Determination of Factors Affecting Academician's Happiness Level: Scale Development Research

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ABSTRACT

The purpose of the current study is to explore the joint effects of the love of money, professional development, and career anxiety on Turkish academics' levels of happiness. To that end, we have constructed two different measurement models to examine the hypothesized relationships. According to the findings of Model 1, a) professional development contributes to increased levels of love of money, and happiness, b) the love of money contributes to increased levels of happiness, and c) love of money has a mediating role in the relationship between professional development and happiness. Of the control variables, only age has a moderating effect (buffering) on the aforementioned mediation model. According to the findings of Model 2, d) career anxiety causes the love of money to increase and happiness level to decrease, e) love of money has no significant effect on happiness level, and f) love of money does not have a mediating role in the relationship between career anxiety and happiness level. The age variable has a moderator effect on the relationship between career anxiety and happiness level.

Key Words: *Career Anxiety, Happiness Level, Love of Money, Professional Development*
JEL Classification: *M10*

Akademisyenin Mutluluk Düzeyine Etki Eden Faktörlerin Belirlenmesi: Ölçek Geliştirme Araştırması

ÖZ

Araştırmanın amacı, para sevgisi, mesleki gelişim ve kariyer kaygısının Türk akademisyenlerin mutluluk düzeyleri üzerindeki ortak etkilerini araştırmaktır. Bu amaçla varsayılan ilişkileri incelemek için iki farklı ölçüm modeli oluşturulmuştur. Model 1'in bulgularına göre, a) mesleki gelişim, para sevgisi ve mutluluk düzeylerinin artmasına katkıda bulunur, b) para sevgisi mutluluk düzeylerinin artmasına katkıda bulunur ve c) mesleki gelişim ve mutluluk arasındaki ilişkide para sevgisinin aracılık rolü vardır. Kontrol değişkenlerinden sadece yaşın, yukarıda ifade edilen aracılık modeli üzerinde düzenleyici bir etkisi vardır. Model 2'nin bulgularına göre, d) kariyer kaygısı, para sevgisini artmasına mutluluk düzeyinin azalmasına neden olur, e) para sevgisi mutluluk düzeyi üzerinde anlamlı bir etkisi yoktur ve f) kariyer kaygısı ve mutluluk düzeyi arasındaki ilişkide para sevgisinin aracılık rolü yoktur. Kariyer kaygısının mutluluk düzeyi ilişkisinde yaş değişkeni düzenleyici etkiye sahiptir.

Anahtar Kelimeler: *Kariyer Kaygısı, Mutluluk Düzeyi, Para Sevgisi, Mesleki Gelişim*
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INTRODUCTION

Individuals pursue various goals in their ultimate search for happiness. Most of the lives of individuals are directed towards certain goals. This may be related to happiness. Happiness occurs when individuals reach personal goals, and unhappiness occurs when they cannot (Bagozzi, 2020). This shows that personal activities can be effective in the formation of happiness. In addition, there may be many factors that can affect the happiness level of individuals. Today, it is thought that there is a need to investigate the level of happiness of academics who have a share in the creation, use, and transfer of knowledge to future generations. Based on this need, it is possible that the love of money, career anxiety, and professional development can shape the happiness of the academician. In addition, today's covid-19 period may also have an impact on the professional development, love of money, and career anxiety of the academician in terms of happiness.

The level of happiness contributes to the effective and productive results of the academicians operating in the academic working environment. An academic who is happy while carrying out his activities will be more motivated to work. In the research problem, the love of money, career anxiety and professional development variables are focused on the happiness level of the academician. Many internal and external factors, both material and moral, play a role in the interaction of these variables with each other. In today's economic, socio-cultural and psychological working conditions, academicians' professional development and love of money increase happiness, while career anxiety can have a decreasing effect on happiness. In addition, happiness is one of the factors that many people desire in their work environment and daily life. Determining the effects of love of money, professional development and career anxiety around this factor can contribute to the literature.

The higher education system is one of the most important units that provide information and technology-based services to society. In these units, teaching and research have become compulsory in order to successfully cope with globalization and increasing national challenges. In particular, the quality of service in higher education is greatly affected by the quality of human resources with professional development in terms of learning (Zeleke, 2012). In this respect, professional development can be affected by the working environment of academicians in higher education. The opportunities that organizations will provide to their employees play an active role in the production and continuity of knowledge. In addition, the desire to get status in academicians also contributes to their professional development.

One of the indicators of individual success is to earn more money (Ozbek, 2010). This situation may be especially related to the perception of the people around the individual. In addition, the individual himself may consider making more money as a success. The high love of money of academicians in the university environment can contribute to the basic motivation of their academic progress.

As the careers of academics progress, one of the common emotional states in daily life is anxiety (Foster, 2017: 6). Anxiety includes a planned attitude towards the future (Pouyaud, Vignoli, Dosnon & Lallemand, 2012). This attitude may be

directed towards the material or moral losses of the academician regarding the future. Especially in academic activities, both individual and environmental (in terms of institutional or social environment) uncertainties can cause an increase in the level of anxiety. Since this situation creates anxiety in individuals, it is highly that their happiness levels will likely be negatively affected. In addition, high career anxiety can lead to an increase in the individual's love for money in terms of financial losses.

I. CONCEPTUAL FRAMEWORK
A. Professional Development

The focus of professional development is knowledge and skill development (Zou, 2019). Developing the teaching and learning of academics in developmental environments is also related to their professional development (Ferman, 2002). In this respect, the professional development of academicians has a key role in the development and presentation of values related to sustainability. The academician must have the understanding and capacity to convey information (Holdsworth, Wyborn, Bekessy & Thomas, 2008). This situation reveals the necessity of the academician to perform actions that can personally contribute to his or her attention in academic activities.

In terms of academic working environments, especially when organizational differences (such as organizational incentives, colleagues, resource supply) are taken into account, it may have effects on the professional development of academics. Relationships between employees (in terms of subordinates or co-workers) in an academic work environment can have implications for their professional development. The professional development of academicians makes significant contributions to their career advancement. This situation may also affect the concerns of academicians about their careers in terms of professional development. Because human beings, who have concerns about the future, can perform many activities in business life with the effect of these concerns.

In addition to the financial expectations of today's academicians from their organizations; respect, participation, job satisfaction, effective communication, and professional development (Kanbul & Guldal, 2019). The professional development of the academicians in their limited time in their activities should not be considered as an extra activity, but as a necessary element for their practical gains directly for their work (Ferman, 2002). The informal network of connections, social capital, and organization of academics in their activities contribute to their professional development. This shows that interacting with colleagues who are in dialogue within the organization can also be taken into account.

B. Love of Money

The root of institutional problems and unethical behavior in organizations is related to money and love of money (Tang & Chiu, 2003). While high love of money in individuals will decrease ethical behavior, low love of money will increase ethical behavior. In this case, positive employee behaviors such as voluntary actions, tolerance and citizenship behavior will be revealed to work in the best way in the organization with ethical behavior (Widiani, Putri, Sari &

Wirajaya, 2019). In this context, the disruptions that can be caused by the employees who want to earn more income in the organization can be effective. In addition, the fact that employees do not specialize in their professional activities and do not have sufficient development regarding their activities may also affect this situation. As a result, it is observed that high love of money leads to unethical behavior. Therefore, low love of money creates more acceptable results for the organization. However, when evaluated individually, high return expectations in the individual and goals outside the organization can be effective. In this case, the love of money can increase the happiness of the individual and make it easier to reach his personal goals.

