


## Relationships Between Teachers' Perceptions of Positive Psychological Capital and Organizational Happiness: Mediating Role of Organizational Silence\*

Tamer Sari, Ph. Dr., Pamukkale University, tamersari@gmail.com

 0000-0003-3752-9277

### Keywords

Positive psychological capital  
Organizational silence  
Organizational happiness  
Teacher empowerment

### Article Info:

Received : 21-06-2021

Accepted : 20-11-2021

Published : 11-04-2022

DOI: 10.52963/PERR\_Biruni\_V11.N1.20

### Abstract

Positive moods such as happiness that encourage interaction with the social environment were expected to be more favorable for organizational contribution and creativity than passive moods such as silence. Positive relationships between positive psychological capital and organizational happiness were expected in educational organizations where positive communication was the most desired. However, negative moods also had negative effects on creativity, and the negative work environments caused organizational silence. In this study, it was aimed to investigate the relationships among teachers' perceptions of positive psychological capital, organizational silence and organizational happiness. The research was designed as a relational screening model and the structural equation modelling technique was used to test the hypothesized model. Participants of the study consisted of 420 teachers working in public and private schools. The results showed that high levels of positive psychological capital were associated with both higher organizational happiness and lower organizational silence. In contrast, higher organizational silence was associated with lower levels of organizational happiness. Organizational silence mediated the relationship between positive psychological capital and organizational happiness. This study supported the idea that the effect of positive psychological capital on creating organizational happiness may decrease in school environments that cause organizational silence.

**To cite this article:** Sari, T. (2022). Relationships between teachers' perceptions of positive psychological capital and organizational happiness: Mediating role of organizational silence. *Psycho-Educational Research Reviews*, 11(1), 312-323. doi: 10.52963/PERR\_Biruni\_V11.N1.20

\* The preliminary findings of this study were presented in VIth International Eurasian Educational Research Congress, 19-22 June 2019 held in Ankara University.

## INTRODUCTION

Educational institutions were among the institutions where human-to-human relations were most intense and inevitably these relations have affected the beginning, formation and quality of the educational process. Some schools, which were created by taking these effects into account, have succeeded in being different from others. Some of the features that were effective in defining those schools as seniors include ensuring that the right people became teachers and developing these teachers into effective instructors in the process (McKinsey, 2007). Given the task that teachers undertake in this process, it revealed the importance of their human characteristics while performing this task in a motivated way (Oplatka, 2010). Considering teachers as one of the important human resources of the education system, it could be thought that there was a relationship between positive psychological capital and organizational happiness that teachers were supposed to share at school, but organizational silence, which was defined as the unwilling and unmotivated person, might affect this relationship.

In terms of evaluating human behaviour, being positive was perceived as a weakness compared to the dominant nature of being negative (Fredrickson, 2009). Awakening fear, hatred, or grudge in the individual in relationships were often related to your actions, but the individual's respect for you, acceptance and appreciation were more about one's evaluation of you. For this reason, it was necessary to take into consideration being positive, not being negative, in order to establish long-term and healthy relationships. This way of thinking emerged as positivism (Seligman & Csikszentmihalyi, 2000), and the organizational response of positive thinking was formed as positive psychological capital (Luthans & Youssef, 2004). The important feature of positive psychological capital (PPC) for organizations and managers was that it could be measured and developed. These features enable PPC to be seen as an administrative tool. According to Luthans, (2002) psychological capital (PsyCap) had four dimensions: hope, optimism, resilience, and self-efficacy.

When Luthans, (2002)'s psychological capital dimensions are examined, it is possible to associate hope, optimism, resilience, and self-efficacy with happiness. Happiness was a concept that the poet asks the painter whether he could paint happiness (Edgü, 1995), social scientists had not yet clarified the definition of hedonic and eudemonic (Fisher, 2010), but everyone was looking for it. It was also a concept defined as a full harmony and saturation of demand and tendencies (Akarsu, 1975). When these concepts were carefully examined, some conclusions might provide some important indicators for the organization. For example, philosophically, though the idea of hedonic happiness emphasized pleasure, what stands out in eudemonic thought was virtue (Bonniwell, 2008). The concept to be underlined for organizations in this section was virtue. Doing what was worth doing in terms of motivation (Ryan & Deci, 2000) and the fact that happiness was not permanent showed that the concept of happiness might be used in accordance with organizational development as well as short and long term plans. Happiness was a desired emotion, employees feel happiness in every organizational goal achieved, and seeing a target as a new source of happiness could provide continuity for the organization.

