# THE RELATIONSHIP BETWEEN
# LEARNING SCHOOL AND SCHOOL HAPPINESS[i]

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**Abstract:**

The aim of this study is to reveal relationship between learning school and school happiness according to views of teachers who study at state schools. It is a kind of predictive study which is designed with the correlational (relational) scanning model that is one of the quantitative research methods. Teachers who study at state schools in Erciş in Van during 2017-2018 academic year create population of research and 371 teachers who are chosen from this population with simple and random sampling method create sample of the research. Research data was collected with Learning School Perception Scale taken from Güçlü and Türkoğlu (2003), and Organizational Happiness Scale taken from Paschoal and Tamayo (2008) and adapted to Turkish by Arslan and Polat (2007). Arithmetic average, correlation analysis and regression analysis were used to analyze data. At the result of the research, it was concluded that the quality of being learning school is at 'medium' level and school happiness is at a 'good' level, there is a positive and meaningful relationship at medium level between school happiness and school and the vision, shared by sub-dimensions of learning school, mental models and team learning are meaningful predictors for school happiness of teachers.

**Keywords:** learning school, school, happiness, teacher, school happiness

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## 1. Introduction

School is not only the institution that is the fastest affected by the change and transformation in the society, but it is also an important tool at the center of social change. The school's ability to complete its own transformation and development by adapting to social change depends on its ability to continuously improve its learning ability and to be successful by increasing its capacity (Yavuz, 2016). It can be said that this is possible with a happy school environment designed together. In a happy school environment, employees are also expected to be happy. When you say happiness, one's emotions come to mind immediately (Lama and Cutler, 2008). Because it is not possible for people to express themselves without emotions (Tarhan, 2010). Recent studies point out that the importance of emotions must be understood and managed effectively in order to be successful and happy in private or business life (Bodtker and Jameson, 2001). Emotions also play an important role in effective human relations (Osmay, 2003).

Researches reveal that people who are happier make more efforts to benefit society (Ergün & Sezgin-Nartgün, 2017). In this respect, having the potential to affect the whole segment of society; considering that the teachers, especially their most important interactions are the students they have raised in various living areas, it is thought that teachers' happiness has an important role in the efficiency and performance of teachers (Demir & Murat, 2017), using potential, self-fulfillment and achieving goals, contributing more to the school, effectiveness of the school and determining the school policy. In the literature, it is seen that there is no research for purely school happiness in the researches in which schools are considered in the context of the learning organization. It is understood that the researches on happiness in the school environment are still new and these studies are mostly examined in psychological dimension. Therefore, the concepts of learning school and school happiness should be diversified and systematized by the researches to be conducted both in theoretical and practical dimensions. In this context, it is thought that this research, which tries to determine whether there is a relationship between the learning school and school happiness according to the opinions of the teachers, will make a scientific contribution to the field.

### 1.1. Learning Organization and Learning School
The age we live in has been described by many scientists as an age of information. In the information age with its own characteristics, with the development of technology and communication, information itself has become an important product as a tool, and the idea of how much we know or do not know has evolved in the direction of how we can use what we know. On the other hand, the developments in international competition, human rights, changing values, the provision of goods and services and labor force have also forced organizations to change in this direction. It no longer seems possible in the organization -as in traditional managements- that one can think and find as a great strategist at the top and the others are to follow these orders. Because traditional organizations that are structured hierarchically have not been designed to meet the higher level of people's needs, such as self-esteem and self-realization. Today, in order to

manage organizations successfully and achieve their goals; it is important for them to organize, process, and manage information, and to discover how organizations can evaluate their learning capacity and obligation at all levels of the organization to truly outperform other competitors in the future. For this reason, it is seen as mandatory to transform knowledge-based management into a culture and to manage the organizations with the understanding of "*learning organization*" (Genç, 2017; Senge, 2000).

Learning organizations are expressed as the organizations that the organizations continuously develop their capacities in order to achieve the desired results and that the employees of the organization learn continuously together (Senge, 2000). In this direction, a dynamic organization understanding that can take lessons from experiences, renew itself, increase its abilities and adapt to change (Özden, 2013) is foreseen. Based on this definition; it is understood that learning organizations are based on important issues such as adaptation to the external environment, constantly improving the ability of change-adaptation, considering collective learning as well as individual learning and using learning outcomes to achieve better results (Skyrme, 2003).

Peter Senge (2000) in his book "Fifth Discipline", he states that there are five basic disciplines that distinguish learning organizations from controlling-authoritarian traditional organizations: personal mastery, mental models, shared vision, team learning and system thinking. According to him, discipline is a theory and a technical whole that must be mastered and studied in order to put it into practice, not as a means of punishment or a forcefully accepted order. According to him, whether the effects of these five disciplines in the learning organizations will be at the desired level depends on whether these organizations can solve the questions and problems they will face. The fifth discipline is basically based on one idea. In order to change the way people learn and act together, it is possible to create learning organizations by the continuous implementation of the five disciplines mentioned above (Senge, 2000). It is considered that it would be useful to briefly explain the five disciplines that Senge put forward (Senge, 2000; Senge, Cambron, McCabe, Lucas, Smith, Dutton and Kleiner, 2014):

**Personal mastery** is the discipline of seeing the horizon and deepening it, developing patience, seeing reality objectively. Personal mastery (or dominance) built on talent and skill also requires spiritual development. People should develop their mastery not to gain control over others, but to gain control over the organization and the system (Kıngır & Mesci, 2007). Personal mastery is not an achievable goal, but a discipline that continues throughout life. This discipline allows individuals to see the gap (creative tension) between their current realities (current state) and their desired future (personal vision) and use this by creating a dynamic energy accordingly (Al-Abri and Al-Hashmi, 2007).

**Mental models** are generalizations, assumptions, images and pictures that take root in the mind, which affect the understanding and meaning of the world, but also direct the actions of man. Mental models (values and vision) are the 'dogma' of learning organizations. The ability of the organization to develop its capacity through mental models seems possible by learning new skills and applying organizational innovations that will enable these skills in practice (Senge, 2000).

**Shared vision** is pictures and images carried by all people in an organization, giving a sense of partnership. This concept can be considered as the answer of 'what do we want to create?' at the simplest level and the expression of the transformation from 'their' idea to 'our' idea. In this context, the shared vision is an interpersonal effective power beyond an idea. This power is based on a combination of personal visions of shared vision. The personal vision can be expressed as the pictures and images that people carry in their heads and hearts. In personal visions, the individual determines the rules and they are free to represent themselves properly with their visions. Therefore, the design of a personal vision requires personal mastery. This situation reveals that the discipline of personal mastery is the basis of shared vision design when considered as a whole of personal visions (Burgess, Pugh and Sevigny, 2007; Senge, 2000).

**Team Learning** is considered as a process that can be realized with teams by people come together, beyond the learning unit in organizations that can be based on individual people. In realizing this process, a common vision and discipline of personal mastery are needed and these are realized collectively. In this process, talents, a common goal, shared vision and a sense of team members to complement each other's efforts are discussed. Therefore, it is not possible for organizations to learn before teams learn. In this respect, team work is accepted as the basic unit and building block of learning organizations (Al-Abri and Al-Hashmi, 2007; Güçlü & Türkoğlu, 2003; Senge, 2000).

