43$ ).

Table 10

t-Test results of teachers' perceptions of organizational happiness by marital status

Organizational Happiness	Groups	n	$\bar{x}$	ss	t Test		
					t	Sd	p
Total	Married	397	3.82	.69	1.54	495	.12
	Single	100	3.70	.77			
	Total	497					

$T_{table} = 1.64$

As seen in Table 10, there is no significant difference at  $p < .05$  level between teachers' perceptions of Organizational Happiness (Calculated = 1.54;  $p = .12$ ) according to their marital status.

## Perceptions of teachers on organizational climate according to their length of service

Kruskall Wallis-H test, one of the nonparametric tests, was applied to determine whether teachers' perceptions of organizational climate and organizational happiness differ significantly according to their length of service. Analysis results are given in Tables 11 and 12.

*Table 11*

Kruskall Wallis-H test results of teachers' perceptions of organizational climate according to service time

Organizational Climate	Groups	n	$\bar{x}$	Ss	Mean Rank	H	df	p
<b>Total</b>	1-10 year	113	3.52	.54	243.00	.38	2	.83
	11-15 year	101	3.53	.56	246.47			
	16 year +	283	3.54	.63	252.30			
	Total	497	3.54	.63				

Homogeneity: P=.001

*Table 12*

F (Variance) test results of teachers' perceptions of organizational happiness by service length

Organizational Happiness	Groups	n	$\bar{x}$	ss	ANOVA Results					
					Sum of Squares	df	MS	F	p	
<b>Total</b>	1-10 year	113	3.81	.66	Between Groups	.09	2	.04	.09	.91
	11-15 year	101	3.82	.70						
	16 year +	283	3.78	.73	<b>Total</b>	251.28	496			
	Total	497	3.80	.71						

$F_{table} = 2.90$

As can be seen in Tables 11 and 12, there is no significant difference at  $p < .05$  level between teachers' perceptions of Organizational Climate ( $F_{\text{calculated}} = .06$ ;  $p = .93$ ) and Organizational Happiness ( $F_{\text{calculated}} = .09$ ;  $p = .91$ ) according to their total length of service.

### Perceptions of teachers on organizational climate by school type

Groups t-test analysis, independent of parametric tests, was applied to determine whether teachers' perceptions of organizational climate and organizational happiness differ significantly according to the type of school they work at. Analysis results are given in Tables 13 and 14.

Table 13

t-Test results of teachers' perceptions of organizational climate by school type

Organizational Climate	Groups	n	$\bar{x}$	ss	t Test		
					t	df	p
Total	Primary	256	3.55	.59	.47	495	.63
	Secondary	241	3.52	.61			
	Total	497					

Table 14

t-Test results of teachers' perceptions of organizational happiness by school type

Organizational Climate	Groups	n	$\bar{x}$	ss	t Test		
					t	df	p
Total	Primary	256	3.76	.70	-1.13	495	.25
	Secondary	241	3.83	.71			
	Total	497					

As seen in Tables 13 and 14, there is no significant difference at  $p < .05$  level between teachers' perceptions of Organizational Climate (Calculated = .47;  $p = .63$ ) and Organizational Happiness (Calculated = -1.13;  $p = .25$ ) according to school type.

## Perceptions of teachers on organizational climate and organizational happiness according to the districts they work

Kruskall Wallis (H test), one of the nonparametric tests, was applied to determine whether teachers' perceptions of organizational climate and organizational happiness differ significantly according to the districts they work in. Results are given in Table 15, Table 16, Table 17 and Table 18.

Table 15

Kruskal Wallis-H test results of teachers' perceptions on organizational climate by districts

Organizational Climate	Districts	n	$\bar{x}$	Ss	Mean Rank	H	df	p
<i>Total</i>	Bayındır	40	3.68	.63	274.31	25.54	8	.00*
	Bornova	65	3.58	.55	257.62			
	Buca	61	3.24	.51	180.03			
	Çiğli	53	3.48	.58	235.11			
	Karşıyaka	78	3.48	.74	240.62			
	Kemalpaşa	30	3.63	.63	265.37			
	Kınık	44	3.67	.53	285.06			
	Konak	62	3.49	.54	236.54			
	Torbali	64	3.70	.50	291.48			
	<i>Toplam</i>	497	3.54	.60				

Homogeneity: P=.001

As seen in Table 15, there is a significant difference at  $p < .05$  level between teachers' perceptions of organizational climate ( $F_{\text{calculated}} = 3.39$ ;  $p = .00$ ) according to the districts they work in.

