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# The Role of Innovative Work Behaviour in the Relationship between Organizational Support and Organizational Happiness

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**Abstract**

*Theories and experiences created as a result of the studies carried out to increase the effectiveness of teachers in educational institutions provide deepening of the researches. Researches are detailed by obtaining new approaches, new definitions and concepts. One of these concepts is innovative work behaviour, which is defined as the tendency to implement and improve new ideas. Considering this concept, this research aimed to examine the role of innovative work behaviour in the relationship between perceived organizational support and organizational happiness. The data of the study were collected using Perceived Organizational Support, Organizational Happiness and Innovative Work Behaviour Scales. The sample group of the research includes 340 teachers working in primary, secondary and high schools in the 2021-2022 academic year. In the study that was carried out using the survey-based cross-sectional design approach, structural equation modelling was used. The findings showed that all three variables were significantly related to each*

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*other. The results of the study demonstrated that teachers' perception of the organizational support they get is a direct and indirect predictor of organizational happiness through innovative work behaviour. This result was interpreted as the fact that teachers behaved more innovatively as their perceptions of being supported by their organizations increased, and as a result of this, it had a positive impact on their organizational happiness. Finally, it has been suggested to support teachers' needs such as infrastructure and access to resources necessary for generating and implementing new ideas and ensuring their inclusion in decision-making processes.*

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## Introduction

When organizational behaviour theories are examined in a broad framework, it is clear that a substantial part of them tries to explain a single human tendency. This This conduct is designed to explain how individuals respond to positive and negative forces and preserve their existence that is intended to be explained is how people react and maintain their existence under positive and negative pressures (Pink, 2009). The same condition may be extended to organisations, and concerns can be raised about how organisations adapt to and preserve their existence in the face of positive and negative influences. Researching both questions, the human resources framework has proposed an answer that takes both stakeholders into account. As Argyris stated, the relationship between people and organizations was based on mutual benefit (Bolman & Deal, 2008). Both companies and individuals rely on one another for survival; businesses for the labour,

ideas, energy, and skills that keep them prosperous, and individuals rely on organisations for the financial security and professional growth that ensures their own well-being. When this harmony is balanced, mutual benefit is provided for the organization and the employee and they can continue to exist. For educational organisations, a similar organizational-employee relationship may be described, and the quality of education is considered the product of this equilibrium. One of the primary goals of the planned education policies has been to take advantage of the education outcomes as soon as feasible by enhancing the teacher workforce (Duyar, Gumus, & Bellibas, 2013). This study tested a model that tries to determine perceived organizational support as a predictor of organizational happiness, which is considered the initiator of the teacher workforce's efficacy and productivity, as well as the role of innovative work behaviour as a mediator.

When teachers in educational organizations are evaluated within the scope of human resources, it is critical to comprehend the requirements of educational institutions as well as teachers. As stated by the self-determination theory, people have three natural psychological needs: competence, autonomy, and relatedness (Deci & Ryan, 1985). When these needs were satisfied, people were productive, happy, and motivated. The emergence of these features, which were a natural part of being human, depended on the support received from the social environment (Ryan & Deci, 2000). In other words, the expected outputs as a result of recognizing and satisfying the needs, productivity, happiness and motivation could be achieved with felt support.

In this study, when basic psychological needs were examined in depth, innovative work behaviour (IWB) within the scope of competence, perceived organizational support (POS) within the scope of support

received from the organization and organizational happiness (OH) as one of the expected organizational outputs were discussed. Happiness has a domino effect on the productivity of an educational organization and the well-being of the individual teacher (Gyeltshen & Beri, 2018).

Examining the factors affecting the happiness of teachers is important to understand and increase their happiness. Teachers' conduct is influenced by their belief that their organisations appreciate their contributions and well-being, according to the social exchange theory. The conclusions of this research are particularly essential for those working in education administration, education legislation, education policy-making, and education research. Administrators may prepare the path for teachers to be people who discover opportunities, generate, and execute innovative ideas in their schools by fostering a supportive social environment. Teachers who promote change are likely to be happier as well. Given that the three antecedents of organizational support are organizational justice, managerial support, rewards, and workplace conditions, educational attorneys and policymakers might develop innovative regulations for awards and working conditions in the organisation. It is an important requirement for educational organizations to reveal the relationships between POS and IWB, which are thought to have important effects on teacher happiness. In this context, the purpose of this research was to uncover the function of IWB in the link between POS and OH.

