

Examination of teachers' perceptions of workplace friendship and organizational happiness

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ABSTRACT

This study investigated teachers' workplace friendship and organizational happiness perception levels and their relationships. The research was conducted using the relational survey method, which is one of the quantitative research methods. The study population consists of 6024 teachers working in public schools in Malatya province in the 2021-2022 academic year. In this sense, 230 teachers selected using a stratified sampling method participated in the study. In data collection three different tools were used: workplace friendship scale, organizational happiness scales and a personal information form which the researcher developed. SPSS 26.0 was used in the analysis of the data. The t-Test, ANOVA and Tukey test were performed. The findings showed that participants' friendship opportunity perception in the schools they were working were quite high, while the friendship prevalence perceptions were lower. The findings revealed a strong and positive relationship between the friendship opportunity and friendship perceptions of the participants in the current environment and their positive feelings, which are the source of organizational happiness.

KEYWORDS

Workplace friendship, organizational happiness, teacher, school, well-being.

Öğretmenlerin iş yeri arkadaşlığı ve örgütsel mutluluk algılarının incelenmesi

ÖZET

Bu çalışmada öğretmenlerin iş yeri arkadaşlığı algıları ile örgütsel mutluluk algıları düzeylerinin belirlenerek bu iki kavram arasındaki ilişkinin ortaya çıkarılması amaçlanmıştır. Araştırma nicel araştırma desenlerinden ilişkisel tarama modeli ile gerçekleştirilmiştir. Araştırmanın evreni 2021-2022 eğitim öğretim yılında Malatya ilinde devlet okullarında görevli toplam 6024 öğretmen oluşturmaktadır. Araştırmanın örnekleme ise evrenden tabakalı örneklem yöntemi ile seçilmiş 230 öğretmen oluşturmaktadır. Araştırmada veri toplamak üzere iş yeri arkadaşlığı ölçeği ve örgütsel mutluluk ölçekleri ile araştırmacı tarafından geliştirilen kişisel bilgi formu kullanılmıştır. Verilerin analizi SPSS 26.0 programı aracılığı ile gerçekleştirilmiştir. Verilerin analizinde t-Testi, ANOVA ve Tukey testi kullanılmıştır. Araştırma sonucunda araştırmaya katılan öğretmenlerin çalıştıkları okullardaki arkadaşlık fırsatına ilişkin algılarının oldukça yüksek iken egemen olan arkadaşlık algılarının ise bunun altında kaldığı görülmüştür. Araştırma neticesinde öğretmenlerin arkadaşlık fırsatı ve mevcut ortamdaki arkadaşlık algıları ile örgütsel mutluluğun kaynağı olumlu duyguları arasında yüksek düzeyde ve olumlu yöndeki ilişki olduğu bulgulanmıştır. Araştırma bulguları kapsamında işyeri dostu olma ile örgütsel mutluluk arasındaki ilişkiyi belirlemek için daha fazla çalışmaya ihtiyaç olduğu önerisi sunulmuştur.

ANAHTAR KELİMELER

Öğretmen, iş yeri arkadaşlığı, örgütsel mutluluk.

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Introduction

Happiness is a concept that gives meaning to human life, enhancing it and making it valuable. Human beings pursue this concept throughout their lives. The Turkish Language Institution defines happiness as the joy of fully achieving all aspirations (TDK, 2022). In the literature, there are numerous definitions of happiness. For example, Seppala (2016) defines happiness as the continuation of a state of saturation that occurs in people. Similarly, Kangal (2013) defines it not as a phenomenon that can be measured instantly, but as a feeling that is tried to be reached throughout life. In addition, Hempfling (2015) describes happiness as finding peace while coping with pleasures. In general, happiness can be defined as an inner feeling or situation. In this sense, the satisfaction of the terms with life, and subjective and moral well-being (subjective well-being) can also be used instead of happiness in the literature (Bülbül and Giray, 2011). Individuals, who can successfully manage their spiritual, emotional, and cognitive negative experiences, can have a spiritually refreshing, regular and balanced life (Döş, 2013; Reeve, 2012). It is stated in the literature that the reasons for happiness are based on a spiritual and psychological state that is spiritual, material, or both (Keser, 2018). Humans have always prioritized happiness and strived to place this feeling at the heart of their lives.

Happiness is a subjective experience and is part of the social, interpersonal, and theoretical context. Contextual assessments are important in happiness due to the fact that the subjective experiences of individuals in different contexts can differ, and organizational happiness is one of these contexts (Tian, et al., 2015). There are also many definitions of organizational happiness in the literature. Daniels (2000) considered organizational happiness as the sum of the emotions in the organization. Waterman et al. (2008) stated that if one's potential is realized with emotions in the organization, this can lead to organizational happiness. Wesarat et al. (2015) define organizational well-being as the satisfaction individuals derive from their work and life. In addition, Brief and Weiss (2002) state that organizational happiness is the positive emotions of the employee prevail over negative emotions. The expression "...which will make the students happy and make a contribution to the happiness of the society", emphasized in the aims of the Turkish national education system, clearly indicates the goal of the educational institution in our country, as in every society. The students' happiness is reflected in the school, and the happiness of the school is reflected in the society with a diffusionist effect. Since the school should be an organization where the relations for all stakeholders are clear and open, people should trust each other and be happy (Konan and Taşdemir, 2019; Ministry of National Education, 1973). The phenomenon of happiness is a basic concept that should be included in the structure of organizations and their functioning. Human resources play a significant role in creating happiness in organizations. Based on this point of view, all stakeholders, making up the school community, contribute to organizational happiness. These contributions can contribute to its pedagogical and academic goals and make it a happy living space (Arens and Morin, 2016). One of the factors affecting teachers' happiness is undoubtedly teachers' workplace friendships, a concept that affects the social life of the individual and the workplace.

