Effect of Organizational Fit on Organizational Happiness: Mediating Role of Moral Commitment

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Abstract

This study examines the mediating role of moral commitment in the effect of teachers' organizational fit on their organizational happiness and determines teachers' organizational fit, organizational happiness, and moral commitment levels. The research was carried out in a relational screening model. The research sample consists of 396 teachers working in the Karabağlar district of İzmir, Turkey, in the 2020-2021 academic year. "Personal Information Form", "Organizational Fit Scale", "Organizational Happiness Scale" and "Moral Commitment Scale" were used as data collection tools. Pearson moment correlation coefficient and regression analysis were performed with the package statistics program for the data analysis. As a result of the research, a positive and significant relationship was determined between organizational fit and organizational happiness, between organizational fit and moral commitment, and between organizational commitment and organizational happiness. In addition, it was concluded that moral commitment has a partial mediation effect between organizational fit and organizational happiness.

Keywords: Organizational Fit, Organizational Happiness, Moral Commitment, Teacher.

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INTRODUCTION

The motivation factor of teachers is an essential variable to create effective schools today, where the importance of effectiveness has increased so much (Özgenel & Mert, 2019). Teachers' willingness to reach the determined goals is an indicator of motivation (Robbins & Judge, 2019). The importance of motivation sources has been the subject of many scientific fields from past to present. Some of the important sources of motivation in schools are fit and happiness. Subjects such as organizational fit (Şerefhanoğlu, 2014; Yılmaz & Akgün, 2019), commitment (Kök, 2006) and happiness (Uyaroğlu, 2019; Korkut, 2019) are of great importance in the behaviors of willingness.

Yılmaz and Akgün (2019) found in their research on primary school teachers that the level of organizational fit is high, and as organizational fit increases, the feeling of exclusion decreases. They also suggested that organizational behaviors expected to be high, such as motivation and job satisfaction, should be examined. In addition, employees who cannot adapt to businesses have high costs (Bauer, Morrison & Callister, 1998). When considered in educational administration and schools, in individuals who cannot adapt; Negative, undesirable emotions such as inefficiency, low job satisfaction, low commitment, exclusion, silence, intention to leave the job, and unhappiness may occur (İpek, 2012).

According to some variables, Korkut (2019) examined the happiness levels of teachers and found that married teachers and teachers who worked for 21 years or were happier than others, and organizational happiness and cynical behaviors were negatively correlated. Kim et al. (2019) found that positive organizational behaviors were positively related to psychological capital, job satisfaction, and well-being.

It is seen in some studies that teachers who are a part of the Turkish Education System are generally unhappy. For example; It was observed that the teachers were unhappy in the studies they carried out by the Turkish Education Union in 2011 and by the Education and Science Employees Union in 2014 (Egitim-İş, 2014; Türk Eğitim-Sen, 2011). In some studies (Uzun & Kesicioğlu, 2019; Bayraktar & Girgin, 2020; Bulut & Demirhan, 2020; Özocak & Yılmaz, 2020; Özgenel & Bozkurt, 2020) teachers' happiness levels were found to be high. It is thought that it is worth investigating whether being a member of a union, which is a natural and legal right of teachers, or whether different unions will make a difference between their happiness levels.

Organizational Fit

Today, adaptation to rapidly changing environmental conditions is essential, and teachers' inability to adapt can have negative consequences (Töre, 2017). According to the Turkish Language Institute (2020), Fit means "conformity, fit and adaptation to a social environment and a situation, adaptation, integration between the parts of a whole". In the literature, Organizational Fit (OF); is defined as the similarity, fit and fit between the culture and value phenomena of the person and the culture and value phenomena of the organization (Turunç & Çelik, 2012). Stress is an inevitable situation in business life, which is struggling with many different variables. Mackey et al. (2017) found that OF reduced stress and suggested increased organizational fit. The subject of fit is different as person-organization fit (Çalık, 2003; Turunç & Çelik, 2012; Yücel & Çetinkaya, 2016; Koçak, 2018), socialization (Koçak, 2003; Çerik & Bozkurt, 2010; İplik, İplik & Efeoğlu, 2012) aspects have been studied. The perspective of organizational behavior, OF, is expressed as the relationship between the employees' personal values in the organization, the values of the organization, and the organizational culture (Yahyagil, 2005). Individuals need to be fit to get rid of their destructive behaviors and be more productive (Vajjhala & Strang, 2017). Human resources are an essential element in the efficiency and effectiveness of organizations. Organizational fit is an essential issue for individuals to fulfill this mission (Ergün & Taşgit, 2010).

