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Workplace Happiness: A Research on the Effects of Workplace Environment and Psychological Capital

Ahmet Erkuş¹ , Mine Afacan Fındıklı² 

Abstract

Previous studies carried out within the scope of positive psychology reveal that happiness have been related to workplace productivity and the performance of the employees. To widen this insight, this study analyzes the relation between the workplace happiness level of the employees and the psychological capital and also workplace environment variables such as role ambiguity, role conflict, the characteristics of the job, workload, and supervisor support. According to the study results, psychological capital, job characteristics and supervisor support affect the employees' workplace happiness significantly and positively whereas role ambiguity and role conflict affect them negatively. On the other hand, it is determined that psychological capital has a moderating effect on the relationship between role ambiguity, job characteristics, and supervisor support, and workplace happiness.

Keywords

Happiness, Psychological Capital, Workplace Environment, Supervisor Support, Positive Psychology

1 Ahmet Erkuş (Prof. Dr.), Bahçeşehir University, Business Department, İstanbul, Turkey. E-posta: ahmet.erkus@eas.bau.edu.tr, ORCID: 0000-0003-3270-7070

2 **Corresponding author:** Mine Afacan Fındıklı (Assoc. Prof.), Beykent University, Business Department, İstanbul, Turkey. E-posta: minefindikli@beykent.edu.tr ORCID: 0000-0003-1021-6641

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1. INTRODUCTION:

Productivity; the intention of holding talented and experienced workforce within the institution for many years; increasing performance and enhancing the emotional commitment of the employees to the organization are of the underlying reasons for putting forward employee happiness in terms of human resources lately. When capital is mentioned for measuring organizational success, not only financial outputs but also the human-based capital approach comes to the fore. In this respect, the classical capital approach has been replaced by a human-oriented approach (Paek, Schuckert, Kim and Lee, 2015). Happiness (subjective well-being) is an important issue for, primarily, living in balance, and also for performance and productivity when considered from the viewpoint of the employees who spend a significant part of their lives at work (Wright and Cropanzano, 2000; Wright and Bonett, 2007; Wright and Cropanzano, 2007; Şimşek, Günlü and Erkuş, 2011). Therefore, it is observed that primarily the individual characteristics (Luthans, Avolio, Avey and Norman, 2007) then the employee-oriented management, job characteristics, and workplace environment are being focused on for the happiness of an employee (Wright, 2010; Roland-Lévy, Lemoine and Jeoffrion, 2014). Workplace happiness is related to the employee's profound evaluation of his/her job from past to the future (Şimşek et al., 2011) rather than a momentary consideration or mood and therefore, it is a state of subjective well-being that leads to satisfaction with life, sense of confidence and the state of jolliness (Diener, Oishi and Lucas, 2003). This mentioned state of subjective well-being indicates that the individual feels him/herself good or happy in three aspects which are positive evaluations such as feeling oneself emotionally balanced (1), the value he/she adds by participation (2), and feeling him/herself a part of the institution socially (3) (Gilbert, Desmarais and Savoie, 2011).

One of the issues related to happiness is psychological capital. Psychological capital, which is defined as the whole of positive and improvable characteristics of individuals, is analyzed under four aspects, which are self-sufficiency; optimism; hope, and endurance (Luthans et al., 2007). Psychological capital mechanisms are stated both to support the creation of a positive mood by contributing to the welfare of the employee and to help maintain a more positive mood under difficult conditions (Youssef and Luthans, 2013; Chawla and Sharma, 2019). While psychological capital has been found to positively affect job performance and job satisfaction (Luthans et al., 2007; Luthans, Norman, Avolio and Avey; 2008), positive and significant effects on happiness (subjective well-being) relation have been confirmed (Avey, Luthans, Smith and Palmer, 2010; Singh and Mansi, 2009; Hmieleski and Carr, 2008; Culbertson, Fullagar, and Mills, 2010; Youssef and Luthans, 2013; Chawla and Sharma, 2019).

It is also known that institutional factors play a significant role in workplace happiness in addition to individual ones. Institutional factors, which are considered as workplace environment variables, include physical office environment and social environmental elements of an institution. The physical office environment of an institution, the characteristics

of the job, organizational culture, different leadership approaches of the supervisors, and the social elements of the workplace are all considered within this scope (Marklund, Bolin and Essen, 2008; Briner, 2000; Budie, Meulenbroek, Kemperman and Perree, 2019). Previous studies indicate that negative evaluations about the workplace environment variables affect the well-being of the employee (Marklund et al., 2008) and cause negative behavior (Schaufeli and Bakker, 2004; De Been and Beijer, 2014; Budie et al., 2019). Employees consider the workplace environment as an important resource and the lack of such a resource cause employees to face difficulties (Bakker and Demerouti, 2007). According to the job demands-resources theory (JD-R), the employees fulfill the demanded job employing the resources they are supplied with. Besides, they achieve employee-job harmony through these resources and feel contented about their job (Hobfoll, 2002). Through this perspective, Halbesleben et al. (2014: 5) define resources as anything that helps an individual achieve his/her goal and that is perceived by an individual positively. Physical or moral support appreciated by an employee; the characteristics of an individual and positive feelings evoked either by working conditions or the social environment may be counted as the aforementioned positive resources (Hobfoll, 1989; Hobfoll, 2002: 311). Thus, using the provided resources, the employee is able to overcome the negative effects caused by the job demand or the working conditions. The employee's self-sufficiency, hope, endurance and optimism, psychological capital level in other words, also appear as another important individual resource. Within this perspective, this study inquires the relation between workplace happiness, psychological capital, and workplace environment variables, which are role ambiguity; role conflict; workload, and supervisor support.