Workplaces are places where social relationships and friendships are formed. Individuals who spend most of their day at work have less time to communicate with other individuals outside of work (Biçer, 2017). The time in the workplace requires communication with people in the working environment. Workplace friendships are workplace relationships that involve mutual trust, commitment, and shared value (Kanbur, 2015). Workplace friendship can help reduce work stress, adapt to work, eliminate ambiguities, achieve expected performance (Boyd and Taylor, 1998), and increase participation in workplace activities. With achieving the organization's goals, good friendship relations are in interaction and cycle (Berman, West, & Richter, 2002). The studies on workplace friendship revealed that close friendships established at work increased happiness and motivation in people's lives (Sias and Cahill, 1998). It was also found that it accelerated the adaptation to the job and organizations, reduced job stress was effective in eliminating uncertainties and reaching expected performance standards (Boyd & Taylor, 1998). All these will contribute to happiness stated by Ryff (1989). On the other hand,

negative experiences such as negative friendship relationships and emotional abuse that the individual has experienced will affect his/her social and family life negatively. They may cause difficulties in establishing a work-family life balance and reduce happiness.

When the literature is examined, there are studies investigating workplace friendship and job satisfaction (Markiewicz et al., 2000; Morrison, 2009; Riordan and Griffeth, 1995; Yavuzkurt and Kiral, 2020), there are studies on workplace friendship and teachers' organizational commitment (Durusu and Cemaloğlu, 2019), organizational peace (Bozanoğlu, 2020), work dedication (Şahinbaş and Erigüç, 2019) and organizational harmony (Alparslan et al., 2015; Morrison, 2004). When the literature was examined, no research examining the relationship between workplace friendship and organizational happiness was found. Thus, the present study tried to answer the question, "What is the relationship between teachers' perceptions of workplace friendship and organizational happiness?". Based on this general purpose, the sub-objectives of the research were as follows:

1. What is the level of teachers' perceptions of workplace friendship?
2. What are the perceptions of teachers about organizational happiness?
3. Do teachers' workplace friendship and organizational happiness perceptions differ by their demographic characteristics (gender, professional work experience, type of school they work at)?
4. Is there a relationship between teachers' workplace friendship and organizational happiness perceptions?
5. Do teachers' workplace friendship perceptions predict their organizational happiness perceptions?

Having happy teachers is required for a happy society. Accordingly, to achieve the goals of the school organization, to make teachers feel positive about the organization and the work they do, to contribute to the educational processes, and to obtain more effective results, workplace friendship levels and teachers' happiness perceptions should be determined. Therefore, this study focused on this issue.

Method

The Model of research

This study used a general survey model to investigate teachers' workplace friendships and organizational happiness levels. In addition, the relational survey model (Büyüköztürk et al., 2016) was employed to examine whether the workplace friendship and organizational happiness of levels teachers differed.

Population and sampling

The study population covered 6024 teachers in Yeşilyurt, Malatya in 2021-2022 academic year. Among them, 230 teachers from different branches participated in the study. A stratified sampling method was used in sample selection. Based on Cohen et al. (2005), the sample size was sufficient for the values in the literature. Demographic characteristics of the participants are shown in Table 1.

Table 1 Demographic characteristics of the participants

Characteristics		N	%
Gender	Female	133	57,8
	Male	97	42,2
Work Experience	1-5 Years	69	30
	6-10 Years	85	36,96
	11 Years and Above	76	33,04
Type of School	Primary School	74	32,17
	Secondary School	91	39,56
	High School	65	28,27
Total		230	100

57.8% of the participants were female and 42.2% were male. 30% of the teachers has 1-5 years of work experience, 36.96% had 6-10 years of work experience and, 33.04% had 11 years and above of work experience. Regarding the type of school they work at, 32.17% were working in primary school, 39.56% in secondary school and, 28.27% in high school.

Data collection tools

Workplace Friendship Scale: In the study, "Workplace Friendship Scale" was used to examine the participants' workplace friendship perceptions. The scale was developed by Neilsen, Jex, and Adams (2000). Kiral (2016) adapted the scale into Turkish. The scale consists of two sub-dimensions "Friendship Opportunity" and "Friendship Prevalence". The former contains statements to examine the extent to which the organization supports workplace friendship, and the latter consists of statements to investigate whether workplace friendship exists in the organization (Yavuzkurt, 2017). The participants can get 25 points maximum from both sub-dimensions, and 50 points maximum from the total scale. The lowest score a participant can get is 10. As a result of the confirmatory factor analysis of the scale, the fit indices ($\chi^2 = 73.57$, $sd = .34$, $SRMR = .042$, $CFI = .98$, $NFI = .97$, $NNFI = .98$ and $GFI = .95$, $RMSEA = .066$). The item discrimination level of the workplace friendship scale adapted by Kiral (2016b) was appropriate for each item and Cronbach's Alpha was .84 for the total scale .76 for "Friendship Opportunity" sub-dimension and .78 for "Friendship Prevalence" sub-dimension (Kiral, 2016b: 7-8).

Organizational Happiness Scale: It was developed in Portuguese and translated into English by Paschoal and Tamayo (2008). The scale was adapted into Turkish by Arslan and Polat (2017). The 5-point Likert-type scale ranks from "Never (1) to Completely (5)" in the first 21 questions. For questions from 22 to 29, it ranks from "Totally Agree (5), to Totally Disagree (1)". OHS consists of 29 items and three sub-dimensions (positive emotions, negative emotions, realization of potential). Items in the negative emotions dimension are reverse-scored. For validity, the researchers performed confirmatory factor analysis, which revealed sufficient results. Arslan and Polat (2017) calculated the reliability coefficient of the total scale as .96. In this study, Cronbach's alpha coefficient for the whole scale was found to be .93.