The results of the Dunnett's T3 test, which was conducted to test at which district level the significant difference regarding the total of the scale is, are given in Table 16.

*Table 16*

Results of Dunnett's T3 test conducted to determine which districts have significant differences in organizational climate

Dependent variable	District-I	District- II	Difference Between Means	p	
<b>Organizational Climate</b>	Buca	Bayındır	-.43*	.00*	
		Bornova	-.33*	.00*	
		Çiğli	-.24*	.03*	
		Karşıyaka	-.24	.01*	
		Kemalpaşa	-.39*	.00*	
		Kınık	-.42*	.00*	
		Konak	-.25*	.02*	
		Torbalı	-.46*	.00*	
		Çiğli	Torbalı	-.22*	.04*
		Karşıyaka	Torbalı	-.22*	.02*
Konak	Torbalı	-.21*	.04*		

As seen in Table 16, among teachers' perceptions of Organizational Climate;

There is a significant difference ( $p < .05$ ) between the teachers working in the districts of Buca and those working in the districts of Bayındır, Bornova, Çiğli, Karşıyaka, Kemalpaşa, Kınık, Konak and Torbalı, against the teachers working in the district of Buca.

There is a significant difference ( $p < .05$ ) between teachers working in Çiğli, Karşıyaka and Konak districts and teachers working in Torbalı district in favor of teachers working in Torbalı district.

Table 17

Kruskal Wallis-H test results of teachers' perceptions of organizational happiness by districts

Organizational Happiness	Districts	n	$\bar{x}$	Ss	Mean Rank	H	df	p
<b>Total</b>	Bayındır	40	3.99	.73	288.70	14.30	8	.00*
	Bornova	65	3.78	.63	239.81			
	Buca	61	3.46	.69	183.96			
	Çiğli	53	3.65	.71	222.40			
	Karşıyaka	78	3.82	.84	257.83			
	Kemalpaşa	30	3.84	.66	258.10			
	Kınık	44	3.90	.57	269.74			
	Konak	62	3.76	.70	241.15			
	Torbalı	64	4.04	.61	295.86			
	<b>Toplam</b>	<b>497</b>	<b>3.80</b>	<b>.71</b>				

Homogeneity: P=.001

As can be seen in Table 17, there is a significant difference at  $p < .05$  level between teachers' perceptions of Organizational Happiness ( $F_{\text{calculated}} = 3.62$ ;  $p = .00$ ) according to the districts they work.

The results of the Dunnett's T3 test, which was conducted to test the level of districts with a significant difference in Organizational Happiness, are given in Table 18.

Table 18

The results of the Dunnett's T3 test conducted to determine which districts have a significant difference in organizational happiness

Dependent Variable	Districts-I	Districts- II	Difference Between Means	p
Buca		Bayındır	-.53*	.00*
		Bornova	-.32*	.00*
		Karşıyaka	-.37*	.00*
		Kemalpaşa	-.38*	.01*
		Kınık	-.45*	.00*
		Konak	-.30*	.01*

<b>Organizational Happiness</b>		Torbali	-.58*	.00*
	Çiğli	Bayındır	-.34*	.02*
		Bornova	.25*	.03*
	Torbali	Çiğli	.39*	.00*
		Konak	.27*	.02*

As seen in Table 18, among teachers' perceptions of Organizational Happiness;

There is a significant difference ( $p < .005$ ) between teachers working in Buca district and teachers working in Bayındır, Bornova, Karşıyaka, Kemalpaşa, Kınık, Konak and Torbalı districts against teachers working in Buca district.

There is a significant difference ( $p < .005$ ) between the teachers working in Çiğli district and those working in Bayındır district against the teachers working in Çiğli district.

There is a significant difference ( $p < .005$ ) between the teachers working in Torbalı district and those working in Bornova, Çiğli and Konak districts in favor of teachers working in Torbalı district.

### Findings Regarding the Third Sub-Problem

The third sub-problem of the study is “Is there a significant relationship between teachers' perceptions of organizational climate and organizational happiness regarding their own school?” has been determined. Pearson product-moment correlation analysis was used to solve this sub-problem. Correlation analysis is performed to determine the strength, direction and significance of the relationship between two or more variables (Özdemir, 2018: p. 151).