In the literature, it is emphasized that the love of money (rich, motivating, success, power, respect, and importance) is associated with unethical behavior intention, low life, and wage satisfaction (Tang & Liu, 2012). For individuals with little love of money among academics, income is less considered. Low wage expectation leads to high wage satisfaction. In this case, it is observed that the relationship between income and wage satisfaction may be weak in academics with low love of money. Managers state that wage increases of the same amount will not make academics with high or low love of money equally happy. This situation reveals that those with a high love of money can be motivated not by equality but by money (Tang, Luna-Arocas, Sutarso & Tang, 2004). In this respect, the love of money of academics in the research; professional development was evaluated as a mediating variable in terms of career anxiety and happiness level. Especially those with a high love of money may have higher levels of happiness depending on their income. In addition, income increases due to professional development can also increase the love of money. Academics' concerns about their careers can contribute to their love of money. Because career anxiety for the future can increase the commitment to money to higher levels. In this case, depending on the career anxiety in the academy, it may lead to an increase in the love of money.

C. Career Anxiety

In the literature, it is emphasized that there is a serious relationship between anxiety and career indecision (Fuqua, Seaworth & Newman, 1987). When career anxiety and indecision are not resolved, individuals, regardless of a real career decision, may become less committed to their careers, experience less satisfaction, and not actively contribute to society despite their extensive education and knowledge (Daniels, Stewart, Stupnisky, Perry & Verso, 2011). When evaluated in terms of academics, they may experience publication anxiety in their research (Coulthard & Keller, 2016). This situation may cause uncertainty and more anxiety in the future goals of the academician. In addition, material or moral disruptions that may occur in academic progress can have significant effects on the career anxiety of academicians.

Reducing career anxiety can contribute to increased academic performance (Boo et al., 2021: 12). An academic who has career anxiety in his organization may feel psychologically uncomfortable. This discomfort can lower the level of happiness. Career anxiety can increase the academic's love of money due to

financial worries about the future. The academician's concern about his career may also be related to his status. In other words, the failure of the effort to get status can trigger the level of anxiety.

D. Happiness Level

Happiness is an emotional component of subjective well-being. The emotional essence of happiness is related to people's lived experiences (Bartram, 2012). Creating thoughtful and cooperative environments for other individuals contributes to increasing the happiness of the individuals around them (Steel & Ones, 2002). This shows that many factors can affect the happiness of individuals. In that case, the happiness levels of the employees in the working environment; It is observed that it can be shaped by the practices of colleagues, subordinates and superiors. In addition, the individual's personal perspective on happiness, expectations from the environment, and emotional aspects may also have an impact on the level of happiness.

Most previous studies examining individual cognitive-motivational factors and happiness have evaluated happiness as a result of an individual's cognitive-motivational orientation. In subsequent studies in the literature, it has been emphasized that happiness is a concept that tries to explain academic motivation, behaviors, and results (Walker, Winn & Lutjens 2012). This shows that the happiness of academicians can be shaped by their motivation and behaviors. In addition, the evaluation of the individual activities and organizational outputs of the academician can also add meaning to the concept of happiness.

E. Literature and Hypotheses Development

Happiness can be a concept that shapes the activities of the academician. In today's academic environment, there can be many factors that can affect the happiness levels of academicians. In particular, happiness in academic productivity can be taken into account in terms of both national and international activities. In this context, it is thought that it can affect the happiness levels of academics with research problems; professional development, love of money, and career anxiety variables were investigated. Professional development in academia can make significant contributions to the happiness level of the individual. In addition, depending on the income of the individual, the love of money can also increase the level of happiness. The level of anxiety in the academy may cause the individual to be more worried about his future activities, and therefore the level of happiness may be negatively affected by this anxiety. In the research, the effects of the independent variables of professional development and anxiety level on the love of money and happiness level were tried to be explained with two separate models. In this respect, a framework has been created in the research regarding the factors that can affect the happiness levels of academics.

In general, professional development refers to the growth (development) of individuals (academics) in their profession (Musingafi & Mafumbate, 2014). For their professional development, academics are required to use resources and materials (such as computers) to reflect and further develop their disciplinary knowledge, learning, and teaching theories (conceptually), and to reflect on what

they have learned. In this respect, academicians need to balance their workloads that include teaching, research, and academic citizenship in their career progression (Cameron & Woods, 2016). This shows that for professional development, the individual must be able to use their existing resources effectively and efficiently in the academic activity environment. It may also be necessary for the organization to provide opportunities for the individual to develop himself. The financial expectations of academicians may be a variable that should be taken into account in terms of their professional development. The desire to obtain higher status and more financial income, especially through academic activities, can trigger professional development. Based on these explanations, the following hypothesis was developed.

H1. *Professional development will lead to an increased love of money.*

In the literature, it is stated that the attitudinal behaviors of individuals regarding money can make a difference in terms of public and private sector employees (Sardzoska & Tang, 2015). Individuals with a high love of money are more likely to use manipulative, exploitative and deceptive strategies (Tang & Liu, 2012). Most academics with a high love of money may feel that they never have enough money and are constantly satisfied with low wages. Also, for academics with a high love of money, more income will lead to greater wage satisfaction (Tang et al., 2004). Depending on the satisfaction, this situation can also contribute to the happiness of the academicians. Because income and happiness will have the right proportion for the individual. In this context, the following hypothesis has been developed.

H8. *The love of money will lead to an increase in the level of happiness. (Model 2-In terms of career anxiety)*

In the literature, Tang et al. (2004) revealed in their research on academics that the love of money has both a mediator and a moderator effect on the relationship between income and wage satisfaction. They emphasized that there is a significant and positive relationship in relationship between income and wage satisfaction for professors with a high love of money, but this relationship was not observed for professors with a low love of money. Tang, Luna-Arocas & Sutarso (2005) found in their research on academics (in the USA and Spain) that income increases men's love of money (but not women's). In their research, they stated that male American professors take the love of money into consideration more when comparing culture-specific pay equality. They emphasized that income leads to paying dissatisfaction among American professors and that the love of money is a mediator of income and pay dissatisfaction. In the light of the studies mentioned above, the following hypothesis can be developed.

H4. *Love of money plays a mediating role in the relationship between professional development and happiness level.*

In other studies in the literature; Luna-Arocas & Tang (2004) in their research on academics revealed that money does not have the same effect as a motivating force in individuals who have different approaches to the love of money (such as money-worshipping, careless admiration, and indifference). Tang et al. (2006) stated that I want to be rich variable creates a significant and significant

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difference in their research in which individuals reveal cultural differences in the love of money. They emphasized that individuals living in countries with a collectivist culture (such as China and South Korea) may consider the expression "I want to be rich" as unacceptable, while those with an individualistic culture (such as Belgium) may perceive this situation differently. Hall & Bowles (2016) emphasized in their research that transforming higher education into a machine for value production causes anxiety that increases productivity, and that this anxiety based on coercion may cause academic anxiety in individuals. Individual differences in anxiety depend on the occupational situation and threatening environments. The tendency to experience anxiety in a threat situation is independent of the normal situation (Vignoli, 2015). This situation can be especially effective in terms of working environments that academicians perceive as a threat. The negative situations they face in their academic activities and progress can have a significant impact on their financial situation and happiness level. In particular, the anxiety about the future financially or morally may create a desire to obtain more financial income. In addition, the presence of anxiety can cause a decrease in the level of happiness.

H9. *Love of money plays a mediating role in the relationship between career anxiety and happiness level.*

In the literature, intensive research has been carried out on the career anxieties of students. In the research, unlike the literature, the career concerns of the academicians for the future were examined. Since academics are taken into account in the research, indecision about their existing careers is not investigated. In the research, the concerns of academicians about their careers are investigated as a whole.

Happiness can be considered as a measure of social progress and an objective of public policy. The information obtained on happiness shows that continuity should be taken into account in the development of human capital. Also, there is no universal measurement method to measure happiness among employees in the organizational environment. However, individuals try to develop their time, motivation and abilities for success. In addition, individuals tend to improve themselves by reinforcing social relations, which may make it necessary to measure happiness in the organizational environment (Omar Ramdani, Mohd & Hussein, 2018). In this context, the professional development of the individual can make significant contributions to his/her happiness level. Based on the explanations, the following hypothesis can be developed.