The initial contribution that the study aims to make is to explain that not only the supervisor support but also workplace environment variables are important resources that may have positive effects on employees' workplace happiness status. On the other hand, while making this explanation the study also aims to clarify how role ambiguity, role conflict, and workload waste the resources that an individual has and negatively affect one's happiness.

The second contribution that the study aims to make is to state the moderating effect of the psychological capital level (self-sufficiency, hope, endurance, and optimism levels) on the relationship between happiness and the resources mentioned above and the demands. It is possible to state that high levels of individual psychological capital; the perceived supervisor support and workplace environment characteristics that have positive impacts shall affect employee happiness positively as well whereas, the negative impacts of role ambiguity, role conflict, and workload on happiness shall have reducing effects. In this way, the results of the study are thought to contribute to both the efforts made for the development of positive workplace environment characteristics and individual development efforts through pieces of training related to the job characteristics.

2. WORKPLACE HAPPINESS

“Happiness” and “the state of well-being” started to arouse interest in the literature as a concept that started to gain speed following the studies by Veenhoven, a sociologist, in the 1970s. In addition, the importance of happiness in gaining positive outputs and diminishing individual and organizational negations in business life, which consists a significant part of an individual’s whole life, has started to become more popular (Seligman, 2011). Happiness is defined as a psychological function and experience (Ryan and Deci, 2001: 142) and the positive general condition that life coincides with the expectations of the individual (Veenhoven, 2000: 267).

Happiness (well-being) appears in “hedonic/subjective and “eudaimonic/psychological” types in the positive psychology literature (Ryan and Deci, 2001; Henderson and Knight, 2012: 196; Huta and Ryan, 2010: 736). From a hedonic point of view, the individual achieves happiness by experiencing pleasure and choosing to avoid pain, in other words, the hedonic perspective reflects subjective well-being. As for the eudaimonic perspective, the individual believes that achieving positive outcomes as a result of self-realization and going after one’s goals have meaning and value (Warr and Inceoğlu, 2012; Gallagher, Lopez, and K.J., 2009; Kashdan, Biswas-Diener, and King, 2008; Ryan and Deci, 2001). In repetitive studies, it has been observed that a strong relation between happiness and pleasure and occupational satisfaction had been determined and happiness had been tried to be explained by pleasure through a hedonic point of view (Straume and Vitterso, 2012: 2; Vitterso and Soholt, 2011). In this respect, the hedonic point of view suggests that increasing the number of moments of pleasure leads an individual to happiness while the eudaimonic perspective, suggests that leading a life of virtue (Straume and Vitterso, 2012:3) and achieving one’s goals of life pave the way to happiness (Henderson and Knight, 2012: 196).

In fact, studies suggesting the aforementioned concepts that are used for defining happiness, complement each other, and are to be considered together, are found lately (Henderson and Knight, 2012: 197; Vitterso and Soholt, 2011: 327; Huta and Ryan, 2010: 735). Within the framework of this perspective, the concept of ontological well-being, which intends to combine both intellectual and emotional development of an individual with his/her goals and life perception, has been introduced to the related literature (Şimşek et al., 2011: 205). Workplace happiness, on the other hand, is defined as the experience and operational quality (Meyer and Maltin, 2010: 324) and it is stated that the mentioned general positive state can be achieved by meeting important needs of the employees and enabling them to achieve their goals / fulfill their plans (Anttonen and Rasanen, 2008: 16). It is stated that social integration, social support, social adaptation, social acknowledgment, and social fulfillment needs of an employee are met particularly through the communication and socialization process at the workplace and his/her level of overall happiness is supported (Keyes, 1998: 121). In this context, it is possible to identify workplace happiness with a wider perspective as the well-being of an individual as a result of considering his/her job both meaningful and satisfactory through mutual interaction among the employees and

providing the employee's compatibility with work processes and coordination in a healthy organizational environment through supportive supervising approaches (Anttonen and Rasanen, 2008: 17; Grant, Christianson and Price, 2007: 53).

When the related literature is examined, it is found that the happiness of an employee has been stated to be related to the satisfaction gained in the workplace environment. The significant contribution of leadership, career development, job characteristics, and employee-environment harmony to workplace happiness or well-being has also been stated (Erdoğan, Bauer, Truxillo and Mansfield, 2012). Similar studies that consider contextual factors related to the institution among employee happiness supporting elements are also found (Joo and Lee, 2017). Based upon the hypothesis of job demands-resources theory (JD-R theory), Bakker and Demerouti (2007) suggest that the support given by colleagues and supervisors has a significant and positive effect on employees' feeling of satisfaction and happiness. The theory suggests that individual and occupational resources interact with each other in affecting employee performances, their well-being, and consequently their happiness (Bakker and Demerouti, 2007). Besides, contextual factors related to the workplace environment such as the perception of supervisor support improve the feeling of satisfaction and the level of happiness whereas the level of happiness differentiates depending on different perceptions among the employees and the presence of contextual factors related to the job (Cote, 2014).

Carried out studies confirm that workplace happiness is one of the necessary factors for organizational continuity and a significant positive correlation exists among happiness, occupational satisfaction (Judge and Hulin, 1991; Bowling and Eschleman, 2010), and organizational commitment. It has been found that "happy" employees become more constructive and productive which enables them to affect organizational performance in a positive way (Fisher, 2003: 753; Grant et al., 2007:51). In addition to this, some other studies reveal that high levels of happiness not only enhance productivity, performance, and satisfaction (Şimşek et al., 2011; Wright and Bonett, 2007; Wright and Cropanzano, 2000; Erkuş and Afacan Fındıklı, 2010) but also positively affect the employees' intention of keeping up their positions (Wright and Cropanzano, 2007).