**System thinking** discipline can be considered as an expression of a holistic approach that includes all four other disciplines in practice as the idea of how actions can strengthen each other or how one action will eliminate (balance) the other. The exact meaning of each event can only be understood in the environment of the system. This means that the system should be monitored in its integrity, rather than on individual parts. Such an approach is defined as "system thinking". In order to realize the potential of system thinking, personal mastery, mental models, shared vision and team learning disciplines are needed, thus, each discipline contributes significantly to system thinking. It is of great importance that these five disciplines develop together (although it is more difficult to integrate these disciplines with each other than to apply them separately). Therefore, the fifth discipline is the system thinking itself at the point of combining other disciplines with each other, and uniting them consistently as a theoretical and practical whole (Senge, 2000; Uğurlu, 2017).

The reduced form of learning organizations to schools is considered as learning schools (Doğan-Kılıç, Üstün & Önen, 2011). As a learning organization, schools are defined as organizations that have a clear purpose, include all staff in the decisions, make decisions based on the data, provide a discussion opportunity in this process (Ünal, 2016), also, create an ideal learning and teaching environment that follows the developments around them, develop their goals accordingly, encourage entrepreneurship initiative and risk, regularly analyze all the factors affecting school work, offer opportunities to continue professional development, encourage people at school, and create opportunities (Doğan & Yiğit, 2015; Jokıc, Cosic, Sajfert, Pecujlilija and Pardanzac, 2012). Learning schools have a system and structure which constantly renews itself by learning, encourages learning anytime and anywhere, learns to develop and achieve change,

emphasizes human resources development, aims to reach the discipline of learning together, where teachers perceive each other as colleagues, enables all the staff in the school to be successful and self-realizing with their students and teachers, and keeps them away from many crises by creating an environment for a learning climate and culture acceptable to members (Ada and Akan, 2007; Winter, 2009; Töremen 2001).

In learning schools, beyond the traditional understanding, teachers do not transfer information to students; but teach them skills such as questioning, research and investigation. Teachers also learn from each other and their students. All staff are in the active learning process and learning is based on the spirit of unity and sharing, not competition. This is the main difference that distinguishes learning schools from others, and stakeholders are aware of the importance of learning in school success. For this reason, it is not possible for learning schools to emerge randomly without any effort. There are some conscious activities and mechanisms here and school administrators undoubtedly play an important role here (Ada & Akan, 2007; Çalık, 2003). In the process of schools turning into a learning school, these important mechanisms; structure, culture, vision and strategy can be expressed as leadership. Without these mechanisms, it does not seem possible for schools to turn into a learning school (OECD, 2016).

## 1.2. Happiness and School Happiness

It is very difficult to come up with a clear definition and consensus on the definition of the concept of happiness, which is as old as human history, but still remains current. It is possible that there will be countless answers even when people are asked, "What are the top three things that make you happy?" In this context, by reducing it to the simplest; it is possible to define it as a feeling of happiness or the situation in this moment of feeling (Bülbül & Giray, 2011) and the desire and effort of the person to reach this state. Happiness is the excessive amount of positive emotions and thoughts about the life of the person and the lowness of negative emotions. In other words, it is expressed as the sum of the high satisfaction and positive feelings that people receive from their lives. In this case, it is necessary to underline that happiness is associated with a personal assessment and satisfaction (Demirbulat & Avcıkurt, 2015; Myers & Diener, 1995).

To experience positive emotions frequently, experience negative emotions less, and achieve a high degree of satisfaction from various areas of life such as family, work, health, and career are considered as indications that a person is happy (Diener, Scollon & Lucas, 2003; Doğan, Sapmaz & Çötok, 2012). Russell (2014) also expresses the happy person as a person living in the outside world, with free love and broad interests. According to him, the person provides his happiness from his interests, love and the fact that these make him interesting and cute for others (Russell, 2014).

It is seen that happiness is discussed by scientists with two different perspectives. Some researchers consider happiness as the meaning and satisfaction of life as a cognitive assessment of a good life based on social standards while others consider it as an assessment of the emotional experience towards the satisfaction of human needs. (Ehrhardt, Sarıs and Veenhoven, 2000; Sezer & Can, 2018). Therefore, these approaches reveal that happiness has two components; emotional and cognitive. Emotional

components consist of a person's past and present positive and negative emotions, while the cognitive components consist of the individual's past and present life satisfaction (Demirbulat and Avcurt, 2015; Myers & Diener, 1995; Schimmack, Radhakrishnan, Oishi, Dzokoto, Ahadi, 2002). In addition to this; in some studies, instead of thinking together emotional components, it has been maintained based on the idea that it consists of three dimensions, considering positive and negative emotions in two different dimensions and life satisfaction as another dimension. According to this; while positive emotions include emotions such as happy, excited, cheerful, enthusiastic, proud, eager, satisfied, peaceful, negative emotions include emotions such as restless, impatient, nervous, angry, sad, troubled, anxious, depressed, and stressed (Arslan & Polat, 2017). Generally, while negative emotions are the result of an intervention or blockage perceived by the goals and expectations of individuals, positive emotions arise from achieving the specified goal or perceiving unexpected gains and benefits (Bodtker & Jameson, 2001). The third dimension is the life satisfaction in which the individual evaluates his life in every aspect (Eryılmaz & Ercan, 2011; Kangal, 2013). Life satisfaction refers to a situation or result obtained by comparing the expectations of the person and what is in one's hand (Recepoğlu, 2013). In other words, it expresses the satisfaction of the person about his life (Dursun, Kaya and İştar, 2015). The handling of life satisfaction, which is the cognitive component of happiness, in organizational happiness is in the form of potential realization. This dimension is expressed as developing personal characteristics, discovering and realizing the potential, taking part in activities where the person can show his skills and potential (Arslan & Polat, 2017).

In organizations where human relations are intense, the ideas that the employees of the organization who are happy and peaceful can perform organization's activities more efficiently, increase the effectiveness and production in the organization and facilitate the achievement of the organization's goals have become a tool for research and discussion as a new paradigm in the literature of organizations (Döş, 2013; Fidan, 2018). Happiness has been handled in different ways in organizations in the studies conducted for this purpose. In fact, the handling of happiness in business organizations is based on the ideas of positive psychology pioneers such as Seligman, Diener, Peterson and Synder that their ideas about focusing on positive situations and strengths and developing them potentially concern the workplaces in a significant way and can be applied to these areas (Luthans, 2002).