H2. *Professional development will lead to an increase in the level of happiness.*

It is stated in the literature that the conditions in modern societies are not conducive to happiness. In this case, it is stated that many people have limited social relations, cannot obtain a meaningful job, materialism is dominant over spiritual values, they feel inadequate against others, and they are powerless against social-economic changes (Bartram, 2012). Kubatova (2019) stated in her research on the happiness levels of academicians that they often complain about the amount of work and their duties, and they work under time pressure. She emphasized that

academics experience uncertainty in their activities (in terms of publication acceptance or rejection, changing rules for their research and changing requirements for the number of publications, and lack of criteria). She stated in her research that publication pressure in the academy causes both stress and unhappiness.

Considering today's social structure, the fact that materiality is a dominant factor shows that the love of money can be a variable that should be taken into account. In addition, in such social environments, an individual's concerns about his career may increase their love for financial gains. The love of money can contribute significantly to the level of happiness in terms of finances. Considering that the conditions are not conducive to happiness, career-related anxieties can reduce the level of happiness of the individual. Considering the explanations, the following hypotheses have been developed.

H6. *Career anxiety will lead to an increase in the love of money.*

H7. *Career anxiety will cause a decrease in the level of happiness.*

In the literature, Tsou & Liu (2001) revealed that those with higher levels of education and those who are married are happier and that happiness is positively related to health and social participation, and negatively related to unemployment experience. They also emphasized that income is an important variable for happiness (it can buy happiness). Omar et al. (2018) emphasized that in their research on the happiness level of university employees, employees generally feel happy, and that the organization's carrying out improvement activities (such as wages and employee benefits) by considering positive psychology can create happier and more productive employees. Anjum & Islam (2021), in their research on workplace happiness of academics working at a private university; It was found that wage, interpersonal relations, the work itself, and autonomy and feedback variables contributed significantly to the level of happiness. In this regard, the following hypothesis can be developed.

H3. *The love of money will lead to an increase in the level of happiness. (Model 1-In terms of professional development)*

In the literature, Dilger, Lütkenhöner & Müller (2015) revealed that the happy feelings of academicians have a relationship with their research performance. Graham & Pozuelo (2017) in their research on the happiness levels of individuals in different countries; stated that individual character traits and the environment in which people live are effective in happiness. They emphasized that as age progresses, wisdom and composure begin to be compatible with reality, that those living in high-affluence areas may be happier, while those living in difficult conditions at low welfare levels may be less happy due to the stress and uncertainty around them. Benuyenah & Pandya (2020) emphasized that low happiness level is positively associated with low productivity and high happiness level is positively associated with higher productivity. Ghadi & Almanaga'h (2020) stated in their research on public university academics that empowering the leader in the organization enables employees to participate in administrative processes and take responsibility. They emphasized that this situation encourages excellence in

business behavior and that employees have positive reflections on happiness among themselves to achieve organizational goals. Thevanes & Jathurika (2021) revealed in their research on academics that happiness affects job satisfaction positively and significantly. In this case, they emphasized that while the university supports the happiness of the academician, it prepares an environment that supports more academic performance in the long run. The following hypotheses have been developed within the framework of the above-mentioned studies.

H5. *The age variable plays a moderator role in the relationship between professional development and happiness level.*

H10. *The age variable plays a moderator role in the relationship between career anxiety and happiness level.*

## II. METHOD, MODELS, DATA, PILOT APPLICATION
A. Method

In the research, convenience sampling method was used to provide access to academicians. The researcher needs to determine which non-probability (non-random) sampling technique to apply to his study. The technique to be used depends on the type, nature and purpose of the study. Convenience sampling method can be applied when subjects that are close to the researcher and more accessible to the researcher are selected. Convenience sampling can be used in both qualitative and quantitative studies (usually more in quantitative studies) (Etikan, Musa & Alkassim, 2016). Convenience sampling generally helps to overcome the limitations of research (Taherdoost, 2016). In this respect, taking into account the existence of the pandemic process in the research, the research questionnaire was sent electronically to the relevant academicians by e-mail. The research was carried out on academics working in 7 public and 11 foundation universities in Turkey in 2021. In the research, 490 data were obtained from public universities and 253 data were obtained from private universities. In the research, the data extraction method was applied to 743 data with the help of the SPSS package program. In the study, 36 data that did not show normal distribution were excluded from the research application. Results related to research models and demographic data were evaluated over 707 data.

The research application was carried out with the electronic questionnaire method. An electronic questionnaire (e-mail) was sent to an average of 10,000 academicians while determining the population of the research. In the research, feedback was received from a total of 743 academicians. In the sample of the study, 95% confidence level and 5% margin of error were taken into account. In the literature, it is stated that a sample of 384.16 people may be sufficient in studies with these ranges (Baştürk & Taştepe, 2013). Also in the literature, Krejcie & Morgan (1970) stated that for a universe of 10 000 people, a return of 370 people could represent the main mass. This research reveals that a total of 707 data obtained in practice are applicable. Data were collected for the available scales and validation was done.

B. Research Models

Figure 1. Models of Research
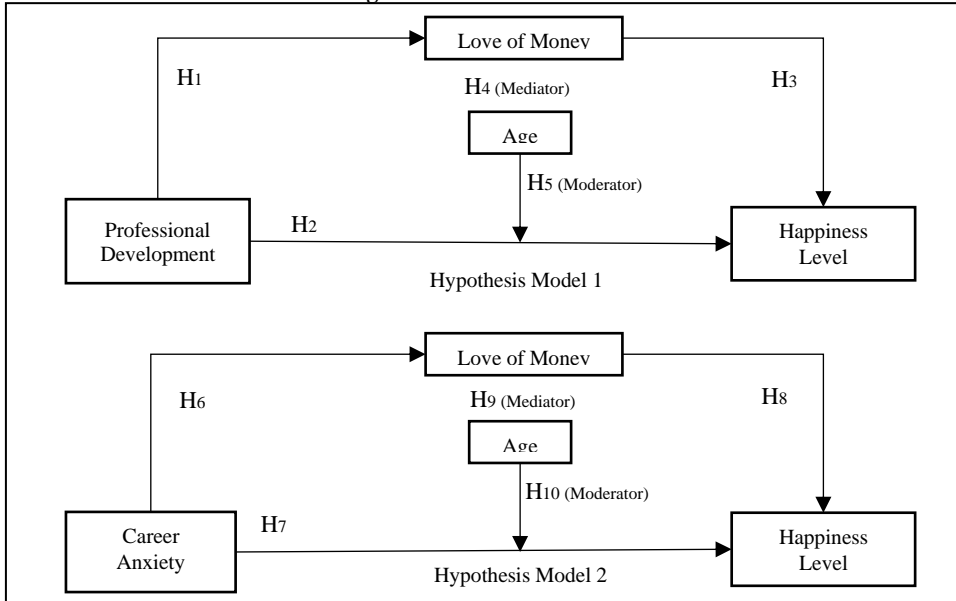
For the purpose of the research, it has been tried to reveal the effects of love of money, professional development, and career anxiety on the happiness level of the academician. In this respect, the effects of professional development and career anxiety are expressed with two different models. In the research, it was desired to compare the models in which professional development and career anxieties are effective. These two models are indicated in Figure 1 and related hypotheses are given.

C. Creating A Data Repository for Items

In the research, a question pool was created in order to measure the variables of "Happiness Level Scale (HL)", "Professional Development Scale (PD)", "Love for Money Scale (LM)", and "Career Anxiety Scale (CA)". In the research, a question pool of 10 items and 40 items in total was created to represent each scale. A 5-point Likert-type scale was used to determine whether these questions asked to the participants met the scale items. While creating the data pool for the research, the studies carried out in the literature on the subject were examined. While creating the scale questions related to the research, the scale questions were prepared by taking into account the personal and cultural values of the academicians. In addition, academics were asked questions about their fields of activity. The working environment in universities was generally taken into account in the preparation of the questions.