## Literature Review and Theoretical Framework

In this part, the notions of perceived organizational support, organizational happiness, and innovative work behaviour were introduced, and the relationships between these concepts were

examined. Additionally, this section concludes with a discussion of the relationships between these concepts.

**Organizational Happiness**

While defining happiness in the literature, two different views, hedonic and eudemonic, were emphasized. The hedonic perspective defines happiness as experiencing pleasant feelings and avoiding unpleasant ones, whereas the eudemonic perspective defines happiness as engaging in actions that are desirable, noble, and meaningful and that allow individuals reach their complete potential. The hedonic view was concerned with temporary, short-term happiness and was associated with subjective well-being. The eudaemonic view, on the other hand, considered happiness as a source of long-term motivation and identity development process and associated it with psychological well-being. These two views have led to the emergence of knowledge and research focuses that are distinctive in some areas and complementary to each other in some areas (Delle Fave et. al, 2011:187; Fisher, 2010: 385; Ryan & Deci, 2001).

When the definitions of happiness were examined, some reflect the hedonic view, some reflect the eudaimonic view, and some reflect both. For example, Diener (1984) defined happiness as the experience of several favorable feelings, fewer negative emotions and getting high satisfaction from life, reflecting the hedonic view and explained happiness with subjective well-being. Ryff (1989), on the other hand, put forward the concept of psychological well-being with a eudaemonic point of view by talking about meaning, self-actualization and personal development, based on Aristotle's views explaining the source of happiness as being virtuous. According to Waterman (2008), both of these two happiness concepts were positive subjective states that were experienced to a greater extent when the individual was

engaged in some activities than others, but they were not independent structures and there was a high relationship between them. At this point, in this study, happiness, therefore OH, was equated with the concept of well-being and considered as positive emotions, negative emotions and the realization of potential, and it was assumed that happiness reflects both views.

The pursuit of happiness had expanded to include professional encounters. The importance of ensuring that employees are happy in their organization is increasing day by day. The change in employment relations, job security, loyalty, decrease in average seniority, and the fact that employer-employee relations were more dependent on the satisfaction of both parties and the satisfaction of each other's expectations had led to new searches for permanent solutions. In these changing conditions, happiness was one of the important tools for keeping and motivating high-quality employees in organizations (Fisher, 2010: 384, 404). It was seen that OH is associated with many positive outcomes such as employees' tendency to be more productive in the long run (Gavin & Mason, 2004), higher performance (Fisher, 2010; Pryce-Jones & Lutterbie, 2010), customer satisfaction, security, participation, retention (Fisher, 2010), organizational citizenship (Rego, Ribeiro & Cunha, 2010). In educational organizations, a small number of studies have demonstrated that the happiness or well-being of teachers was related to teacher health (Benevene, Ittan & Cortini, 2018; Benevene et al., 2019), organizational socialization (Tösten, Avcı & Şahin, 2018), organizational commitment (Cho, 2020; Uzun & Kesicioğlu, 2019), emotional commitment (Abdullah & Ling, 2016), burnout (Reza & Lyli, 2016) and task performance (Jalali & Heidari, 2016).

OH was impacted by both acute and chronic events associated with the task, workplace, and organization. Additionally, it was influenced by people's stable traits, such as personality, and the fit between the organization's offerings and the individual's expectations, requirements, and preferences (Fisher, 2010: 404). When the studies in the literature to explain the OH of teachers were examined, happiness was associated with different variables such as; organizational silence (Moçoşoğlu & Kaya, 2018), diversity management approaches (Arslan, 2018), organizational cynicism (Kahveci & Köse, 2019; Korkut, 2019), organizational justice (Çetin & Polat, 2019; Korkut, 2019), managerial style (Bulut & Demirhan, 2020), psychological empowerment (Özocak & Yılmaz, 2020), organizational hypocrisy (Konan & Taşdemir, 2019), organizational justice and authentic leadership (Demir & Zincirli, 2021), distributor leadership (Algan & Ummanel, 2019), paternalistic leadership (Özgenel & Canuylası, 2021), job satisfaction (Uzun & Kesicioğlu, 2019), organizational culture (Raj, Tiwari & Rai, 2019), innovative behavior (Abdullah & Ling, 2016), organizational virtue (Özen, 2018). Warr (2013: 105) stated that to comprehend and increase OH, it was required to investigate the individual's attributes as well as environmental factors. One of the variables considered to explain OH was organizational support.

