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The Mediating Role of Organizational Happiness in the Relationship Between Work Engagement and Life Satisfaction: A Study on Teachers

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Abstract

This study aims to examine the mediating role of organizational happiness in the relationship between teachers' work engagement and life satisfaction. The study involved 767 teachers, 557 women (73%) and 210 men (27%). Data from the study were collected using the Work Engagement Scale, the Organisational Happiness Scale, and the Life Satisfaction Scale. Descriptive statistics, Pearson product moment correlation coefficient, path analysis and bootstrapping procedure were used in the analysis of the data to test the significance of the mediating effect. As a result of the study, it was found that there is a significant positive relationship between work engagement, organizational happiness and life satisfaction. The bootstrapping result showed that organizational happiness has a partially mediating role in the relationship between work engagement and life satisfaction. It is thought that the results obtained can be used to increase the life satisfaction of teachers. In addition, it can be said that the results obtained from the research will be a guide for future studies.

Keywords: Work engagement, Life satisfaction, Organizational happiness, Mediating effect

Introduction

As one of the most important actors in the educational process, teachers, with their qualified educational performance, have a great influence on the academic success of their students and the success of the educational system. However, in this process, teachers cope with many situations such as completing the education program on time, ensuring in-class discipline, communicating and cooperating with parents and colleagues, and meeting the demands and expectations of the school administration (Boakye & Ampiah, 2017; Dias-Lacy & Guirguis, 2017). All these factors undoubtedly create psychological pressure on teachers and have an impact on their life satisfaction as an individual. For that reason, it would not be right to expect professional success from a teacher with low life satisfaction.

Life satisfaction, one of the oldest indicators of well-being in individuals, has become the main focus of clinical psychology in recent years (Whalen, 2016). Life satisfaction, which is one of the basic psychological factors that people should have to be happy and make sense of their lives (Dağlı & Baysal, 2016) is defined as a positive evaluation of one's own life according to the criteria set by the individual (Diener, Emmons, Larsen & Griffin, 1985). Studies have shown that in addition to factors such as gender, education level, economic status, and religious beliefs, many factors related to an individual's work life influence an individual's life satisfaction (Tuzgol Dost, 2007; Mishra, Nielsen, Smyth & Newma 2014; Alleman, 2017; Hagmaier, Abele & Goebel, 2018). Because work is one of the important aspects of people's lives (Dulk, Groeneveld, Ollier-Malaterre & Valcour, 2013). Considering that people spend almost half of their daily waking hours at work (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997), one will better understand the impact of work life on an individual's life satisfaction. There are many factors related to work that affect life satisfaction. One of them is work engagement, which is defined by the person doing his or her work with love and wholeheartedly (Schaufeli, Bakker & Salanova, 2006; Bakker, Schaufeli, Leiter & Taris, 2008; Khan, 2016; Şanlı, Altun & Tan, 2018). It is seen that the term engagement, put forward by Kahn (1990), has been translated into Turkish in different ways such as engagement, integration with work, being concentrated to work (Güneşer, 2007; Özkalp & Meydan, 2015), and there is no common usage on the translation of the concept. In this study, the expression of work engagement, which is considered one of the most common uses in the field, was used. Studies show a positive relationship between individuals' engagement

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in their jobs and their life satisfaction (Wrzesniewski, Rozin & Bennett, 2002; Garczynski, Waldrop, Rupprecht, Grawitch, 2013; Kavgacı & Çalık, 2017).

On the other hand, organizations formed by a large number of people can affect their happiness level by having positive and negative effects on their employees with their managerial characteristics and their cultural and psychological climate (Çetin, 2004; Juul, 2008; Harris, 2018). This concept, which is expressed as organizational happiness, expresses the degree of realization of the individual's goals and the organization's goals (Bulut, 2016). In this respect, organizational happiness affects the happiness of all individuals in the organization (Arslan & Polat, 2017). Studies show that organizational happiness is related to both work engagement (Coetzee & Rothmarm, 2005; Rothmarm & Jordaan, 2006; Money, Hillenbrand & Da Cámara, 2008; Field & Buitendach, 2011; Othman, Mahmud, Noranee & Noordin, 2018) and life satisfaction (Hamama, 2013; Bachtiar, Sudibjo & Bernarto, 2018). While examining the relationship between work engagement and life satisfaction based on this information, it is thought that organizational happiness may also mediate this relationship. There is no study examining the mediating role of organizational happiness between these two variables in the literature. In this context, the study was carried out to examine the mediating role of organizational happiness in the relationship between the teachers' work engagement and their life satisfaction, who work in schools where human relations are densely experienced and who assume great responsibilities in raising the next generation of society.

Conceptual Framework

Life Satisfaction

The concept of life satisfaction, first introduced by Neugarten in 1961 (Demirel, 2014), is defined as the level of people achieving their goals in life and a general assessment of life (Diener et al., 1985; Manning-Walsh, 2005). Life satisfaction, which is a concept that is widely studied in a global context as a measure of the quality of life of individuals (Ni Mhaolain et al., 2012; Kim & Kim, 2013), is frequently explained with the concept of "well-being" in the literature. The concept of well-being is examined under two headings as subjective well-being and psychological well-being. Subjective well-being is generally well-being composed of short-term pleasure-based activities and is often synonymous with happiness in positive psychology (Diener, 2000). Psychological well-being is concerned with longer-term well-being and development. Subjective well-being is also defined as the cognitive and emotional evaluation of a person's life (Tahiroğlu & Meydan, 2019). Subjective well-being includes three interrelated elements; positive emotions, negative emotions and life satisfaction. While positive emotions and negative emotions constitute the affective dimension of subjective well-being, life satisfaction constitutes the cognitive dimension of subjective well-being. Since well-being is conceptualized as self-actualization, social integration and positive orientation towards the task; job satisfaction, job performance and life satisfaction are frequently used as indicators (Alonso, Fernández-Salinero & Topa, 2019).

Life satisfaction is the ultimate goal of human existence and it is also an important factor in the working field. Life satisfaction, which is a psychological feature of people's perceptions of life, life expectations and satisfaction levels, impacts the organizational life of their employees. For this reason, life satisfaction can both trigger work-related results and be affected by work-related factors (Satilmis, Oznacar, Uzunboylu & Yılmaz, 2018; Hagmaier, Abele & Goebel, 2018). Current evidence that shows life satisfaction's enhancements on positive aspects of life, including success, health, and happiness, and the positive results of methods and strategies used to improve life satisfaction have shown that life satisfaction is worth studying (Naftali & Vella-Brodrick, 2008; Norrish & Vella-Brodrick, 2008).