When the researches on happiness in the workplaces are examined in the literature, it is observed that different names are used among researches. For example, some researchers (Arslan & Polat, 2017; Bulut, 2015; Moçoşoğlu & Kaya, 2018; Selbi, 2018) defined happiness in educational organizations as *"organizational happiness", while others defined as "happiness in the workplace or work life"* (Terzi, 2017). As a matter of fact -since the subject of the research is the happiness of the teachers at school- it is possible that the school can be considered as *"organizational happiness"* when considered in the context of an organization, and *"happiness in business life or happiness in the workplace"* when employees are considered in the context of the workplace. Although it seems that there are definitions in different ways, it is understood that the concepts actually express the

same phenomenon. In this research, it has been preferred to use the concept of "*school happiness*" in order to create integrity in the study, assuming it is equivalent to the above concepts.

The field in which researches are conducted to improve the performance of employees by enhancing their capacities and adapting them to life is expressed as happiness in business life. While Arslan (2018) deals with organizational happiness (or happiness in business life) emotionally in the form of positive and intense emotion experiences in employees and more of these emotions than negative emotions, Pryce-Jones (2010), on the other hand, has discussed cognitively as a way of thinking that enables employees to act to reach their potential by maximizing their performance. In another definition, happy organizations are defined as organizations where customers, employees and managers are happy together (Fidan, 2018). Döş (2013) has evaluated the happy school as an organization that students are happy when they are there. Based on definitions, school happiness with a general statement; it can be defined as a school environment where students, employees (teachers-other staff) and administrators experience intense positive emotions in the school, they take action to use their full performance in order to realize their potential and everyone is happy together.

The primary element or subject in the provision of services in schools is human resources. When it comes to the most important human resource of the school, no doubt; teachers immediately come to mind (Şişman, 2016). The school is the workplace of teachers and teachers are the most important employee of the school. People with higher levels of happiness make more efforts to benefit society. In terms of the benefit it provides to the society, the happiness of teachers in school environments where they spend almost a third of their time is also considered important in this context (Ergün and Sezgin-Nartgün, 2017). Therefore, teachers themselves, people around them, their students and their perspectives on life as a whole must be positive. Because teaching is a profession that requires constant interaction with all kinds of people with different characteristics. Possessing a potential that it can affect all segments of society; considering that the most important interactions of teachers are the students they have raised in various living spaces, it can be said that teachers' school happiness has an important place in terms of their efficiency and performance (Demir & Murat, 2017). It is thought that those who work in a peaceful and happy organizational environment will perform organizational activities more effectively and efficiently. The presence of a happy environment in schools designed as an organization is an important factor in the school's being a "*learning environment*" (Döş, 2013).

In the studies conducted, the characteristics and resources that the society values are constantly associated with happiness, in addition to this, these results have been concluded; happy people feel good and have positive emotions as well as being successful in their relationships with others, their life energy and creativity are higher, their immune system is strong, their life span is longer and they are more successful in business life. In the researches conducted, the characteristics and resources that the society values are constantly associated with happiness, in addition to this, relationships between happiness and desirable life outcomes such as marriage, a comfortable income,

a long life and superior mental health have led many researchers to assume that success makes people happy (Doğan, Sapmaz & Çötok, 2013; Lyubomirsky, King & Diener, 2005). Therefore, it increases the expectation that this relationship between success and happiness may likewise be between learning school and school happiness.

## 1.3. The Relationship Between Learning School and School Happiness

School is the living space that plays an important role in the lives of students and teachers as well. Considering that there is a positive relationship between the quality of the school and the quality of life, the unique personality of schools, like people, is also remarkable. This situation can be seen as employees' being indifferent to the school in some schools and not enjoying their work, while it can be seen in the opposite way in others. Thus, considering their guidance in learning and effect on students' success, the happiness of teachers in school environments is therefore considered important (Ada & Akan, 2007). Similarly, Senge et al. (2013) also point out that schools should be a teaching environment that everyone should be able to bring out their inner potential, embrace everyone in the building and be lively to learn, a fun, happy teaching environment. Such a school design can only be with happy teachers who are at the center of effective teaching. At this point, it can be said that learning schools have an important place. Because it is thought that learning schools and their mechanisms can be an intermediary in creating an environment where everyone will be happy in school. It may be more useful to explain this in the context of the features and mechanisms (structure, culture, vision and strategy, leadership) of the learning schools.

According to Fârâbî, one of the advocates of the eudaimonia approach, which explains happiness with its good concept, learning itself is expressed as good. The purpose of learning here is to transform the lives of people living with their minds and feelings as a whole, in other words, to reach happiness in essence. In this context, because of the purpose of constantly improving their life for the best and reaching this goal, people need to get to know themselves, learn continuously and use the potential for this purpose. Therefore, there is a relationship between learning and happiness (Özgen, 2005). In addition to this, it should be noted that motivation has an important place in the process of achieving the above goal. Because motivation as an energy and directing force to behavior (Bursalıoğlu, 2015) is an important determinant for people in terms of living, being happy (Başaran, 1996), realizing learning fully and effectively and using the potential (Kıngır and Mesci, 2007).

In this respect, Genç (2017) points out that learning schools provide the necessary motivation to reveal hope, enthusiasm, happiness and potential. Learning schools foresee a flexible structure that can adapt to changes in the environment more quickly. This flexible structure has an important place in the fact that people have a positive desire to learn (motivation), express themselves comfortably, learn, their well-being and happiness (Gülcan & Nedim-Bal, 2014). Besides, the policies of the learning school and the leadership and management style of the school principal are important determinants at this point. Akduman and Yüksekbilgili (2015) state that employees are unhappy due to leaders with an autocratic management approach, and those who are committed to

leaders who adopt a democratic management approach are happy and successful. In learning schools based on a flexible structure and soft hierarchy; it is thought that fair and democratic practices such as encouraging everyone to learn, including the knowledge and skills that everyone acquires in the purpose, designing the vision by everyone and sharing the leadership strengthen the understanding of democratic management in these schools.

In the researches in which happy and unhappy people are compared and examined; Erden and Yılmaz (2016) state that people who are happy make more qualified friendships than those who are not happy, and that their social ties are stronger, and that cooperation between employees in this context may also affect their happiness. Cooperation and team spirit in learning schools are seen as an important part of the learning action and process. Therefore, there is a strategic awareness and commitment among the teachers for the benefit of the school. Making decisions, designing the vision, actions to reach this vision and this whole process is based on cooperation. This collaboration among employees stands out in terms of the motivation and happiness of individuals (Kıngır & Mesci, 2007).

Schools undertake important functions such as living peacefully with individuals and the society, developing potential powers in individuals and making them an important member of society. It is considered necessary for schools to fulfill these functions in order to create happy people and happy societies (Ada & Akan, 2007). In this context, the learning school and its mechanisms can be an intermediary in the fulfillment of these functions. Because, as stated in the above paragraphs, when the subject is approached in the context of learning culture, motivation environment, shared leadership and vision, potential realization, understanding of democratic management and flexible structure, team spirit and cooperation among employees, it can be seen that there is a relationship between learning school and school happiness. Considering all these determinants, it is thought that learning schools can be an important determinant on teachers' school happiness.

## 1.4. Purpose of The Research

The main purpose of the research is "Is there a relationship between learning school and school happiness according to the teachers' opinions?" For this basic purpose, answers to the following questions were sought.