Data Analysis

Descriptive analyses were conducted on independent variables to examine the participants' levels of workplace friendship and organizational happiness. Before performing statistical tests, the data normality of the data was investigated. Since the kurtosis and skewness values were found to be between -1.5 and +1.5 (Tabachnick & Fidell, 2013), it was considered that the data were normally distributed. Therefore, parametric tests were used. After testing variance homogeneity, the t-test examined whether workplace friendship and organizational happiness levels differed by gender. ANOVA was used to determine whether they differed according to work experience and school type. The difference between the groups was analyzed with the Tukey test. Pearson-correlation analysis examined the relationship between teachers' readiness for organizational change and organizational opposition perceptions in the distance education process. The predictive status between positive emotions, negative emotions, potential actualization of friendship opportunity, and friendship prevalence was determined using multiple regression analysis.

Results

Results of descriptive statistics on teachers' workplace friendship and organizational happiness levels

Table 2 presents the analysis results related to the sub-problem of the study.

Table 2 Descriptive statistics results

Scales	Dimensions	N	\bar{x}	Sd
Workplace friendship	Friendship Opportunity	230	4.38	.72
	Friendship Prevalence	230	3.23	.81
Organizational Happiness	Positive Emotions	230	3.37	.71
	Negative Emotions	230	3.11	.86
	Realization of Potential	230	3.08	.87

* $p < .05$

As shown in Table 2, the average of positive emotions ($\bar{x}=3.37$) in the organizational happiness scale was quite high, the average of negative emotions ($\bar{x}= 3.11$) was medium, and the average of realization of potential ($\bar{x}= 3.08$) was moderate.

Findings on whether organizational happiness and workplace friendship levels of teachers differed by gender, marital status, and work experience are presented under separate headings.

The examination of the participants' workplace friendship and organizational happiness levels by gender

A t-test was performed to examine whether workplace friendship and organizational happiness of the participants differed by gender. Table 3 shows the t-test results.

Table 3 T-test results for gender

Variables	Gender	N	\bar{x}	Standard Deviation	sd	t	p
Friendship Opportunity	Male	133	3.29	.55	228	2.31	.02*
	Female	97	3.59	.79			
Friendship Prevalence	Male	133	3.24	.72	228	1.62	.18
	Female	97	3.19	.69			
Positive Emotions	Male	133	3.39	.73	228	.09	.89
	Female	97	3.38	.76			
Negative Emotions	Male	133	3.20	.83	228	1.75	.11
	Female	97	3.14	.86			
Realization of Potential	Male	133	3.15	.69	228	.36	.92
	Female	97	3.16	.69			

* $p < .05$

Table 3 revealed that the friendship prevalence did not differ by gender whereas friendship opportunity perception differed significantly by gender [$t(228)=2.31$; $p < .05$]. Accordingly, it can be argued that the friendship prevalence perceptions of the participants were similar, and female participants had higher perceptions of friendship opportunity.

It was found that the participants' perceptions of the sub-dimensions of organizational happiness did not differ in terms of gender. In this respect, it can be stated that male and female teachers' perceptions of organizational happiness are similar.

The examination of the participants' workplace friendship and organizational happiness levels by work experience

The results of the analysis of teachers' perceptions of workplace friendship and organizational happiness according to their professional seniority are given in Table 4.

Table 4 ANOVA results for work experience

Variables	Work experience (years)	N	\bar{x}		Sum of Squares	Mean of Squares	F	P
Friendship	1-5	69	3.18	B.G	.38	.55	1.31	.01*
	6-10	85	3.17	W.G.	139.7	.49		

Opportunity	11+	72	3.61	Total	117.6			
	1-5	69	3.21	B.G	.51	.28		
Friendship	6-10	85	3.28	W.G.	69.2	.30	.04	.97
Prevalence	11+	72	3.22	Total	73.6			
	1-5	69	3.23	B.G	.15	.16		
Positive	6-10	85	3.30	W.G.	146	.53	.15	.91
Emotions	11+	72	3.21	Total	138.4			
	1-5	69	3.19	B.G	1.27	.63		
Negative	6-10	85	3.16	W.G.	263.8	.81	.69	.56
Emotions	11+	72	3.13	Total	159.4			
	1-5	69	3.03	B.G	.89	.51		
Realization of	6-10	85	3.14	W.G.	139.5	.41	.78	.50
Potential	11+	72	3.10	Total	139.5			

* $p < .05$

When Table 4 was analyzed, it was found that teachers' perceptions differed only in the friendship opportunity sub-dimension according to their professional seniority [$F(2;228) = 1.31$; $p < .05$]. The friendship prevalence perceptions of the participants were similar, and the participants with 11 or more years of work experience had higher levels of friendship opportunity perception.

It was found that teachers' perceptions of organizational happiness were similar according to their professional seniority in the whole scale and in all sub-dimensions. In this sense, the participants had similar perceptions regarding work experience in all three dimensions.

The examination of the participants' workplace friendship and organizational happiness levels by school type

The results of ANOVA conducted to examine whether workplace friendship and organizational happiness differed by school type are presented in Table 5.