In a rapidly changing world, teachers' attitudes towards their profession and their life satisfaction, who have great responsibilities in raising qualified individuals who can keep up with innovations and developments, are not only to affect themselves but also other elements of the education system (Şahin, 2010). In this context, it is reported that teachers with a high level of life satisfaction may be more beneficial for the development of children (İgnat & Clipa, 2012; Tahiroğlu, 2019). There are many studies in the literature on the life satisfaction of teachers. The results of these studies have shown that teachers' life satisfaction is positively related to variables such as job satisfaction (Demirel, 2014; Sarpkaya & Kırdök, 2019; Goetz et al., 2019), emotional intelligence level (İgnat & Clipa, 2012), work engagement (Ampofo, Coetzer & Poisat, 2017), and success (Çivitci, 2009). Additionally, Şirin and Şirin (2015) found that there is a significant negative relationship between teachers' life satisfaction and job alienation variables. Studies show that life satisfaction generally tends to show a positive relationship with variables that positively affect the individual.

Work Engagement

In the field of positive organizational psychology, one of the topics that has been frequently researched recently is the engagement of employees in their jobs (Sonnentag, 2003; Kulophas, Ruengtrakul & Wongwanich, 2015; Khan, 2016). Expressed as an individual's physical, cognitive and emotional commitment to work (Kahn, 1990), work engagement is a positive, satisfactory state-of-mind about work characterized by "vigour, dedication and absorption" (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002). Among these concepts, vigour is related to physical strength and health. It has also been defined as higher energy, effort and mental endurance in the workplace to face challenges, expanded job demands and uncertainties. Dedication refers to a personal feeling of zeal, enthusiasm, inspiration, pleasure and challenge. It is the quality of the employee to be committed to their job or role. Absorption is a state of immersion and total engagement, which refers to a situation in which the individual has trouble stopping working and reduces one's chances of quitting (Saleem, Iqbal, Sandhu & Amin, 2018).

Although workplace commitment refers to positive attitudes toward the workplace and the organization, such as job satisfaction, organizational commitment, and low intention to quit, it actually has a different meaning than these (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). In fact, studies have shown that employees who demonstrate high levels of job commitment are more positive about their jobs and organizations, treat their colleagues with more respect, help others increase their work efficiency, continuously improve their work-related skills, are very active, perform well in their roles and beyond, and adapt more easily to change (Schaufeli & Salanova, 2007; Bakker & Demerouti, 2009; Skaalvik & Skaalvik, 2013). Some research in organizational behaviour has revealed that there are some negative aspects of being engaged to work. For example; It has been found that the overconfidence of employees who are engaged in their jobs hinders their future performance (Vancouver, Thompson, Tischner & Putka, 2002) and that unrealistic optimism within the organization can lead to excessive resistance to their jobs (Armor & Taylor, 1998).

Teachers, who have taken on important roles, such as educating individuals in a society and building the country's next generation, carry out a very stressful and difficult process like teaching (Travers & Cooper, 1996; Akman & Akman, 2017). For this reason, teachers to be engaged in their workto be effective and efficient in their work. Thus, teachers' engagement in their jobs has attracted more and more attention from researchers and education politicians in recent years (Bakker, Demerouti & Lieke, 2012; Gamero-Burón & Lassibille, 2018; Zahed-Babelan, Koulaei, Moeinikia & Sharif, 2019; Granziera & Perera, 2019). The following factors are considered to be effective in this situation: the belief that teacher activity is the critical factor that increases variability in student achievement, the idea that teachers who are engaged in their jobs are less likely to experience burnout, and that workplace engagement is related to employee productivity and job involvement (Klassen, Aldhafri, Mansfield, Purwanto, Siu, Wong & Woods-McConney, 2012).

Organizational Happiness

Happiness is universal to all people in every culture because everyone seeks happiness (Fisher, 2010). Philosophers have viewed happiness as the highest and ultimate motivation for human action (Diener, 1984). It is pretty difficult to find a precise definition for a word such as "happiness" that is commonly used and has specific meanings in one or more professional or academic disciplines (Harris, 2018). Myers and Diener (1995) generally define "happiness" as a high frequency of positive effects, low frequency of negative effects, and general life satisfaction.

There are two types of the traditional perception of happiness in the literature. These are hedonic vision and eudaimonic vision (Ryan, Huta & Deci, 2008). Generally, these perceptions exist independently of each other. The hedonic view of subjective well-being is a view with a long history (Ryan & Deci, 2001) and is more concerned with people's subjective feelings and senses (Huang, 2016). Hedonism seeks to maximize pleasure and minimize suffering. In hedonism, the pursuit of pleasure is the way to reach happiness (Nafei, 2018).

Eudaimonic thought expresses moral actions. The most important representative of eudaimonic thought is Aristotle (Bulut, 2015). According to the eudaimonic view, happiness is defining one's virtues and living accordingly. The eudaimonic view defines happiness as a truly well-lived life with a sense of competence and purpose (Huang, 2016). Ryan et al. (2008) state that hedonic thinking leads to short-term happiness, and eudaimonic life leads to a more permanent happiness. Both of these approaches offer a path to happiness. Therefore, they cannot be considered completely independent of each other, because people can experience happiness in the hedonic way (experiencing immediate pleasure that leads to happiness) and the eudaimonic way (achieving long-lasting happiness in life in relation to the true self) (Ryan, Hutta & Deci, 2008; Ryan & Deci, 2001).

Happiness is important for both individuals and organizations (Simmons, 2014). As people desire to reach happiness, organizations want to reach happiness. A happy organization is one where the stakeholders are happy (Kumar, 2014). If the individuals in the organization are happy, this happines will also influence the organization after a while. When faced with such a situation, the happiness of individuals turn into the concept of organizational happiness (Moçoşoğlu & Kaya, 2018). Organizational happiness is therefore expressed as the coming together of the happiness of individuals within the organization, as an aspect of the culture or morality of the organization (Harris, 2018).

Happy employees are more committed to their jobs (Othman, Mahmud, Noranee & Noordin, 2018) and are more productive, so it can be said that organizational happiness is an important factor in increasing the productivity of organizations (Wesarat, Sharif, Majid & Halim, 2014). In addition, researches show that organizational happiness can help employees achieve career success, increase job satisfaction and encourage them to work harder; It also revealed that happy employees may have lower resigning rates (Oswald, Proto & Sgroi, 2009; Amabile & Kramer, 2011).

Organizational happiness consists of three dimensions: positive and negative emotions experienced in working life and realization of potential (Warr, 2007). Being happy, excited, cheerful, enthusiastic, proud, willing, content, peaceful and active in the workplace is included in the organizationally positive emotions dimension. Negative emotions dimension includes the feelings of being restless, nervous, impatient, anxious, stressed, depressed, distressed and sad at work and feeling bored and wasted. The realization of potential dimension includes using potential and skills in the workplace, showing superior aspects, developing talents, overcoming difficulties, doing the jobs you like, and reaching goals (Arslan & Polat, 2017).