The opposite of happiness can be thought of as unhappiness, but unhappiness can manifest itself in different ways as behavior and attitude, can silence be one of these indicators? Silence was previously a sign of satisfaction, mutual understanding, and compassion (Zeligs, 1961), nevertheless, silence was generally very closely related to anxiety (Sabbadini, 2004). People may want to withdraw themselves from a certain period of daily life and let things flow, and they may prefer silence during these periods. The content of the concept used in the sense of organizational silence was far beyond individual use, and for the first time it was defined as organizational silence by Morrison & Milliken, (2000), as employees intentionally hide problems about the organization or developer suggestions from the authorities. Also, defined by Pinder & Harlos, (2001) as organizational silence was the

individual or individuals did not share what they had behavioural, cognitive or affective with the status of the organization they were in, with those who had authority about the change and development of the organization. Silence can be a sign of acceptance of defeat or virtually awaiting the right time, therefore, it is the duty of the manager to understand the source of silence and listen to their silences to help the teachers.

The consequences of organizational silence were negatively defined for the organization. And these negative results for organizations included damaging consequences such as believing that employees being invaluable, lack of negative internal feedback and low trust (Morrison & Milliken, 2000). Furthermore, organizational silence was considered to be detrimental to bottom-up information exchange, which degraded the quality of decisions of the top leaders. In particular, the lack of negative internal feedback and bottom-up information exchange could be a barrier to organizational change, as well as converted managers to the naked king as in Hans Christian Andersen's tale The Emperor's New Clothes.

## **THEORETICAL FRAMEWORK AND CONCEPTUAL MODEL**

### ***POSITIVE PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL HAPPINESS***

Positive moods such as happiness that encouraged interaction with the world were more favourable for creativity than passive moods like calm (Robbins & Judge, 2013). Significant relationships were found between positive psychology and organizational happiness in educational organizations where positive communication was most expected (Özen, 2018). Having a high level of positive psychological capital competence was an important factor that helped teachers actively survive and made a strong contribution to personal and organizational happiness (Tosten & Toprak, 2017). Finally, in another study by Luthans & Youssef, (2004), positive psychological capital was found to have a positive effect on performance, organizational happiness and commitment to work and the following hypothesis was proposed.

H1: Positive psychological capital had positive and significant effect on organizational happiness.

### ***POSITIVE PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL SILENCE***

Self-efficacy, which was one of the components of positive psychological capital, was defined as the motivation and sense of trust that an individual needed to successfully perform a certain task in certain actions in the organization (Luthans & Youssef, 2004). This definition showed the competence of the individual to find solutions to the problems encountered in the organizational environment and to participate in the decision-making process. Employees who received positive feedback and appreciation from their manager might believe that they would be successful not only in the job they appreciate but also in all other tasks they were to choose (Luthans et al., 2007). On the other hand, one of the reasons for the emergence of organizational silence was that the individual felt invaluable in the working environment and lack of trust towards senior management (Morrison & Milliken, 2000). Negative moods also always had negative effects on creativity (Robbins & Judge, 2013) and these negative work environments that did not build trust cause silence. This information showed that there was a negative relationship between positive psychological capital and organizational silence, and the following hypothesis was proposed.

H2: Positive psychological capital and organizational silence had negative relationship.

### ***ORGANIZATIONAL SILENCE AND ORGANIZATIONAL HAPPINESS***

Silence might be considered as accepting, not causing trouble, or it could be argued that it was due to ignorance. However, research shows that silence should be interpreted differently, especially within the organization. Silence or interruption of communication may be considered both as common and problematic (Morrison & Milliken, 2000). In addition, the assumption that silence stems from ignorance did not bring happiness as it would not meet the expectations of success, recognition and

appreciation in a work environment where knowledge was considered power (Bolman & Deal, 2003). Moreover, realizing that a work was done wrong way even though they knew how to do it, and being silent in this situation disturbs the human. Morrison and Milliken, (2000) viewed organizational silence as a potential obstacle to organizational change and development. Nevertheless, they highlighted that silence reduced job satisfaction and job loyalty by reducing organizational commitment and trust. In their research Fard & Karimi, (2015) stated that there was an inverse and significant relationship between organizational silence and job satisfaction and organizational commitment. The negative consequences of organizational silence on the employees could be listed as feeling weak about expressing their ideas and opinions about the job, decreased sense of organizational commitment, belonging, trust and support, job dissatisfaction, and also desire to quit the job (Çakıcı, 2008). In this and similar studies mentioned above, job satisfaction and happiness were used in the same sense. As Moçoşoğlu & Kaya, (2018) stated a negatively significant but weak relation was found between the organizational silence behaviours and organizational happiness of the teachers in schools. As a result, there was a reverse relationship between organizational silence and organizational happiness, and the following hypothesis was proposed.

H3: Organizational silence had negative and significant effect on organizational happiness.