According to Kristof (1996), there are four ways an individual can adapt to the organization. The first is to focus on the similarities of these characteristics by determining the organization's values

and the individuals. The second is to achieve alignment between the goals of managers and subordinates. Third, this way, which is complementary to the first two articles, ensures that individuals' personal needs or preferences are compatible with the structure and system of the organization. Fourth, it is to ensure a fit between the personality of individuals and the organizational climate (Turunç & Çelik, 2012). A person who is born equipped with high adaptability skills may encounter various negative situations in business life. Managers are expected to ensure that they adapt in line with the organization's interests by making use of people's ability to adapt (Başaran, 2004). In the positive school climate research conducted in the USA, in schools with a positive school climate, concepts such as student success, behavioral disorders, job satisfaction, adjustment, happiness, burnout, and stress are at desired levels (Anderson, 1982).

Organizational Happiness

From the ancient Greeks and Buddhists to today's modern philosophers, many people have tried to explain happiness in their way (Sachita, Ruchi, 2015). According to TDK (2020), happiness is defined as "the state of being proud of achieving all aspirations completely and continuously". Happiness, one of the leading research areas of psychology, is generally defined as "subjective well-being". It has been observed that the concept of "organizational happiness" (OH) used in the research is used in different ways in different researchers. For example, Fisher, Nazlı, and Abraham used "Happiness at Work", Pryce-Jones "Workplace Happiness", Bulut "Organizational Happiness". It has been seen that these concepts contain the same phenomenon as content (Uyaroğlu, 2019). According to some, there is no such thing as organizational happiness, happiness is a personality trait, and they view that institutions do not have personalities (Harris, 2018).

Organizational happiness, one of the important subjects of positive psychology, is high because; it is positively related to desired phenomena such as compliance, job satisfaction, and performance (Seligman & Csikszentmihalyi, 2014). Happiness is an essential condition for a person to lead a positive and healthy life. Although it does not have a common definition, it is a common feeling for people (Arslan, 2018). Happiness is not a static phenomenon and is the result of a process. While those in the organization can be happy at once, they can be unhappy simultaneously. Different results may occur when people's happiness levels are measured at different times or after different events. Therefore, paying attention to the daily events of the employees at work and dealing with what they think and feel about the work is a more effective strategy for a happy organization (Simmons, 2014).

Tosten, Avcı, and Şahin (2017) found teachers' OH and organizational adjustment levels to be high, and they found a highly positive relationship between OH and OF. Özgenel and Bozkurt (2020) found that teachers' happiness levels were high in their research, examining the relationship between teachers' political skills and happiness. While there was no significant difference in the perceived happiness levels of the teachers according to their gender and seniority, in the school level variable; higher than primary schools, secondary schools, and high schools, according to the variable of educational status; found that undergraduates have a higher level of happiness than graduate graduates.

To become efficient and effective, teachers need motivation, and happiness has an important place as a source of motivation (Özocak, Yılmaz, 2019). Teachers who are happy at school create a more positive working environment and do more productive and productive work (Robertson & Cooper, 2011; Özocak & Yılmaz, 2019; Zelenski, Murphy, & Jenkins, 2008; Wright, 2006; Çetin & Polat, 2019).