While the studies conducted show positive relationships between organizational happiness and variables such as job-related productivity (Wright, 2006; Robertson & Cooper, 2011), job satisfaction (Fisher, 2010; Jones, Hill & Henn, 2015; Uzun & Kesicioğlu, 2019), organizational commitment (Field & Buitendach, 2011; Uyaroğlu, 2019), job performance (Wright & Bonett, 2007; Bachtiar, Sudibjo & Bernarto, 2018), it was also found to have negative relationships with some variables such as organizational cynicism (Kahveci & Köse, 2019), organizational silence (Moçoşoğlu & Kaya, 2018) and job burnout (Reza, & Leyli, 2016).

Organizational happiness is also a crucial issue for educational organizations. Human interaction in the education sector is higher than in other sectors. Therefore, teachers' organizational happiness directly affects their classroom activities and the quality of education (Uzun & Kesicioğlu, 2019). Bird and Markle (2012) argue that a happy school environment contributes to a student's academic success and improves other life skills such as healthy communication, lifelong success, and self-actualization. Leadership plays an important role in ensuring the happiness of employees. Leaders who care about employee well-being will see that their subordinates perform in their jobs (Othman, Mahmud, Noranee & Noordin, 2018). For these reasons, it is suggested that school administrators give more priority to the school environment, physical equipment, and education policy to ensure the schools' happiness (Sezer & Can, 2020).

Relations Between Organizational Happiness, Work Engagement and Life Satisfaction and Mediating Role of Organizational Happiness

Within the scope of the research, studies on organizational happiness, work engagement and life satisfaction were examined. However, there is no research in which these three variables were used together on both educational organizations and other organizations in the literature. As a result of the research, it has been revealed that employee engagement positively affects their life satisfaction (Hakanen & Schaufeli, 2012). However, organizations are places where people have intense relationships. Therefore, it is inevitable that many individual or organizational factors affect the relationship between individuals' engagement in their jobs and their life satisfaction. One of these factors that can positively affect the psychological state of the individual is the employees' happiness level within the organization, which is expressed as organizational happiness (Bülbül & Giray, 2011). It includes many different aspects such as happiness at work, work engagement and job satisfaction. These, in turn, lead to positive organizational results (Fisher, 2010). Employee happiness is important to ensure high productivity and one of the determinants of happiness is employee engagement (Bakker & Demerouti, 2009; Baruch, Swartz, Sirkis, Mirecki & Barak, 2013). Because happy employees are more committed to their jobs (Field & Buitendach, 2011; Othman, Mahmud, Noranee & Noordin, 2018), therefore, it can be said that there is a positive relationship between employees' work engagement and organizational happiness.

On the other hand, people are happy to reach life satisfaction (Tahiroğlu & Meydan, 2019). As an indicator of individual happiness at work, research has shown that there is a positive relationship between organizational

happiness and individual life satisfaction (Bülbül & Giray, 2011; Aydintan & Koç, 2016). Hence, the benefit of fostering employee happiness goes beyond individual well-being to the overall organization (Berkland et all., 2017). With this information, it was thought that organizational happiness is related to both work engagement and the employees' life satisfaction; therefore, organizational happiness might have a mediating role in the relationship between these two variables.

The Purpose of the Study

This study aims to examine the relationship between organizational happiness, work engagement, and life satisfaction according to teachers' views. In this direction, answers to the following questions were sought in the study.

1. How are teachers' perceptions of organizational happiness, engagement in work and life satisfaction?
2. Is there a significant relationship between organizational happiness, work engagement and life satisfaction?
3. Is there a mediating effect of organizational happiness in the relationship between work engagement and life satisfaction?

Method

Research Design

This research, which examines the relationships between teachers' work engagement, organizational happiness and life satisfaction levels, was designed in the correlational research model. Correlational study is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod 2010). The mediating role of organizational happiness in the relationship between work engagement and life satisfaction was tested using structural equation modeling.

Population and Sample

The research population is 30604 teachers working in 796 public schools in nine districts of Istanbul in the academic year 2019-2020. Multi-stage sampling method was used to determine the sample. Since the dependent variable investigated in the study is teachers' life satisfaction, the quality of life indices of Istanbul districts as a result of Şeker's (2015) research were used as a criterion in determining the districts to be included in the study. In this context, 39 districts of Istanbul are ranked according to the lowest life index value from the highest life index value and the districts are divided into three groups as upper, middle and lower according to the life index. Later, three districts were selected randomly from each of these three groups. Among these districts included in the study, those in the upper quality of life group are Kadıköy, Fatih and Kartal; Those from the middle life quality group are Beylikdüzü, Pendik and Zeytinburnu; Those from the lower quality of life group are Avcılar, Bağcılar and Sultanbeyli. 40 schools aimed to be reached in the study were determined by proportional cluster sampling method, taking into account the number of public schools in the districts. The number of schools where the research was carried out according to the districts are as follows: Kadıköy = 5, Fatih = 5, Kartal = 4, Pendik = 7, Zeytinburnu = 3, Beylikdüzü = 3, Avcılar = 3, Bağcılar = 6, Sultanbeyli = 4. The scales used in the study were applied to the teachers in these schools. In this context, the study's sample size was calculated using the formula below, considering the total number of teachers working in the districts (Anderson, 1990, cited in Balcı, 2009).

$$n = \frac{N\ x\ \mathrm{t}^2\ \mathrm{x}\ \mathrm{p}\ \mathrm{x}\ \mathrm{q}}{d^2(N-1) + t^2\ \mathrm{x}\ \mathrm{p}\ \mathrm{x}\ \mathrm{q}}$$

"N" in the formula means the number of individuals in the population (number of teachers = 20086), "n", the number of individuals in the sample, "p", the probability of seeing the situation under study (0.5), "q" the probability of not seeing the situation under study (1-q), "t" the theoretical value (1.96) and "d" in the table of t are expressed as the desired + or - deviation corresponding to the probability of occurrence of the event (0.05). As a result of the calculation made according to the specified formula, it was determined that 377 teachers are competent to represent the population. However, to increase the sample size, 800 scale forms were randomly distributed to the teachers working in the districts within the scope of the study. Analyzes were performed with 767 scales after returning losses (28 scales), missing and incorrectly filled scales (5 scales) were removed. When the demographic characteristics of the teachers in the sample group were examined, it was seen that 557 of the teachers were female (73%) and 210 were male (27%). In addition, 75 of the teachers 0-5 years (10%), 155 6-10 years (20%), 151 11-15 years (20%), 143 16-20 years (18%) and 243 of them have professional seniority of 21

years or more (32%). It was observed that 25 of the teachers were at the associate degree (3%), 632 undergraduate (83%) and 110 graduate (14%). When the education levels in which teachers work was examined, it was seen that 251 of the teachers were working in primary schools (33%), 304 in secondary schools (40%) and 212 in high schools (27%).