#### ***POSITIVE PSYCHOLOGICAL CAPITAL, ORGANIZATIONAL SILENCE AND ORGANIZATIONAL HAPPINESS***

The presence of positive psychological capital in the school meant that the teachers who made up the organization mostly had the self-efficacy to perform their duties, the hope of success in this task, the optimism of retry in the face of failure, and the resiliency capacity to motivate themselves again (Luthans, Youssef, & Avolio, 2007). The satisfaction and happiness of the teachers working in this positive environment would increase. The positive psychological capital in the institution indicated the higher job satisfaction and motivation of the members of the institution, the good feelings of the employees in the work environment and their commitment to the institution (Akbaba & Altındağ, 2016).

As studies on the concept of success showed that happiness was not only the result of success, but also its trigger (Diener et al., 2008). On the other hand, as the competence levels of the school increased, the organizational happiness levels of the employees were expected to increase and the organizational silence behaviour decreased (Demirtaş, 2018). Organizational silence triggered teachers' internal dissatisfaction, increased their anxiety and stress, and thus reduced their performance (Dal & Başkan, 2018). Internally motivated individuals participated in activities that interest them without expecting any financial reward (Deci, Vallerand, Pelletier, & Ryan, 1991) and they were happy for a sense of relatedness regardless of outcome of their actions (Ryan & Deci, 2000). Consequently, positive psychological capital would have a positive effect on organizational happiness and a negative effect on organizational silence, and also organizational silence would have a negative effect on organizational happiness and the following hypothesis was proposed.

H4: Organizational silence negatively mediated the relationship between positive psychological capital, and organizational happiness.

## **METHOD**

The data of this study were collected using a questionnaire and structural equation modeling was applied to test the hypotheses (Kline, 2011). In this section, data collection tools and statistical analysis techniques used in the evaluation of the collected data were given.

## **MEASURES**

To reach the purpose of the research; Positive Psychological Capital Scale developed by Tösten & Özgan, (2014) to measure teachers' perception of PPC; Organizational Silence Scale (OS) developed

by Kahveci & Demirtaş, (2013) and Organizational Happiness Scale (OHS) developed by Demo and Paschoal (2013), adapted to Turkish by Arslan & Polat, (2018) were used.

Positive Psychological Capital Scale (Tösten & Özgan, 2014) had 6 subscales consisting total 26 items. The subscales were hope (three items), self-efficacy (four items), optimism (five items), resiliency (five items), trust (four items) and extraversion (five items). Sample item included: I can find solutions to unexpected problems. CFA was made within the scope of validity and reliability and Cronbach's Alpha reliability coefficient was calculated. The coefficient alpha in the current study for hope .913, for self-efficacy .931, for optimism .913, for resiliency .942, for trust .946 for extraversion .930 and for the entire scale was .947. As a result of the CFA, the compliance values for the positive psychological capital scale were found as chi-square / sd = 2.479, RMSEA = 0.059, SRMR = 0.022 CFI = 0.970, TLI = 0.966 and GFI = 0.947.

Organizational Silence Scale (Kahveci & Demirtaş, 2013) had 5 subscales consisting total 18 items. The subscales were school environment (four items), emotion (three items), source of silence (five items), administrator (three items) and isolation (three items). The high score of the participants from the Organizational Silence Scale was interpreted as meaning that the organizational silence levels were high, while the low score was interpreted as the low level of organizational silence. In the scale, only one item (Item 3) was reversed. Sample item include: The fact that school administrators do not treat teachers fairly prevents teachers from expressing their opinions. CFA was made within the scope of validity and reliability and Cronbach's Alpha reliability coefficient was calculated. The coefficient alpha in the current study for school environment .711, for emotion .851, for source of silence .721, for administrator .826 for isolation .865 and for the entire scale was .938. As a result of the CFA, the compliance values for the organizational silence scale were found as chi-square / sd = 3.961, RMSEA = 0.097, SRMR = 0.036, CFI = 0.940, TLI = 0.915 and GFI = 0.904. When the fit values were analysed, it was seen that the chi-square / sd ratio and GFI values were at the acceptable limit values and the other indices had good fit quality.

Organizational Happiness Scale (OHS) developed by Demo and Paschoal (2013) had 3 subscales consisting total 29 items. The subscales were positive affect (nine items), negative affect (twelve items), and fulfilment (eight items). Item 12 in the negative emotions was reversed. The subscales were not scored and evaluated separately, and the total score was obtained for the entire scale. The high scores of the participants from the scale was interpreted as the increase in organizational happiness levels, and the low scores were in the form of decreased organizational happiness levels. Sample item included: Over the past six months, my work made me feel happy. CFA was made within the scope of validity and reliability and Cronbach's Alpha reliability coefficient was calculated. The coefficient alpha for the current study was .941. As a result of the CFA, the compliance values for the organizational happiness scale were found as chi-square / sd = 3.094, RMSEA = 0.076, SRMR = 0.059, CFI = 0.919, TLI = 0.910 and GFI = 0.904.