While evaluating the Pearson Correlation ( $r$ ) result, values between .00 and .30 were accepted as low, values between .30-.70 as medium, and values between .70 and 1.00 as high correlation (Büyüköztürk, 2014: p.32).

*Table 19*

Correlation test results between organizational climate and organizational silence and organizational happiness

	<b>Organizational Climate</b>	<b>Organizational Happiness</b>
Organizational Climate	1	.81**
Organizational Happiness	.81**	1

\*\*P< .01

When the correlation matrix in Table 19 is examined, it is seen that there is a high level of positive correlation between organizational climate and organizational happiness ( $r = .81$ ).

### Findings Related to the Fourth Sub-Problem

The fourth sub-problem of the study is determined as “Do teachers' perceptions of organizational climate about their schools predict their perceptions of organizational happiness?”. Simple Regression Analysis was used in solving this sub-problem, since the dependent variable is one independent variable. Regression analysis is a statistical analysis model in which the relationship between dependent (predicted) and independent (predictor) variables selected among two or more variables that are related (Büyüköztürk, 2003: p.87).

In Figure 5, the model of organizational climate predicting organizational silence and organizational happiness; The findings related to the analysis of the model are given in Table 20.



**Figure 5.** Independent variable (organization climate) and dependent variable (organizational happiness)

Table 20

Simple regression analysis between teachers' perceptions of organizational climate and organizational happiness

Independent Variable	B	SH	Beta	t	p	F	R	R <sup>2</sup>
<i>Stable</i>	.38	.11		3.50	.00*	980.03	.81	.66
Organizational Climate	.96	.03	.81	31.3	.00*			

As seen in Table 20, organizational climate is a significant predictor of organizational happiness ( $F= 980.03$ ;  $p < .05$ ). 66% of the total variance in organizational happiness ( $R = .81$ ;  $R^2 = .66$ ) is explained by organizational climate. In addition, a one-unit increase in organizational climate causes an increase of .81 on teachers' organizational happiness ( $\beta=.81$ ).

## Discussion and Conclusion

Teachers' perceptions of the organizational climate in their schools were at the level of “I agree”. Based on this finding, it can be said that teachers' perceptions of the climate in their schools are positive. Atakan (2012), Yaşam (2016) and Alaca (2022) also found in their research that teachers' perceptions of the climate in their schools are at “mostly” level. These results support the research findings. In the studies conducted by Şahin (2005), Çevik (2010) and Çağlayan (2014), the organizational climate perceptions of teachers regarding their schools were seen as moderate, and this result differs with the research findings.

The affirmative perception of the organizational climate by the employees is extremely important because it increases employees' commitment to their jobs (Ertuğrul, 2018), their contributions to their organizations (Kanten & Ülker, 2013) and motivation (Mathew & Selvi, 2007) and enables them to be successful (Korkmaz et al., 2020).

Teachers' perceptions of organizational happiness are at “mostly” level. Based on this finding, it can be said that teachers are generally content with the school they work at and they have affirmative feelings about their school. Gürbüz (2020) and Gyeltshen and Beri (2019) also

found that teachers' happiness levels were moderate in their research. In this sense, the findings of the relevant researchers show parallelism with the research results. Korkut (2019), Uğur (2019), Demir (2020), Bayraktar and Girgin (2020), Koç (2020), Aytaç (2021), Hacıoğlu (2021) and Sevim (2021) found that teachers' happiness levels are high. These findings differ with the results of the research.

There is no significant difference in the perceptions of teachers about the organizational climate according to their gender. Female and male teachers have similar perceptions. This situation can basically be explained by the fact that both female and male teachers evaluate the school climate with reference to similar expectations. Research findings Arı (2011), Gedikoğlu and Tahaoğlu (2010), Sezgin and Kılınç (2011), Çağlayan (2014), Özdil (2004), Ali (2016), Getmez (2018), Grocery and Radmard (2020), İlkin (2022) and Alaca's (2022) research findings. Acet (2006), Yıldırım (2009), Şentürk (2010), Tatar (2019), Akyürek (2020) and Sertel and Karadağ (2022), on the other hand, found in their research that there are significant differences in teachers' perceptions of the organizational climate according to gender. These results contrast to the research findings.