Data Collection Tools

The study used the Work Engagement Scale, the Organizational Happiness Scale, the Life Satisfaction Scale, and Personal Information Form to collect data.

Work Engagement Scale

The Work Engagement Scale (UWES-9) was developed by Schaufeli, Bakker and Salanova (2006). The adaptation study of the scale into Turkish was conducted by Özkalp and Meydan (2015). The 7-item Likert scale, which consists of a total of nine items, has three sub-dimensions, each consisting of three items. The total variance explained by the three-dimensional structure is 73%. The sub-dimensions of the scale that are designed to measure the level of employee engagement are vitality, commitment and assimilation. The scale for engagement at work is classified as "never (1) - often (7)". The total score is obtained from the values of the scale. The increase in the scores obtained from the scale indicates that the participants' level of engagement to work increased, and the decrease in the scores indicates that their level of engagement to work decreased. As a result of the Confirmatory Factor Analysis, it was determined that the scale preserved its original three-factor structure. It was found that the fit values of the analysis were within acceptable limits. For the Cronbach's Alpha internal consistency coefficient total score of the scale .83, for the "vigor" sub-dimension .80, for the "devotion" sub-dimension .79, and for the "assimilation" sub-dimension .64. In present study, Cronbach's Alpha internal consistency coefficient total score of the scale .92, for the "vigor" sub-dimension .90, for the "devotion" sub-dimension .91, and for the "assimilation" sub-dimension .74.

Organizational Happiness Scale

Organizational Happiness Scale was developed by Demo and Paschoal (2013). The adaptation study of the scale into Turkish was conducted by Arslan and Polat (2017). The scale, which has a five-point Likert-type rating and a total of 29 items, has three sub-dimensions. The total variance explained by the three-dimensional structure is 63%. There are nine items in the positive emotions dimension, twelve in the negative emotions dimension, and eight in realising the potential in the organizational happiness scale. The scale is graded as "none (1) - completely (5)". Total scores can be obtained from the scores of the scale. The increase in the scores obtained from the scale indicates that the organizational happiness level of the participants increased, and the decrease in the scores indicates that the organizational happiness level decreased. As a result of the Confirmatory Factor Analysis, it was determined that the scale preserved its original three-factor structure. It was found that the fit values of the analysis were within acceptable limits. According to the CFA findings $\chi 2/df = 3.95$, RMSEA= .09, GFI= .77, CFI= .97 and NNFI= .97 values were obtained. For the Cronbach's Alpha internal consistency coefficient total score of the scale .96, for the "positive emotions" sub-dimension .94, for the "negative emotions" sub-dimension .95, and for the "realization of potential" sub-dimension .92. In present study, Cronbach's Alpha internal consistency coefficient total score of the scale .96, for the "positive emotions" sub-dimension .95, for the "negative emotions" sub-dimension .93, and for the "realization of potential" sub-dimension .91.

Life Satisfaction Scale

The Life Satisfaction Scale used in the study was developed by Diener, Emmons, Larsen and Griffin (1985). The adaptation study of the scale into Turkish was conducted by Dağlı and Baysal (2016). The scale, which is a five-point Likert-type scale with a total of 5 items, has a one-dimensional structure. The total variance explained by the one-dimensional structure is 68%. The scale is graded as "I do not agree at all (1) - I completely agree (5)". The increase in the scores obtained from the scale indicates that the life satisfaction levels of the participants increased. In contrast, the decrease in the scores indicates that the life satisfaction levels decreased. As a result of the Confirmatory Factor Analysis, it was determined that the scale preserved its original single-factor structure. It was found that the fit values of the analysis were within acceptable limits. According to the CFA findings $\chi 2/df = 1.17$, RMSEA= .08, GFI= .99, CFI= 1.00 ve NNFI= 1.00 values were obtained. The Cronbach's Alpha internal consistency coefficient is calculated as .88. In present study, Cronbach's Alpha internal consistency coefficient is calculated as .89.

Personal Information Form
In the personal information form prepared by the researcher, questions about the participants' gender, professional seniority, education level and educational levels they were working in were included.

Ethical Board Approval

Marmara University, Institute of Educational Sciences, Research and Publication Ethics Committee decided on 23/07/2020, with the approval number 2020-7-14 and protocol number 2020/55, that this study was ethically appropriate and declared its approval with the document numbered 2000223542.

Data Collection

During the data collection process, the permission of the Ethics Commission for the scales and the legal permission required for the implementation of the scales was obtained from the Istanbul Provincial Directorate of National Education. Then, the application process of the scales was planned by interviewing the administrators of the schools where the study would be conducted. The scales answered by the participants were examined one by one, and scales that were filled incompletely or incorrectly were not evaluated. In this context, 33 scales that were filled incompletely and wrongly were removed from the 800 scales distributed and analyzes were made with the data belonging to the remaining 767 scales.

Data Analysis

In the analysis of the data obtained within the scope of the research, descriptive statistics related to the variables were calculated and the relationships between variables were determined using the Pearson moments product correlation coefficient. Subsequently, mediation analysis was performed using the structural equation model and path analysis in line with the model proposed by Baron and Kenny (1986). In the research, the data were analyzed by making path analysis with the implicit and observed variables.