## **PARTICIPANTS**

The participants of the study were teachers working in public and private schools in the 2018-2019 academic year in Turkey. The minimum sample size to ensure appropriate use of Maximum Likelihood (ML) estimation in studies where SEM was used was about 200 cases (Kline, 2011). Information on 420 teachers who participated voluntarily in the research was given in Table 1.

**Table 1.** Demographic Information of Participants

Variables	Categories	f	%
Gender	Woman	180	42,9
	Man	240	57,1
	Total	420	100
Job titles	Administrator	68	16,3
	Teacher	352	83,7
	Total	420	100
Educational Status	Bachelor degree	329	78,3
	Postgraduate	91	21,7
	Total	420	100
School stages	Primary school	280	66,7
	Secondary school	90	21,4
	High School	50	11,9
	Total	420	100
Length of service (seniority)	1-10 years	190	45,3
	11-20 years	147	34,9
	21 and over years	83	19,8
	Total	420	100

According to the data in Table 1, 42.9% of 420 teachers were women and 57.1% were men. The majority of the participants (83.7%) were teachers and 78.3% of the group had a bachelor degree while 21.7% had postgraduate degree. 66.7% of the participants were primary school teachers, 21.4% were secondary school teachers, 11.9% were high school teachers. Finally, most of the teachers in the group (45.3%) had seniority between 1-10 years. Simple random sampling was used for sample selection. In the selected sample, an online, controlled access electronic scale was applied to the teachers.

## RESULTS

Descriptive Statistics and Structural Equation Model (SEM) analysis were used in the analysis of the data. Calculated construct reliability (CR) for all construct ranged between (Cronbach's alpha) 0.71 to 0.94 which indicates appropriate reliability. Univariate and multivariate normality assumptions were examined before proceeding with statistical analysis. In this context, univariate multivariate normality (kurtosis and skewness, Mardia's multivariate normality coefficient and critical ratio (c.r) value, multivariate were checked.

It was concluded that the skewness and kurtosis coefficients calculated for the research variables varied between +1 and -1. In this context, it can be said that univariate normality was achieved (Kline, 2011; Büyüköztürk, 2007). Organizational silence, positive psychological capital and organizational happiness scales were accepted as normal distribution because the skewness and kurtosis values were between  $\pm 1.5$  (Tabachnick & Fidell, 2013; Bayram, 2010). Within the scope of multivariate normality, Mardia coefficient was calculated as 1.63 and critical rate (c.r) value was calculated as 1.8. According to Bayram, (2010), the Mardia coefficient was less than 1.96, and according to Tabachnick & Fidell, (2013), the critical ratio (c.r) value was less than 5 was an indicator of multiple normal distribution. Because normality assumptions were confirmed, the most likelihood estimation method was used in this research.

Various criteria were taken as reference in the evaluation of the model tested and the CFA model fit. Within the current investigation, the chi-square/sd ratio, RMSEA, SRMR, CFI, TLI and GFI values recommended by many researchers were used to evaluate the CFA results and the research model of the scales (Bayram, 2010; Brown, 2006; Kline, 2011). Criteria for goodness of fit values was evaluated according to Table 2.

**Table 2.** *Criteria for goodness of fit values*

<i>Fit Indices</i>	<i>Good fit</i>	<i>Acceptable fit</i>
$\chi^2/df$	$\leq 2$	$\leq 2-5$
RMSEA	$\leq 0,05$	$\leq 0,80$
SRMR	$\leq 0,05$	$\leq 0,10$
CFI	$\geq 0,95$	$\geq 0,90$
GFI	$\geq 0,95$	$\geq 0,90$
TLI	$\geq 0,95$	$\geq 0,90$

As a result of SEM analysis in Tablo2, direct, indirect and total effects were also obtained. These effect sizes were interpreted as around .10 small, around .30 medium and over .50 large impact (Kline, 2011).

**MEASUREMENT MODEL**

As a result of examining the measurement model and the relationships between the variables, it was observed that there was a strong relationship between the variables, structural model accuracy was achieved in the covariance relationship related to the structures, and there was no common method variance in terms of data collected from a single source. Standardized errors (between 0.026 and 0.039) on the path coefficients were found to be low. With the verification of the measurement model, path analysis was started.

Goodness of fit values for the model tested; Chi-square / sd = 3.152, RMSEA = 0.052, SRMR = 0.048, CFI = 0.93, TLI = 0.94 and GFI = 0.91. It can be said that the obtained goodness of fit values was good and the model was confirmed.

