The Relations between the Organizational Happiness and the Organizational Socialization Perceptions of Teachers: The Sample of Physical Education and Sport

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Abstract: The main purpose of this research is to examine the relationship between levels of organizational happiness and organizational socialization of physical education and sport teachers. The research is quantitative and correlational model. The population of the research is composed of 257 physical education and sports teachers working in Siirt province. The entire universe was tried to be reached and 244 physical education and sports teachers were reached at the target stage. Within the scope of the research, 2 measurement tools were used. The Organizational Happiness Scale was developed by Bulut. The ''Organizational Socialization Scale'' was developed by Erdogan. Some of the research results are as follows: Arithmetic mean, standard deviation, correlation and simple regression tests were used in the analysis of the research data. Teachers' organizational happiness levels are high and organizational socialization levels are very high. There is a high level of positive correlation (r =, 67) between the levels of organizational happiness and organizational socialization of teachers. Teachers' organizational happiness is predicting organizational socialization. The model explains organizational socialization by 55%.

Keywords: *Physical education and sport teachers, organizational happiness, organizational socialization.*

Introduction

Happiness is one of the concepts that has been considered detailed and valued throughout human history. It is also within the basic goals of educational pursuits that people live happily and adapt to life. In the context of corporate sense, it must be ensured that the individuals who are newly joined in the organization become productive and happy about their work and thus socialized (Yuksel, 2000). Organizational happiness, in other words happiness at work, is the happiness of the organization as a whole rather than expressing the individual happiness of the persons. This happiness can be positively influenced by variables such as positive situations, emotions, decisions, incentives, prizes at work. At the same time, it is necessary for each employee to adapt to his/her institution and take place in a pleasant working environment for job continuity, job satisfaction, commitment, identification, loyalty, and performance (Porter, Lawler and Hackman, 1975). Organizations must give the necessary value to their employees if they want their employees to work full capacity. (Cinkir, 2003). As a result of extensive research conducted in recent years, it is seen that the social relations between colleagues and supervisors have a great influence on total job satisfaction (Stephen and Judge, 2015). Educational organizations must both support socialization in children and embrace social happiness and display a harmonious environment. In the working process it is important that teachers make joint efforts to achieve educational goals with organizational cohesion and integration.

Organizational happiness refers to the happiness of an employee within his/her organization as an individual and it means how happy the individual is in his/her workplace and life. For this reason, two points stand out in organizational happiness. Contribution to individual factors (values, personality and goals) and influence of organizational characteristics (culture, business conditions). Happiness in the workplace is crucial to increase productivity in any organization (Wesarat, Sharif and Majid, 2015). Staff happiness is a subject that needs to be emphasized because of its

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serious impact on corporate performance, which is an important indicator of the development of businesses (Zhou ve Qiu, 2013).

Organizational socialization is a process that begins before the individual enters the job and continues during the period he/she works. Although this process has been handled by different researchers within different periods, it can be basically divided into the phases such as pre-work, entry and settlement. In this process, the employee learns how the organization operates, how he/she will behave within the work group, and the cognitive content of the work. (Fisher, 1986; Schein, 1978; Louis, 1980; Jablin, 1982). Basically organizational socialization is the process of learning organization culture, adapting to it and becoming an effective individual (Louis, 1980; Can, 2005: 410). Therefore, it is the process of learning and adapting to the values, norms, traditions and rules that constitute the organizational culture. Organizational socialization is considered important for employee's powerful socialization, his/her efficient and effective contribution to organizational performance as a social individual, learning working procedures accepted in the organization and having long-term effect of the organizational socialization process. At the same time, job adaptability, success and job satisfaction of the employee are important functions of the socialization process. Through these functions of the process the organizational commitment, success and adaptability of the employee will greatly increase. Otherwise, it will prepare the ground for leaving the organization (Balci, 2003: 12).

Both the happiness of the individual at work and the socialization has a positive impact on organizational stability and productivity (Van Maanen, 1978). Teachers' enjoying their work in a peaceful environment in their school and the socialization of them are important for the productivity of the work done. There are also researchers who assess organizational performance as a stage of organizational socialization (Blau, 1988). An individual, by nature, does not want to do work that he/she does not enjoy and wants to get away from the environment that he/she does not like. It is because the most popular target of conscious activities of human beings is to reveal happiness (Ryan and Deci, 2001). Therefore, the socialization of the individuals, who are unable to find happiness at work or have to work where they are not happy, is also prevented. The corporate socialization and commitment will also increase if the individual enjoys the environment that he/she is in or the work that he/she is doing. The employee becomes a happy member when he/she feels devoted to the organization (George and Jones, 1996). When addressed in this context, it can be said that the individual's organizational happiness is directly or indirectly influenced by its organizational socialization and both organizational happiness and organizational socialization shall be reflected on the teacher's educational performance and the nature of the education.

The main purpose of this research is to examine the relationship between levels of organizational happiness and organizational socialization of physical education and sport teachers. In line with the sub-objectives of the research the following questions have been answered:

How are organizational happiness and socialization levels of teachers'?