3. PSYCHOLOGICAL CAPITAL

Happiness primarily depends on the person's direct experience and includes subjectivity. Therefore, the psychological capital levels of the individuals stand out as one of the matters affecting psychological and subjective well-being. Psychological capital consists of the life experiences of individuals and in this respect, it is often considered as life satisfaction based on one's reaction against life or adaptation to life (Singh and Mansi, 2009: 233). Psychological capital, which is based on positive psychology and positive organizational behavior approaches, is a concept first proposed by Luthans et al. (2007). Psychological capital argues that human resources are quite valuable for institutions to gain sustainable

competitive advantage and that employees' measured, developed, and efficiently managed performances are closely related to the positive psychological conditions of individuals. Psychological capital, which is also defined as a series of qualifications that affect the productivity enhancement of the employees positively, basically focuses on what individuals are and what they shall be in the future (Avey, Luthans, Smith and Palmer, 2010).

Psychological capital refers to a basic capital as a set of characteristics that individuals have at present and shall develop in the future. It has four sub-dimensions. Those dimensions are as follows: "Self-sufficiency" which means one's positive belief in him/herself and confidence in him/herself that he/she is going to make the necessary effort in fulfilling his/her task (Bandura, 1997). "Optimism", which means the positive attitude towards being successful both at present and in the future (Seligman and Csikszentmihalyi, 2000; Carver and Scheier, 2003). "Hope", which is the expectation of success with the belief that one shall be able to find alternative ways through efforts and positive motivation about getting successful results (Synder, Cheavens and Sympson, 1997). "Endurance", which means a firm stance against difficulties; the ability to show positive changes and developments, and the ability to act flexibly with growing responsibilities. It is emphasized that the increase in the level of endurance is possible with the increase of optimism, self-sufficiency, and hope levels (Masten, 2001).

Besides, it is also emphasized that psychological capital has a higher level structure different from these dimensions and it is a set of characteristics that emerge as a result of the interaction of its sub-dimensions (Luthans et al., 2007). These dimensions are stated to have differentiating characteristics depending on the conditions (state-like) rather than being a kind of stable and continuous characteristics like personality or centric self-evaluation. In this respect, psychological capital is stated to be a set of characteristics that can change and develop through experience or training particularly for the enhancement and canalization of personal and organizational performance (Luthans et al., 2007). Additionally, it has also been emphasized that each dimension is in a positive relationship with the performance and happiness of an individual (Hmieleski and Carr, 2008: 2).

The studies state that psychological capital, as an important personal resource, affects the well-being of an individual positively. The higher levels of endurance, hope, self-sufficiency, and optimism help the employee feel contented with the job he/she is doing (Avey et al., 2010). Thus, the employee feels highly satisfied in terms of his/her career, and his/her level of commitment rises (Joo and Lee, 2017). Besides, endurance, particularly, is defined as either a process or a kind of energy that increases the patience level of an employee in case of hard conditions and stress (Choi and Kim, 2010). In this way, the employee does not give up on negative encounters and failures contrarily he/she keeps on trying and doing his/her best. Self-sufficiency, on the other hand, is considered to be an important energy generator for one to come up with innovative ideas (Tierney and Farmer, 2004). In other words, the psychological capital that one has both supports the employee for being open to changes (Beal III, Starvos and Cole, 2013) and affects his/

her innovative potential positively (Ziyae, Mobaraki, and Saedyoun, 2015). Even if the employee encounters a job-family conflict during this period, his/her psychological capital shall be one of the factors that avoid him/her feel emotionally exhausted (Wang, Chang, and Wang, 2012).

4. WORKPLACE ENVIRONMENT VARIABLES

The workplace environment includes the variables in the physical and social environment where the employees fulfill their tasks. Physical conditions (temperature, air conditioning, equipment, etc.); the characteristics of the job (workload, the complexity level, etc.); features related to organizational structure organizational culture, leadership, centralization level, etc.) and workplace environment conditions are also considered within this context (Marklund, Bolin and Essen, 2008; Briner, 2000; Budie et al., 2019). The way how employees' tasks are split into various works; the definition of their roles; workload level; and the offered opportunities are of the characteristics of the job which can be defined in other words, as workplace environment variables (Marklund et al., 2008). Studies show that inconvenient work conditions not only increase employee turnover rates and absence (Schaufeli & Bakker, 2004) but also affects employee health negatively (Marklund et al., 2008). Besides, it is confirmed to have a direct effect on occupational satisfaction (De Been and Beijer, 2014; Budie et al., 2019).

Role ambiguity, one of the workplace environment characteristics, is caused due to the difference between the ideal information level that one is to have for performing his/her job and the actual information he/she has (Fischer, 2010: 83). Therefore, the employee faces role ambiguity within the organization due to non-specific standards; non-specific responsibilities; unclear task-related policies and not being sufficiently informed about the tasks to be fulfilled (Rizzo, House and Lirtzman, 1970: 156). On the other hand, the employee sometimes faces even completely opposite demands and expectations. In such a situation, the employee is either unable or hardly able to meet at least one of the other demands while meeting one (Fisher, 2001). Role ambiguity affects employee health adversely as well. The studies show that role ambiguity and role conflict have negative impacts on individual and organizational outputs (Kahn, Wolfe, Quinn, Snoek and Rosenthal, 1964; Rizzo, House, and Lirtzman, 1970; Dubinsky, Michaels, Kotabe, Lim, and Moon, 1992; Jackson and Schuler, 1985; Tubre and Collins, 2000; Fisher, 2001).