Direct and indirect effects of variables were estimated at the structural model stage. Table 3 shows the results of the path analysis results. Table 4 and Figure 1 represent standardized direct, indirect and total effects.

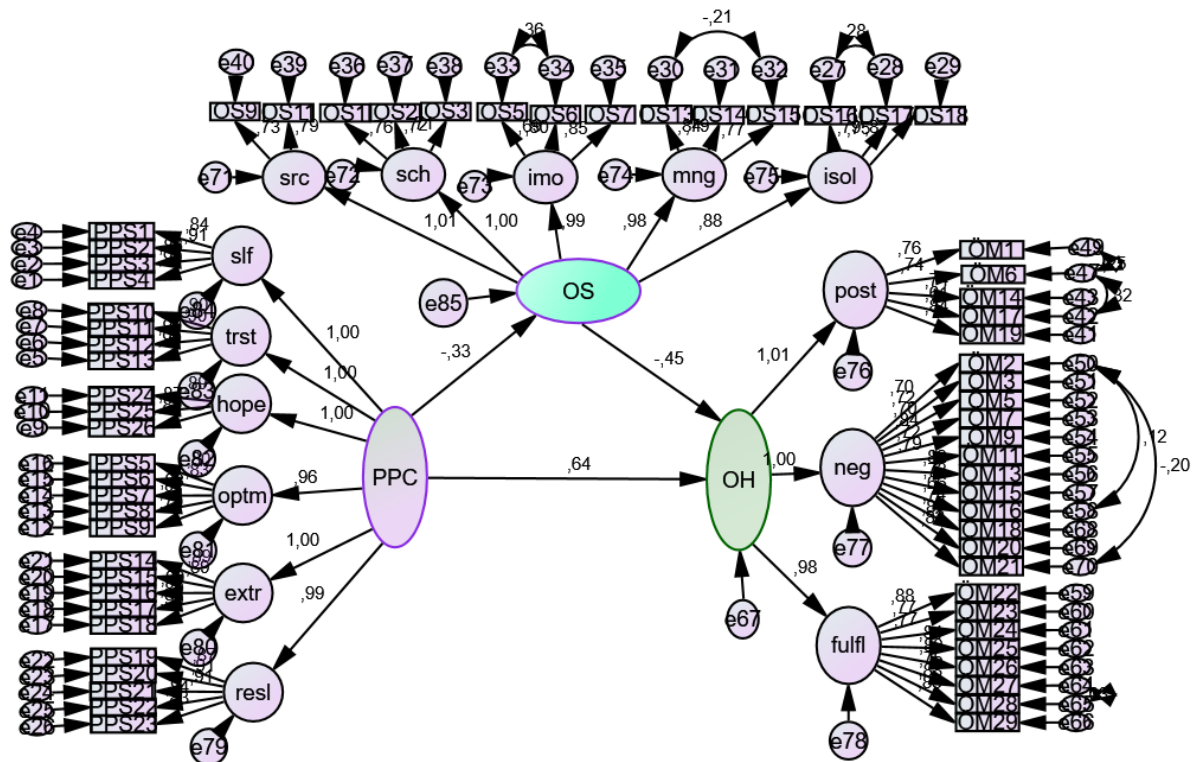
**Table 3.** *Path analysis results for the relationship between Positive Psychological Capital, Organizational Silence and Organizational Happiness*

<i>Path</i>	<i>B</i>	<i>β</i>	<i>S.E.</i>	<i>C.R.(t)</i>	<i>p</i>	<i>Conclusion</i>
H1 OH < --- PPC	.687	.642	.041	7.984	***	Supported
H2 OS < --- PPC	-1.049	-.326	.044	-12.043	***	Supported
H3 OH < --- OS	-.146	-.448	.049	-11.808	***	Supported

$\chi^2=113,864$ ;  $sd=31$  (\*\*\*) $p<.001$ )

When the path analysis results were evaluated, it was seen that the paths drawn between the research variables were significant ( $t > 1.96$ ;  $p < 0.001$ ;  $p < 0.01$ ). When the results of the estimation related to the research model in Table 3 were examined, it is seen that positive psychological capital in schools positively predicts the organizational happiness ( $\beta = -.64$ ;  $t = -7,984$ ;  $p < .01$ ), positive psychological capital predicts teachers' organizational silence in a negative way ( $\beta = -.32$ ;  $t = -12,043$ ;  $p < .01$ ) and organizational silence negatively predicted organizational happiness ( $\beta = -.448$ ;  $t = -11,808$ ;  $p < .01$ ) in terms of teacher perceptions.