1. What is the level of teacher opinions regarding the learning school and the sub-dimensions of the learning school (personal mastery, mental models, shared vision, system thinking, team learning)?
2. What is the level of teacher opinions regarding the sub-dimensions of school happiness and school happiness (positive emotion, negative emotion, potential realization)?
3. Is there a significant relationship between learning school and school happiness according to the opinions of teachers?
4. Are the sub-dimensions of the learning school significant predictor of school happiness?

## 2. Method

In this section, research design, universe-sampling, data collection tools, data collection and how to analyze the data are explained and demographic information for teachers are included.

### 2.1. Pattern of the Research

This research is a predictive study designed with a correlational (relational) scanning model, which is one of the quantitative research methods. Correlational scanning method is a research model that aims to investigate the existence and degree of the relationship between two or more variables (Karasar, 2009). There are two variables in the study, one independent and one dependent. While the independent variable (predictive variable or estimated variable) is defined as a self-generated variable without being subject to any effect, the dependent variable (predicted or result variable) can be defined as an predicted, explained, affected variable (Gürbüz & Şahin, 2017). The independent variable of the research is the learning school (with personal mastery, mental models, shared vision, system thinking and team learning sub-dimensions), while the dependent variable is school happiness.

### 2.2. Universe and Sampling

The universe of the research consists of 2254 teachers working in official schools in Erciş district of Van province in 2017-2018 academic year. Since reaching the whole universe will be difficult in terms of time and economy, sampling has been done. The sample of the study consists of 371 teachers working in official schools in Erciş district. The sample of the study was determined with the help of Anderson's theoretical sample size chart. Accordingly, for a universe of 5000 people, the sample size of 356 people with a tolerable error share of .05 was considered sufficient (cited by Balcı, 2016). Simple random sampling method was used in sample selection. Simple random sampling is defined as the sampling type in which all the elements in the universe have the chance to be selected equally (Karasar, 2016). In the sample selection of the research, the total number of teachers in the district of Erciş was taken into account. In this regard, 500 scale forms were distributed to the schools determined by chance to reach the number of samples. 477 (95.4%) of these scale forms returned. 106 scale forms were not evaluated because they were incorrect and not filled in according to the directive. As a result, 371 (77.7%) of 477 scale forms were analyzed in the statistical package program. Demographic information about teachers is given in Table 1.

**Table 1:** Demographic Features of Teachers

| Variable | Group | N | % |
|---|---|---|---|
| Gender | Women | 204 | 55,0 |
| | Men | 167 | 45,0 |
| Marital Status | Married | 156 | 42,0 |
| | Single | 215 | 58,0 |
| Working Area | Branch Teacher | 247 | 66,6 |
| | Preschool and Classroom Teacher | 124 | 33,4 |
| Employment Status | Permanent | 277 | 74,7 |
| | Contractual | 94 | 25,3 |
| School Type | Primary | 134 | 36,1 |
| | Secondary | 112 | 30,2 |
| | High school | 125 | 33,7 |
| Working Time in The School | 1 year | 115 | 31,0 |
| | 2 years | 69 | 18,6 |
| | 3 years | 103 | 27,8 |
| | 4 years and older | 84 | 22,6 |
| School Size | 28 and below (Small Schools) | 190 | 51,2 |
| | 29-39 (Medium Sized Schools) | 95 | 25,6 |
| | 40 and over (Large schools) | 86 | 23,2 |
| **Total** | | **371** | **100,0** |

As seen in Table 1, 204 of the teachers who participated in the research according to gender variable are women. Women teachers make up more than half of participation, with 55%. Men teachers, who make up 45% of the participants, are 167. Married teachers who participated in the research according to the marital status variable make up 42% of the research with 156 people. 215 of the teachers are single. Single teachers make up more than half of participation, with 58%. According to the study fields (branch) variable, 247 of the participants are the branch teachers. Branch teachers make up two thirds of the participation with 66.6%. Preschool and classroom teachers, who make up one third of the participation with 33.4%, are 124 people. According to the employment status variable, 74.7% of the permanent teachers, who make up about three quarters of the participants, are 277 people. Contracted teachers, which make up a quarter of 25.3% of the participants, are 94 people. It has been observed that the participation is distributed approximately by one third according to the type of school in which the teachers work. With 36.1% of participation, 134 teachers work in primary schools, 112 teachers with 30.2% in secondary schools, and 125 teachers with 33.7% work in high schools. 115 of the teachers participating in the research have a one-year working period. 31% of these teachers make up the majority. Teachers with two years of working time are 69 with 18.6%; teachers with three years of working time are 103 with 27.8%, and teachers with a working period of four years or more consist of 22.6% and 84 people. In terms of school size, teachers working in small schools (SS) are 190 people. These teachers constitute more than half of the participants with 51.2%. Teachers working in medium-sized schools (MSS) consist of 25.6% and a quarter of 95 people, and teachers working in large schools (LS) consist of 23.2% and about a quarter of 86 people.

## 2.3. Data Collection Tools

In the research, the Learning Organization Scale (LOS) developed by Güçlü and Türkoğlu (2003) has been used as a data collection tool in order to measure teachers' opinions about the learning school. LOS consists of five-point likert type, five dimensions (personal mastery, mental models, shared vision, system thinking and learning as a team) and a total of 42 items. Scale scoring is between 1.00 and 5.00; respectively, they are in the form of never, rarely, sometimes, usually and always. The lowest score that can be obtained from the scale is 42, and the highest score is 210. Güçlü and Türkoğlu (2003) tested the reliability of the scale by using the Cronbach Alpha coefficient and calculated the internal consistency coefficient of the scale as .93. In this research, Cronbach's alpha internal consistency coefficient was calculated as 0.97 for the scale total and for the sub-dimensions of the scale; personal mastery 0.81, mental models 0.87, shared vision 0.94, system thinking 0.90 and team learning 0.93. In the studies conducted; since LOS is used at every school level, such as preschool (Uysal, 2005), primary education (Memduhoğlu & Kuşci, 2012) and secondary education (Kılıç, 2009; Bilir, 2014), it has not been seen necessary to make a validity analysis for the scale within the scope of this thesis.

Organizational Happiness Scale (OHS), developed by Paschoal and Tamayo (2008) and adapted to Turkish by Arslan and Polat (2017), has been used to measure teachers' school happiness. It has been observed that OHS consists of three dimensions (positive emotions, negative emotions and potential realization) and 29 items in five-point likert type. Scale scoring is between 1.00-5.00. While scale scoring is done as never (1.00) and always (5.00) for positive emotion and negative emotion dimensions, it is as I totally disagree (1.00) and totally agree (5.00) for the potential realization. The lowest score that can be obtained from the scale is 29, and the highest score is 145. The whole scale is evaluated and scored together, all items in the negative emotions dimension are scored by reversing. Arslan and Polat (2017) tested the reliability of the scale by using the Cronbach Alpha coefficient. Cronbach's alpha internal consistency coefficient of the scale is 0.96 for the total of the scale. For scale sub-dimensions, they have stated that the reliability coefficients of the OHS are sufficient by calculating positive emotions 0.94, negative emotions 0.95 and potential realization 0.92. The same method was also used in this research and Cronbach's alpha internal consistency coefficient was calculated as 0.96 for the scale total, positive emotions 0.96, negative emotions 0.97 and potential realization 0.92.