D. Pilot Study

In the pilot application of the research, 40-item scale questions were asked to 53 academicians. In the research, factor analysis was carried out on the items for which the pre-application was made, and 14 items with low factor loads and which

were not collected under the scale they represented were excluded from the final application. After the pilot application carried out in the research, 6 items for the "Happiness Level Scale", 6 items for the "Professional Development Scale", 7 items for the "Love of Money Scale", and 7 items for the "Career Anxiety Scale" were ultimately directed to the academics within the scope of the research. As a result of the results obtained, 26 items related to the scales were finally put into practice.

III. ANALYSIS RESULTS
A. Demographic Data
SPSS, AMOS, and GSCA programs were used in the research.

Table 1. Demographic Data

Gender	f	%	Public University	f	%	Private University	f	%
Man	334	47.2	Man	257	53.7	Man	77	33.8
Woman	373	52.8	Woman	222	46.3	Woman	151	66.2
Total	707	100.0	Total	479	100.0	Total	228	100.0
Age	f	%		f	%		f	%
25 age or under	19	2.7	25 age or under	11	2.3	25 age or under	8	3.5
26-32 age	197	27.9	26-32 age	126	27.3	26-32 age	71	31.1
33-39 age	199	28.1	33-39 age	131	26.3	33-39 age	68	29.8
40-46 age	132	18.7	40-46 age	97	20.3	40-46 age	35	15.4
47-53 age	88	12.4	47-53 age	70	14.6	47-53 age	18	7.9
54 age or over	72	10.2	54 age or over	44	9.2	54 age or over	28	12.3
Total	707	100.0	Total	479	100.0	Total	228	100.0
Income	f	%		f	%		f	%
6000TL or less	16	2.3	6000TL or less	2	.4	6000TL or less	14	6.1
6001-8000TL	326	46.1	6001-8000TL	179	37.4	6001-8000TL	147	64.5
8000-10000TL	187	26.4	8000-10000TL	174	36.3	8000-10000TL	13	5.7
10001TL or more	178	25.2	10001TL or more	124	25.9	10001TL or more	54	23.7
Total	707	100.0	Total	479	100.0	Total	228	100.0
Experience	f	%		f	%		f	%
1-5 years	281	39.7	1-5 years	159	33.2	1-5 years	122	53.5
6-10 years	152	21.5	6-10 years	100	20.9	6-10 years	52	22.8
11-15 years	74	10.5	11-15 years	63	13.2	11-15 years	11	4.8
16 years and above	200	28.3	16 years and above	157	32.8	16 years and above	43	18.9
Total	707	100.0	Total	479	100.0	Total	228	100.0
Public University	f	%	Private University				f	%
Adana Alparslan T. B.	21	4.4	Alanya Hamdullah E. P. U.				6	2.6
Akdeniz University	98	20.5	Antalya AKEV U.				7	3.1
Alanya Alaaddin K. U.	34	7.1	Antalya Bilim U.				20	8.8
Burdur Mehmet A. E.	90	18.8	Çağ University				5	2.2
Çukurova University	101	21.1	Toros University				17	7.5
Hatay Mustafa Kemal	80	16.7	Acıbadem Mehmet A. A. U.				15	6.6
Isparta Uygulamalı B.	55	11.5	Beykent University				68	29.8
Total	479	100.0	Beykoz University				17	7.5
			Biruni University				33	14.5
			Doğuş University				22	9.6
			Haliç University				18	7.9
			Total				228	100.0

The research was carried out on a total of 707 academics. Of the academicians participating in the research, 373 (52.8%) were female and 334

(47.2%) were male. A total of 479 academics are active in public universities and 228 academics in foundation universities. In terms of the age of the academicians, those aged 33-39 (28.1%), 26-32 (27.9%) and 40-46 (18.7%) are in the majority. In terms of monthly income, the majority of the academicians (326 people - 46.1%) stated that they have a monthly income of 6001-8000TL. Considering the experience in the research, the majority of the academicians with 1-5 years (281 people - 39.7%) experience is 16 years or more (200 people - 28.3%). When the participants of the research are examined in terms of their universities, Çukurova University (101 people - 21.1%) Akdeniz University (98 people - 20.5%), Burdur Mehmet Akif Ersoy University (90 people -18.8%), and Hatay Mustafa Kemal University (80 people - 16.7%)) are listed. When evaluated in terms of foundation universities, it is seen that Beykent University (68 people - 29.8%), Biruni University (33 people - 14.5%), and Doğuş University (22 people - 9.6%) constitute the majority.

Table 2. Overall Model Fit Result (GSCA)

Faktörler	Cronbach's Alpha	Rho	AVE
PD	0.857	0.896	0.596
LM	0.729	0.822	0.485
CA	0.794	0.851	0.451
HL	0.817	0.868	0.526

In studies conducted in the literature, it is stated that the Cronbach Alpha value, which gives the reliability of the internal consistency of the model, should be greater than 0.7 (Cronbach Alpha>0.07) (Henseler, Hubona & Ray, 2016). In studies, the fact that the Rho value is greater than 0.7 indicates that the scale items provide reliable results (Mamun, Muniady, Ibrahim & Nawi, 2018). AVE measures the amount of variance captured by the measurement items according to the amount of variance caused by measurement errors of a latent variable (Rahman, Memon, Azis & Abdullah, 2013). In addition, the mean explained variance (AVE) measures the internal consistency of the construct. In the literature, it is stated that the AVE value should be examined for convergent validity, and values of 0.50 and above provide sufficient convergent validity. In addition, it is emphasized that if the AVE value is less than 0.5 and the reliability values meet the literature, the research has an acceptable AVE value (Fornell & Larcker, 1981; Hair, Ringle & Sarstedt 2011; Manchanda & Mukherjee, 2014). Considering the values obtained as a result of the research, it is observed that the research generally has internal consistency rates, is reliable and the average explained variance values are within acceptable ranges within the framework of this reliability.

B. Exploratory Factor Analysis (EFA) Results Regarding the Scale

In the literature, it is stated that the lack or excess of variables determined for EFA will negatively affect the efficiency and meaning of EFA (Ledesma & Valero-Mora, 2007). To avoid these deficiencies and redundancies in the research, the scale questions were prepared in a balanced way. EFA was applied to the scales developed in the research, both separately and as a whole. Happiness level scale EFA results are as follows.

Table 3. Happiness Level Scale EFA Results (SPSS)

	Substances	Factor Load
MD1	I generally feel happy at work.	.695
MD2	My work-related activities make me happy.	.620
MD3	I am happy that my workplace meets my financial expectations.	.679
MD4	I am happy when my workplace meets my spiritual expectations.	.783
MD5	I am happy that my workplace for my job contributes to my development.	.815
MD6	I would be happy to continue my activities in this work in the future.	.740
KMO=.760, Chi-Square=1696.184, Sig.=.000, Variance=52.593, Cronbach's Alpha=.812		

In Table 3, 6 questions were asked to measure the happiness levels of academicians. Considering the factor loads obtained with the EFA results for this scale, the item MD5 (815) contributed the most to the scale. This item stated that they are happy that academicians contribute to the development of their workplaces. It is observed that the happiness level scale of academicians produces significant (Sig.=.000), valid (KMO=.760), and reliable (Cronbach's Alpha=.812) results. In addition, it is observed that the contribution of this scale to the total variance is 52.593%.