Table 5 ANOVA results for school type

Variables	School Type	N	\bar{x}		Sum of Squares	Mean of Squares	F	P
Friendship Opportunity	Primary	74	3.18	B.G	.38	.55	1.26	.01*
	Secondary	91	3.17	W.G:	139.7	.49		
	High School	65	3.61	Total	117.6			
Friendship Prevalence	Primary	74	3.21	B.G	.51	.28	.04	.03*
	Secondary	91	3.28	W.G:	69.2	.30		
	High School	65	3.22	Total	73.6			
Positive Emotions	Primary	74	3.23	B.G	.15	.16	.15	.91
	Secondary	91	3.30	W.G:	146	.53		
	High School	65	3.21	Total	138.4			
Negative Emotions	Primary	74	3.19	B.G	1.27	.63	.69	.56
	Secondary	91	3.16	W.G:	263.8	.81		
	High School	65	3.13	Total	159.4			
Realization of Potential	Primary	74	3.03	B.G	.89	.51	.78	.50
	Secondary	91	3.14	W.G:	139.5	.41		
	High School	65	3.10	Total	139.5			

As shown in Table 5, friendship opportunity and friendship prevalence sub-dimensions differed significantly by the school type [$F(2;228) = 1.26$; $p < .05$]. Accordingly, it can be said that teachers working in primary schools have higher levels of friendship opportunities and friendship prevalence. In addition, Table 5 revealed that the participants' perception levels in the sub-dimensions of organizational happiness scale did not differ by school type ($p > .05$). Thus, it can be said that the perceptions of the participants working in primary, middle and high schools are similar in terms of positive emotions, negative emotions and potential actualization.

Correlation analysis results of the participants' workplace friendship levels and organizational happiness perceptions

The relationship between teachers' perceptions of workplace friendships and their organizational happiness was examined by Pearson Correlation analysis and the findings are shown in Table 6.

Table 6 Relationship between the participants' workplace friendship and sub-dimensions of organizational happiness scales

Size of Correlation	2	3	4	5
1. Friendship Opportunity	.72*	.73*	-.57*	.66*
2. Friendship Prevalence	1	.70*	-.59*	.56*
3. Positive Emotions		1	-.55*	.65*
4. Negative Emotions			1	-.56*
5. Realization of Potential				1

* $p < .05$

Table 6 indicated significant relationships at different levels in all sub-dimensions. When the results were examined, it was revealed that there was a significant relationship between teachers' workplace friendships and sub-dimensions and their organizational happiness and sub-dimensions. Similarly, it was found that the sub-dimensions of workplace friendship opportunity, friendship prevalence, positive emotions, and potential realization had a moderate and negative relationship with the negative emotions sub-dimension of the organizational happiness scale.

Regression analysis of the participants' workplace friendship and organizational happiness perception levels

Whether teachers' perceptions of organizational happiness were predicted by their perceptions of workplace friendships was examined by multiple regression analysis and the results were shown in Table 7.

Table 7 Regression analysis for the prediction of positive emotions sub-dimension

Predicted Variable: Positive Emotions Sub-Dimension							
Predictor Variable	B	ShB	β	T	p	Multiple r	Partial r
Constant	.606	.190		3.186	.002		
Friendship Opportunity	.522	.077	.325	6.734	.000	.712	.593
Friendship Prevalence	.241	.094	.204	2.564	.014	.623	.354
R = .376	R ² = .284						
F = 116.868	p = .000						

It was found that the participants' friendship opportunities perceptions were positively and highly correlated with their positive emotions ($r=.71$). In addition, a partial relationship was revealed between other variables ($r=.59$). Furthermore, the participants' friendship prevalence perceptions were positively and moderately related to their positive emotions ($r=.62$). A partial relationship was also revealed between other variables ($r=.35$).

It was found that the participants' positive feelings about school friendship opportunity and friendship prevalence perceptions explained 28% of the total variance ($R= .37$, $R^2= .28$, $*p<.01$). The standardized regression coefficient (β) showed that the relative importance of the predictive variables (workplace friendship opportunity and dominant friendship) on the participants' positive emotions was determined as friendship opportunity and friendship prevalence.

The results of multiple regression analysis of the friendship opportunity and friendship prevalence sub-dimensions of the organizational happiness scale and the negative emotions sub-dimensions of the workplace friendship scale are shown in Table 8.

Table 8 Regression analysis for the prediction of negative emotions sub-dimension

Predicted Variable Negative Emotions Sub-Dimension							
Predictor Variable	B	ShB	β	T	p	Multiple r	Partial r
Constant	1.375	.183		7.517	.000		
Friendship Opportunity	.241	.075	.256	3.24	.001	-.541	-.132
Friendship Prevalence	.161	.090	.154	1.779	.032	-.523	-.119
R = .527	R ² = .213						
F = 63.128	p = .000						

Table 8 shows multiple regression analysis results between the predictor variables and negative emotions as the predicted variable. As shown in Table 8, the participants' friendship opportunities perceptions were negatively and moderately related to their negative emotions ($r=-.54$). Also, a partial relationship was revealed between other variables ($r=-.13$). In addition, the participants' friendship prevalence perceptions were found to be negatively and moderately related to their negative emotions ($r=-.52$). Also, a partial relationship was revealed between other variables ($r=-.12$).

It was found that the participants' school friendship opportunity and friendship prevalence perceptions and negative feelings of school happiness explained 21% of the total variance ($R=.53$, $R^2=.28$, $*p<.01$). The standardized regression coefficient (β) indicated that the relative importance of the predictive variables (workplace friendship opportunity and friendship prevalence) on participants' negative emotions was determined as friendship prevalence and friendship opportunity.

Table 9 shows the results of the multiple regression analysis between friendship opportunity, friendship prevalence as the predictor variables, and potential realization, which was the predicted variable.