The factor structure of the scale was re-tested within the scope of this study, since OHS was adapted to Turkish language and culture from different languages and cultures (from English), and a study using the measurement tool in Turkish literature has not been yet encountered during the study. As a result of exploratory factor analysis (EFA), it was found as KMO (Kaiser Meyer Olkin) .96, Bartlett Sphericity Test Chi-Square: 11516,77 sd: 406 and p <0.05. The results of the analysis explain 74,48% of the total variance as a three-factor model of the scale and confirm the three-factor structure of the scale. The construct validity of the scale was tested by Arslan and Polat (2017) with confirmatory factor analysis (CFA) and in the evaluation of the model, $x^2$/ sd, RMSEA, GFI, NNFI, CFI and SRMR have been taken into consideration as goodness of fit criteria. According to this, as

a result of CFA; it has been demonstrated that the measurement tool of OHS is a valid measurement tool as $x^2$/ sd value is 1479.26 / 374 = 3.95, NNFI = .97, CFI = .97, SRMR = .061, GFI = .77 and RMSEA = .09. Within the scope of this study, CFA analysis was made again. As a result of the analysis; the value of $x^2$/ sd was found 1209.87 / 374 = 3.27, NNFI = .98, CFI = .98, SRMR = .045, GFI = .80 and RMSEA = .08.

## 2.4. Data Analysis

Whether the data about the learning school and school happiness shows normal distribution has been examined by the skewness and kurtosis coefficients and it has been decided to use parametric tests in the analyzes since it has been seen that the data is acceptable in terms of normal distribution. Accordingly, arithmetic mean, Pearson Product-Moments correlation and multiple regression analysis techniques have been used.

Before conducting multiple regression analysis, autocorrelation and multiple correlation states among variables have been checked. Durbin Watson coefficient has been used to determine whether there is autocorrelation. It is desirable that the Durbin Watson value is between 1.5 and 2.5, and this coefficient being close to 2 indicates that there is not autocorrelation. Whether there is multi-collinearity between independent variables was checked with tolerance value, condition index value (CI) and variance inflation factor value (VIF). Accordingly, if the tolerance value is lower than .20, the VIF value is higher than 10 and the CI value is higher than 30, there is a problem of multi-colinear among independent variables. Data obtained on autocorrelation and multi-colinear are shown in the table below (Büyüköztürk, 2007; Çokluk, Şekercioğlu, Büyüköztürk, 2013; Kalaycı, 2017).

**Table 2:** Autocorrelation and Multi-Colinear Statistics

| Scale Dimensions | Durbin Watson | Condition Index | Tolerance | VIF |
|---|---|---|---|---|
| Personal Mastery | | 12,714 | ,486 | 2,057 |
| Mental Models | | 13,883 | ,317 | 3,152 |
| Shared Vision | 1,802 | 20,542 | ,212 | 4,724 |
| System Tinking | | 22,219 | ,270 | 3,706 |
| Team Learning | | 26,611 | ,366 | 2,735 |

As seen in Table 2, it can be said that there is no autocorrelation as the Durbin Watson coefficient (1.8) is between 1.5 and 2.5. On the other hand, considering that CI values are less than 30, tolerance values are higher than .20 and VIF values are less than 10, it can be stated that there is no multi-colinear problem among the independent variables. All these analyzes show that the data set is appropriate for regression analysis.

## 3. Findings

In this section, the findings obtained for the purposes of the research are included. In accordance with the opinions of the teachers about the learning school, the

findings of the learning school's personal mastery, mental models, shared vision, system thinking, and team learning sub-dimensions and total scale score are shown in Table 3.

**Table 3:** Descriptive Values for the Learning School and its Sub-dimensions

| Scale Dimensions | n | The Lowest Value | The Highest Value | $\bar{x}$ | ss | Level |
|---|---|---|---|---|---|---|
| Personal Mastery | 371 | 1,00 | 5,00 | 3,17 | ,84 | Sometimes |
| Mental Models | 371 | 1,14 | 5,00 | 3,44 | ,78 | Usually |
| Shared Vision | 371 | 1,09 | 5,00 | 3,31 | ,82 | Sometimes |
| System Thinking | 371 | 1,11 | 5,00 | 3,22 | ,71 | Sometimes |
| Team Learning | 371 | 1,00 | 5,00 | 3,49 | ,81 | Usually |
| Learning School (Total) | 371 | 1,38 | 4,83 | 3,34 | ,70 | Sometimes |

When the distribution of points of teachers' views about the learning school given in Table 3 is examined, it is seen that the total scale of the learning school remains at the level of sometimes ($\bar{x}$ = 3.34). Team Learning sub-dimension ($\bar{x}$ = 3.49; usually) has the highest average. This is followed in turn by mental models ($\bar{x}$ = 3.44; usually), shared vision ($\bar{x}$ = 3.31; sometimes) and system thinking ($\bar{x}$ = 3.22; sometimes) sub-dimensions. The personal mastery sub-dimension has the lowest average ($\bar{x}$ = 3.17; sometimes). In other words; teachers' opinions about the learning school are at medium level in the sub-dimensions of shared vision, system thinking and personal mastery with the scale total score, and are at good level in the team learning and mental models sub-dimensions.

The findings related to the total scale score, positive emotions, negative emotions and potential realization sub-dimensions of teachers' school happiness are shown in the table below.

**Table 4:** Descriptive Values for School Happiness and Its Sub-Dimensions

| Scale Dimensions | n | The Lowest Value | The Highest Value | $\bar{x}$ | ss | Level |
|---|---|---|---|---|---|---|
| Positive Emotions | 371 | 1,00 | 5,00 | 3,31 | 1,03 | Quite |
| Negative Emotions * | 371 | 1,00 | 5,00 | 2,24 | 1,05 | Some |
| Potential Realization | 371 | 1,00 | 5,00 | 3,83 | ,78 | I agree |
| School Happiness (Total) | 371 | 1,28 | 5,00 | 3,64 | ,80 | Often |

* Items belonging to the negative emotions sub-dimension have been scored in reverse in the total scale score.

Since the high score in the negative emotions sub-dimension expresses that teachers' school happiness is negative in terms of the total of the scale, the expressions in the negative emotions sub-dimension have been scored in reverse before the average for the total scale has been calculated. According to Table 4, when the distribution of points of teachers' school happiness is examined, it is seen that the scale total ($\bar{x}$ = 3.64) remains at the level of often. It is observed that the highest average is in the potential realization sub-dimension ($\bar{x}$ = 3.83; I agree). This is followed in turn by positive emotions ($\bar{x}$ = 3.31; quite) and negative emotions ($\bar{x}$ = 2.24; some) sub-dimensions. In other words, teachers' school happiness is at a good level. Teachers have low level of negative emotions and medium

level of positive emotions in school. Teacher participation in realizing potential in school is at a good level.