Table 4. Professional Development Scale EFA Results (SPSS)

	Substances	Factor Load
MG1	I search for innovations related to my job.	.767
MG2	I make an effort to overcome many of the problems I have at my job.	.725
MG3	I try to specialize in the issues related to my activities.	.844
MG4	I try to improve my skills so that I can do my job better.	.874
MG5	I try to increase my level of knowledge about my activities.	.860
MG6	I bear many costs (material and moral) to improve myself in my job.	.497
KMO=.876, Chi-Square=1982.576, Sig.=.000, Variance=59.621, Cronbach's Alpha=.837		

In the research, 6 questions were asked to measure the professional development of academicians. When the EFA result for the professional development scale was evaluated in terms of factor loads, MG4 (.874) contributed the most to the scale. With this item, academics stated that they are trying to develop their skills to do their jobs better. It is observed that the professional development scale of academicians generally gives significant (Sig.=.000), valid (KMO=876), and reliable (.837) results. It is seen that the contribution of the scale to the total variance is 59.621%. The results show that the scale is generally applicable.

Table 5. Love of Money Scale EFA Results (SPSS)

	Substances	Factor Load
PS1	The salary I receive is very important for the continuity of my activities.	.734
PS2	I am more than satisfied with the increase in my income related to my activities.	.682
PS5	The wage I get at my workplace is more important than many things (such as working hours, workload, personal rights).	.516
PS6	In my opinion, if there is no money in life, there is no happiness.	.768
PS7	Money is the key to many things.	.752
KMO=.658, Chi-Square=948.581, Sig.=.000, Variance=48.524, Cronbach's Alpha=.719		
Items Excluded from the Scale		
PS3 I don't like to spend unnecessarily. PS4 As long as I make a lot of money, I don't question where it came from.		

In the research, 7 questions were asked to measure the love of money of academicians. Considering the EFA result of the love of money scale, two items (PS3 and PS4) were excluded from the research application because they did not gather under the same factor loads. PS6 (.768) made the greatest contribution to the research scale. With this article, academics stated that if there is no money in life,

there will be no happiness. The validity of the academics' love of money scale was calculated as KMO=.658. The reliability of the love of money scale was calculated as Cronbach's Alpha=.719 and the total contribution to the explained variance was 48.524%. The results show that the love of money scale is generally applicable.

Table 6. Career Anxiety Scale EFA Results (SPSS)

	Substances	Factor Load
KA1	I am worried that my level of knowledge about my activities will not be sufficient in the future.	.607
KA2	It worries me if I think that I will not be able to continue my activities at my workplace.	.741
KA3	I worry about my career when I think about employment opportunities for my job.	.804
KA4	I may have to specialize in a different field outside of my field.	.636
KA5	The financial return of my job worries me.	.674
KA6	The moral dissatisfaction of my job worries me.	.603
KA7	Working in this profession is quite worrying.	.612
KMO=.820, Chi-Square=1308.209, Sig.=.000, Variance=45.143, Cronbac's Alpha=.793		

In the research, 7 questions measure the career anxiety of academicians. When the career anxiety scale was considered in terms of factor loads as a result of EFA, the item KA3 (.804) contributed the most to the scale. With this item, academics stated that they were worried about their careers when they thought about employment opportunities for their jobs. It is observed that the career anxiety scale of academicians generally produces significant (Sig.=.000), valid (KMO=.820), and reliable (.793) results. In addition, the total contribution of the career anxiety scale to the explained variance was calculated as 45.143%. The results obtained show that the career anxiety scale provides applicable results.

Table 7. All Research Scales EFA Results (SPSS)

	Substances	Factor Load				Eigen Value	Variance
		HL	PD	LM	CA		
MD1	I generally feel happy at work.	.648				3.841	16.004
MD2	My work-related activities make me happy.	.501					
MD3	I am happy that my workplace meets my financial expectations.	.668					
MD4	I am happy when my workplace meets my spiritual expectations.	.794					
MD5	I am happy that my workplace for my job contributes to my development.	.806					
MD6	I would be happy to continue my activities in this work in the future.	.729					
MG1	I search for innovations related to my job.		.751			3.277	13.654
MG2	I make an effort to overcome many of the problems I have at my job.		.695				
MG3	I try to specialize in the issues related to my activities.		.814				
MG4	I try to improve my skills so that I can do my job better.		.855				
MG5	I try to increase my level of knowledge about my activities.		.851				
MG6	I bear many costs (material and moral) to improve myself in my job.		.525				
PS1	The salary I receive is very important for the continuity of my activities.			.676		3.212	13.382
PS2	I am more than satisfied with the increase in my income related to my activities.			.620			

PS5	The wage I get at my workplace is more important than many things (such as working hours, workload, personal rights).	.547			
PS6	In my opinion, if there is no money in life, there is no happiness.	.774			
PS7	Money is the key to many things.	.745			
KA1	I am worried that my level of knowledge about my activities will not be sufficient in the future.		.636	2.599	10.830
KA2	It worries me if I think that I will not be able to continue my activities at my workplace.		.776		
KA3	I worry about my career when I think about employment opportunities for my job.		.784		
KA4	I may have to specialize in a different field outside of my field.		.579		
KA5	The financial return of my job worries me.		.581		
KA6	The moral dissatisfaction of my job worries me.		.621		
KA7	Working in this profession is quite worrying.		.549		

KMO=.827, Chi-Square=6788.542, Sig.=.000, Variance=53.870, Cronbac's Alpha=.746 / HL (MD1, MD2, MD3, MD4, MD5, MD6), PD (MG1, MG2, MG3, MG4, MG5, MG6), LM (PS1, PS2, PS5, PS6, PS7), CA (KA1, KA2, KA3, KA4, KA5, KA6, KA7). Items Excluded from the Scale: PS3 I don't like to spend unnecessarily. PS4 As long as I make a lot of money, I don't question where it came from.

Considering the results of the EFA for all variables in the study, the scale items were collected under the scale they belong to. In the study, only the PS3 and PS4 variables related to the love of money scale were excluded from the scale of the research. It has been observed that the results obtained from the research show valid (KMO=.827), meaningful (Sig.=.000), and reliable (Cronbach Alpha=.746) results. Considering the eigenvalues and the total contributions (53.870) to the explained variance, it seems to have applicable values. When the research scales were analyzed separately in terms of factor loads, the most contribution was made with the item MD5 (.806) in the HL scale. With this article, academicians stated that they are happy to contribute to the development of their workplaces. Considering the research PD scale, the most contribution to the model was made with the item MG4 (.855). They stated that with this item, academicians developed their skills to do their jobs better. Considering the LM scale in the study, PS6 (.774) contributed the most. With this article, academics stated that if there is no money in life, they will not be happy. In the study, on the CA scale, the most contribution was made with the item KA3 (.784). In this article, academics stated that they were worried about their careers when they thought about employment opportunities for their jobs. In general, the results of the EFA show that the research has applicable qualities.

C. Research Model 1 Analysis Result

Table 8. Model 1 GSCA-SEM Analysis Result

Model Fit	Value	Reliability Values	PD	HL	LM
SRMR	0.071	Alpha	0.857	0.817	0.729
FIT	0.465	Rho	0.896	0.868	0.822
AFIT	0.464	AVE	0.596	0.525	0.485
GFI	0.961				
Path Coefficient		Fornell-Larcker Criterion	PD	HL	LM
PD – LM	0.072	PD	0.772		
PD – HL	0.378	HL	0.382	0.725	
LM – HL	0.053	LM	0.072	0.08	0.697

In the literature, it is stated that the SRMR value, which expresses the model fit, should be less than 0.08 (SRMR<0.08) (Henseler et al., 2016). In addition, it is stated that the dimensions consisting of Fit, Afit, and SRMR are measured by the fit-goodness of fit model. It is emphasized that the fit score is close to 1, the GFI value is above 0.90, and the SRMR value is close to 0, which indicates a good fit of the model (Suryani, Sarmawa & Wardana, 2014). The aphid value is similar to the adjusted R^2 regression analysis. It can be used for model comparison. It is considered better to get the higher value in the models (Sani, 2013). It is observed that the fit criteria obtained for Research Model 1 generally have value ranges accepted in the literature.