Positive emotions: According to Warr (2007), it is defined as the emotions (joy, pleasure, pride, etc.) that give pleasure, satisfaction, and excitement (Arslan & Polat, 2017). Positive emotions; experiencing joy, pleasure, contentment, and contentment; joyful, joyful, contented, happy, peaceful, contented, full of life, proud and loving (Frey & Stutzer, 2001; cited in Arslan & Polat, 2017). Maslow (1954) stated that instead of working on negative emotions, it is necessary to work on positive emotions such as happiness, satisfaction, and peace, which are studied in insufficient numbers, and brought the concept of "positive psychology" to the literature (Güngör, 2017).

Negative emotions: They are called emotions that reveal emotions such as stress, sadness, fear, grief, unhappiness (Özer, Tezer, 2008). Negative emotions; being sad, anxious, restless, hopeless, and stressed; shame, worry, anger, and feeling useless (Frey & Stutzer, 2001: cited in Arslan & Polat, 2017). Negative emotions can cause the person to be adversely affected psychologically and biologically, resulting in deterioration of health (Uysal, 2018).

Realization of the potential: Realization of the potential that describes the cognitive side of the person; It includes situations such as the individual discovering himself and his abilities, discovering and realizing his potential, and improving his competencies (Warr, 2007; cited in Arslan, Polat, 2017). According to Maslow (1943), self-actualization, which is at the top of the hierarchy of needs, is associated with potential realization. In this context, Maslow (1943), in the process that starts with self-knowledge, the individual reveals all his potential, provides all his development, and reaches satisfaction (Tekke, 2019).

Moral Commitment

Although there are many definitions of moral commitment, Porter et al. (1974); is defined as the employees' internalization of the goals and values of the organization, taking action for the organization, and the willingness to continue their existence in the organization (as cited in Kurşunoğlu, Bakay, & Tanrıöğen, 2010). According to Etzioni (1975), the type of commitment shown to avoid behaviors such as punishment in a negative organizational climate is " alienative commitment", the type of commitment that changes according to the reward in return for the action is "calculative commitment ",the type of commitement that an individual shows for the value he gives to his organization is expressed as "moral commitment" (Balay, 2014).

It is seen that individuals who establish emotional bonds with their organization are more harmonious (Sökmen & Bıyık, 2016) and happier (Sancak, 2019) than others. A high moral (emotional) commitment of employees in an organization is an indicator of positive behaviors such as performance (Waeyenberg, Peccei & Decramer, 2020), success motivation (Siburian, 2013), happiness (Dehaghi, 2012), harmony (Polatcı & Cindioğlu, 2013). Sezgin, 2005). In this study, since individuals who experience more positive emotions are happier (Fisher, 2010), the moral commitment sub-dimension of organizational commitment was examined.

Organizational Fit and Organizational Happiness

Demirer (2019) found a positive and significant relationship between person-organization fit, performance, and happiness. He also found that happiness has a partial mediation effect between person-organization fit and performance. A study conducted by Tosten et al. (2018) found a positive relationship between OF and OH. In addition, it was found that OH explained 55% of OA. Humans try to adapt to environmental stimuli biologically and psychologically from the moment they are born. When it cannot adapt, many different results emerge (Bowlby, 2014). In order to achieve the goal of being happy, one must be happy in his everyday life and business life.. In this research, the assumption of happiness is accepted as the harmony of humans. According to Piaget, the individual who is programmed to adapt makes decisions for this act throughout his life (Wadsworth, 2015). Individuals who work in a work environment compatible with this assumption are happier (Başaran, 2004; Sachita & Ruchi, 2015; Turunç, Çelik, 2012; Yahyagil, 2005).

According to the literature discussed above;

Hypothesis 1: Organizational fit positively affects organizational happiness.

Organizational Fit and Moral Commitment

Öcal (2013) found that organizational commitment is positively related to person-organization fit and its emotional dimension plays a mediating role on performance. Sökmen and Bıyık (2016)

concluded that organizational commitment is positively related to fit and identification. Köksal (2017) concluded that there is a positive relationship between person-organization fit and organizational commitment. That person-organization fit has a full mediation effect between organizational commitment and organizational justice. Silverthorne (2004) found that person-organization fit plays an essential role in organizational commitment and job satisfaction.