Whether there is a relationship between the learning school (and its sub-dimensions) and school happiness (and its sub-dimensions) has been analyzed by the Pearson Product-Moment Correlation coefficient. The correlation coefficient (r) takes a value between +1 and -1. It is said that if this coefficient between the two variables is close to +1, there is a positive relationship, if it is close to -1 there is a negative relationship. Accordingly, the coefficients are defined as the relationship is low if it takes value between 0-0.3, the relationship is medium if it takes value between 0.3-0.7, and the relationship is high if it takes value between 0.7-1. 0.0 indicates that there is no relationship between variables (Büyüköztürk, 2007; Gürbüz & Şahin, 2017). Findings for this are shown in the table below.

**Table 5:** The Relationship Between Learning School
and School Happiness with Its Sub-Dimensions

| Variables | Positive Emotions | Negative Emotions | Potential Realization | School Happiness (Total) |
|---|---|---|---|---|
| Personnel Mastery | ,47** | ,-34** | ,36** | **,46**** |
| Mental Models | ,53** | ,-49** | ,36** | **,57**** |
| Shared Vision | ,57** | ,-49** | ,35** | **,59**** |
| System Thinking | ,54** | ,-46** | ,33** | **,55**** |
| Team Learning | ,51** | ,-43** | ,36** | **,53**** |
| **Learning School (Total)** | **,60**** | **,-51**** | **,40**** | **,62**** |

**It was found to be meaningful at the p<,01 level.

According to Table 5, there is a medium positive significant correlation between the personal mastery sub-dimension of the learning school and school happiness total (r = .46, p <.01) and positive emotions (r = .47, p <.01), potential realization (r = .36, p <.01) sub-dimensions, while there is a medium negative significant correlation between the negative emotions (r =.-34, p <.01) sub-dimension and the personal mastery sub-dimension of the learning school. Similarly; there is a medium positive significant correlation between mental models sub-dimension and school happiness total (r= .57, p<.01) and positive emotions (r= .53, p<.01), potential realization sub-dimensions (r=.-49, p<.01), while there is a medium negative significant correlation between negative emotions (r =.- 49, p <.01) and mental models sub-dimension.

There is a medium positive correlation between the shared vision sub-dimension of the learning school and school happiness total (r= .59, p<.01) and positive emotions (r= .57, p<.01), potential realization (r= .35, p<.01) while there is a medium negative significant correlation between the negative emotions (r= .-49, p<.01) sub-dimension and shared vision sub-dimension of the learning school. Likewise; there is a medium positive significant correlation between the system thinking sub-dimension and the school happiness total (r= .55, p<.01) and positive emotions (r= .54, p<.01), potential realization (r= .33, p<.01) sub-dimensions while there is a medium negative significant correlation

between the negative emotions (r=.-46, p<.01) sub-dimension and system thinking sub-dimension. Again, there is a medium positive significant correlation between team learning sub-dimension and school happiness total (r= .53, p<.01) and positive emotions (r= .51, p<.01), potential realization (r= .36, p<.01) sub-dimension while there is a medium negative significant correlation between negative emotions (r=.-43, p<.01) sub-dimension and team learning sub-dimension.

The strongest correlation in terms of sub-dimensions is between the shared vision (r=.59) sub-dimension of school happiness and the positive emotions (r= .60) sub-dimension of learning school. There is a medium positive significant correlation between the learning school total and the school happiness total (r= .62, p<.01) and school happiness' positive emotions (r= .60, p<.01) and potential realization (r= .40, p<.01) sub-dimension, while there is a medium negative significant correlation between the negative emotions (r=.-51, p<.01) sub-dimension and learning school. In other words, there is a medium positive relationship between the level of school being a learning school and the school happiness of teachers. According to this, it can be stated that as the level of school being a learning school increases, the happiness of teachers will increase.

In order to determine which of the learning school sub-dimensions examined in the research significantly have contributed to predicting teachers' school happiness, multi-stage regression analysis has been performed and the results are shown in the table below.

**Table 6:** Multiple Stage Regression Analysis Results for the Contribution
of Learning School Sub-Dimensions to Predicting Teachers' School Happiness

|  | Variables | B | Standard Error | β | T | p | $\Delta R^2$ |
|---|---|---|---|---|---|---|---|
| 1 | *Stable* | 1,729 | ,140 |  | 12,331 | ,000* |  |
|  | Shared Vision | ,577 | ,041 | ,591 | 14,060 | ,000* | ,347 |
| 2 | *Stable* | 1,443 | ,152 |  | 9,479 | ,000* |  |
|  | Shared Vision | ,349 | ,066 | ,357 | 5,270 | ,000* | ,377 |
|  | Mental Models | ,302 | ,070 | ,293 | 4,325 | ,000* |  |
| 3 | *Stable* | 1,313 | ,159 |  | 8,235 | ,000* |  |
|  | Shared Vision | ,269 | ,073 | ,275 | 3,683 | ,000* | ,386 |
|  | Mental Models | ,257 | ,072 | ,250 | 3,592 | ,000* |  |
|  | Team Learning | ,157 | ,062 | ,158 | 2,529 | ,012* |  |

According to the data in Table 6, it is seen that the shared vision sub-dimension has entered the regression equation at the first stage and 34.7% of the variance in the school happiness of the teachers has been explained by the shared vision sub-dimension ($R^2$ = ,347). In other words, it can be said that the shared vision sub-dimension is the strongest predictor of the school happiness of the teachers.

In the second stage, mental models sub-dimension has been added to the model. With the shared vision and mental models sub-dimensions, the variance explained in teachers' school happiness has increased from 34.7% to 37.7% ($R^2$ =, 377). When the shared vision sub-dimension is controlled, it is seen that the mental models sub-dimension

contributes 3% to the previously explained variance related to school happiness of teachers.

In the third stage, team learning sub-dimension was added to the model. With the shared vision, mental models and team learning sub-dimensions, the variance explained in teachers' school happiness has increased from 37.7% to 38.6% ($R^2$ =, 386). When the shared vision and mental models sub-dimensions are controlled, it is seen that the team learning sub-dimension contributes approximately 1% to the previously explained variance of teachers' school happiness.

The relative importance order of the learning school sub-dimensions regarding the contribution of teachers to school happiness is in the form of shared vision, mental models and team learning. Personal mastery and system thinking sub-dimensions do not make a significant contribution to teachers' school happiness. The model designed in this direction has been shown in Figure 1.