As the demands from an employee increase at a workplace, it becomes harder to fulfill one's tasks within the expected time and it turns to be a stress-causing workload (Spector, 1997: 43). The workload is related not only to the quantity but also to the mental and physical capacity of the individual (Spector, 1997: 43). In addition, the workload is categorized as "objective" and "subjective" workload. It is stated that subjective workload can be understood through work stress and job satisfaction levels of the employee while the objective workload is defined as the time spent to perform certain activities or the frequency of certain activities (Groenewegen and Hutten, 1991: 1112). In other words,

feeling that the workload is more than one can handle causes stress on the employee whereas fulfilling a task the workload of which is at a level that one can handle leads him/her to the feeling of satisfaction.

The perception of positive supervisor support on an employee is important in terms of workplace happiness and the feeling of occupational satisfaction. Three factors that determine the employees' evaluation of their relations with their supervisors and their satisfaction levels exist and one of these factors is the leader-member interaction (Deluga, 1994: 323). The supervisor support perceived by the employees as a result of the level of the mutual interaction established by the management with their subordinates affects the feeling of occupational satisfaction (Graen, Novak and Sommerkamp, 1982; Bauer and Green, 1996; Eptropaki and Martin, 2005; Volmer, Niessen, Spurk, Linz, and Abele, 2011). With their perception of support, the employees feel that their supervisors are interested in them and their happiness and start to believe that their contribution to the organization is found valuable (Aselage and Eisenberger, 2003: 493; Eisenberger, Stinglhamber, Vandenberghe, Sucharski, and Rhoades, 2002: 565). Thus, it is possible to state that the employees that gain support, try to respond in the same way within the scope of social exchange and mutuality theories (Blau, 1964). The studies reveal that with the perception of supervisor support, the employees provide positive organizational and individual outputs (Hall, 2007; Maertz, Griffeth, Campbell, and Allen, 2007; Podsakoff, MacKenzie, Paine, and Bacharach, 2000).

5. THE RELATIONSHIP AMONG HAPPINESS, PSYCHOLOGICAL CAPITAL AND WORKPLACE ENVIRONMENT

5.1. The Relationship Between Psychological Capital and Employee Happiness

Since one-third of one's daily life is spent at work, "work" is also considered as one of the sources of human health and in this context, it is not considered as only a means that provides economic returns (Paek, Schucker, Kim and Lee, 2015: 54). For this reason, work also appears as a source of happiness for an individual. On the other hand, as stated before, business organizations today do not focus solely on financial criteria to measure their success. It is inevitable for a business to invest in human resources, cultural resources, and social capital to gain sustainable success. From this point of view, businesses are aware of the importance of human capital in sustainable competition in a knowledge-based economy (Chawla and Sharma, 2019). It is important for the employees to be loyal to their work; to have high motivation and to feel committed to the institution in terms of their performance and contribution to the institution. High levels of psychological capital the employees have, act as an important facilitator when outputs are considered. Therefore, employee happiness is an important issue for HR professionals.

At this point, with its sub-dimensions (self-sufficiency, optimism, hope, and endurance) psychological capital, which is one of the premises of an individual's happiness, points to the individual's psychological resources (Luthans et al., 2007). Several studies indicate that

this important resource is directly related to individual happiness (Luthans, Avey, Avolio and Peterson., 2010; Avey et al., 2010; Culbertson et al., 2010). However, studies focusing on this bilateral relation have increased over the past decade (Avey et al., 2010; Culbertson et al., 2010; Youssef and Luthans, 2013; Chawla and Sharma, 2019). In consideration of the researches, the first hypothesis of the study is as follows:

1.H₁: Psychological capital affects employees' happiness at work significantly and positively.

5.2. The Relationship Among Workplace Environment Variables and Employee Happiness

The studies carried out on business life and happiness for the last three decades have proven that workplace environment characteristics are effective on both psychological and physical well-being (Powell, 2011). Job characteristics that are perceived to be positive and compatible with the employee have been proven to have positive effects on employee happiness (Grant, Fried and Jullierat, 2011: 425; Joyce, Critchley and Bambra, 2010: 2; Robone, Jones and Rice, 2008; Lennon, 1994: 5-7). Additionally, the presence of a correlation between happiness and workplace environment variables has been suggested (De Jonge, Dormann, Jahnssen, Dollard and Nijhuis, 2001: 39; Parker, Chmiel, and Wall, 1997).

On the other hand, it has been emphasized that role conflict and role ambiguity cause stress about one's role and these two factors have a negative relation with occupational satisfaction (Jackson and Schuler, 1985; Chang and Hancock, 2003: 160; Tarrant and Sabo, 2010). Tubre and Collins (2000: 156), also draw attention to many other studies that find a positive relationship between stress and role conflict and role ambiguity. Kahn et al. (1964) on the other hand, state that role conflict and role ambiguity cause an increase in intention to quit the job, job stress, and anxiety. Excessive workload is one of the significant job-stress creating factors that has also been proven to have negative effects on one's happiness by various studies (Geurts, Kompier, Roxburgh and Houtman, 2003; Ilies, Dimotakis, and De Pater, 2010). Within the scope of the researches, it is seen that role ambiguity and role conflict have negative effects on the happiness of employees and unhappiness comes off as job dissatisfaction, decrease in job performance, and quitting one's job. On the other hand, supervisor support is an important resource that has a significant contribution to employee happiness (Gilbreath and Benson, 2004: 266). In other words, a high level of interaction between leaders and their followers, leaders' support, and interest are the premises for workplace happiness (Van Dierendonck, Haynes, Borrill and Stride, 2004: 171). Following the information mentioned afore, it is possible to state the research as follows:

2.H_{1a}: "Supervisor support" of the workplace environment variables affects workplace happiness significantly and positively.

2.H_{1b}: "Role conflict" of the workplace environment variables affects workplace happiness significantly and negatively.

2.H_{1c}: **“Role ambiguity”** of the workplace environment variables affects workplace happiness significantly and negatively.

2.H_{1d}: **“Workload”** of the workplace environment variables affects workplace happiness significantly and negatively.