Table 9 Regression analysis for the prediction of potential realization sub-dimension

Predicted Variable Potential Realization Sub-Dimension							
Predictor Variable	B	ShB	β	T	p	Multiple r	Partial r
Constant	.523	.191		2,736	.006		
Friendship Opportunity	.482	.078	.426	6,19	.000	.681	.347
Friendship Prevalence	.297	.095	.289	3,144	.002	.587	.235
R = .486	R ² = .293						
F = 127,561	p = .000						

As seen in Table 9, the participants' friendship opportunity perceptions were positively and moderately related to their potential realization perceptions ($r=.68$). In addition, a partial relationship was revealed between other variables ($r=.35$). It was also found that the participants' friendship prevalence perceptions were positively and moderately related to their perceptions of realizing potential ($r=.59$). In addition, a partial relationship was revealed between other variables ($r=.24$).

It was found that the participants' school friendship opportunity and friendship prevalence perceptions and potential realization sub-dimension of school happiness explained 29% of the total variance ($R=.49$, $R^2=.29$, $*p<.01$). The standardized regression coefficient (β) revealed that the relative importance of the predictive variables (workplace friendship opportunity and friendship prevalence) on the participants' feelings of potential realization were determined as friendship opportunity and friendship prevalence.

Discussion and conclusion

In this study, the relationship between teachers' workplace friendships and organizational happiness was examined. It was found that teachers' perceptions of workplace friendship and perceptions of friendship opportunity were at a high level, while perceptions of friendship prevalence were lower. The fact that the perceptions of the participants about friendship opportunities were higher than the current workplace friendship indicated that they were more

open to establish new friendships. These findings are in line with the studies in the literature in which the friendship opportunity was generally above the medium level/high (Bilgin, 2018; Bozanoğlu, 2020; Kırıl 2016a, 2016b; Mao, et al., 2009; Yavuzkurt, 2017; Yavuzkurt and Kırıl, 2020) and the dominant friendship perception was low (Bilgin, 2018). In addition, there are studies in which the general perception of friendship was found to be high/positive (Berman, et al., 2002; Bozanoğlu, 2020; Durusu and Cemaloğlu, 2019; Yavuzkurt, 2017) and moderate (Keleş, 2018). In the present study, it was found that the participants' workplace friendship opportunity perceptions were higher. Accordingly, it can be said that they were willing to make new friendships at school. It can be thought that they considered the development of school friendship relations as an opportunity. In this regard, Berman et al. (2002) listed some of the advantages of workplace friendship as follows: helping employees support each other, improving the workplace environment and improving communication. They reported that, over time, friendships can "enhance better working relationships," "enhance team effectiveness and a sense of purpose," and "communicate a sense of family that is important for productivity in the workplace." It was observed that the positive emotions of the participants related to their happiness perception levels were higher than their negative emotions and perceptions of realizing the potential. This finding showed that the participants had higher level of positive emotions at work. Accordingly, it can be said that there was a relationship between the perceptions of the participants about establishing new friendships and their higher positive emotions. It can be concluded that teachers with positive feelings are more willing to make friends. The studies in the literature have revealed that teachers' general happiness perceptions were high (Arslan, 2018; Bayraktar and Girgin, 2020; Bulut, 2015; Demircan, 2019; Duman, 2014; Duran, 2016; Korkut, 2019; Serter, 2019; Özgenel and Bozkurt, 2020; Öztürk, 2015; Tosten, Avcı and Şahin, 2018).

While it was found that teachers' perceptions of workplace friendships did not differ according to their gender, it was found that female teachers' perceptions of friendship opportunities were higher than male teachers. Similarly, Keleş (2018) and Yavuzkurt (2017) found that females had higher levels of workplace friendship perceptions. In addition, Morrison (2009) stated that women see workplace companionship as more socially valuable than men. On the contrary, Song (2016) found that males had higher perceptions levels. In the present study, it was found that although the general friendship perceptions in the working environment were similar between male and female participants, the latter perceived new friendship opportunities more positively. In addition, there are also studies reporting that men and women had comparable levels of general friendship perceptions (Bozanoğlu, 2020; Chen et al., 2012; Karaköy, 2019; Özyer, et al., 2015; Şahinbaş and Erigüç, 2019). It was also found in this study that the happiness perception level of female and male participants was similar. These findings are in line with those in the literature (Bayraktar and Girgin, 2020; Bulut, 2015; Crossman and Harris, 2006; Demir and Murat, 2017; Diener and Ryan, 2009; Konan and Taşdemir, 2019; Korkut, 2019; Özgenel and Bozkurt, 2020). Some of the studies in the literature reported that the happiness levels of men were higher than those of women (Düzgün, 2016; Corra, et al., 2009; Korkut, 2019; Lucas and Gohm, 2000; Tümkaya, 2011), whereas others revealed that women's happiness levels were higher than men. (Blanchflower and Oswald, 2004; Brouskeli, et al., 2018; Bulut, 2015; Kangal, 2013; Moçoşoğlu and Kaya, 2010). These conflicting findings on general organizational happiness of male and female participants may be due to characteristics of the participants in the sample.