**Figure 1:** The effects of the learning school sub-dimensions on school happiness
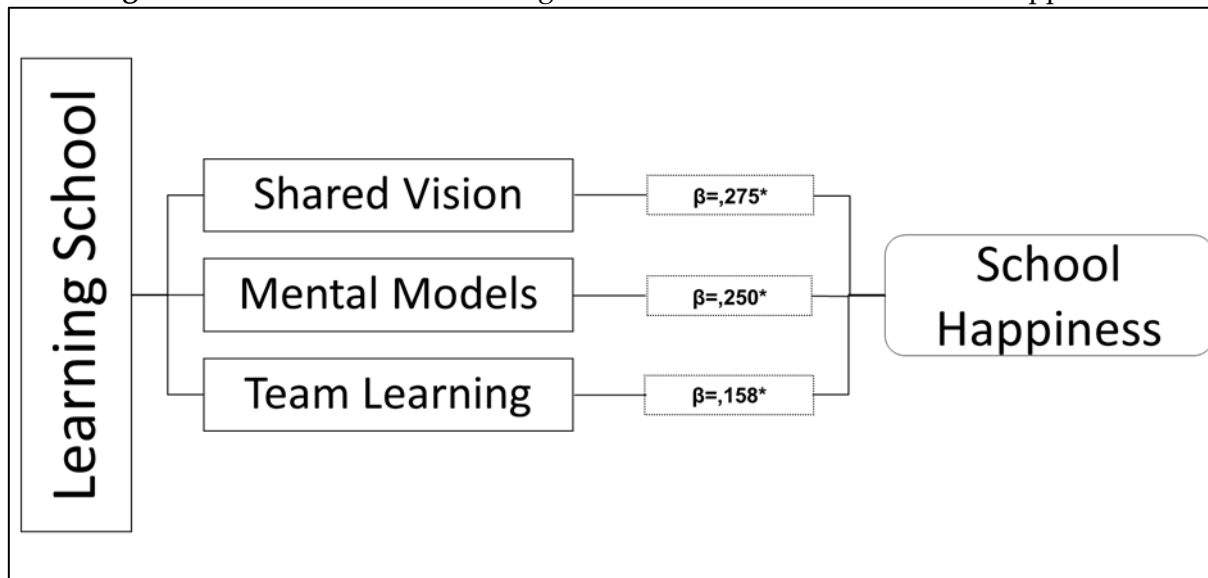


*p<0,05

According to the results of the regression analysis, the regression equation for predicting the school happiness of the learning school sub-dimensions is formulated as:

School Happiness' = 1,313 + 0,275 ∗ SHARED VISION + 0,250 ∗ MENTAL MODELS + 0,158 ∗ TEAM LEARNING.

The regression equation obtained as a result of the analysis explains the school happiness of teachers in a meaningful way. The sub-dimensions of personal mastery and system thinking have been removed from the model because they have not explained the school happiness of teachers in a meaningful way.

## 4. Results and Discussion

As a result of the research, in terms of the level of schools being a learning school; it has been determined that the learning school total and personal mastery, system thinking, shared vision sub-dimensions have been at 'medium' level, while mental models and team learning sub-dimensions have been at 'good' level. In other words, the necessary environment is sometimes created for teachers to improve themselves in schools, activities such as seminars, panels and meetings are organized, and necessary materials are provided. Again, detailed studies are sometimes carried out at the source of the problems in schools and permanent solutions for these are sometimes produced before delay and problems arise. Teachers' opinions and thoughts are sometimes taken into account when preparing forward-looking plans and determining goals. Teachers can usually explain their opinions to the people around them at school easily and question every topic. In school, innovations can usually be produced for the development of the school, and teachers are provided with the environment and activities in which they can achieve the goals of the school, where they can succeed in the future. Teachers can usually work as a team with their colleagues, and they think that they are generally valued in these teams. When the findings of the research are evaluated as a whole, it can be stated that the quality of schools' learning schools is not sufficient. In this context, it is considered that schools should be developed in terms of the quality of the learning school. In the research, teachers have participated more in team learning and mental models sub-dimensions.

Senge (2000) argues that personal learning in organizations will not be able to contribute to organizational learning, even if it provides personal learning after a while, therefore learning must be carried out in teams. According to him, since the capacity of the teams is more than the capacity of the people, it has an important place in the learning of the organizations. Bursalıoğlu (2015) states that ensuring the success and continuity of the groups in the school is the two most important duties of the school principal. Başaran (1996) mentions that there is very little work that people can do in the community, that every person can do almost any work (such as marriage and partnership) with others, therefore people must be constantly in cooperation and learn to cooperate. On the other hand, it is emphasized that the fact that mental models are an indispensable dogma of learning organizations and some innovations are necessary in learning and applying new skills in the organization in order to improve the organizational capacity with mental models (Senge, 2000). Findings obtained in the research within the context of team learning and mental models sub-dimensions can be interpreted as teachers have a more positive image in terms of the quality of their school being a learning school, adopt innovations, act in cooperation and team spirit. In this context, these findings are considered to be promising and important for the future.

When the researches are examined; it is seen that the findings of the research conducted by Güçlü and Türkoğlu (2003) about the learning school views of the school administrators and teachers working in primary schools coincide with the findings of this research. According to this, the sub-dimensions of personal mastery, shared vision and

system thinking sub-dimensions are at a medium level, and mental dimensions and team learning sub-dimensions are also at a good level. It is seen that the research findings made by Ayık and Şayir (2015) are similar to the findings of this study. The results of the research conducted by Kılıç (2009) are also parallel to this research except for the sub-dimension of mental models. In the studies conducted by Şen (2019) and Banoğlu (2009), the research results obtained in terms of the learning school are relatively more positive than this study.

According to the findings obtained in the research, teachers' school happiness is at a 'good' level. Teachers have "medium" level positive emotions and "low" level negative emotions in their schools. Teacher participation regarding the realization of the potential sub-dimension is at 'good' level. In other words, teachers feel themselves very happy, peaceful, excited, proud and willing, and a little restless, stressful, depressed, nervous, anxious and frustrated at school. On the other hand, in terms of realizing the potential in school; it can be stated that teachers' opinions about using potential in the profession, showing their best aspects in the profession, participating in activities where skills are developed and skills are reflected are at good level. Pryce-Jones (2010) treats happiness in the workplace as a form of mind that takes action to maximize performance and achieve this potential. From this point of view, it can be said that the research finding obtained in order to use the potential of teachers in school is promising.

According to the generally accepted approach; happiness is expressed as the positive feelings of the person are higher than the negative feelings (Fisher, 2010; Özdemir and Koruklu 2011) and this is interpreted as high level of happiness (Erden & Yılmaz, 2016). Findings obtained in the research are also in this direction. The research findings regarding the scale total and sub-dimensions are parallel to the findings of the research conducted by Arslan (2018). According to TUIK's 2018 life satisfaction survey, people indicating themselves as happy in Turkey are at the rate of 53.4%. In the research carried out by Moçoşoğlu and Kaya (2018), it has been found that the organizational happiness of school administrators and teachers is at a good level close to medium. When the research findings are evaluated as a whole; it can be stated that teachers' school happiness is at a good level.

Research findings show that there is a significant positive (linear) and medium level relationship between the learning school and school happiness. In other words, it can be said that there is a partially positive relationship between the level of school's being a learning school and school happiness. According to this situation, it can be interpreted that as the level of school's being a learning school becomes higher, teachers' happiness in school will increase.