According to the literature discussed above;

Hypothesis 2: Organizational fit positively affects organizational commitment.

Moral Commitment and Organizational Happiness

Mehdal & Iranpour (2014) found that workplace happiness and moral commitment are positively related. Bagheri, Jajarmizadeh & Banafi (2017) found a positive relationship between the organizational happiness of university staff and their moral commitment, and that organizational happiness has a mediating effect between organizational spirituality and moral commitment. İncekara (2020) found that positive emotions are positively related to all sub-dimensions of organizational commitment. Uzun and Kesicioğlu (2019) concluded that teachers' organizational happiness and moral commitment are positively related.

According to the literature discussed above;

Hypothesis 3: Moral commitment positively affects organizational happiness.

Hypothesis 4: Moral commitment mediates the effect of organizational fit on organizational happiness.

Fit in foreign and domestic sources in the literature review; person-organization fit (Yılmaz & Akgün, 2019; Taşdan, 2010), organizational socialization (Çalık, 2003; Kowtha, 2018) and organizational fit (Şerefhanoğlu, 2019; Mackey) & Perrewe, 2017; Netemeyer, Boles, Mac Kee & Mac Murrian, 1997). There are not many organizational fit studies in Turkey. Very few compliance studies have been conducted in the education sector. From the perspective of organizational happiness, it has been seen that many happiness studies have been carried out from the past to the present. In addition, it is expected that revealing its relations with moral commitment and its mediation effect will contribute to the field. Increasing positive emotions in the educational environment will increase effectiveness and automatically reduce various negative emotions (Güngör, 2017).

In this context, the research examines the mediating role of teachers' organizational fit and moral commitment on their organizational happiness. In addition, organizational fit, organizational happiness, and moral commitment levels were also examined.
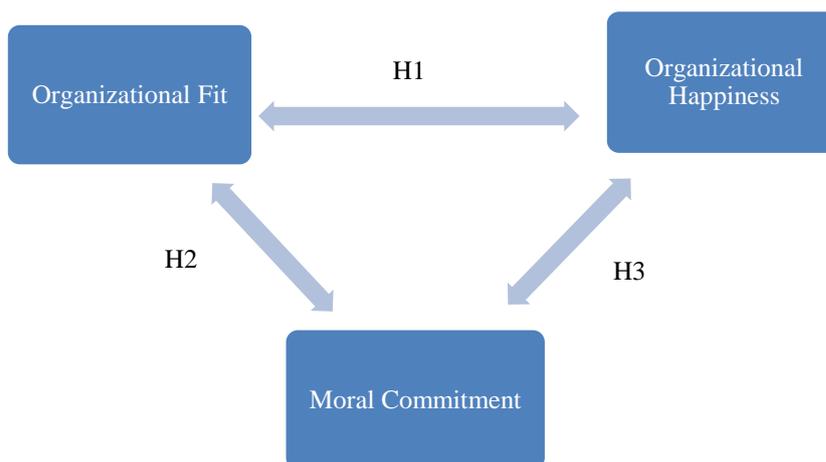
Figure 1. Conceptual (Hypotesised) Model

METHOD

This research was carried out in the general survey model, one of the survey model types. General screening models are screening arrangements made on the whole population or a sample taken from it to make a general judgment about a universe consisting of many elements (Karasar, 1995). This research aims to examine the effect of teachers' organizational fit on organizational happiness and examine the mediating role of moral commitment.

Participants

The percentages of the variables belonging to 396 people who participated in the study are given in Table 1.