In the literature, it is emphasized that the value expressed as the Fornell-Larcker criterion or discriminant validity should be higher than the row and column values in the diagonals (values given in bold font) (Fornell & Larcker, 1981). It is observed that all of the values obtained as a result of Research Model 1 have discriminant validity. In addition, it is understood that the reliability values have the confidence intervals accepted in the literature.

Table 9. Literature Indexes and Model 1 Analysis Result (AMOS)

Indexes	Explanation	Range	Source	Analysis Result
CMIN/DF	Chi-square/Degrees of Freedom	<3 good fit; <5 applicable	Danish vd., 2015	4.641
RMSEA	Root Mean Square Error	RMSEA≤0.08	Chakraborty vd., 2008	.072
GFI	Goodness of Fit Index	≥.85	Lee vd., 2021	.917
NFI	Norm Fit Index	≥.60	Chakraborty vd., 2008	.898
IFI	Increased Fit Index	>.90	Lee vd., 2021	.918
TLI	Tucker Lewis Index	>.90	Lee vd.,2021	.900
CFI	Comparative Fit Index	≥.90	Chakraborty vd., 2008	.917
PGFI	Parsimonious Goodness Fit Index	>.50	Lee vd., 2021	.671
PNFI	Parsimonious Normed Fit Index	>.50	Lee vd.,2021	.739
RMR	Root Mean Square Residuals	Perfect fit towards 0,<.1	Schreiber vd., 2006	.055

Considering the results of the research Model 1 analysis, it shows that the results of the analysis are generally within the value ranges accepted in the literature. These results reveal that the created model is applicable. The result for Model 1 is expressed in Figure 2.

Figure 2. Model 1 Analysis Result
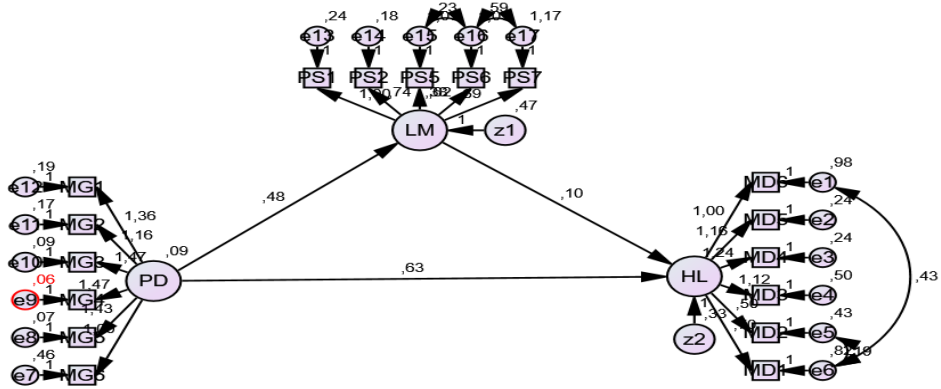
Considering the analysis of Model 1 in Figure 2, modifications were made between MD1-MD6, MD1-MD2, PS5-PS6, and PS6-PS7 in order to ensure full compatibility in the model. As a result of the analysis, the professional development of the academician increased his love of money. The professional development of the academician has also increased the level of happiness. In the study, the academician's love of money also increased the level of happiness. As a result, the love of money had a mediating effect on the effect of professional development on the level of happiness. The direct, total and indirect effects of Model 1 are given below.

Table 10. Research Model 1 Direct Impact, Total Impact, and Indirect Impact (AMOS)

Hypothesis	Effect	Direct Eff.(β)	Total Effect (β)	Indirect Effect (β)	S.E.	C.R.	P	Conclusion
H1: PD -> LM	(+)	.478	.478	-	.114	4.200	0.000	Accept
H2: PD -> HL	(+)	.828	.828	-	.133	6.240	0.000	Accept
H3: LM -> HL	(+)	.099	.099	-	.042	2.367	0.018	Accept
H4: PD->LM->HL	(Mediator)	.628	.675	.047	.115	5.464	0.000	Accept

Hayes (2009) stated that in the pathway analysis, the PD-HL pathway measures the direct effect of PD and that the product of the PD-LM and HL-LM pathways can reveal the indirect effect of PD from HL to LM. Zhao, Lync & Chen (2010) emphasized that the indirect effect of the multiplication of PD-LM and HL-LM pathways should be significant in the mediating effect. As a result of the Research Model 1 analysis, all four hypotheses were accepted, considering the direct, total, and indirect effects. In Hypothesis 1, it was observed that professional development affected the love of money positively (.478) and significantly (p=.000) (H1 Accepted). In Hypothesis 2, professional development positively (.828) and significantly (p=.000) affected the level of happiness (H2 Accepted). In Hypothesis 3, it was observed that the love of money affected the happiness level positively (.099) and significantly (p=.018) (H3 Accepted). In Hypothesis 4, it was observed that the love of money had a mediating effect (Indirect Effect β=.047 and p=.000) in the effect of professional development on the level of happiness (H4 Accepted).

The results show that professional development and love of money are very important in terms of the happiness level of the academician. Because the

academician's professional development also increases his love for money. This result shows that an increase in the income of the academician can also be expected depending on the professional development. In other words, professional development and love of money are directly proportional. It has been observed that the professional development of the academician significantly increases the level of happiness. This result reveals that the academician's professional development towards his activities will not cause any negativity (negative emotion, burden, etc.), on the contrary, it may contribute to his happiness. In the study, it was observed that the academician's love of money also increased the level of happiness. This situation shows that individuals' being able to maintain their lives financially more easily in daily life or having financial means and easily reaching the goals they want to reach can contribute significantly to their level of happiness.

In the study, the love of money had a positive mediating effect on the effect of professional development on the level of happiness. If the product of the path coefficients obtained in the literature is positive, it is stated that there is complementary mediation, and if it is negative, there is competitive mediation (Zhao et al., 2010). The fact that the path coefficients have positive values in the study shows that complementary mediation is effective. In other words, the love of money serves as a complement to the effect of professional development on the level of happiness. This result shows that not only professional development is sufficient at the happiness level of the academician, but also the love of money undertakes an important complementary task.

Table 11. Research Model 1 H5 Hypothesis Moderator Effect of Age Variable (Hayes)

R	R-sq	MSE	F	df1	df2	P
.3598	.1294	.4121	34.8368	3.000	703.0000	.0000
	Coeff	SE	t	P	LLCI	ULCI
Constants	4.2785	.0242	177.0299	.0000	4.2310	4.3259
ZPD_O	.2365	.0244	9.6782	.0000	.1885	.2845
ZAge	.0087	.0243	.3575	.7208	-.0390	.0563
Int_1	-.0422	.0243	-1.7376	.0827	-.0898	.0055
	R2-chng	F	df1	df2	P	
X*W	.0037	3.0193	1.0000	703.0000	.0827	
ZAge	Effect	SE	t	P	LLCI	ULCI
-1.0435	.2805	.0326	8.6066	.0000	.2165	.3445
-.3028	.2493	.0245	10.1771	.0000	.2012	.2973
1.1786	.1868	.0402	4.6473	.0000	.1079	.2657

The effect, size, sign, or strength of the independent variable (PD) on the dependent variable (HL) is governed by the influence of the moderator variable (Age) if it is predicted by it. It can be stated that age is a moderator of the effect of PD on HL and interacts with this situation. There are conditions under which the regulatory impact is large or small, present or not, positive or negative (Hayes, 2018). Considering the data obtained as a result of the research, it is seen that the model is generally significant (p=.000). However, in the research model, it is observed that the H5 hypothesis is rejected (Int_1 is meaningless, p=.0827). However, considering the low, middle, and high ages depending on age in the table, it was concluded that age has positive and significant moderator effects. In other words, it is seen that professional development has positive and significant effects on the level of happiness in low, middle, and advanced age academicians. In the

research, the effect of professional development of individuals with low age on the level of happiness is higher (.2805). In middle-aged individuals, the effect of their professional development on the level of happiness (.2493) is slightly less. In the study, the effect of professional development on the level of happiness (.1868) decreased even more in the elderly. Considering these results, it can be stated that the contribution of professional development to the level of happiness is higher in young academicians. In other words, the effect of professional development on the level of happiness decreased as the age of academicians increased. This situation reveals that the professional development of young academicians contributes more to the level of happiness.