No research directly investigating the relationship between learning school and school happiness has been found in the literature. In some studies examined in the literature, findings are presented in the direction of that there is a relationship between organizational happiness and management of differences (Arslan, 2018), and organizational socialization (Tösten, Avcı & Şahin, 2017), that there is a positive relationship between happiness and job satisfaction (Kara, 2010), that there is a relationship between teachers' happiness levels and job satisfaction (Terzi, 2017), that

there is a positive relationship between teacher candidates' happiness, life satisfaction, optimism and meaning of life (Demir, 2017), that there is a positive relationship between middle school teachers' happiness and classroom management skills (Düzgün, 2016), that there is a positive relationship between income level, health status, welfare level and meeting the needs and happiness (Servet, 2017), that there is a positive bidirectional relationship between happiness and communication (Sönmez, 2016), that there is a positive relationship between the learning organization and school culture (Ayık and Şayir, 2015) and organizational health (Tacar, 2013), that there is a positive relationship between supportive and instructive school climate and learning school (Gürfidan, 2014). In terms of regression analysis, the findings reveal that the shared vision, mental models, and team learning sub-dimensions of the learning school make significant contributions to teachers' school happiness and that approximately 39% of teachers' school happiness is explained by these sub-dimensions together ($R^2 =, 386$). The sub-dimensions of personal mastery and system thinking of the learning school have no significant contribution to teachers' school happiness.

The findings of the research in this direction can be evaluated with Tarhan (2010) 's approach towards reaching happiness. He argues that there are two basic steps in getting people to achieve happiness. First step is people's getting to know themselves, directing their emotions by guiding them and thus taking action. The second step is to be aware of the feelings of others by communicating with them. Because it is impossible for any person to be happy alone; according to him. Catching happiness is possible with the right communication with others.

Emotions that are increasingly seen in organizational literature and gaining significant legitimacy as a research area (Tran, 2007) are stated to be easily observed in workplaces by social interactions (Akçay & Çoruk, 2012). Theories emphasize that communication is an important tool for emotions. In the researches carried out in this direction, It is stated that the mutual relations in the groups can affect the ability of members to understand each other's social identities, that emotional states can be shared in groups in a meaningful way, and that effective interpersonal interaction can be a determinant in the perceptions of verbal and nonverbal emotions of members at the group level (Elfenbein, Polzer & Ambady, 2007). According to Erden and Yılmaz (2016), being in cooperation and satisfying relationship with others can have an impact on people's happiness. Organizational communication and sharing information are evaluated in socialization (Moçoşoğlu & Kaya, 2018). Also, Çetin, Doğan and Tatık (2016) state that everyone in the organization can work together by respecting differences in mutual understanding.

According to the findings obtained in the research, it is the shared vision sub-dimension of the learning school that makes the most significant contribution to teachers' school happiness. Shared vision is a road map addressing the feelings and thoughts of the stakeholders in determining the target that a learning school wants to reach in the future, creating issues, events and future-related situations that affect school members' beliefs and loyalties. It also provides an opportunity to focus everyone in the school on a

common energy and increase collaboration, team spirit and loyalty among members (Aytaç, 2014).

In order to create a common way of thinking in the shared vision process, first of all, a high level of harmony is required between the individuals (İbicioğlu & Avcı, 2005). In this regard, it can be stated that the shared vision and team learning disciplines necessarily need each other. In the team learning process, which is accepted as the building block and basic unit of learning schools (Al-Abri and Al-Hashmi, 2007), shared vision discipline is needed in order for the members of the team to achieve their desired results. In this process, there is a confidence in talent, shared vision that envisages a common purpose and understanding of team members to complement each other's efforts. However, in addition to the importance of knowing team spirit and adapting to it for individuals (Güçlü & Türkoğlu, 2003; Senge, 2000), there is a collaboration and interaction among team members in the process to achieve common goals (shared vision) and to solve complex problems. (Ada and Akan, 2007; Tan, 2014). İlğan (2017) states that this collaboration and interaction play a key role in terms of the development of schools on issues such as teacher loyalty, how to improve teaching activities to increase student achievements, thinking and learning. Research findings reveal that the team learning sub-dimension contributes significantly to teachers' school happiness. Considering that the shared vision and team learning process will bring teachers together on a common denominator, strengthen the communication, cooperation, knowledge and emotion sharing among teachers and improve the understanding of respect, love and tolerance among individuals, it can be stated that these sub-dimensions have made a significant contribution to teachers' school happiness.

On the other hand, it can be stated that the sub-dimension of mental models, such as generalization, assumption, design (Senge, 2000), belief, behavior and emotional tendencies (Ayık & Şayir, 2015) in the long-organized mind that affect individuals in understanding the world and actions, is in harmony with the first step of Tarhan (2010)'s approach to catching happiness. Because it is not possible to think of the design of these mental models that exist in individuals positively or negatively, independent of emotions. Emotions are significant determinants in individuals' perspectives on life and situation, evaluations (Akçay & Çoruk, 2012), learning, happiness (Özgen, 2005), using their abilities, skills and potential (Arslan & Polat, 2017). Goleman (2011) states that emotions limit the capacity of using mental abilities to the extent that they prevent or strengthen the abilities such as thinking, planning, problem solving, preparing for a distant goal, and are important to determine what the individual can do in life. Therefore, they give an idea that emotions are as much a cognitive activity as they are psychological, so they are related to mental models. Research findings are in harmony with this idea. According to this, mental models sub-dimension makes a significant contribution to teachers' school happiness.

The main task of mental models is to continuously improve the capacity of the organization, to achieve success, to reveal implicit assumptions, attitudes and generalizations so that people can examine their differences and misunderstandings and talk about them (Bozkurt, 2014; Peter et al., 2014). People are in an effort to recognize and

understand the events they encounter in daily life, their thoughts and behaviors, the thoughts and behaviors of others. This situation involves interacting with other people (Kağıtçıbaşı & Cemalcılar, 2014). It is expected that this will be at a higher level in organizations such as school, where there is much more face-to-face interaction (Akçay & Çoruk, 2012).

In conclusion, the findings of this research show that learning schools, which are an important tool for teachers to realize themselves, to reach freedom, to establish good relations with others, to gain the ability to research, learn and solve problems, to perceive their own position and to establish a vision for the future (Başaran, 1996) are positively associated with the school happiness of teachers at medium level and these findings reveal that the level of schools' being a learning school is a remarkable determinant of teachers' school happiness.

## 5. Recommendations

According to the results obtained in the research, the following suggestions can be proposed:

- Learning schools envisage a school culture based on learning to adapt quickly to changes in the environment, a flexible school structure that stands out from the impact of the hierarchy, shared leadership, coordination among employees and a common vision. Starting from the conclusion that the existing schools are not at the desired level in this respect, the Turkish education system and the function of the schools can be redesigned in accordance with the learning school paradigm.
- In terms of developing and systematizing schools as learning schools, provincial and district national education directorates and ministerial units and research commissions can be established at the ministerial level.
- In terms of activities that teachers can discover their own skills and abilities in school in order to use the potential of teachers, environments can be designed and relevant cooperation can be developed within the institution.

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