The participants' workplace friendship and organizational happiness perception levels were compared based on their work experience. Teachers were found to have higher perceptions of workplace friendliness for those with 11 years or more of professional seniority than those with lower professional seniority. Accordingly, it can be concluded that as the work experience of the teachers increases, they become more willing to establish new friendships. Also age, which increases with the work experience, may play a role in this situation. In this sense, Berman et al. (2002), Chen et al. (2012), and Song (2006) examined the relationship between employees' workplace friendship perceptions. They found that workplace friendship perceptions increased

with the age of employees. Thus, as revealed in the findings of the present study, it is understood that teachers with higher working experience are more willing to have friendship opportunities. In this context, it is concluded that age plays a significant role in workplace friendship perception, which increases with age. On the contrary, some studies reported that workplace friendship perception did not differ by work experience (Bozanoğlu, 2020; Karaköy, 2019; Keleş, 2018) and age (Şahinbaş and Erigüç, 2019).

It was also found that happiness perceptions in the schools where the participants work did not differ by work experience. Based on this finding, the happiness perception level of a teacher who has just started the profession and a teacher who has been working for many years is similar. Similar to the findings obtained by this study, it is reported in the literature (Crossman and Harris, 2006; Konan and Taşdemir, 2019; Özdemir and Winter, 2019; Özgenel and Bozkurt, 2020) have studies that reveal that teachers have similar levels of organizational happiness in terms of their professional seniority. Düzgün (2016) and Korkut (2019) stated that the happiest teachers had 21 years or more of work experience. In addition, some studies indicated that teachers in their first year in the profession were happier (Bayraktar and Girgin, 2020; Bulut, 2015).

The participants' workplace friendship and happiness perceptions were also compared in terms of the type of school they were working. It was found that the friendship prevalence and friendship opportunity perceptions of the participants working in primary schools were more positive than their colleagues working in secondary schools and high schools. The fact that primary school teachers' friendship relationships and their tendency to new friendships were more positive suggested that these teachers had been working together for a longer time. Bozanoğlu (2020) found that teachers in secondary schools had higher workplace friendship perceptions than those working in high schools. However, Bilgin (2018) stated that school type did play a significant role. It was also found in the present study that the happiness levels of teachers did not differ by the type of school they were working in. This finding is consistent with those of Konan and Taşdemir (2019). In addition, it was revealed in some studies that teachers working in primary schools were happier (Aelterman, et al., 2007; Bayraktar and Girgin, 2020; Bulut, 2015; Korkut, 2019; Moçoşoğlu and Kaya, 2018; Özgenel and Bozkurt, 2020; Tösten, et al., 2018), whereas others reported that teachers in private schools had higher happiness levels than teachers in public schools (Crossman and Harris, 2006).

It was found in this study that there were high-level and positive significant relationships between the participants' friendship opportunities and the friendship prevalence perceptions. Accordingly, it can be said that teachers having good friendship relations perceived their new friendship relations positively. In addition, it was found that there was a high level and positive relationship between the participants' friendship opportunities and friendship perceptions in their current environment and their positive feelings, which are the source of organizational happiness. It can be said that the friendships they experience at work also contributed to their positive feelings, which increased their organizational happiness. It was revealed that there were moderate and negative significant relationships between friendship prevalence and negative emotions. Based on these findings, it can be put forward that as the friendships established in the workplace improve, the negative feelings will decrease. Teachers' friendship opportunity and friendship prevalence perceptions are significant predictors of their positive emotions, negative emotions, and perceptions of realizing the potential, which shapes their organizational happiness perceptions. The findings in the literature revealed that friendship opportunities and friendship prevalence are positive and significant predictors of teachers' happiness perceptions. The fact that the new friendship opportunities and friendship prevalence relations are high in the schools where the teachers work indicates that their general organizational happiness will be more positive as it increases their positive feelings and perceptions of realizing the potential, and decreases their negative feelings. Berman et al. (2002) reported that positive orientations towards workplace friendships were reflected in organizational efforts to promote closer workplace relationships, such as lower stress and less employee absenteeism, as well as increased performance. Song (2006), on the other hand, emphasized that workplace friendship

supported employees to have positive work attitudes, but the quality of friendship had a stronger effect on employees' positive work attitudes than the opportunity for friendship. Sias et al. (2004) emphasized in their study that due to the deterioration of friendship in the workplace, emotional stress increased, and the desire of employees to fulfill their duties decreased, which led to an increase in turnover. The findings of this study proved that workplace friendship is an important factor in organizational happiness since if workplace friendship develops positively, organizational happiness increases.

When the literature was examined, it was found that there was no study on the relationship between teachers' perceptions of workplace friendship and their organizational happiness. In this regard, more work is needed to identify the relationship between workplace friendliness and organizational happiness. Because workplace friendship should be used as a useful tool to increase employees' positive work attitudes, qualitative studies should be conducted in which teachers' in-depth views on workplace friendliness and organizational happiness are obtained. In addition, it is recommended to provide environments that will support teachers' workplace friendships in schools, as positive workplace friendship is an important supporter of organizational happiness. In addition, it was found in the study that the perception of workplace friendship of the participants working in primary schools was more positive. It is thought that the fact that the teachers in these schools had been working together for more time may be effective in this situation. In this respect, it is suggested to develop education policies that will reduce the teacher turnover of schools and thus encourage working together for longer years.

Author contribution rates

1st Author: 33.33%, 2nd Author: 33.33%, 3rd Author: 33.33% contributed to the study.

Conflict of interest statement

Our article titled "Examination of Teachers' Perceptions of Workplace Friendship and Organizational Happiness" has no financial conflict of interest with any institution, organization, or person. There is also no conflict of interest between the authors.