While performing the path analysis $\chi 2$, sd, $\chi 2/sd$, RMSEA, CFI, GFI and NFI values were taken as criteria for the suitability of the model. The opinions of Hu & Bentler (1999), Brown (2006), Çokluk, Şekercioğlu & Büyüköztürk (2016), Sümer (2000), Marcoulides & Schumacher (2001) and Tabachnick & Fidell (2001) were considered as base on the acceptance of the goodness of fit values of the model. Within the framework of these views, $\chi 2 / df \leq 5$; RMSEA $\leq .10$; CFI $\geq .90$; GFI $\geq .85$; NFI $\geq .90$ values were considered as acceptable limits for the suitability of the model. Bootstrapping is used to examine the significance of indirect effects. The fact that the confidence intervals calculated as a result of the bootstrapping process do not include zero, shows that the indirect effect is significant (Hayes, 2013). In this study, the bootstrapping coefficient and confidence intervals (CI) performed through 10,000 resampling were determined. SPSS 25 and AMOS 20 programs were used in the analysis of the data collected within the scope of the research. Before starting the analysis, it was examined whether the data showed one-way and multi-directional normality assumptions. For this purpose, the skewness and kurtosis values of the data and Q-Q charts were examined. Work Engagement (-1.01 with.93) organizational happiness (-.16 with -.63) and life satisfaction (-.39 with -.08) scales scores were found to be within the normal distribution limits. According to Kalaycı (2014, p. 8), the value of kurtosis-skewness between -2 and +2 indicates that the data has a normal distribution. In addition, when the Q-Q chart is examined, the fact that the data is in the form of an ellipse around the line with an angle of 45 degrees supports the normality assumption. Finally, the existence of the multiple connection problem was examined with correlation values (Charts 1 and 2). Correlation values between variables being lower than .85 is an indication that there is no multi-connection problem (Pallant, 2005). In the interpretation of arithmetic means in the study, the range of 1.00-1.79 is "very low", 1.80-2.59 interval is "low", 2.60-3.39 interval is "medium", 3.40-4.19 interval is "high" and 4.20-5.00 interval is "very high" in five-point Likert type scales. ; On the seventh Likert-type scale, the range 1.00-1.86 is "quite low", 1.86-2.72 range is "very low", 2.72-3.58 "low", 3.58-4.44 range is "medium", 4.44-5.30 range is "high", 5.30-6.16 range “Very high” and the range 6.16-7.00 is rated as “quite high”. In addition, in the interpretation of correlation analysis .00-.30 range is "low", .31-.70 range is "medium" and the range .71-1.00 has been accepted as a “high” level of relationship (Büyüköztürk, 2011). The first question of the study was investigated by arithmetic mean, the second question by Pearson moments product correlation analysis and the third question by structural equation modeling (SEM).

Findings

In the study, teachers' work engagement, organizational happiness and life satisfaction levels were examined. In addition, correlation analysis results between variables were given. Then the structural equation model for the

mediating role of organizational happiness in the relationship between work engagement and life satisfaction was tested.

Descriptive Statistics and Correlations

The correlation values between the latent variables of the study and the descriptive statistics for these variables are presented in Table 1.

Table 1. Correlation Values Between Latent Variables of the Study and Descriptive Statistics

	Skewness	Kurtosis	x̄	Sd	1	2	3
1. Work Engagement	-1.01	.93	5.59	1.04	1		
2. Organizational Happiness	-.16	-.63	3.72	.64	.72**	1	
3. Life Satisfaction	-.39	-.08	3.24	.83	.52**	.55**	1

*p< .05, **p< .01

When the descriptive statistics in Table 1 are examined, it is seen that teachers' work engagement levels are very high relative (x̄=5.59), organizational happiness levels are high relative (x̄=3.72) and life satisfaction levels are medium relative (x̄=3.24). In addition, when the skewness and kurtosis values of the variables discussed in the study are examined, it is seen that the distribution displays a normal distribution. Considering the correlation coefficients between the variables in Table 1, there is a positive, highly significant relationship between organizational happiness and work engagement (r =.72; p<.001). In addition, a positive, moderately significant relationship was found between organizational happiness and life satisfaction (r =.55; p<.001). Finally, it was determined that there is a positive and moderately significant relationship between work engagement and life satisfaction (r =.52; p<.001).

The correlation values between the observed variables of the study and the descriptive statistics for these variables are presented in Table 2.

Table 2. Correlation Values Between Observed Variables of the Study and Descriptive Statistics

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1. Vigor	1									
2. Devotion	.82**	1								
3. Assimilation	.63**	.64**	1							
4. Positive Emotions	.68**	.69**	.46**	1						
5. Negative Emotions	.57**	.58**	.34**	.68**	1					
6. Realization of Potential	.61**	.60**	.47**	.65**	.51**	1				
7. Life Satisfaction (item 1)	.51**	.53**	.36**	.52**	.41**	.46**	1			
8. Life Satisfaction (item 2)	.39**	.40**	.24**	.44**	.36**	.37**	.66**			
9. Life Satisfaction (item 3)	.47**	.48**	.31**	.49**	.41**	.39**	.66**	.70**		
10. Life Satisfaction (item 4)	.40**	.41**	.28**	.41**	.33**	.34**	.59**	.64**	.72**	
11. Life Satisfaction (item 5)	.37**	.40**	.28**	.40**	.31**	.29**	.54**	.55**	.63**	.66**

*p< .05, **p< .01

When the analysis results in Table 2 were examined, it was seen that all observed variables were significantly associated with each other. Before the analysis of the structural equality model, the measuring model showing the relationships between the latent variables obtained by formation of the observed variables was tested and presented in Figure 1. It was seen that the result of the analysis proved the measuring model and the values of fit were at the acceptable level ($\chi 2/df$= 4.21, p<.001, RMSEA=.065, SRMR= .039, GFI= .96, CFI= .98). The factor loadings ranging from .69 to .92 show that the observed variables significantly represent the latent variables.

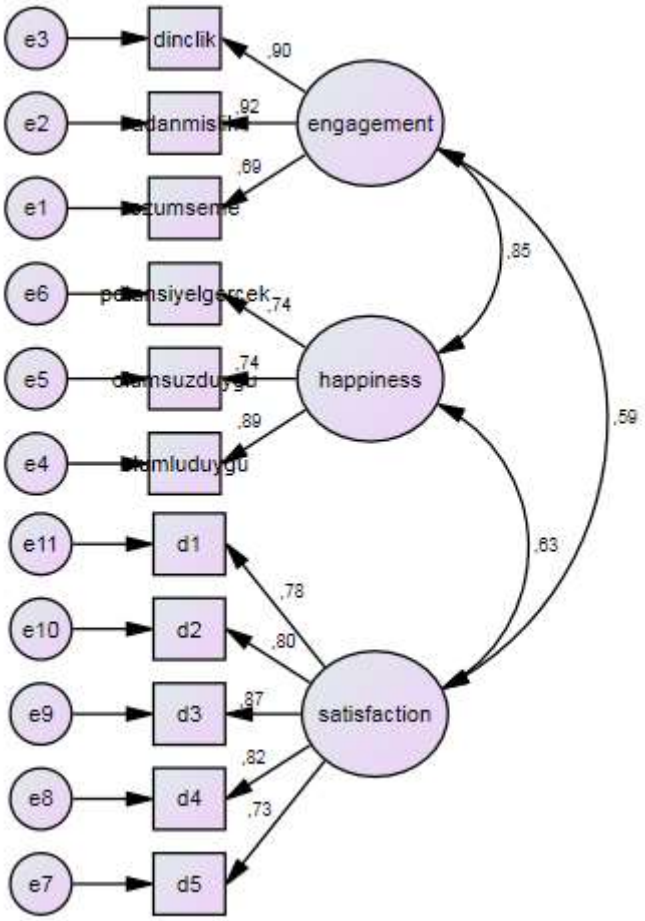


Figure 1. The Analysis Results Related to Measuring Model

The mediating effect of organizational happiness on the relationship between teachers' engagement in work and their life satisfaction was examined in line with the model proposed by Baron and Kenny (1986). According to this model, to test the mediator variable model, there should be a significant relationship between dependent, independent and mediator variables. When the findings in Table 1 and Table 2 were examined, it was seen that all variables had significant relationships among themselves. When there is a significant relationship between variables, if the variable for which the mediating effect is being examined is added to the model, this indicates the mediating effect. When the variable believed to play a mediating role is added to the model and the relationship between the dependent and independent variable is insignificant, this is considered "full mediation", while the significance of the relationship and the decrease in the level of influence is considered "partial mediation". This study examined whether organizational satisfaction plays a mediating role in the relationship between work engagement (independent variable) and life satisfaction (dependent variable).