2.H_{1e}: **“Job characteristics”** of the workplace environment variables affect workplace happiness significantly and positively.

5.3. The Role Of Psychological Capital Between Workplace Environment And Employee Happiness

It is known that workplace environment variables affect employee’s psychological and psychosomatic health such as stress, depression, and burnout. However, it has been emphasized that when the psychological capital level of the employee is higher, the negative effects of stress causes such as workload and role ambiguity, which can be considered as of the workplace environment variables, shall decrease (Brown, Jones, and Leigh, 2005; Lent and Brown, 2006; Hmieleski and Carr, 2008). As stated before, one’s job is not considered as only a means that provides economic returns, it also creates a kind of environment where needs are met and opportunities to achieve goals are created. Although the private sector does not assure the employees’ job security, it is capable of meeting employees’ self-realization and development needs by motivating them through focusing on skill enhancement. This relation, which is to be considered within the scope of the job demands-resources modeling (JD-R- Bakker and Demerouti 2007) explains that the individual meets his/her needs with the resources offered through his/her job. Workplace environment variables, in this perspective, directly and significantly affect an individual’s happiness. When an employee feels supervisor support and believes that job characteristics do not affect him/her negatively, acquisition and protection of these resources help one feel strong in terms of psychological capital (optimism, self-sufficiency, hope, endurance). In this perspective, higher levels of psychological capital of the employees shall enhance the positive effect in workplace environment variables that support an employee positively (perceived support and positive job characteristics) and happiness relation. The third hypothesis based on the previous ones is as follows:

3.H_{1a}: Psychological capital has a moderating role while **“supervisor support”** of the workplace environment variables affects workplace happiness significantly and positively.

3.H_{1b}: Psychological capital has a moderating role while **“role conflict”** of the workplace environment variables affects workplace happiness significantly and negatively.

3.H_{1c}: Psychological capital has a moderating role while **“role ambiguity”** of the workplace environment variables affects workplace happiness significantly and negatively.

3.H_{1d}: Psychological capital has a moderating role while **the “workload”** of the workplace environment variables affects workplace happiness significantly and negatively.

3.H_{1e}: Psychological capital has a moderating role while “job characteristics” of the workplace environment variables affect workplace happiness significantly and positively.

Based on the hypotheses, the research model is presented below:

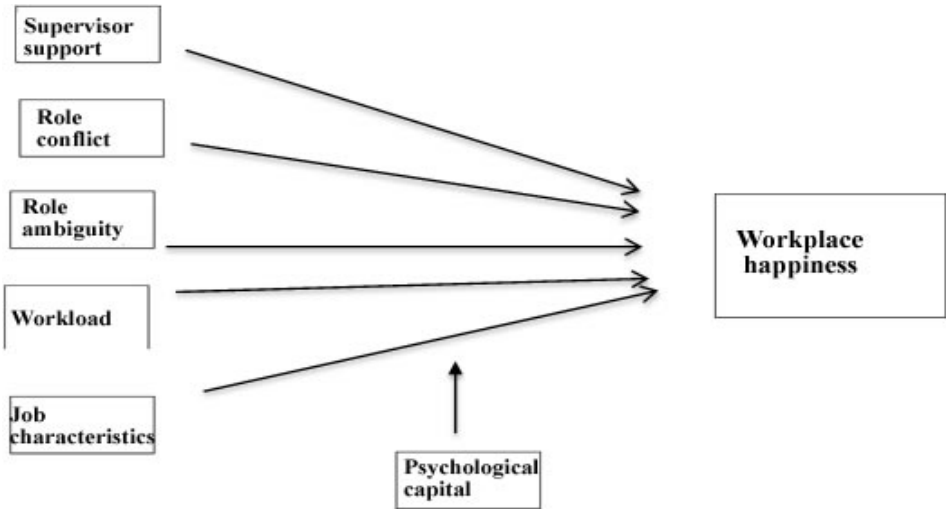


Figure 1: The Proposed Research Model

6. METHODOLOGY

6.1. The Sample

The sample of the study consists of employees actively working in different sectors. 519 people, selected by convenience sampling method, participated in the research of the study. 59.9 % (n=311) of the participants is female; 40.1% (208) is male; 14.3% (n=74) is doctor; 17.9 % (n=93) is nurse; 26.7 % (n=139) is teacher; 19.7 % (102) is police officer and 21.4 % (n=111) is academician. The average age of the participants is 35.9 with an average business experience of 12.7 years.

6.2. Research Scales of the Study

Psychological Capital: “The Psychological Capital Survey” developed by Luthans et al. (2007) has been used for measuring the psychological capital levels of the participants. The survey includes the four dimensions (self-sufficiency, hope, optimism, and flexibility) and 24 items in total for determining the psychological capital of the participants. A six-point Likert-type scale has been used to obtain the answers. The reliability and validity checks have been made by Erkuş and Afacan-Fındıklı (2010). The Cronbach alpha coefficient for reliability is .90. The four-factor structure was confirmed as a result of the confirmatory factor analysis (Chi-Square: 497.12, df=163, RMSEA: .060, CFI: .93, GFI: .92, AGFI: .90).

Workplace Environment Variables: The data relating to role ambiguity and role conflict have been gathered using the scale by Rizzo et al. (1970). While measuring job characteristics, the scale by Hackman and Oldham (1980) has been used. Besides, the scale developed by Bolino and Tunley (2005) has been used for measuring workload and the scale by Babin and Boles (1996) for supervisor support has been used while gathering data related to workplace environment variables. A five-point Likert-type scale has been used to obtain the answers. The Cronbach alpha coefficients of the scales for reliability are respectively as follows: .78; .67; .66; .71 and .75. Unidimensional exploratory factor analysis has been used for testing the structural validity of the scales and the variance of the scales are stated to be respectively 55.85; 69.54; 54.77; 57.44 and 6.80. One item from each of job characteristics and workload scales with lower factor scores and that reduces the stated variance has been excluded from the scale.