Is there a relationship between teacher's organizational happiness and organizational socialization?

Are the organizational happiness of teachers predicting organizational socialization?

Methodology

This study is quantitative and is in the correlational model. Relational screening researches are researches that are done to establish relationships between two or more variables and to obtain cues for cause and effect (Buyukozturk and others, 2014). Within the context of the research, the relationship between organizational happiness of physical training and sport teachers and organizational socialization will be examined.

Population and Sampling

257 physical education and sports teachers who work in Siirt province constitute the universe of the research. The entire universe was tried to be reached but 244 teachers of physical education and sports that were at the target universe were reached. The rate of participants representing the universe in the survey is 95%. Demographic information of the participants is given on table 1:

Table 1.Personal Information of Participants

Gender			Marital Status		
Subgroups	F	%	Subgroups	f	%
Female	69	28,3	Married	162	66,4
Male	175	71,7	Single	82	33,6
The Number of Teachers in School			**Age**		
Subgroups	F	%	Subgroups	f	%
1-35	132	54,1	22-29	75	30,7
36-70	82	33,6	30-39	140	57,4
71 +	30	12,3	40 +	29	11,9
Seniority			**Status of Being Sport Facility**		
Subgroups	F	%	Subgroups	f	%
1-5 years	94	38,5	Yes	83	34,0
6-10 years	60	24,6	No	161	66,0
11-15 years	56	23,0			
16 years and +	34	13,9			
Total	244	100,0	Total	244	100,0

It is seen that 71.7% of the teachers that participated in the study are male and 28,3% female; 66,4% of them are married and 33,6% are single. Then again, it is seen that 30.7% of the teachers that participated in the study are at the ages between 22-29, and 57.4% are at the ages between 30-39 ; 11.9% of them are 40 and over.

Data collection tool

Two scales were used in the scope of the research. *The organizational happiness scale was developed by* Bulut (2014) and consists of 38 items. The scale is 5 dimensions and dimensions are named as management processes, professional attitude, and communication at work, commitment and economic conditions respectively. The reliability of the scale was found to be 93. This value was considered sufficient for the reliability of the study.

Organizational socialization scale, developed by Erdogan (2012), consists of 24 items. For construct validity of the scale, descriptive factor analysis was performed by Erdogan (2012) and it was seen that explained variance was 58.51%, KMO value was 93 and Barlett test was meaningful. The scale has 5 dimensions and the dimensions are named as interpersonal relations, organizational history and language, professional competence, organizational purpose and compliance with values and organizational policy respectively. The reliability coefficient of the scale was found to be 92.

Collection and analysis of data

The measurement tool was applied with direct access to the participants. All 244 data have been processed. In the analysis of the data obtained in the research, descriptive statistics was used (frequency, arithmetic mean, standard deviation)in personal information and level setting; Pearson correlation test was used to determine the correlation and simple regression analysis was conducted to show how much organizational happiness explained organizational socialization. The analysis is based on $p \leq 0.05$.

Findings / Results

The main purpose of this research is to examine the relationship between levels of organizational happiness and organizational socialization of physical education and sport teachers. In this section, the data obtained in the direction of the sub-objectives of the research are expressed in tables and the results of the tables are interpreted. For the first sub-problem of the research Table 2 summarizes the arithmetic average of teachers' organizational happiness and organizational socialization levels:

Table 2. Arithmetic Averages of Teachers' Levels of Organizational Happiness and Organizational Socialization

Organizational Socialization	N	x̄	ss	Comment
Professional competence	244	4,39	,52	Very High
Relations between individuals	244	4,23	,55	Very High
Organization Language	244	3,90	,81	High
Organization Policy	244	4,25	,55	Very High
Purpose and value	244	4,19	,70	High
Organizational Socialization	244	4,20	,49	Very High
Organizational happiness	**N**	**X**	**ss**	**Comment**
Management processes	244	4,00	,76	High
Professional attitude	244	4,48	,42	Very High
Communication in the workplace	244	4,44	,55	Very High
Being devoted	244	3,97	,94	High
Economic condition	244	3,45	,94	High
Organizational Happiness T	244	4,10	,52	High

In Table 2 it can be said that that organizational socializations are very high (X = 4.20) when we look at the arithmetic average of teachers' organizational socialization and organizational happiness levels. The sub-dimensions of organizational socialization were seen as follows from higher to low: professional competence (X = 4.39), Organizational politics (X = 4.25), interpersonal communication (X = 4.23), goal-value (X = 4.19) and organization language (X = 3.90). It is seen that organizational happiness is high (X = 4,10), and the sub-dimensions of organizational happiness are as follows from high to low professional attitude (X = 4,48), communication in the workplace (X = 4,44), management processes (X = 4.00), commitment (X = 3.97) and economic condition (X = 3.45).