D. Research Model 2 Analysis Result

Table 12. Model 2 GSCA-SEM Analysis Result

| Model Fit	Value	Reliability Values	CA	HL	LM
SRMR	0.073	Alpha	0.794	0.817	0.729
FIT	0.424	Rho	0.85	0.868	0.822
AFIT	0.422	AVE	0.451	0.526	0.485
GFI	0.951				
Path Coefficient		Fornell-Larcker Criterion	CA	HL	LM
CA – LM	0.343	CA	0.671		
CA – HL	-0.214	HL	-0.162	0.725	
LM – HL	0.152	LM	0.343	0.078	0.697

The test indices of GSCA analyzes are Fit, Afit, GFI, and SRMR. If even one of these variables has the goodness of fit, the model is considered applicable (Wismantoro, Himawan & Widiyatmoko, 2020). In the literature, it is stated that an SRMR value close to 0 and a GFI value of ≥90 indicate a good fit for the model (Sani, 2013). Goodness-of-fit criteria for Research Model 2 show that the study is generally applicable and that the model has the goodness of fit.

Table 13. Literature Indexes and Model 2 Analysis Result (AMOS)

Indexes	Explanation	Range	Source	Analysis Result
CMIN/DF	Chi-square/Degrees of Freedom	<3 good fit; <5 applicable	Danish vd., 2015	4.460
RMSEA	Root Mean Square Error	RMSEA≤0.08	Chakraborty vd., 2008	.070
GFI	Goodness of Fit Index	≥.85	Lee vd., 2021	.923
NFI	Norm Fit Index	≥.60	Chakraborty vd., 2008	.876
IFI	Increased Fit Index	>.90	Lee vd., 2021	.901
TLI	Tucker Lewis Index	>.90	Lee vd.,2021	.879
CFI	Comparative Fit Index	≥.90	Chakraborty vd., 2008	.901
PGFI	Parsimonious Goodness Fit Index	>.50	Lee vd., 2021	.675
PNFI	Parsimonious Normed Fit Index	>.50	Lee vd.,2021	.715
RMR	Root Mean Square Residuals	Perfect fit towards 0,<.1	Schreiber vd., 2006	.097

Considering the data obtained as a result of Research Model 2, it reveals that the research is generally applicable. It is also observed that the model created in the study generally has goodness-of-fit indices. The result for Model 2 is expressed in Figure 3.

Figure 3. Model 2 Analysis Result
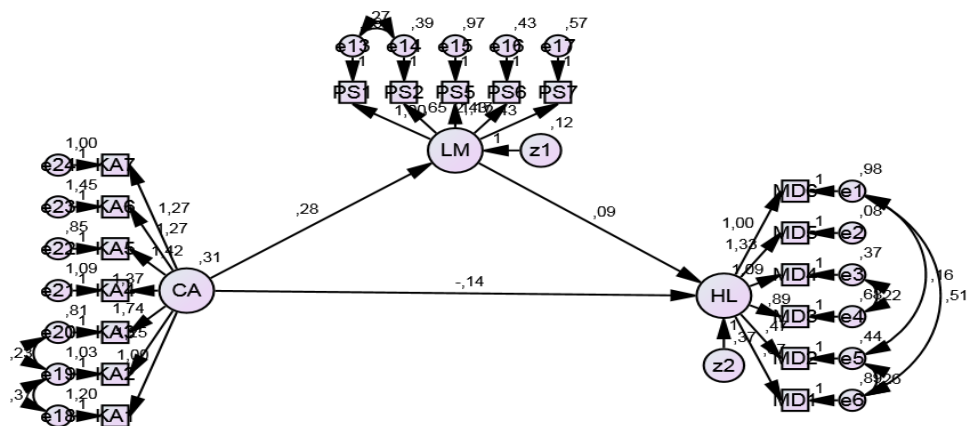
As a result of the Research Model 2 analysis, a modification was applied between KA1-KA2, KA2-KA3, PS1-PS2, MD1-MD2, MD3, MD4, MD1-MD6, and MD2-MD6 in order to ensure full compatibility within the model. As a result of the research, the career anxiety of the academician increased the love of money. The career anxiety of the academician caused a decrease in the level of happiness. The love of money did not have a significant effect on the level of happiness. Finally, the love of money does not have a mediating effect on the effect of career anxiety on the level of happiness.

Table 14. Research Model 2 Direct Impact, Total Impact, and Indirect Impact (AMOS)

Hypothesis	Effect	Direct E. (β)	Total E. (β)	Indirect E. (β)	S.E.	C.R.	P	Conclusion
H6: CA -> LM	(+)	.280	.280	-	.047	5.902	0.000	Accept
H7: CA -> HL	(-)	-.124	-.124	-	.055	-2.256	0.024	Accept
H8: LM -> HL	(+)	.090	.090	-	.085	1.063	0.288	Reject
H9: CA->LM->HL	(Mediator)	-.140	-.115	.025	.061	-2.290	0.022	Reject

As a result of the Research Model 2 analysis, two of the four hypotheses were accepted, considering the direct, total, and indirect effects. In Hypothesis 6, it was observed that career anxiety affected the love of money positively (.280) and significantly (p=.000) (H6 Accepted). In Hypothesis 7, it was observed that career anxiety had a negative (-.124) and significant (p=.000) effect on the level of happiness (H7 Accepted). In hypothesis 8, it was concluded that the love of money had a positive (.090) and insignificant (p=.288) effect on the level of happiness (H8 rejection). In Hypothesis 9, it was observed that the love of money did not have a mediating effect (Indirect Effect β=.027 and p=.022) on the effect of career anxiety on the level of happiness (since the LM-HL path was not significant, p=.288). The result for Model 2 is as follows.

The results show that career anxiety and love of money are important variables for the happiness level of academicians. Because the academician's anxiety about his career increases his love for money. This may be due to the fact that the academician may need the money more when he considers the possibility of financial losses for the future. In addition, the fact that there is a correct ratio between career anxiety and love of money supports this situation. In the study, it

was observed that the career anxiety of the academician decreased the level of happiness. This result reveals that the anxiety occurring in individuals has negative reflections on their happiness, and that anxiety and happiness have an inverse proportion. In Model 2, where career anxiety is effective, it has been observed that the love of money does not have a significant effect on the level of happiness. In Model 1, where professional development was effective, the love of money increased the level of happiness. These two situations reveal that professional development and career anxiety have different effects in terms of happiness and love of money.

Table 15. Research Model 2 H10 Hypothesis Moderator Effect of Age Variable (Hayes)

R	R-sq	MSE	F	df1	df2	P
.1764	.0311	.4586	7.5300	3.000	703.000	.0001
	Coeff	SE	t	P	LLCI	ULCI
Constants	4.2878	.0261	164.2515	.0000	4.2366	4.3391
ZCA_O	-.1139	.0262	-4.3439	.0000	-.1653	-.0624
Zage	.0053	.0264	.2016	.8403	-.0465	.0572
Int_1	.0501	.0254	1.9693	.0493	.0002	.1001
	R2-chng	F	df1	df2	P	
X*W	.0053	3.8781	1.000	703.000	.0493	
Zage	Effect	SE	t	P	LLCI	ULCI
-1.0435	-.1661	.0385	-4.3202	.0000	-.2417	-.0906
-.3028	-.1290	.0278	-4.6451	.0000	-.1836	-.0745
1.1786	-.0548	.0386	-1.4206	.15559	-.1305	.0209

Considering the results achieved in the research, it is observed that the model is generally significant (p=.001). It shows that the H10 hypothesis was accepted in the research model (Int_1 is significant, p=.0493). The product of dependent and independent variables (X*W) also revealed significant effects in the table. Considering the effect of career anxiety on the level of happiness at low, middle, and high ages depending on age, it is observed that the results show insignificant (p=.15559) results in high-aged individuals. In the study, it is seen that the rate of career anxiety-reducing happiness is higher (-.1661) in academicians with low age, this effect decreases slightly (-.1290) at moderate levels, and this effect becomes meaningless at high ages. These results can be stated that the level of career anxiety, especially in young academicians, lowers their happiness levels more. In other words, as the age of academicians increases, the negative effect of career anxiety on the level of happiness decreases and becomes meaningless. This situation reveals that the career anxiety of young academicians has more negative effects on the level of happiness. Career anxiety reduces the level of happiness, especially in young and middle-aged academicians.