Table 1 Teachers' Personal Variables

Variable	Variable Value	Percentage (%)
Gender	Female	56,8
	Male	43,2
Age	22-33 years old	11,1
	34-45 years old	48,2
	46-57 years old	37,9
	58 and above	2,8
Education level	Bachelor	86,4
	Master and PhD	13,6
School type	Primary school teacher	46,0
	Secondary school teacher	37,4
	High school manager	16,7
Marital status	Married	84,3
	Single	15,7
Economic status	Lower	13,4
	Middle	85,1
	Top	1,5

As seen in Table 1, the sample group; 56.8% female, 43.2% male; 11.1% were 22-33 years old, 48.2% were 34-45 years old, 37.9% were 46-57 years old, 2.8% were 58, and over; 86.4% work at bachelor, 13.6% at master and Ph.D., 46% at primary school, 37.4% at secondary school, and 16.7% at high school level; 84.3% are married, 15.7% are single; In their perceptions of the economic situation, 13.4% are low, 85.1% are medium, and 1.5% are high.

Data Collection Tools

In this study; Measurement tools consisting of four parts, namely "Demographic Information Form", "Organizational Happiness Scale", "Organizational Fit Scale" and "Organizational Commitment Scale" were used.

1- Personal Information Form: The demographic information form designed by the researcher consists of 7 questions in total, including information about the gender, marital status, age, education level, school type and perceived economic status of the participants in the sample group.

2- Organizational Fit Scale: In the third part of the study, the Organizational Fit Scale was developed by Netemeyer, Boles, Mac Kee, and Mac Murrian (1997) and adapted into Turkish by Turunç and Çelik (2012) was used to measure teachers' perceptions of organizational fit. The scale consists of one dimension and four items. The Cronbach's alpha coefficients were found to be 0.88 by Netemeyer et al. (1997) and 0.81 by Turunç and Çelik (2012). In this study, it was found to be 0.91. The scale is in a 5-point Likert type from "Strongly Disagree" (1) to "Totally Agree" (5). As the mean obtained from the scale increases, the level of compliance increases.

3- Organizational Happiness Scale: It is an organizational happiness measurement tool developed by Demo and Paschoal (2013) and adapted into Turkish by Arslan and Polat (2017). The scale has three sub-dimensions in total; It consists of 29 items in total, nine items in the dimension of positive emotions, 12 items in the dimension of negative emotions, and eight items in the dimension of realization of potential. The Cronbach's Alpha coefficients indicating the scale's reliability were found to be 0.96 for the whole scale and 0.96 in this study. The scale is in 5-point Likert type from "never" (1) to "completely" (5), and 12 items in the negative emotions dimension are reverse scored. Sub-dimensions can be summed up, and as the average score increases, the level of happiness increases.

4- Moral Commitment Scale: It is a tool that measures the level of moral commitment of the Organizational Commitment Scale developed by Penley and Gold (1988) and adapted to Turkish by Ergün and Çelik (2019). The Cronbach alpha value of the scale, consisting of one dimension and five items, was found to be 0.92. In this study, the Cronbach Alpha value was found to be 0.68, and the acceptability level was accepted because it was close to 0.70 (Şimşek, 2007). The items are in a 5-point Likert type, from "strongly disagree" (1) to "strongly agree" (5). The increase in the average value is in parallel with the increase in the level of moral commitment.

Based on the assumption that all three scales used in the research are equally spaced, 1.00-1.80 is "very low", 1.81-2.60 "low", 2.61-3.40 "moderate", 3.41-4.20 "high", 4.21-5.00 "very". high" was accepted.

Population and Sample

The research population consists of 4723 teachers working in private and public schools in Karabağlar district of İzmir, Turkey. The convenience sampling method was used in determining the sample because it is easily accessible and economical (Büyüköztürk, 2012). Then, data were collected from 396 teachers, consisting of primary, secondary, and high school levels, by obtaining the necessary permissions. It has been seen that 396 teachers are sufficient in terms of representing the universe (Baştürk & Taştepe, 2013).

The Statistical Analysis of the Data

The package statistics program SPSS 26.0 was used in the analysis of the data. When the skewness and kurtosis distribution are examined; organizational happiness and moral commitment values were found to be between -1 and +1 (Hair, Black, Babin, Anderson & Tatham, 2013), and organizational compliance values were found to be between -2 and +2 (George & Mallery, 2010). Pearson moment correlation coefficient and regression analysis were performed to test the hypotheses.