Findings Regarding the Examination of the Effect of Work Engagement on Life Satisfaction Using Path Analysis

First of all, the relationship between predictor and predicted variables were examined and a significant relationship was found between variables. Then, the predictive effect of work engagement on organizational happiness was examined by path analysis. Analysis results are presented in Figure 2.

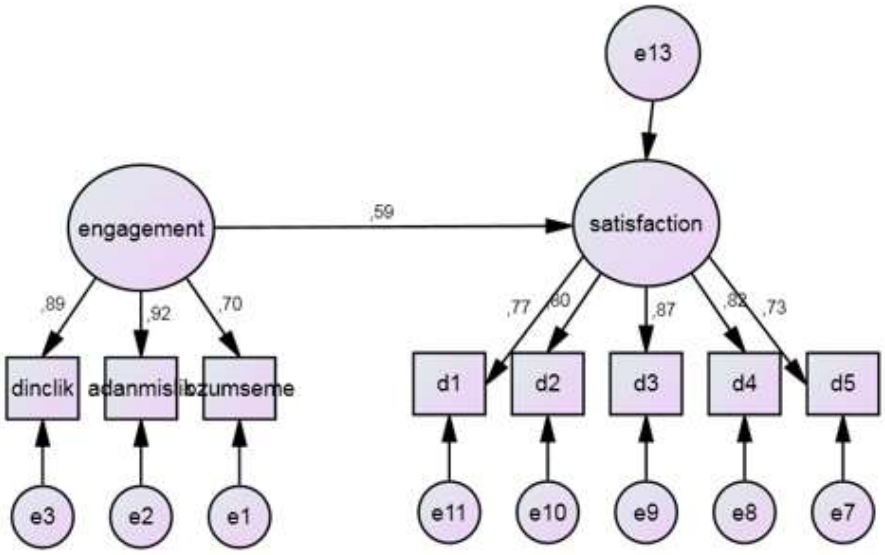


Figure 2. Path Analysis Diagram for Predicting Life Satisfaction

When the goodness of fit values of the model presented in Figure 2 are examined, it is seen that the model meets the required goodness of fit values [$\chi 2$ = 104.96, df = 19, $\chi 2$/df = 5.22, RMSEA = .08 (LO = .06, HI = .09), CFI = .98, GFI = .97, NFI = .97]. The path analysis coefficients related to the predictive effect of work engagement on life satisfaction are presented in Table 3.

The correlation values between the latent variables of the study and the descriptive statistics for these variables are presented in Table 3.

Table 3. Path Analysis Coefficients of Work Engagement as the Predictor of Life Satisfaction

Predictive (Exogenous)		Predicted (Endogenous)	B	Se	*t*	β	*p*
Work Engagement	→	Life Satisfaction	.62	.05	13.18	.59	.000

As seen in Table 3, work engagement (β =.59; p<.001) was found to be a predictor of life satisfaction. It explains 27% of the life satisfaction variance of work engagement (R^2=.27, p= .000)

Findings Regarding the Mediating Role of Organizational Happiness in the Relationship Between Work Engagement and Life Satisfaction

Relationships between work engagement, life satisfaction, and organizational happiness, which is considered as a mediating variable, were examined by path analysis. In addition, bootstrapping was used to investigate the statistical significance of indirect effects. The mediating effect of organizational happiness between work engagement and life satisfaction are shown in Figure 3 and Table 4.

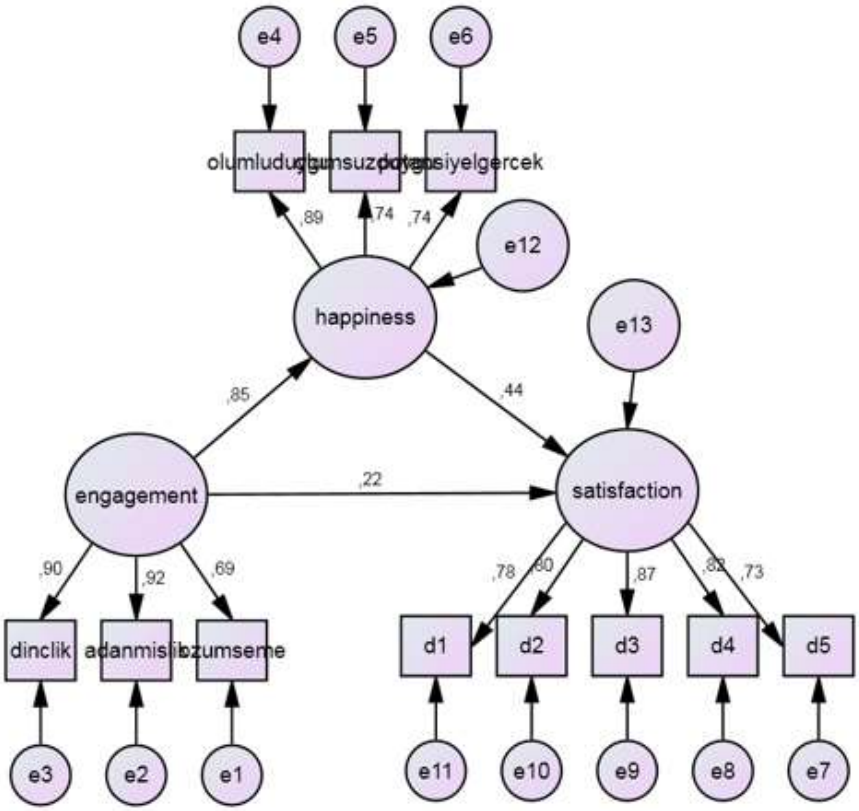


Figure 3. Path Analysis Diagram for Prediction of Life Satisfaction (Mediation Effect)

When the goodness of fit values of the model are examined, it can be said that it meets the required goodness of fit values [$\chi 2$ = 172.39, df= 41, $\chi 2$/df= 4.21, RMSEA= .07 (LO= .06, HI= .08), CFI= .98, GFI= .96, NFI= .97].