Workplace Happiness: Finally, workplace happiness levels of the participants have been tried to be determined through a business life adapted version (Şimşek et al., 2011) of the scale developed by Şimşek (2009). The scale consists of 24 items and 4 dimensions. A five-point Likert-type scale has been used to obtain the answers. The reliability and validity checks have been made by Şimşek et al. (2011). The Cronbach alpha reliability coefficient is .80. The Four-factor structure was confirmed by confirmatory factor analysis. 3 items with lower factor scores have been excluded (Chi-Square=774.77, df=173, RMSEA: .078, CFI:.91, GFI:.90, AGFI:0.86).

7. RESULTS

An initial correlation analysis has been applied to the obtained data in order to check relations. The analysis results are given in chart 1 which indicates that the relation among the variables within the context of the study hypotheses exist and carrying out a regression analysis is reasonable. Besides, the study has been checked using Common Method Bias and Exploratory Factor Analysis in terms of variables. As a result of the analysis, the total variance for all variables has been found to be 17.66 but no common method bias has been observed. At the end of this phase of the study, the data were applied to a moderated segmented regression analysis. In this context, control variables such as gender, age, work experience, and education were involved in the model at the first stage. At the second stage, workplace environment variables (role conflict, role ambiguity, workload, job characteristics, and supervisor support) were added. Similarly, psychological capital at the third stage and terms related to psychological capital-workplace environment variables relation (psychological capital X workplace environment variables) were involved in the fourth, which is the last, stage, and their effects on workplace happiness were analyzed.

Table 1
Averages, Standard Deviation, and Correlation Score

	Avg.	S.D	1	2	3	4	5	6	7	8	9	10	11
1.Workplace happiness	3,82	,648	1										
2.Supervisor support	3,35	1,03	,32**	1									
3.Role conflict	2,55	,83	-,24**	-,07	1								
4.Role ambiguity	1,84	,78	-,32**	-,16**	,22**	1							
5.Workload	3,22	,71	-,04	-,02	,09	-,13**	1						
6.Job characteristics	3,33	,71	,28**	,15**	-,23*	-,03	-,04	1					
7.Psychological capital	4,80	,65	,40**	,12**	-,23**	-,45**	-,02	,05	1				
8.Age	35,9	8,7	,13**	-,03	-,03	-,01	-,05	,01	,03	1			
9.Gender	,40	,49	-,07	,00	,05	,12**	-,07	-,10*	-,15**	,15**	1		
10.Work experience	12,6	8,1	,14**	-,02	-,05	-,04	-,05	-,03	,04	,88**	,12**	1	
11.Education	14,4	2,3	,01	-,03	-,04	,07	-,04	,12**	-,01	,15**	-,01	,05	1

n=519

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2

Results of moderated segmented regression analysis on the effects of psychological capital and job characteristics on workplace happiness

Variables	FIRST STAGE		SECOND STAGE		THIRD STAGE		FOURTH STAGE	
	β	t	β	t	β	t	β	t
Age	.07	.70	.06	.68	.06	.71	.06	.74
Gender	-.09*	-2.02	-.04	-1.05	-.01	-1.19	-.02	-.44
Work experience	.09	.94	.09	1.03	.08	.10	.08	.95
Education	.00	-.07	-.07	-.24	-.01	-.28	-.01	-.20
Supervisor support			.25***	6.27	.23***	6.16	.22***	6.03
Role conflict			-.11**	-2.72	-.07	-1.89	-.010*	-2.47
Role ambiguity			-.25***	-6.21	-.14***	-3.25	-.15***	-3.52
Workload			-.06	-1.58	-.04	-1.09	-.04	-1.12
Job characteristics			.21***	5.16	.21***	5.34	.19***	4.77
Psychological capital (PsyCap)					.28***	6.74	.26***	5.90
Supervisor support X PsyCap							.08*	2.22
Role conflict X PsyCap							.00	.01
Role ambiguity X PsyCap							.08*	2.00
Workload X PsyCap							.00	-.08
Job characteristics X PsyCap							.09*	2.37
R ²	.03		.27		.33		.35	
Linear R ²	.02		.25		.32		.33	
F	3.68**		20.58***		24.70***		17.80***	

*p< 0.05. **p<0.01. ***p<0.001

Control variables were involved in the regression model at the first stage while workplace environment variables were involved at the second stage of the moderated regression analysis. According to the analysis results, control variables affect employee happiness. It is observed that workplace environment variables raise R² score from .02 to .26. In other words, whereas the control variables explain 2 % of the variance in the model, the explained variance of the model rises to 26 % with the involvement of workplace environment variables. When workplace environment variables are analyzed separately, it has been determined that supervisor support ($\beta = .25, p<.001$) and job characteristics ($\beta = .21, p<.001$) affect employee happiness positively while role conflict ($\beta = -.11, p<.01$) and role ambiguity ($\beta = -.25, p<.001$) affect negatively and significantly.

Psychological capital was involved in at the third stage. With this involvement, the explained variance of the model rises from 26 % to 32 %. Psychological capital ($\beta = .28, p<.001$) affects the happiness level of the employees significantly and positively. At this stage, the effects of supervisor support, role conflict, role ambiguity, and job characteristics also exist.