FINDINGS

In this section, the findings of the research are presented and interpreted in tables.

Table 2 Descriptive Analysis

Variable	N	Mean	Standard Deviation
Organizational fit	396	3,87	3,13
Organizational happiness	396	3,38	21,76
Moral commitment	396	4,00	2,89

The mean and standard deviation information of the sample group are given in Table 2. As seen in Table 2, the highest average was obtained from moral commitment with 4.00, then organizational fit with 3.87, and the lowest average with 3.38 from organizational happiness scales. In the light of these results, it can be said that teachers' organizational fit levels are "high" and organizational happiness levels are "moderate". It is seen that the level of moral commitment, which is the mediating variable of the research, is "high".

Table 3 Linear Regression Analysis

Hypothesis 1					
Predictor	Criterion	β	R2	t	Sig.
Organizational fit	Organizational happiness	.484	.234	120,293	.000
Hypothesis 2					
Predictor	Mediator	β	R2	t	Sig.
Organizational fit	Moral commitment	.400	.160	8,667	.000
Hypothesis 3					
Mediator	Criterion	β	R2	t	Sig.
Moral commitment	Organizational happiness	.464	.215	10,394	.000

As a result of linear regression analysis, a positive and significant relationship was found between organizational fit and organizational happiness (β =.48, p<.001), organizational fit and moral commitment (β =.40, p<.001), moral commitment and organizational happiness (β=.46, p<.001) .001), so hypotheses H1, H2 and H3 were accepted (Table 3).

Table 4 Linear Regression Analysis

Hypothesis 4						
Predictor Mediator	Criterion	β	R2	t	Sig.	Sobel(z)/Sig.
Organizational fit	Organizational happiness	.355	.256	7.097	.000	6,617/0.000
Moral commitment		.322		4,614	.000	

As can be seen in Table 4, as a result of the regression analysis, it was seen that the β value decreased from .355 to .322, and it was found that moral commitment had a mediating effect between organizational fit and organizational happiness. To find out the extent of the mediating effect, the Sobel Test was performed (Hayes & Preacher, 2010), it was found significant (Sobel (z)= 6.617, p<.001) as a result of the test, and H4 was accepted.
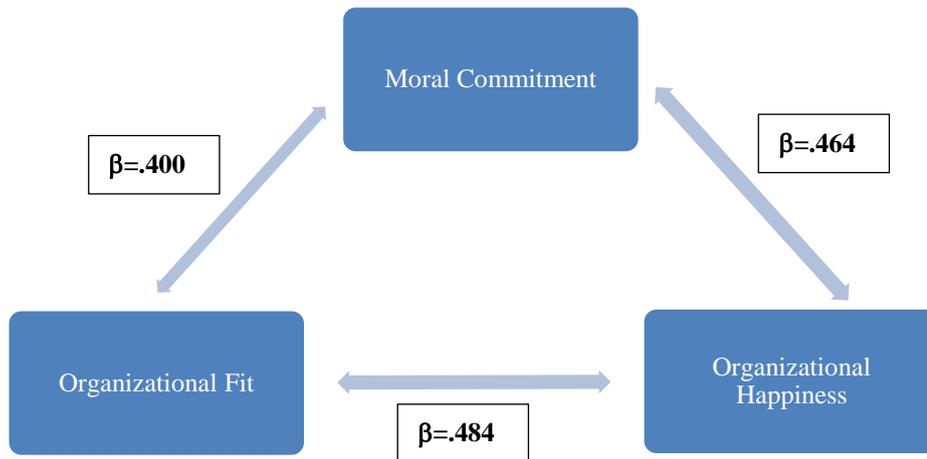
As a result of the analysis, the model is as in Figure 2.