Table 4. Findings Concerning the Mediating Effect of Organizational Happiness in the Relationship Between Work Engagement and Life Satisfaction

Predictive (Exogenous)		Predicted (Endogenous)	B	Se	*t*	β	*p*
Work Engagement	→	Life Satisfaction	.23	.08	2.76	.22	.006
Organizational Happiness	→	Life Satisfaction	.43	.08	5.38	.44	.000
Work Engagement	→	Organizational Happiness	.92	.05	19.42	.85	.000

As shown in Table 4, work engagement positively predicts organizational happiness on a significant level (β =.85, t= 19.42, p<.001). In addition, organizational happiness positively predicts life satisfaction on a significant level (β=.44, t= 5.38, p<.001). Additionally, it was determined that work engagement positively predicted life satisfaction on a significant level (β=.22, t= 2.76, p<.01). It was found that work engagement and organizational happiness together predicted 33% of the variance of life satisfaction (R^2=.33, p= .000).

As it can be seen when Figure 2 and Figure 3 are compared, as a result of the path analysis made to determine the mediating role of organizational happiness, it is determined that when organizational happiness is included in the model (from .59 to .22) beta values of work engagement decreases. Although the beta value decreased, it was observed that the variable did not lose its predictability. When the analyzes are evaluated together, it can be said that engagement at work has a direct effect on life satisfaction, but also an indirect effect via satisfaction in the organization. In other words, it can be assumed that organizational satisfaction plays a partial mediating role between work engagement and life satisfaction. For this reason, bootstrapping was conducted to evaluate the significance of the indirect effect. According to the results of bootstrapping conducted by 10,000 replicates (coefficient of bootstrapping =.38, Se =.076, 95% CI =.235, .533), it was found that the indirect effect of job engagement was significant because the values of the confidence intervals did not include zero (Hayes, 2013). According to these findings, it can be said that organizational happiness has a partial mediating role in the relationship between work engagement and life satisfaction.

Direct, indirect and total effects were reviewed to examine the predictive effects of variables in the model, which examines the mediating role of organizational happiness in the relationship between work engagement and life satisfaction. Findings regarding direct, indirect and total effects are presented in Table 5.

Table 5. Direct, Indirect and Total Effects Regarding the Structural Model

Predicted	Predictive	Standardized Effects		
(Endogenous)	(Exogenous)	Direct	Indirect	Total
Life Satisfaction	Work Engagement	.22	.37	.59
Life Satisfaction	Organizational Happiness	.44		.44

According to the effect values in Table 5, work engagement (β =.22) and organizational happiness (β=.44) have been positively affecting life satisfaction. When the indirect effect on life satisfaction is examined, work engagement (β=.37) has been determined to have an indirect effect on organizational happiness. When the total effect of work engagement, which is the predictor variable, on life satisfaction, is calculated, work engagement (β=.59) and organizational happiness (β=.44) have been observed to have an effect superiority. Kline (2015) suggested critical values for the evaluation of standardized effect superiorities. These are as follows; low impact if less than .10, medium effect if around .30, high level of impact if .50 and above. Therefore, it can be said that in the last model in which organizational happiness takes place as the mediator variable, work engagement has a moderate effect on life satisfaction.

Results and Discussion

In this study, organizational happiness, work engagement and life satisfaction levels were examined in line with the opinions of 767 teachers working in 40 public schools in nine districts of Istanbul in the 2019-2020 academic year. In addition, the relationships between variables and the mediating role of organizational happiness in the relationship between work engagement and life satisfaction were examined.

Research findings have shown that teachers' perceptions of organizational happiness are on a relative high level. As a result of similar studies on educational organizations, it was found that teachers' perception of organizational happiness is high (Bulut, 2015; Tösten, Avcı & Şahin, 2017; Moçoşoğlu & Kaya, 2018; Uzun & Kesicioğlu, 2019; Özocak & Yılmaz, 2020). The high organizational happiness perceptions of teachers can be considered as a positive situation. Because education is of great importance in the development of a country and in raising the next generation. It is known that the success of an education system depends mainly on the success of the teachers who will implement and operate the system (Tahiroğlu & Meydan, 2019). Organizational happiness enables employees to cope with all problems that will negatively affect the functional activities, leading employees to the organization's goals and making them successful (Özen, 2018). Therefore, it is important that teachers, who play important and fundamental roles in educating the students, are happy in their schools in order to perform well (Bachtiar, Sudibjo & Bernarto, 2018). In a study conducted by Gavin and Mason (2004), it was shown that people's happiness and positive conditions at work contribute to increasing organizational success and engagement.

Another finding of the study is that the teachers' work engagement levels were found to be relative very high. Similar studies (Şanlı, Altun & Tan, 2018; Tösten, Arslantaş & Şahin, 2019; Şimşek & Gürler 2019) have also found that teachers have a high work engagement level. Work engagement is the main determinant of individual and organizational performance results. Moreover, it is beneficial not only for employees but also for organizations because engaged employees show superior job performance in their organizations (Demerouti & Cropanzano, 2010). Engaged employees are more creative, more productive, and more willing to go further (Bakker, Schaufeli, Leiter & Taris, 2008). Studies show that teachers' engagement in their jobs positively affects both themselves and their students' performance and increases their level of commitment to their jobs and institutions (Bakker & Demerouti, 2007). Also, teachers engaged in their jobs are more likely to apply active and reflective approaches to problem solving (Soini, Pyhältö & Pietarinen, 2010). Based on this information, teachers' high level of engagement in their jobs is important for their schools. Because teachers who are engaged in their jobs are more willing to undertake extra tasks, such as volunteering to support extracurricular activities that increase the school's performance (Runhaar, Sanders & Konermann, 2013).

The findings showed that the life satisfaction levels of the teachers were on a relative medium level. Life satisfaction refers to the one's cognitive-judgmental aspects of subjective well-being and has attracted the attention of many researchers (Kim & Kim, 2013). Because a good life satisfaction level is effective on individuals' good job performance (Ignat & Clipa, 2012). Looking at the studies that deal with teachers' life satisfaction, we find that teachers' life satisfaction is at a medium level in some studies (Şimşek & Aktaş, 2014; Demirel, 2014) and at

a high level in other studies (Ignat & Clipa, 2012; Hamama, Ronen, Shachar & Rosenbaum, 2013; Şirin & Şirin, 2015; Lee & Shin, 2017). There are many factors that influence individuals' life satisfaction positively or negatively (Tahiroğlu & Meydan, 2019). It is believed that many factors, from the gender of teachers to their branches, from the educational level of teachers to the settlement where their schools are located, may be effective behind the differences in study results regarding teachers' life satisfaction. For example, Demirel (2014) found that the job satisfaction of teachers working in public schools, preschool teachers and the life satisfaction of female teachers were higher.