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Genişletilmiş Özet

Mutluluk, öznel bir deneyim olup sosyal, kişilerarası ve kuramsal bağlamın bir parçası durumundadır. Bağlama dayalı değerlendirmeler, eğer mutluluk söz konusu ise önemlidir. Bunun nedeni bireylerin farklı bağlamlardaki öznel deneyimlerinin farklılaşabilmesidir ve örgütsel mutluluk da bu bağlamlardan birisidir (Tian, vd., 2015). Alanyazında örgütsel mutluluk; bilişsel, duygusal ve potansiyeli gerçekleştirme terimleri ile anılırken Daniels (2000) örgütsel mutluluğu örgütteki duyguların toplamı olarak ele almış; Waterman ve diğerleri (2008) ise kişinin potansiyelinin örgütteki duygularla gerçekleştirilmesi durumunda bunun örgütsel mutluluğa neden olabileceğini belirtmiştir. Wesarat ve diğerleri (2015) örgütsel mutluluğu, bireylerin işleri ve yaşamlarından sağladıkları doyum miktarı olarak tanımlarken, Brief ve Weiss (2002) ise örgütsel mutluluğu, işgörenin olumlu duygularının olumsuz duygulara üstün geldiği durumu olarak belirtmektedir. Türk milli eğitim sisteminin genel amaçları içerisinde vurgulanan "...öğrencilerin kendilerini mutlu kılacak ve toplumun mutluluğuna katkıda bulunacak..." ifadesi, her toplum gibi ülkemizde de eğitim kurumunun sonul hedefini işaret etmesi bakımından oldukça anlamlıdır. Çünkü öğrencilerin mutluluğu okula, okulun mutluluğu da difüzyonist bir etkiyle topluma yansımaktadır. Çünkü okul tüm paydaşlar için ilişkilerin net ve açık olduğu, insanların birbirine güvenip mutlu olduğu bir örgüt olmalıdır (Konan ve Taşdemir, 2019; Milli Eğitim Bakanlığı, 1973). Mutluluk olgusu örgütlerin yapısında olduğu kadar işleyişinde de yer alması gereken temel bir kavramdır. Örgütlerde mutluluğu yaratan öğelerin başında insan kaynakları gelmektedir. Buradan hareketle, okul toplumunu oluşturan tüm paydaşların örgütsel mutluluğa katkıları vardır. Bu katkılar okulu hem pedagojik hem de akademik amaçlarına daha çok yaklaştırır.

okulu mutlu bir yaşam alanı haline getirebilir (Arens ve Morin, 2016). Öğretmenlerin mutluluğuna etki eden unsurlardan birisi de hiç şüphesiz öğretmenlerin iş yeri arkadaşlıklarıdır.

İş yerleri, sosyal ilişkilerin ve arkadaşlıkların kurulduğu yerlerdir. Gününün büyük bir bölümünü iş yerinde geçiren bireylerin iş dışında diğer bireylerle iletişim kurmaları için daha az zamanları kalır (Biçer, 2017). İşyerinde geçirilen bu zaman, çalışma ortamındaki insanlarla iletişimi de zorunlu hale getirir. İş yeri arkadaşlığı, karşılıklı güveni, bağlılığı, beğeniyi ve paylaşılmış ilgi alanlarını veya değerleri kapsayan genel (özel olmayan) iş yeri ilişkileridir (Kanbur, 2015). İşyeri arkadaşlığının, çalışanların iş streslerini azaltmalarında, işe uyum sağlamalarında, belirsizlikleri gidermelerinde ve beklenen performansa ulaşmalarında yararı olup (Boyd ve Taylor, 1998), işyerindeki etkinliklere katılımı da artırır. Örgütün hedeflerine ulaşması ile iyi arkadaşlık ilişkileri bir etkileşim ve döngü içindedir (Berman, West ve Richter, 2002). İşyeri arkadaşlığı konusunda yapılmış olan araştırmalarda; işyerinde kurulan yakın arkadaşlıkların, yaşamlarında mutluluğu ve motivasyonu arttırdığı (Sias ve Cahill, 1998); işlerine ve örgütlerine uyum süreçlerini hızlandırdığı, iş stresini azalttığı, belirsizlikleri gidermede ve beklenen performans standartlarına ulaşmada etkili olduğu (Boyd ve Taylor, 1998) bulunmuştur. Bütün bunların, Ryff'in (1989), belirtmiş olduğu mutluluğa katkısı bulunacaktır. Öte yandan, bireyin yaşamış olduğu olumsuz arkadaşlık ilişkileri ve duygusal taciz gibi olumsuz yaşantılar sosyal ve ailevi yaşamını da o denli olumsuz etkileyecek, iş-aile yaşam dengesini kurma konusunda zorluk yaşamasına neden olabilecek ve mutluluğu azaltacaktır.

Alanyazında işyeri arkadaşlığı ve iş tatmininin ilişkili olduğunu vurgulayan araştırmaların yanı sıra (Markiewicz vd., 2000; Morrison, 2009; Riordan ve Griffeth 1995; Yavuzkurt ve Kiral, 2020), iş yeri arkadaşlığı ile öğretmenlerin örgütsel bağlılığı (Durusu ve Cemaloğlu, 2019), örgütsel huzuru (Bozanoğlu, 2020), işe adanmışlıkları (Şahinbaş ve Erigüç, 2019) örgütsel uyumu (Alparslan vd., 2015; Morrison, 2004) konu alan araştırmalar yer almaktadır. Araştırmacılar tarafından ilgili alanyazın incelenmiş ancak işyeri arkadaşlığı ve örgütsel mutluluk arasındaki ilişkiyi inceleyen bir araştırmaya rastlanmamıştır. Öğretmenlerin işyeri arkadaşlığı algıları ile örgütsel mutluluk algıları arasındaki ilişki nedir? sorusu araştırmanın genel amacını oluşturmaktadır.