In the study, teachers' perceptions of organizational happiness do not differ according to their gender. Çetin (2019), Kotoğlu (2019), Force (2019), Ergüven (2020), Bulut (2020), Incekara (2020), Bayraktar and Girgin (2020), Aytaç (2021) concluded that teachers' perceptions of happiness do not differ according to their gender. they have reached. These results are in line with the research findings. Demir (2020), Koç (2020), Köse (2020), Demir and Zincirli (2021), and Sevim (2021) concluded that teachers' perceptions of happiness differ according to their gender. These results differ with the research findings.

In the study, married teachers perceive the climate in their schools more positively than single teachers. In the research results of Çekiç (2018) and Akyürek (2020), married teachers' perceptions of the climate in their schools are more affirmative than single teachers' perceptions. According to the life satisfaction research conducted by TURKSTAT (2022), married individuals have higher levels of happiness than unmarried individuals, and individuals see their families as a source of happiness. The fact that married teachers at school are happier because they have a family in their private life may be the reason why they perceive the psychological environment in their

school more positively. Otrebski (2022) states in his study that school climate is associated with high satisfaction and good feelings (enthusiasm and comfort), while negative school climate is associated with low satisfaction and bad feelings (anxiety and depression). According to the research results of Günbayı (2007), Taşdemirci (2009) and Doğan (2011) there is no significant difference between the perceptions of married and single teachers regarding the climate in their schools. These findings differ with the results of the research.

In the study, teachers' perceptions of organizational happiness do not differ according to their marital status. Demir (2020), Bulut (2020), Aytaç (2021), Demir and Zincirli (2021), and Hacıoğlu (2021) concluded in their research that teachers' perceptions of happiness do not differ according to their marital status. These results match with the research findings. Koç (2020) and Sevim (2021) concluded in their research that the happiness levels of teachers differ according to their marital status. These results differ with the research findings.

Teachers' perceptions of the climate in their schools do not differ according to the type of school. This result matches with the research findings of Özen and Kuvancı (2022). Teachers' perceptions of organizational happiness do not differ according to school type. According to the research findings of Hacıoğlu (2021), teachers' happiness levels do not differ according to the variable of the institution they work in. This result supports the research findings. In the studies of Çetin (2019), Koç (2020), Aytaç (2021), and Sevim (2021), teachers' perceptions of happiness differ according to the type of school they work at. These results differ with the research findings.

Teachers' perceptions of organizational happiness do not differ according to school type. In the study of Hacıoğlu (2021), which supports the research findings, it is concluded that the happiness levels of teachers do not differ according to the type of school they work in. According to the research results of Çetin (2019), Koç (2020), Aytaç (2021) and Sevim (2021), differentiating with the research findings, teachers' perceptions of happiness vary according to the type of school they work in. Moçoşoğlu and Kaya (2018) conclude in their research that teachers working in primary schools are happier than teachers working in secondary schools. Relevant researchers state this situation is in favor of classroom teachers since they are with the same students for a long time and therefore the sincerity is high and they have their own classrooms.

Teachers' perceptions of organizational climate differ according to the districts they work in. Teachers working in Buca district perceive the climate in their schools more negatively than teachers working in Bayındır, Bornova, Çiğli, Karşıyaka, Kemalpaşa, Kınık, Konak and Torbalı districts. Teachers working in Torbalı, on the other hand, perceive the school climate more positively than teachers working in Çiğli, Karşıyaka and Konak districts.

Teachers' perceptions of organizational climate regarding their schools vary on the basis of districts; This can be explained by the difference in the management approach of school administrators and the relations between employees. Halpin and Croft (1963) state that in organizations where the school climate is negative, the communication between the employees and the school administrators is insufficient, the friendship relations between both the employees and the managers and the employees are not developed, and there is no cooperation between the employees and between the employees and the school administrators. In this context, school administrators working in schools in districts where the school climate is more negative exhibit more controlling and oppressive behaviors; teachers do not have a supportive attitude and behavior; They may be displaying an autocratic understanding of management. Individuals who think that they are treated rudely, harshly and badly in the workplace are indifferent and indifferent towards their organizations (Taşcıoğlu, 2010, p.73).