Life satisfaction involves the comparison of the individual's self-imposed criteria and perception of life conditions and thus the evaluation of their own life (Pavot & Diener 1993). In other words, life satisfaction means that individuals' well-being and positive feelings are dominant against negative emotions (Yıldırım & Sönmez, 2017). It is stated that individuals who have achieved life satisfaction enjoy their daily activities and generally take an optimistic attitude towards life (Özer & Karabulut, 2003). Therefore, it is understood from the results of this study and other studies that teachers are satisfied with their lives.

Another finding of the study is that there are positive and meaningful relationships between organizational happiness, work engagement and life satisfaction. No research has been found in the literature in which all three variables were used together. However, Uzun and Kesicioğlu (2019) found in their study that there were positive and significant relationships between teachers' organizational happiness and job satisfaction and life satisfaction. Studies have revealed that work engagement can be seen as a concept related to happiness and that happiness leads to positive organizational results (Coetzee & Rothmarm, 2005; Rothmarm & Jordaan, 2006; Bakker, Albrecht & Leiter, 2011). Psychologist Martin Seligman, one of the leading experts in positive psychology, cited engagement as one of the main factors that can effectively achieve happiness (Juul, 2008). Studies have confirmed that work engagement contributes to many organizational variables such as job satisfaction and better performance (Alarcon & Edwards, 2011).

Life satisfaction as the main goal of many people's (Rask, Astedt- Kurki & Laippala, 2002) lives is influenced and changed by social and psychological factors that affect many aspects of one's life (Park et al., 2015). Therefore, it is frequently emphasized in the literature that the happiness of the individual in the workplace where he / she spends a large part of his / her daily life and the level of engagement in his / her job is very effective on life satisfaction (Robbins, 1996; Carver, 2003; Bhattacharjee & Bhattacharjee 2010; Field & Buitendach, 2011; Ignat & Clipa, 2012; Binder & Coad, 2013). On the other hand, one of the main reasons why employees with a high level of work engagement are better than those with a low work engagement level is that individuals engaged in work are generally happy, cheerful and enthusiastic in their jobs. As a matter of fact, happy individuals in the workplace are more sensitive to job opportunities; they are extroverted, helpful and optimistic towards others (Bakker & Demerouti, 2009).

Finally, the mediating effect of organizational happiness in the relationship between work engagement and life satisfaction was examined. The research findings showed that the effect of work engagement on teachers' life satisfaction happened partially due to organizational happiness. In other words, it was concluded that work engagement increases organizational happiness, and as a result, teachers' life satisfaction is positively affected. Therefore, it can be interpreted that keeping teachers engaged in their jobs at a high level can positively affect teachers' organizational happiness and increase their level of life satisfaction. In this context, steps can be taken to increase teachers' satisfaction with their lives by making their schools a happier organizational structure. In this respect, Piccolo, Judge, Takahashi, Watanabe and Locke (2005) and Streimikiene and Grundey (2009) drew attention to the relationship between life satisfaction and happiness in their research. Similarly, Schmitter (2003) showed being happy as one of the factors affecting life satisfaction. According to the research, it has been determined that the factors affecting organizational happiness also increase life satisfaction. Bakker and Demerouti (2009) stated that employees engaged in their jobs are happy at their jobs. Schaufeli, Taris, and Van Rehennen (2008) found that employees with higher level of work engagement experienced less psychosomatic disturbances. Based on this information, it can be said that employees who love their jobs and devote themselves to their jobs are happy and that organizational happiness levels are high in organizations consisting of such employees. In addition, there are many studies in the literature revealing that organizational happiness has a mediating role. For example; Asgarnezhad Nourı, Mır Mousavı and Ghaffarlou (2019) found that organizational happiness has a mediating effect on the relationship between employees' organizational commitment and job performance. Similarly, Bagherı, Jajarmızadeh, and Banafı (2017) found that organizational happiness plays a mediating role in the relationship between organizational spirituality and organizational commitment. Rego, Ribeiro, Cunha, and Jesuino (2011) revealed that happiness has a mediating role in the relationship between organizational virtue and emotional commitment.

Conclusion

In line with the findings obtained from the research, the following conclusions were reached: (i) teachers' level of work engagement and organizational happiness levels are on relative high level; (ii) life satisfaction levels of teachers are on relative medium level; (iii) there are positive, moderate and highly significant relationships between work engagement, organizational happiness, and life satisfaction; (iv) Organizational happiness plays a partial mediating role in the relationship between work engagement and life satisfaction.

Recommendations

In the light of the results obtained from the research, some recommendations can be made for researchers and practitioners. Many factors related to working life are effective on life satisfaction of individuals (Keser, 2005; Kanbur, 2018). Longitudinal and experimental studies can be conducted to determine the effects of these factors on life satisfaction of the individual. For example, The ultimate goal of teachers in professional sense is that their students are successful and valued individuals in the social structure. In this context, studies that consider students' success in the central exam as an indicator of teachers' success or their success in the higher education level as variables and examine the effects of this on teachers' life satisfaction can be conducted. The quantitative research method was used in the research. Qualitative or mixed research methods can also be used in similar studies to have more detailed information about the relationship of variables. In addition, some recommendations can be presented to the practitioners in line with the results obtained from the research. To make teachers engaged in their jobs and increase organizational happiness, training can be given to develop the leadership behaviors of school administrators. Professional support activities can be carried out for teachers to cope with the problems they face in their work-life, which cause psychological wear and reduce their life satisfaction. Social and cultural activities can be organized to strengthen the positive relationships between stakeholders, which have an important place in achieving organizational happiness.

Limitations

This investigation has some limitations. The study was conducted in the largest province of Turkey, Istanbul. Although the stratified sampling method was used to select teachers from districts with different levels of development for the sample group, it is believed that conducting similar studies covering different settlements (rural, urban, etc.) and different geographical regions might be beneficial in terms of generalizability of the results. Moreover, this study was conducted in public schools. A similar study can be conducted in private schools and the results can be compared. Thus, the similarities and differences that emerge from the research will provide guidance to managers and staff in the public and private sectors. Most of the participants of the research are female. Therefore, this situation should be taken into consideration when evaluating the findings. Data collection tools based on self-report were used to collect the research data. Therefore, the data obtained are limited with the responses of the participants to the measurement tools and the scope of the measurement tools. Considering this limitation in future studies, it is thought that it may be beneficial to use different methods such as observation and case study in addition to self-report-based measurement tools.

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