Table 3. Correlation Analysis between Teachers' Organizational Happiness and Organizational Socialization

					Correlation Between Dimensions							
Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
OS. Professional competence	1,000											
OS. Relation between individuals	,531	1,000										
OS. Organization Language	,574	,538	1,000									
OS. Organization Policy	,557	,566	,728	1,000								
OS. Goal and Value	,475	,569	,443	,548	1,000							
Organizational Socialization (OS)	,766	,814	,814	,826	,779	1,000						
OH.Management Processes	,312	,510	,273	,346	,588	,522	1,000					
OH. Proffesional Attitude	,482	,555	,403	,539	,575	,640	,499	1,000				
OH. Communication in the workplace	,422	,614	,452	,529	,469	,623	,319	,634	1,000			
OH. Commitment	,335	,419	,344	,405	,489	,503	,534	,645	,449	1,000		
OH. Economic Condition	,154	,186	,167	,124	,035	,165	,055	,112	,190	,108	1,000	
Organizational Happiness (OH)	,440	,628	,406	,493	,652	**,666**	,905	,738	,567	,739	,291	1,000

When the results of the correlation between the organizational happiness of teachers and organizational socialization are examined in Table 3, it is seen that there is an intermediate level of positive relationship (r=,66; p<,05). According to this, it is seen that the relationship between professional attitude and organizational socialization, which are sub-dimensions of organizational happiness, was moderate in the positive direction(r =, 64), the relationship between communication and organizational socialization in the workplace is moderate in the positive direction(r =, 62), the relationship between management processes and organizational socialization is moderate in te positive direction (r =, 52), the relationship between commitment and organizational socialization is moderate in the positive direction (r = 50), and the relationship between economic condition and organizational socialization is at a low level in the positive direction (r =, 16).

Table 4. Regression Analysis Related to the Explanation of Teachers' Organizational Happiness of Organizational Socialization

Predictive Variables	R	R2	β	t	p
Management processes	,52	,27	,26	4,890	,00
Professional attitude	,64	,41	,26	3,851	,00
Communication in the workplace	,62	,39	,35	6,125	,00
Being devoted	,50	,25	,03	,551	,58
Economic condition	,17	,03	,05	1,145	,25
Organizational happiness	,74	,55	,394	4,890	,00

It can be said that it explains the organizational socialization of teachers' organizational happiness by 55%. According to this, it is seen that the model in which the effects of teacher's organizational happiness on organizational socialization are revealed is meaningful. When the sub-dimensions of organizational happiness are considered and the values of "β " are examined in the prediction of organizational socialization, it is seen that sub-dimensions with the highest effect are communication in the workplace, professional attitude, management processes, economic condition and commitment, respectively.

Discussion and Conclusion

In this section, the results expressed in relation to the findings of the research are addressed in the context of field literature.

It has been seen that teachers have a high level of organizational happiness. As a matter of fact,in the "happiness at work" study that was conducted in certain countries around the world, it has been determined that 59.3% of the workers are happy in Turkey sample (Keser, 2016). In the research, Bulut (2015) found that teachers' school organizational happiness was at a high level. According to the results of the research, teachers' organizational socialization levels were found to be very high. Andur (2014) found that teachers' organizational socialization levels were "very high" in the research made on classroom and branch teachers. Again, Vural (2015) found that the level of organizational socialization of elementary and junior high school administrators and teachers was "totally agree" level. Demirer, (2014) in the research carried out on secondary school teachers, found that the level of organizational socialization of teachers was "agree" level. Demirkart, (2015) in the research where the level of socialization of primary school administrators is looked at, it has been found that the level of organizational socialization of school managers is "high". On the other hand the level of organizational socialization has been determined as "moderate" in the research of Bas (2016) that was done on pre-school, primary and secondary school teachers.

A moderately positive relationship has been found between teachers' organizational happiness and socialization. An employee who is happy at work can also provide organizational socialization more effectively. The ability to adapt to organization as an individual and take part in a pleasant work environment is required from each employee for job continuity, job satisfaction, commitment, identification, loyalty, and performance (Porter, Lawler and Hackman, 1975). As a matter of fact, Sachita and Ruchi (2015), in their study which they investigated the effect of restorative environments on organizational happiness and socialization relationship, found a positive correlation between employees' happiness and organizational socialization.

Teachers' organizational happiness defines their organizational socialization by 55%. Indeed, in the booklet prepared by the Health Enhancement System (HES, 2011) one of the things that has to be done to create a culture of happiness is the implementation of a health program which is based on socialization and appropriate nutrition as well as doing volunteer activities after work (HES, undated). Social activities are important in order to make individuals that join the organization recently turn into people who work efficiently and who are happy with their works (Yuksel, 2000). The first phase of the socialization process is very important. It has been found that many of the new employees begin to dislike their work in the first years, and that they work outside the routine and technical topics of their work. In order to make this process more effective, the first step of the developed strategies is to ensure that the first job of the person is an important job and that the person enjoys what he/she is doing as well as feeling happy. (Feldman and Arnold, 1983).

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