Managers who adopt an authoritarian and oppressive management approach, while displaying threatening behaviors towards their subordinates, behave extremely respectfully towards their superiors. They expect teachers and other school personnel to show this obedient attitude towards their superiors. They want their employees to treat them with respect. For them, the process at work is neglected and the shape and result are in the foreground (Özgür, 2011). There is a negative and significant relationship between the oppositional and authoritarian management approach of the school principals and the organizational climate, and the management style exhibited by the school principals explains the change in the school dilemma to a very significant extent (Guzelgör, Demirtaş, & Balı, 2021).

Teachers' perceptions of organizational happiness differ according to the districts they work in. Teachers working in Bornova, Karşıyaka, Kemalpaşa, Kınık and Konak districts are happier than teachers working in Buca district, teachers working in Torbalı are happier than

teachers working in Bornova, Buca, Çiğli and Konak districts and teachers working in Bayındır district are happier than teachers working in Buca and Çiğli districts.

Teachers working in small schools with a small number of teachers and students think that the relations between employees are better than teachers working in schools with a large number of teachers and students (Doğanay, 2022). Uğur (2019) also found in his research that teachers working in small schools have a higher level of organizational happiness compared to teachers working in large schools. For this reason, the fact that teachers working in Torbalı, which is among the predominantly urban districts, and Bayındır, which is among the rural districts, are happier than the teachers working in other districts within the scope of the research can be explained by the low number of staff and teachers in these districts.

Erdoğan and Akduman (2013) state that transportation is among the most important factors affecting organizational happiness. The fact that teachers working in districts with less population density (Bayındır, Kınık, Torbalı) are happier than teachers working in districts with a higher population density can be explained by the fact that they do not spend time on transportation while going to their workplaces. Aksu and Baykal (2005) found in their research that school principals working in Karşıyaka, one of the metropolitan districts of Izmir province, have higher levels of emotional burnout than school principals working in Çiğli district. Related researchers stated that this situation can be explained by establishing more sincere and good relations between school principals, teachers and senior management working in the less populated Çiğli district. Ertürk and Keçecioğlu (2012) state that teachers working in village schools in Kemalpaşa are more satisfied with their jobs than teachers working in central schools due to the low inhabitant and population density. Researchers emphasize that this result can be explained by the fact that teachers can establish close relationships with both their colleagues and students and their families in small settlements.

There is an affirmative and highly significant relationship between organizational climate and organizational happiness. Yeşil, Ceyhan, and Özbağış (2022) concluded that there are negative and significant relationships between the positive emotions of teachers and the bureaucratic school climate, where the precise definition of tasks is emphasized and formal authority is used without compromising. In other words, as teachers' perceptions of the bureaucratic school climate become

negative, their organizational happiness decreases. Meena and Agarwal (2014) states in their research that there is a positive but insignificant relationship between organizational climate and employee happiness. Relevant researchers state that organizational climate alone is not responsible for employee happiness, since employee happiness also depends on individual factors. In the research, organizational climate explains organizational happiness by 66%. Shaheen, Bano, and Ahmed (2022) conclude in their research that organizational climate predicts employee happiness by 37%.

## Suggestions

The data in the study were obtained from teachers working in primary and secondary schools. The data can be extended to include teachers working in secondary education institutions.

The data in the research were obtained from teachers working in public primary and secondary schools. The data can be applied to teachers working at all levels of public and private schools. Thus, organizational climate and organizational happiness perceptions of teachers working in private and public schools can be compared.

Based on the finding that the organizational climate perceptions of teachers regarding their schools differ according to the districts they work in; Researchers can conduct studies to determine what kind of expectations teachers have from the educational environment, school administrators and colleagues regarding the climate in their schools in districts where the school climate is evaluated negatively.

Based on the finding that teachers' perceptions of organizational happiness differ according to the districts they work in. Researchers can conduct qualitative studies to reveal the reasons for the unhappiness of teachers working in districts where organizational unhappiness is experienced the most.

In the study, significant relationships are present between two variables (organizational climate, organizational happiness). Since these two important variables affecting the psychological dimension of the school are significantly related to each other, school principals need to create a positive psychological environment in schools.

In the study, it is discovered that organizational climate is an important predictor of organizational happiness. There are very few studies in the literature that discuss organizational climate and organizational happiness together. For this reason, studies can be conducted by researchers to reveal the effects of the relations between these concepts on each other.

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