At the fourth and the last stage of the analysis, in order to determine the moderating effect of psychological capital, interaction variables were involved in the model. It has been observed that with the involvement of the interaction terms the explained variance rises

by 33 %. At this stage supervisor support, role conflict, role ambiguity, job characteristics, and psychological capital variables have been observed to be effective as well. Supervisor support-psychological capital ($\beta = .08, p < .05$), role ambiguity-psychological capital ($\beta = .08, p < .05$) and job characteristics-psychological capital ($\beta = .09, p < .05$) interaction variables have been determined to affect the employee happiness significantly and positively. Within this context, the significance of supervisor support, role ambiguity, and job characteristics relations under the conditions when psychological capital, which is a regulating variable, is either high or low has been tested with the regression curve. As it is clearly seen in Figure 1, in the relationship between supervisor support and happiness the effect is significant when psychological capital is low ($\beta = .11, p < .000$). Under the conditions when psychological capital is high, the relation has been observed to be significant as well ($\beta = .23, p < .000$). Psychological capital has a regulating role in the relationship between workplace happiness and supervisor support, which means that H2A is confirmed.

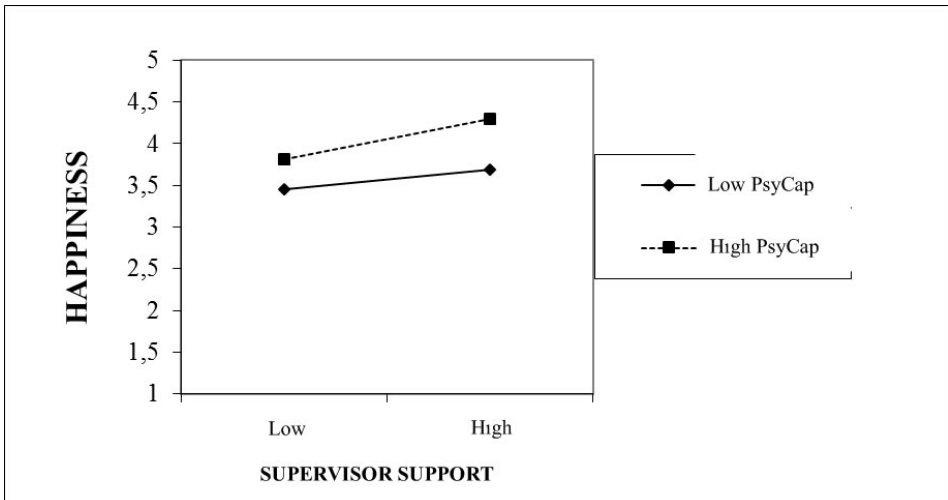


Figure 2: Happiness, Supervisor Support and Psychological Capital Relationship

As it is seen in Figure 2, the relationship between role ambiguity and happiness is significant when psychological capital is low ($\beta = -.21, p < .000$). The relation is also significant when psychological capital is high ($\beta = -.09, p < .05$). Psychological capital has a regulating role in the relationship between happiness and role ambiguity, which means that H2C is confirmed.

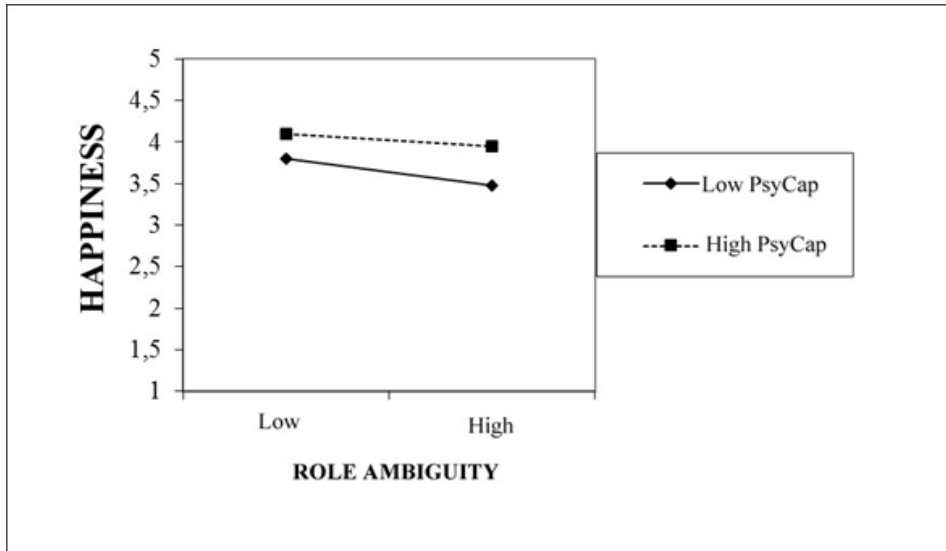


Figure 3: Happiness, Role Ambiguity and Psychological Capital Relationship

As it can be seen in Figure 3, the relation between job characteristics and happiness is significant when psychological capital is low ($\beta = .14, p < .01$). The relation is also significant and the level of the relation rises when psychological capital is high ($\beta = .32, p < .000$). Psychological capital has a regulating role in the relationship between happiness and job characteristics, which means that H2E is confirmed.