Bu çalışmada öğretmenlerin iş yeri arkadaşlığı ve örgütsel mutluluk düzeylerinin belirlenmesinde genel tarama modeli kullanılmıştır. Ayrıca öğretmenlerin iş yeri arkadaşlığı ve örgütsel mutluluk düzeylerinin birlikte değişip değişmediğinin belirlenmesinde ilişkisel tarama modeli (Büyüköztürk vd., 2016) tercih edilmiştir. Araştırma evreni, 2021-2022 eğitim-öğretim yılında Malatya Yeşilyurt ilçesinde görevli olan toplam 6024 öğretmenden oluşmaktadır. Araştırmanın örnekleme ise, evrenden tabakalı örnekleme yolu ile farklı branşlardan toplam 230 öğretmen oluşturmuştur. Araştırmada öğretmenlerin iş yeri arkadaşlık algısını ölçmek üzere, Neilsen, Jex ve Adams (2000) tarafından geliştirilen ve Türkçe'ye Kiral (2016) tarafından uyarlanan "İş Yeri Arkadaşlık Ölçeği" kullanılmıştır. Araştırmada Arslan ve Polat (2017) tarafından Örgütsel Mutluluk Ölçeği'nin (ÖMÖ) Türkçeye uyarlanmış hali gerekli izin alınarak kullanılmıştır. Öğretmenlerin iş yeri arkadaşlığı ve örgütsel mutluluk düzeylerinin araştırıldığı bu çalışmanın verileri değerlendirilmeye tabi tutulurken bağımsız değişkenler üzerinden betimsel analizler yapılmıştır. İstatistiksel işlemler yapılmadan önce verilerin normal dağılıp dağılmadığı test edilmiştir. Hesaplanan basıklık ve çarpıklık değerleri -1,5 ile +1,5 arasında olduğundan (Tabachnick & Fidell, 2013) verilerin normal dağıldığı kabul edilmiştir. Bu nedenle de parametrik testler kullanılmıştır. Araştırmaya katılan öğretmenlerin çalıştıkları okullardaki işyeri arkadaşlığına ilişkin algıları incelendiğinde, arkadaşlık fırsatına ilişkin algılarının oldukça yüksek iken egemen olan arkadaşlık algılarının ise bunun altında kaldığı görülmüştür. Bu çalışmada öğretmenlerin işyeri arkadaşlığı fırsat algılarının daha yüksek olduğu bulgulanmıştır. Araştırmaya katılan öğretmenlerin mutluluk algı düzeyine ilişkin olumlu duyguların olumsuz duygularına ve potansiyeli gerçekleştirme algılarına göre daha yüksek olduğu görülmüştür. Öğretmenlerin mevcut durumdaki işyeri arkadaşlığına ilişkin algıları cinsiyetleri açısından farklılık göstermezken, yeni arkadaşlık fırsatlarına ilişkin algılarının ise kadın öğretmenlerde daha yüksek olduğu görülmüştür. Araştırmada kadın ve erkek öğretmenlerin mutluluk algı düzeyinin benzer olduğu görülmüştür. Öğretmenlerin işyeri arkadaşlığı ve örgütsel mutluluk algı düzeyleri mesleki görev süreleri açısından karşılaştırılmıştır. 11 yıl ve üzeri görev süresi olan öğretmenlerin işyeri arkadaşlık fırsatlarının daha az çalışma süresindeki öğretmenlere göre yüksek olduğu görülmüştür. Öğretmenlerin çalıştıkları okullardaki mutluluk algılarının mesleki kıdemleri açısından değişmediği görülmüştür. Öğretmenlerin görev yaptıkları okul türü açısından işyeri arkadaşlığı ve mutluluk algıları karşılaştırılmıştır. İlkokullarda görev yapan öğretmenlerin ortaokullarda ve liselerde görev yapan meslektaşlarına göre egemen olan arkadaşlık ve arkadaşlık fırsatı algılarının daha olumlu olduğu görülmüştür. Öğretmenlerin arkadaşlık fırsatı ve mevcut ortamdaki arkadaşlık algıları ile örgütsel mutluluğun kaynağı, olumlu duyguları arasında yüksek düzeyde ve olumlu yöndeki ilişki olduğu görülmüştür. İlgili alanyazın incelendiğinde öğretmenlerin işyeri arkadaşlık algılarıyla örgütsel mutluluğu arasındaki ilişkiyi inceleyen araştırmaya rastlanmamıştır. Bu açıdan işyeri arkadaşlığıyla örgütsel mutluluğu arasındaki ilişkiyi betimleyen daha fazla araştırmaya ihtiyaç duyulmaktadır. Çünkü işyeri arkadaşlığı, çalışanların olumlu iş tutumlarını artırmak için yararlı bir araç olarak görülmelidir. Öğretmenlerin işyeri arkadaşlığı ve örgütsel mutluluğa ilişkin derinlemesine görüşlerin alındığı nitel araştırmaların yapılması da önemli görülmektedir. Bunun yanında okullarda öğretmenlerin işyeri arkadaşlıklarını destekleyecek ortamların onlara sağlanması önerilebilir. Çünkü olumlu işyeri arkadaşlıkları örgütsel mutluluğun önemli bir destekçisidir. Ayrıca araştırmada ilkokullarda görev yapan öğretmenlerin işyeri arkadaşlığı algısının daha olumlu olduğu görülmüştür. Bu okullardaki öğretmenlerin birlikte daha fazla süre çalışmalarının bu durumda etkili olabileceği düşünülmektedir. Bu açıdan okulların öğretmen devrini azaltacak ve bu sayede daha uzun yıllar birlikte çalışmayı teşvik edecek eğitim politikaları geliştirilmesi önerilebilir.