**Perceived Organizational Support**

According to the organizational support theory, employees attribute human characteristics to the organization and based on this personalization, they perceive positive or negative behaviors towards them as an indicator of whether the group supports or opposes them (Rhoades & Eisenberger, 2002: 698). Organizational support relates to how much the organization appreciates its employees' contributions and is concerned about their well-being (Eisenberger, Huntington,

Hutchison & Sowa, 1986: 501). Perceived organizational support, on the other hand, was based on the perceptions of the employees and the employees feel safe and realize the contribution of the organization (Özdevecioğlu, 2003: 116). Rhoades and Eisenberger (2002) mentioned three basic antecedents for the formation of organizational support: organizational justice, management support, organizational rewards and work conditions. Organizational justice was related to employees' perceptions of whether they were treated fairly in their organizations and the way these perceptions affect other work-related variables (Moorman, 1991: 845). Supervisor support was related to employees' perceptions that their managers valued their efforts and were concerned about their well-being (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002:567). Organizational incentives and employment environment were found to be connected to recognition, salary, promotions, job security, autonomy, work-related stresses, training, and organization size. POS was related to desired outcomes for both employees (job satisfaction and positive mood, etc.) and organizations (emotional commitment, performance, and fewer turnover behaviors, etc.) (Rhoades & Eisenberger, 2002). One of the outputs of POS was IWB, which was another variable addressed in the research.

**Innovative Work Behavior**

IWB is described by Farr and Ford (1990) as an individual's conduct that attempts to begin and intentionally introduce creative and practical ideas, processes, products, or procedures. IWBs may include creativity-related behaviors such as searching for opportunities and generating new ideas, as well as behaviors for applying the change, enhancing new skills or methods to enhance individual or corporate performance (De Jong & Den Hartog, 2008:5). Innovative work

behavior has been discussed by different researchers under different dimensions that were similar to each other. For instance, Kanter (1988) discusses concept production, coalition formation, and idea realization and transfer/dissemination; Scott and Bruce (1994) defined the problem / generating ideas, building coalitions and implementing innovation; Janssen (2000) generating ideas, promoting ideas (finding supporters) and implementing ideas; De Jong and Den Hartog (2010), nevertheless, examined innovative business behavior under the dimensions of exploring opportunities, generating ideas, defending ideas and implementing ideas (Cited in Demesko, 2017: 16).

The factors explaining the innovative behaviors of teachers can be classified in two main categories as individual factors and social environment support. Individual factors are related to self-efficacy, attitudes and beliefs, and support from the social environment is related to the support of colleagues and managers, organizational culture, opportunities, and use of resources (Thurlings, Evers ve Vermeulen, 2015). Individual innovative behaviour is highly connected with leadership, support for innovation, management position expectations, career stage, and style of systematic problem-solving (Scott ve Bruce; 1994).

Findings regarding the outputs of innovative work behavior have indicated that IWB positively affects variables such as performance (Çalışkan & Akkoç, 2012, Kim & Koo, 2017; Purwanto et al. 2020; Shanker et al., 2017; Van Zyl et al., 2021), job satisfaction (Orhan, 2012).

**The Relationship Between Perceived Organizational Support and Organizational Happiness**

According to Kurtessis et al (2017), one of the outputs of perceived organizational support is subjective well-being. The researchers

discovered that POS was positively correlated with job satisfaction, job self-efficacy, organization-based self-esteem, and work-family balance in a meta-analysis study of the organizational support theory; they discovered that work stress was negatively associated with burnout and work-family conflict. When a consistent model of supportive experience is provided, including leaders and a favourable working environment, employees may be happier in their positions and regard the organisation as supportive. One of the variables considered to explain organizational happiness is organizational support. Although there is no study in the field of education on the relationship between perceived organizational support and organizational happiness in the current literature, research has been conducted with public employees (Altan & Turunç, 2021; Paschoal, Torres & Porto, 2010), academics (Akçakanat, Uzunbacak & Köse, 2018), and private business employees (Aydın- Küçük, 2021; Nantharojphong & Jadesadalug, 2018; Novliadi & Anggraini, 2020; Wardiana & Prasetyo, 2018). In these researches, the relationship between perceived organizational support and organizational happiness was examined separately or in conjunction with other variables.