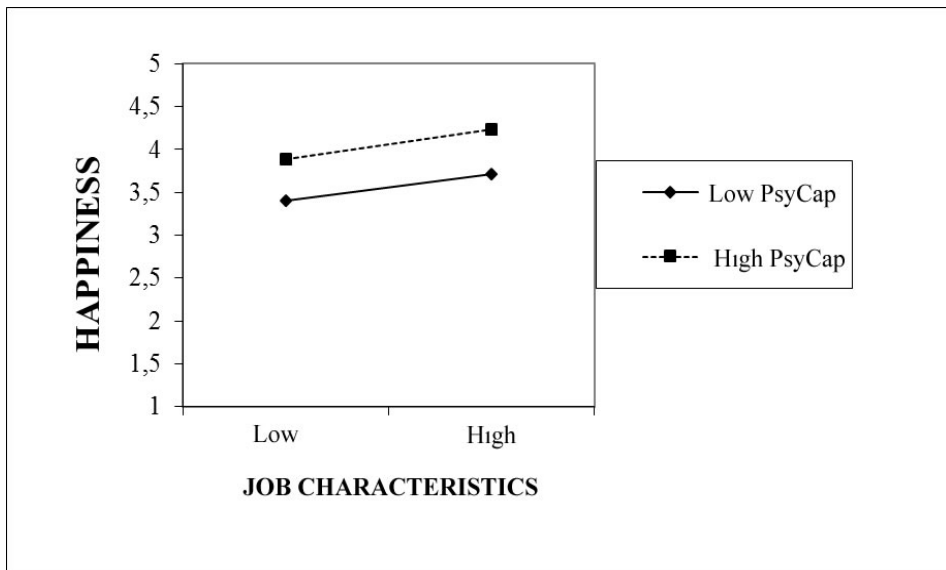


Figure 4: Happiness, Job Characteristics and Psychological Capital Relationship

8. DISCUSSION AND CONCLUSION

Increasing competition in today's business life makes the productivity of individuals and their contributions to organizations more important day by day. Unlike the traditional perspective, positive psychology attaches more importance to individual development and employee happiness for increasing productivity and performance and states that the employees shall be more productive and successful if they feel happy. It is observed that positive psychology, accordingly positive organizational behavior studies have become more popular in terms of employee wellbeing and happiness. In this context, this study seeks to investigate the relationship among workplace happiness, work environment variables, and psychological capital.

Particularly, individual and institutional factors that affect workplace happiness have been analyzed together and their potential effects on both the task to be fulfilled and the institution have been tried to be figured out in the study. For this purpose, the effects of psychological capital and workplace environment variables (role conflict, role ambiguity, job characteristics, workload, and supervisor support) on the employees' happiness have been examined and significant findings related to both of the positive psychology concepts have been obtained. Another contribution of this study is its two-stage designed research model. According to the research model, the direct effects of workplace environment variables and psychological capital on the workplace environment are being analyzed at the first stage while the relation that emerges as a consequence of the interaction of psychological capital with workplace environment variables (by means of moderated segmented regression analysis) are being analyzed at the second stage.

As a result of the analysis at the first stage, it has been determined that role ambiguity and role conflict of workplace environment factors, which are considered as institutional factors, negatively affect employee happiness whereas supportive job characteristics and supervisor support have been found to have significant positive effects. It has been observed that supervisor support is an important support for employee happiness as already stated by Gilbreath and Benson (2004). This finding, in which supervisor support stands out as a premise for workplace happiness, is also in accordance with the study by Van Dierendock et al. (2004). On the other hand, it has been understood that the job demands-resources theory supports the relation among research variables just like the assumptions. Supervisor support and supportive job resources affect the employees' workplace happiness (Bakker and Demerouti, 2017). It is observed that the social relations frequency of an employee, which is of the supportive job characteristics, also affects employee happiness (Cote, 2014). This study, once again, confirms the positive effects of supportive job characteristics on happiness in the event that they are perceived by the employee positively (Robone, Jones and Rice, 2008; Joyce, Critchley and Bambra, 2010).

On the other hand, the psychological capital that one has directly affects the happiness of an individual as an important personal resource (Hmieleski and Carr, 2008). The optimistic attitude that one has due to the belief that he/she shall be successful not only at

present but also in the future as a result of the high level of self-sufficiency (Seligman and Csikszentmihalyi, 2000; Carver and Scheier, 2003) and one's high level of hope (Synder et al., 1997) enhance one's endurance (Masten, 2001). It is obvious that these mentioned four sub-dimensions do not have stable and continuous characteristics unlike personality or centric self-evaluation. An employee makes evaluations depending on the conditions and updates deductions related to him/herself. In this respect, psychological capital and its sub-dimensions are stated to be a set of characteristics that can change and develop through experience or training for the enhancement and canalization of personal and organizational performance (Luthans et al., 2007; Hmieleski and Carr, 2008). The results of the analysis determine that psychological capital affects employee happiness both solely and as a result of its interactions with workplace environment variables.

In conclusion, based upon supervisors' function as a bridge between senior management and the employees, the importance of establishing open-door policies; enabling supervisors to spend time with employees; caring for employees, and acting as a role model without ignoring the fact that supervisor support is an important resource for the employees comes out once again. Besides, it is concluded that HR practices that enable the employees to feel satisfied with their self-evaluation with intra-organizational training and development intentions, shall both enhance employee commitment and contribute to the formation of ideas that support their innovativeness both in the short and in the long terms.

Suggestions for Further Studies

Recent studies practice upon a new mechanism while explaining the individual and organizational outputs of the perceived supervisor support and supportive job characteristics. An employee's emotion-regulation ability is being described as an important personal resource in the literature. An employee with emotion-regulation ability is able to manage the problems he/she encounters in his/her workplace environment in a better way and leads him/herself immediately to other resources such as colleagues' social support, to increase inner motivation in the event that resources are limited. In this way, he/she can increase individual well-being and happiness levels. Emotion-regulation ability (ERA) is defined as the capacity of managing both others' and one's emotional states (Cote, DeCelles, McCarthy, Van Kleef and Hideg, 2011). This special emotional intelligence skill is considered as an important dimension that can positively affect the psychological well-being of individuals (Merida-Lopez, Extremera, Quintana-Orts and Rey, 2019).

From this point of view, it is suggested to use emotion regulation ability (ERA) while examining these relationships in the local literature.

Study Constraints

In the collection of research data, only employee perspectives and evaluations have been used. Confirmation for the absence of a common method bias problem has been tried to be provided both through sufficient structural validity of the variables and by involving several control variables in the analyses (Conway and Lance, 2010).

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