Figure 1. Structural Model SEM



In the model given in Figure 1, besides the direct and indirect effect of positive psychological capital on organizational happiness, organizational silence had a direct effect on organizational happiness.

Table 4. Standardized Direct, Indirect and Total Effects of the Model

		Organizational Happiness			
		Direct Effects	Indirect Effects	Total Effects	Conclusion
H4	Positive Psychological Capital	.64	-.15	.49	Supported
	Organizational Silence	-.45		-.45	

When standardized direct effects were examined, it was seen that positive psychological capital had a larger effect (.64) on the perception of organizational happiness and organizational silence had a larger effect (-.45) on organizational happiness. When the indirect effect was examined, it was determined that positive psychological capital had smaller effect (-.15) through organizational silence on organizational happiness. Indirect effects can also be interpreted as mediator effects (Kline, 2011).



When these results were evaluated together, it can be said that organizational silence had a mediator effect in the relationship between positive psychological capital and organizational happiness. When the total effect of positive psychological capital on the perception of organizational happiness is analysed, it was seen that positive psychological capital had a larger effect (.49) on organizational happiness.

## CONCLUSION

Suppose we, as educators of the twenty-first century, designed a contemporary individual. When determining the characteristics of this individual, we want to add some psychological codes among the skills. The individual we designed could be creative enough to deal with complex tasks that had the power to fight to achieve their goal and could have enough energy to act to achieve success. Another important feature of this individuals could be that when they failed, they could evaluate the situation and own self then acted more willingly than before to start again. Imagine that there were a dozens of these qualified people in the organization you work or manage, and this dream could be called as organizational happiness. The findings of this study indicated that there was a positive and significant relationship between positive psychological capital and organizational happiness. According to these results, the H1 hypothesis was supported. These findings of the study were consistent with Özen, (2018), Tosten & Toprak, (2017), Luthans & Youssef, (2004) findings.

It may not always be what we want in business and in schools as it is in real life. Different reasons can lead us to failure and in these cases, our organizational response can trigger a chain of events that will lead to the continuation or damage of the organization. A relationship of positive psychological capital and happiness means not walking on the beach on a sunny day but having skills to overcome difficult times. In this context, the results of this study emphasized that managers should take these concepts into account when selecting and managing working teams.

The findings of the study indicated that there was larger negative effect between positive psychological capital and organizational silence. According to these results, the H2 hypothesis was supported. These findings were similar to those of Luthans & Youssef, (2004), Luthans et al. (2007), Morrison & Milliken, (2000). When the result obtained from the findings was evaluated in terms of organizational management, it was equivalent to the fact that the captain does not consider the crew on the same ship and the crew does not inform the captain about the leak on the ship. The sinking of the ship will not benefit anyone. The school administrators' knowing the psychological capital of their teammates allows the administrators to know the potential of the teachers. It also allows managers to realise that silence was a precursor to something going wrong in the organisation and a barrier to success.

Research findings indicated that organizational silence had a negative and large impact on organizational happiness. According to these results, the H3 hypothesis was supported. These findings were consistent with the findings of Morrison and Milliken, (2000) Fard & Karimi, (2015) Çakıcı, (2008) Moçoşoğlu & Kaya, (2018). Some of the administrator behaviours that lead to organizational silence can be listed as indifference, rejecting the suggestion, ignoring employees, and belittling, and point out that teachers were not happy to work in the school environment where these behaviours were observed. It can also lead to a decrease in school and student performance as a result of decreased organizational happiness. Because these research findings were related to the psychological well-being of teachers, the findings were also important for educational outcomes and student experiences. This importance should be taken into account by the administrators and other teachers who show behaviours that cause silence at school.

It was revealed by many studies (Luthans, Youssef, & Avolio, 2007; Akbaba & Altındağ, 2016; Diener et al., 2008; Demirtaş, 2018) that teachers who struggle with different difficulties in different

countries in educational institutions had high positive psychological capitals and this capital was associated with happiness. Teachers were individuals who were happy with the positive reflection of the successful results they have achieved by using their potential and many of them have the power to struggle with professional difficulties for this feeling of happiness. It was the latest of the findings of this study that teachers' positive psychological capital was driven into organizational silence, reducing teachers' sense of happiness.

## DISCUSSION

Current research findings showed that there was a strong positive relationship between positive psychological capital and teachers' perceptions of organizational happiness, but also shows that organizational silence reduces the effect of positive psychological capital on organizational happiness. According to these results, the H4 hypothesis was supported. As an open system, a significant part of their input and output in schools was human; it was recommended that those who manage these institutions work to increase the positive psychological capital of teachers and to reduce their organizational silence.