## The Relationship Between Perceived Organizational Support and Innovative Work Behavior

Eisenberger, Fasolo and Davis-LaMastro (1990) indicated that POS was closely tied to constructive innovations made for the benefit of the organization without regard for remuneration or personal recognition. Numerous researches have been published in the literature establishing a link between organizational support and IWB (Afsar & Badir, 2017; Akhtar, Syed, Husnain & Naseer, 2019; Aslan, 2019; Erer, 2021; Nazir et al., 2019; Qi, Liu, Wei & Hu, 2019; Sü Eröz & Şıttak, 2019). In the field of education, Masyhuri, Pardiman and Siswanto (2021)

found that POS directly affects the IWB of teachers and school personnel. In their meta-analysis research to explain teachers' innovative behaviours, Thurlings, Evers, and Vermeulen (2015) asserted that perceived organizational support was one of the predictors of innovative work behaviour. Teachers, according to their results, require support, guidance, and feedback from others to innovate.

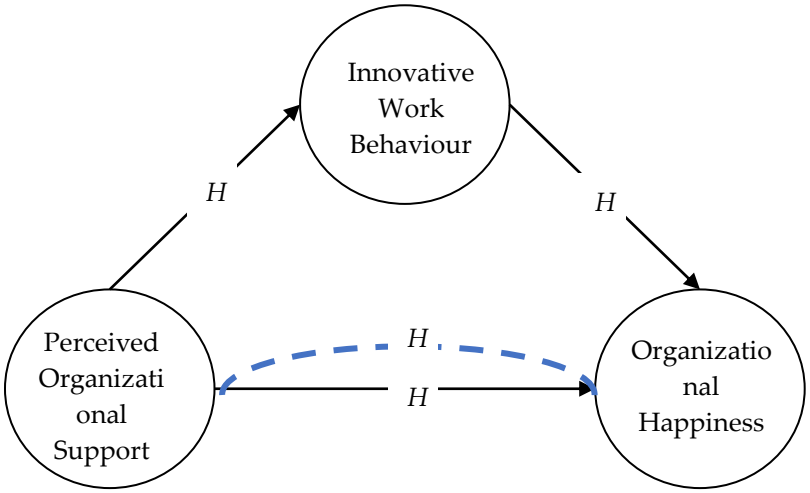
### The Relationship Between Innovative Work Behavior and Organizational Happiness

In our study, it was assumed that IWB would predict OH. There may be fundamental relationship between the individual's display of innovative behavior and the positive emotions experienced by the individual. It is known that one of the most important components of positive emotions is a situation related to creativity (Watson, Clark & Tellegen, 1988; cited in Fidanboy & Fidanboy, 2019). However, when the research dealing with the association between OH and innovative work behavior in the literature (Bani-Melhem, Zeffane, & Albaity, 2018; Etikariena, 2018) were investigated, it was concluded that the influence of OH on innovative work behavior was largely focused on. In other words, IWB was considered the dependent variable in previous studies. In this study, OH was examined as a dependent variable. Only one study (Abdullah & Ling, 2016) examining the correlation between OH and innovative behavior with teachers in the field of education could be reached.

### Mediating Role of Innovative Work Behaviour

In a summary of the bilateral relationships between the research variables, perceived organizational support is positively associated

with innovative work behaviour and organizational satisfaction. Additionally, it is observed that innovative work behaviour is related to organizational happiness. Based on these associations, it was determined that teachers' perceptions of organizational support and their happiness were highly associated; it can be predicted that innovative teacher behaviours in their schools will also contribute as a mediator of this relationship. No holistic investigation of the concepts of POS, IWB, and OH has been revealed in the existing literature. Masyhuri, Pardiman and Siswanto (2021) investigated the mediating role of psychological well-being in the connection between workplace spirituality, POS and IWB in teachers. However, considering that they considered happiness only in terms of psychological well-being and used IWB as a dependent variable, the potential of our study to be different and to contribute to the field is to be accepted. It is anticipated that the role of innovative work behaviour in the relationship between perceived organizational support and organizational happiness would be beneficial both in theory and in practise in this context. Theoretically, the study can contribute to the literature by enhancing our understanding of teachers' happiness. In addition, it was expected that the output of this study would assist education practitioners and policy-makers and provide insights for new research into this issue. In this respect, the major focus of this research was to investigate the role of IWB in the relationship between POS and OH (Figure 1). For this purpose, the following hypotheses were tested:




(Note. Solid lines indicate direct effects. Dotted lines indicate indirect effects.)