Figure 2. Conceptual (Hypothesised) Model

DISCUSSION AND CONCLUSION

The "high" levels of teachers' organizational fit (Şerefhanoğlu, 2014; Yıldırım & Kara, 2018; Nartgün & Sarıbudak, 2020) and moral commitment (Uludağ, 2019; Özdemir & Gören, 2017; Yavuzkılıç, 2020) are generally compatible with the literature. Keser (2018), in his research with 3978 people, found that 67.3% of the participants were happy. In addition, although teachers' organizational happiness levels are generally "high" (Moçoşoğlu & Kaya, 2018; Arslan, 2018; Korkut, 2019; Özgenel & Bozkurt, 2020; Bulut & Demirhan, 2020; Maruf & Altıntaş, 2021) in the literature review, " was found at the "medium" level. The reason for this is thought to be the pandemic process announced by the World Health Organization in 2020. The pandemic process has negatively affected the mental health of individuals, causing them to be more unhappy (Wang et al., 2020; Çaykuş and Çaykuş, 2020; Çiçek and Almalı, 2020; Karadeniz and Zabcı, 2020; Ayyıldız, Çam and Winter, 2021; Bhatia & Mohsin, 2020; Alves, Lopes & Precioso, 2021). The fact that they experience various problems by restricting their freedom areas may be more effective in lowering teachers' happiness levels than expected.

There is a positive relationship between teachers' fit at school and their happiness. Demirer (2019) concluded that there is a positive correlation between person-organization fit and happiness. In fit organizations, uncertainties and destructive conflicts are less, and work comfort is more. A high level of organizational fit causes teachers to feel better and increase their happiness (Güler & Dönmez, 2011). Happy teachers are more efficient and productive (Jeong & Park, 2020). Desire to leave the organization decreases, job satisfaction and sense of achievement increase (Balcı, 2003).

Another finding of the study is that individuals with higher levels of agreeableness have high moral commitments. In an organization with a high level of organizational fit, individuals help each other more, and their sense of belonging to their organization increases. Along with the sense of belonging, positive feelings towards the organization develop and their loyalty increases (Sökmen & Bıyık, 2016; Yücel & Çetinkaya, 2016). Hoffman and Woehr (2005) found that person-organization fit was significantly related to turnover, task performance, and moral commitment. In organizations with high person-organization fit, job satisfaction and moral commitment are also high (Jehanzeb & Mohanty, 2018).

According to Albert Schweitzer, the philosophy "Success is not the key to happiness, but happiness is the key to success" draws attention to an important point in the organization (Thompson & Bruk-Lee, 2021). In order to create a successful work environment in this regard, Hsieh teaches the

employees "The Science of Happiness" (Simmons, 2014). While there are many ways to create a happy work environment, harmony is an important point. Since individuals are happy in harmonious organizations, the work environment is attractive to them. Therefore, their intention to leave the job is low and their commitment to the organization is higher (Naz et al., 2020).

It is seen that individuals who have positive feelings towards their organization and feel like a part of the organization are happier (Döş, 2013). The desire of individuals to maintain their happiness also increases their commitment to their organizations interactively. As a result, high performance and job satisfaction are likely to be seen. Otherwise, corruption is observed in organizations where the level of moral commitment is low (Linder, Sohn & Tanner, 2020). There is a stressful and tense work environment in organizations that do not emotionally connect with their work. This situation prevents the individual from establishing a bond with the organization (Lee, Hwang & Lee, 2021). As another factor affecting the individual's moral commitment to his organization, Baba (2017) concluded that emotional intelligence significantly affects teachers' commitment to their school. Accordingly, it positively affects job satisfaction.

SUGGESTIONS

This section presents recommendations based on the research findings under two headings: practitioners and researchers.

Recommendations for Practitioners

1. Teachers' working in a fair and respectful environment in schools will increase their level of fit and increase teachers' organizational happiness by creating a positive climate.

2. Teachers with a high level of fit have positive feelings towards the school and are more willing to maintain it. By organizing social-cultural activities that will increase moral commitment, teachers' commitment levels can be increased.

Suggestions for Researchers

1. As the output of organizational happiness, the relationship between the concepts of school climate and job satisfaction can be examined.

2. Psychological resilience of teachers can be examined as a precursor to their organizational happiness.

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