School administrators need to carry out studies and projects to strengthen teachers' psychological capital. The basic philosophy of these studies and projects should be to consider the teachers valuable and respect them. The results of the research could be inferred that teachers do not choose silence because they cannot find someone who listens to them, they become silent because they cannot find someone who understands them. In addition to listening to teachers, managers should show that they consider teachers' ideas, so that managers can increase the teachers' happiness and positive psychological capitals.

As a result, teachers try to contribute to their own careers and especially to the education of students, as well as to the performance of the institution they work at. Teachers who try to struggle with difficulties for this purpose prefer silence when they realize that administrators do not value them and teachers lose their trust in management. In the end, this silence makes teachers unhappy on an individual basis and then throughout the institution. Finally, this silence makes teachers unhappy on an individual basis, and then this silence causes unhappiness for the whole school. Because although teachers know how to do a work, they cannot be happy to see that the work is done wrong way because of their professional character

## SUGGESTIONS

In this study, teachers' organizational happiness regardless of work experience, educational level, age and gender was investigated. Teachers' levels of organizational happiness may vary according to these variables. In addition, variables other than organizational silence can also have mediator effects on the relationship of positive psychological capital and organizational happiness. Further studies were proposed by considering the moderate role of different variables and comparing the results with these study results.

## DECLARATIONS

- The article was written by a single author, who read and approved the final published version of the article
- The author declared no conflict of interest
- The preliminary findings of this study were presented in VIth International Eurasian Educational Research Congress, 19-22 June 2019 held in Ankara University. The second

author of the proceeding withdrew from the article process and declared the decision in writing.

- The research was conducted in accordance with ethical rules.
- The datasets generated during and/or analysed during the current study is available from the corresponding author upon reasonable request.

## REFERENCES

- Akarsu, B. (1975). *Felsefe Terimleri Sözlüğü (Glossary of Philosophy Terms)*. Türk Dil Kurumu Yayınları.
- Akbaba, Ö. & Altındağ, E. (2016). The Effects of Reengineering, Organizational Climate and Psychological Capital on the Firm Performance. *Procedia - Social and Behavioral Sciences* (235), 320–31. <https://doi.org/10.1016/j.sbspro.2016.11.038>.
- Arslan, Y. & Soner P. (2018). Adaptation of Well-Being at Work Scale to Turkish. *Educational Administration: Theory and Practice* 23, no. 4: 603–22. <https://doi.org/10.14527/kuey.2017.019>.
- Barber M. & Mourshed, M. (2007). How the World's Best-Performing School Systems Come out on Top, *Mckinsey*. April 19, 2020 <https://www.mckinsey.com/industries/social-sector/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top>.
- Bayram, N. (2010) *Yapısal Eşitlik Modellemesine Giriş: Amos Uygulamaları (Introduction to Structural Equation Modeling: Amos Applications)*. (1st ed.) Ezgi Kitapevi.
- Bolman, L. G., & Deal E., T. (2003). *Reframing Organizations: Artistry, Choice, and Leadership*. (3rd ed.) Jossey-B.
- Boniwell, I. (2020, April 16). *What Is Eudaimonia? The Concept of Eudaimonic Well-Being and Happiness*. <http://positivepsychology.org.uk/the-concept-of-eudaimonic-well-being/>.
- Brown, T., A (2006). *Confirmatory Factor Analysis for Applied Research. Methodology in the Social Sciences*. The Guilford Press.
- Büyüköztürk, Ş. (2007). *Veri Analizi El Kitabı (Data Analysis Handbook)*. (8th ed.) Pegem Akademi.
- Çakıcı, A. (2008). Örgütlerde Sessiz Kalınan Konular, Sessizliğin Nedenleri ve Algılanan Sonuçları Üzerine Bir Araştırma (A Research on Issues, Causes and Perceptual Results of Silence at Organizations). *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (17)117–34. <http://dergipark.ulakbim.gov.tr/cusosbil/article/view/5000001247>.
- Dal, H. & Gülsüm A., B. (2018). The Views of Teachers Working in Secondary Educational Institutions about Organizational Silence. *Educational Administration: Theory and Practice* (24) 45–91. <https://doi.org/10.14527/kuey.2018.002>.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3-4), 325–346. <https://doi.org/10.1080/00461520.1991.9653137>.
- Demirtaş, Z. (2018). The Relationships Between Organizational Values, Job Satisfaction, Organizational Silence and Affective Commitment. *European Journal of Education Studies* (4) 108–25. <https://doi.org/10.5281/zenodo.1321680>.
- Diener, E., Kesebir, P., & Lucas, R. (2008). Benefits of Accounts of Well-Being— For Societies and for Psychological Science. *Applied Psychology*, 57(s1), 37–53. <https://doi.org/10.1111/j.1464-0597.2008.00353.x>
- Edgü, F. (1995, April 20). *Mutluluğun Resmi, Abidin Dino Hayatını Anlatıyor (Picture of Happiness, Abidin Dino Tells His Life)*. Clipping from YeniYüzyıl]. Copy in possession of author. <http://digital.sabanciuniv.edu/abidindino/kupur/3040200003118.pdf>
- Fard, P. G., & Karimi, F. (2015). The Relationship between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University. *International Education Studies*, 8(11), 219. <https://doi.org/10.5539/ies.v8n11p219>.
- Fisher, C., D. (2010). Happiness at Work. *International Journal of Management Reviews* 12, 384–412. <https://doi.org/10.1111/j.1468-2370.2009.00270.x>.
- Fredrickson, B. L. (2009). *Positivity: Groundbreaking research reveals how to embrace the hidden strength of positive emotions, overcome negativity, and thrive*. Crown Archetype.