CONCLUSION

As a result of the research, it is revealed that professional development, love of money, and career anxieties are the factors affecting the level of happiness in the organizational activities of academicians in general. The professional development of the academician increases both his happiness and his love for money. This situation reveals that development can be a source of happiness for academicians and depending on their expectations, they can show more commitment to money. While the academician's worries about his career decrease

his happiness, it increases his love for money. This shows that in academics, anxiety has a supportive effect on materiality and a lowering effect on spiritual happiness.

In the two models revealed as a result of the research, seven of the 10 hypotheses were accepted and three were rejected. When the results obtained are considered in general; In Model 1, the professional development of the academician increased his love of money (H1 Accepted). In addition, professional development significantly increased the level of happiness (H2 Accepted). In the study, the academician's love of money also increased the level of happiness (H3 Accepted). In Model 1, the love of money also had a mediating effect on the effect of professional development on the level of happiness (H4 Accepted). Finally, it was observed that the age variable did not generally have a moderator effect on the effect of the academician's professional development on the level of happiness (H5 Reject). However, when academics are evaluated separately in terms of low, middle, and high age ranges, the positive effect of professional development on the level of happiness decreased as the age progressed, and increased as the age decreased. According to the results of Research Model 2, the career anxiety of the academician increased the love of money (H6 Accepted). In addition, career anxiety had a decreasing effect on the level of happiness (H7 Accepted). In the study, it was seen that the academician's love of money did not have a significant effect on the level of happiness (H8 Reject). It was observed that the love of money did not have a mediating effect on the effect of an academician's career anxiety on the level of happiness (H9 Reject). Finally, in the study, the age variable had a moderator effect on the effect of the academician's career anxiety on the level of happiness (H10 Accepted).

In the literature, Kanbul & Guldal (2019), besides the financial expectations of their academicians from their organizations; emphasized that actions such as respect, participation, job satisfaction, effective communication, and professional development are important. In the research, professional development increased the love of money. This situation shows that the ability of academicians to obtain financial gain in return for their professional development is important. In other words, further, development can lead to higher return expectations. Professional development in terms of love of money can also increase the financial expectations of the individual.

In the research, both professional development and career anxiety increased the love for money. This situation reveals that money has a significant effect on the development and anxiety of individuals. Bartram (2012) emphasized that the conditions in modern societies are not conducive to happiness, many people establish limited social relationships, cannot obtain a meaningful job, materialism is dominant over spiritual values, they feel inadequate against others, and they are powerless against socio-economic changes. In the research, the fact that career anxiety increases the love for money shows that materiality is given great importance. In addition, the fact that career-oriented anxiety increases the love for money shows that social-economic changes can have a significant impact. Omar et al. (2018) stated that individuals tend to improve themselves by reinforcing social

relations, which makes it necessary to measure happiness in the organizational environment. In the research, it has been observed that professional development has a feature that increases the love for money and the level of happiness. This situation reveals that professional development can contribute to the individual both financially (in terms of money) and morally (in terms of happiness).

In Research Model 1, it was concluded that the love of money increases the level of happiness. Love of money played a mediating role in the relationship between professional development and happiness level. In the literature, Tsou & Liu (2001) emphasized that income is an important variable for happiness (it can buy happiness). Tang et al. (2004) stated that the love of money among academicians has both a mediator and a moderator effect on the relationship between income and wage satisfaction. They emphasized that there is a significant and positive relationship in the relationship between income and wage satisfaction for professors with a high love of money, but this relationship was not observed for professors with a low love of money. Tang et al. (2005) emphasized that income leads to paying dissatisfaction among American professors and that the love of money is a mediator of income and pay dissatisfaction. Omar et al. (2018) stated in their research on the happiness level of university employees that employees generally feel happy, and that the organization's carrying out improvement activities (such as wages and employee benefits) by giving importance to positive psychology can create happier and more productive employees. Anjum & Islam (2021), in their research on workplace happiness of academics working at a private university; found that wage, interpersonal relations, the work itself, and autonomy and feedback variables contributed significantly to the level of happiness. Considering the result obtained; love of money has been an important variable in terms of happiness. This shows that the financial returns that individuals get from the organization can contribute significantly to their happiness levels. Although it is emphasized in the literature that the love of money will harm the organization, it is observed that the love of money contributes significantly to the happiness of the individual. In the research, the positive mediating effect of the love of money in the relationship between professional development and happiness level provides important contributions to this relationship.

In the study, it was observed that the age variable did not generally have a moderator effect on the relationship between professional development and happiness level. However, it has been observed that it has a positive and significant regulatory effect in low, middle, and high age ranges. It has been observed that age has a more positive effect on the relationship between professional development and happiness level, especially in younger academicians. In the study, it was also concluded that the age variable had a general moderator effect on the relationship between career anxiety and happiness level. It has been observed that age has a negative and significant moderator effect on the relationship between career anxiety and happiness level, especially in young and middle-aged academicians. Graham & Pozuelo (2017) examined the happiness levels of individuals in different countries in their research; They stated that individual character traits and the

environment in which people live are effective in happiness, wisdom, and composure begin to be compatible with reality as they get older, those living in high-prosperity areas are happier, and those living in difficult conditions at low welfare level are less happy due to the stress and uncertainty in their environment. In the research, it is seen that age has a positive regulatory effect on the relationship between professional development and happiness level, and a negative effect on the relationship between career anxiety and happiness level, generally in young academicians depending on age. As a result, age has a positive effect on professional development and a negative effect on career anxiety. In this situation, it is seen that anxiety affects happiness negatively depending on age, and this effect turns positive in professional development. Then, it shows that professional development and age can make important contributions to the organization in terms of happiness in the academic working environment.

As a result of the research, it is seen that professional development has significant contributions to both the love of money and the level of happiness in terms of Model 1. In the research, it is observed that the love of money makes significant contributions to the level of happiness and the relationship between professional development and happiness level. In terms of Model 2, it was observed that career anxiety increased the love of money and decreased the level of happiness. In addition, the age variable had a moderator effect on the relationship between career anxiety and happiness level. These results show that the professional development of academicians, their love for money, and their anxiety about their careers have significant effects on their happiness levels. In particular, it is seen that professional development has positive reflections and career anxiety has negative reflections on happiness. In the research, it is also observed that the love of money plays an important mediator role, and the age variable also has regulatory effects.

Happiness has a profound effect that shapes the entire lives of individuals (such as family, friends, and work environment). There may be many factors that trigger the individual in the formation of this effect. As a result, the love of money contributed to the level of happiness in terms of professional development. However, in terms of career anxiety, it was observed that the love of money did not have a significant effect on the level of happiness. It has been seen that professional development, career anxiety, love of money, and happiness level are related to each other in the working environments where academic activities are carried out. In future research, the level of happiness of academicians in the academic activity environment; The effects of managers and colleagues can be investigated.

Araştırma ve Yayın Etiği Beyanı

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