- Kahveci, G. & Demirtaş, Z. (2013). Development Study of Organizational Silence Scale for Teachers. *Electronic Journal of Social Sciences* 12, 167–82.
- Kline, R. B. (2011). Principles and Practice of Structural Equation Modeling. *Structural Equation Modeling*. Vol. 156, <https://doi.org/10.1038/156278a0>.
- Luthans F. & Youssef C. (2004). Human, Social, and Now Positive Psychological Capital Management: Investing in People for Competitive Advantage. *Organizational Dynamics* 33, 143–60. <https://doi.org/10.1016/j.orgdyn.2004.01.003>.
- Luthans F., Youssef C. & Avolio B. (2007). *Psychological Capital*. Oxford University Press.
- Luthans, F. (2002). The Need for and Meaning of Positive Organizational Behavior. *Journal of Organizational Behavior* 23,695–706. <https://doi.org/10.1002/job.165>.
- Luthans, F. (2012). *Organizational Behavior an Evidence-Based Approach*. (12th ed.) McGraw-Hill/Irwin.
- Moçoşoğlu, B. & Kaya, A. (2018). Okul Yöneticileri ve Öğretmenlerin Örgütsel Sessizlik ile Örgütsel Mutluluk Düzeyleri Arasındaki İlişki : Şanlıurfa İli Örneği (The Relationship Between Organizational Silence and Organizational Happiness Levels of School Principals and Teachers: The Sample of Şanlıurfa Province). *Harran Education Journal* 3, 52–70.
- Morrison, E., W. & Frances J. M. (2000). Organizational Silence: A Barrier to Change and Development in a Pluralistic World. *Academy of Management Review* 25, 706–25.
- Oplatka, I. (2010). The Professoriate in the Field of Educational Administration: Insights from an Analysis of Journal Authors' Curricula Vitae. *Journal of Educational Administration* 48, 392–412. <https://doi.org/10.1108/09578231011041071>.
- Özen, F. (2018). The Impact of the Perception of Organizational Virtue on the Perception of Organizational Happiness in Educational Organizations. *Educational Policy Analysis and Strategic Research* 13, 124–40. <https://doi.org/10.29329/epasr.2018.178.7>.
- Pinder, C., C. & Karen P. H. (2001). Employee Silence: Quiescence and Acquiescence as Responses to Perceived Injustice. *Research in Personnel and Human Resources Management*. Vol. 20, [https://doi.org/10.1016/S0742-7301\(01\)20007-3](https://doi.org/10.1016/S0742-7301(01)20007-3).
- Robbins, S., P. & Timothy A. J. (2013). *Organizational Behavior*. (15th ed.) Pearson. <https://doi.org/10.12737/4477>.
- Ryan, R., M. & Deci E., L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology* 25, 54–67. <https://doi.org/10.1006/ceps.1999.1020>.
- Sabbadini, A. (2004). Listening to Silence. *British Journal of Psychotherapy*, 21(2), 229–240. <https://doi.org/10.1111/j.1752-0118.2004.tb00205.x>.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Pearson. <https://doi.org/10.1037/022267>.
- Tösten, R. & Özgan, H. (2014). Pozitif Psikolojik Sermaye Ölçeği: Geçerlik ve Güvenirlik Çalışması (The Scale of Positive Psychological Capital: A Reliability and Validity Study). *Ekev Akademi Dergisi* 18, 429–42.
- Tösten, R. & Toprak, M. (2017). Positive Psychological Capital and Emotional Labor: A Study in Educational Organizations. *Cogent Education* 4, 1–11. <https://doi.org/10.1080/2331186X.2017.1301012>.
- Zelig, M. A. (1961). The Psychology of Silence: Its Role in Transference, Countertransference and the Psychoanalytic Process. *Journal of the American Psychoanalytic Association*, 9(1), 7–43. <https://doi.org/10.1177/000306516100900102>.