Figure 1.

Research model

H1: POS is positively associated with OH.

H2: POS is positively associated with IWB.

H3: IWB is positively associated with OH.

H4: IWB possesses a mediation role in the relation between POS and OH.

## Method

### Research Model

This research, examining the relationship between POS, OH and IWB in educational organizations (primary, secondary and high school), was in the survey-based cross-sectional quantitative research design. Within the research's scope, Structural Equation Modelling (SEM),

which is one of the analytical approaches used in relational studies to find the correlations between variables (Fraenkel & Wallen, 2009), was used. SEM is a statistical method for illustrating and testing the correlations between one or more dependent variables or independent variables (Tabachnick & Fidell, 2013). SEM allows researchers to identify and test structural models that reflect prior assumptions about direct or indirect effects between observed variables (Kline, 2011).

**Population and Sampling**

The participants of the research include primary, secondary and high school teachers working in Denizli in the 2021-2022 academic year. In studies using SEM, the minimum sample size should be approximately 200 (Kline, 2011). Simple random sampling method was used in the sampling of the study. This method is a simple and common sampling selection method in which each individual has an equal chance when choosing a sample from the population (Singh, 2003). The researcher conducted the scale on 450 teachers who were chosen at random. These scales were returned in the quantity of 380. Following the first processing, only 340 of the scales met the criteria to be included in the study's evaluation due to the presence of incomplete or improperly completed items.

Table 1.
*Participants' Demographic Information*

| Variables | Categories | *f* | % |
|---|---|---|---|
| Gender | Woman | 201 | 59,1 |
| | Man | 139 | 40,9 |
| | Total | 340 | 100 |
| Educational Status | Bachelor degree | 240 | 70,6 |

| | | | |
|---|---|---|---|
| | Postgraduate | 100 | 29,4 |
| | Total | 340 | 100 |
| School stages | Primary school | 118 | 34,7 |
| | Secondary school | 85 | 25,0 |
| | High School | 137 | 40,3 |
| | Total | 340 | 100 |
| Length of service (seniority) | 1-5 years | 11 | 3,2 |
| | 6-10 years | 53 | 15,6 |
| | 11-15 years | 73 | 21,5 |
| | 16 and over years | 203 | 59,7 |
| | Total | 340 | 100 |

Table 1 indicated that 59.1% of the teachers in the sample were women and 40.9% were men. In terms of educational attainment, 70.6% of the teachers have a bachelor's degree. According to the type of school where the teachers work, the highest number of participants was high school teachers (40.3%). Finally, 59.7% of the teachers in the sample have 16 or more years of seniority.

**Instruments**

*Perceived Organizational Support Scale*

In order to determine teachers' perception of organizational support, the "Perceived Organizational Support Scale Short Form" developed by Nayır (2013) was used. The scale consisted of three dimensions of organizational justice, supervisors' support and organizational rewards and job conditions, including 28 items. The five-point Likert scale includes options such as 1- Strongly Disagree, 2- Slightly Agree, 3- Partially Agree, 4- Strongly Agree, 5- Completely Agree.

According to the findings of the confirmatory factor analysis conducted to ascertain the scale's structure, perceived organizational support the Cronbach's $\alpha$ was .94 for the whole scale, .94 for organizational justice, .86 for supervisors' support, .90 for organizational rewards and job conditions, fit indices; RMSEA = .081, IFI= .97, RMR = .054, CFI = .97, GFI = .82, AGFI = .78, NNFI = .97, NFI = .96, RFI = .95, and ($\chi$2/sd) 3.49.

*Innovative Work Behavior Scale*

Janssen (2000) created the innovative work behavior scale, which Töre adapted into Turkish (2017). The original scale was divided into three sub-dimensions: idea generation, idea promotion, and idea realization. As a result of factor analysis in Töre's (2017) adaptation study, the scale consisted of two dimensions. Idea generation and idea realization sub-dimensions combined and formed the first dimension, and idea promotion the second dimension. The first dimension included six items and the second dimension includes three items. Teachers were asked to mark one of the alternatives on a five-point Likert scale; always, often, sometimes, rarely, never.

According to the results of the confirmatory factor analysis performed to confirm the structure of the innovative work behavior scale, the reliability of the adapted scale (Cronbach's $\alpha$) was .87 and the fit indices, NFI=.95, NNFI=.97, RMSEA=.082 CFI=.98, IFI=.98, GFI=.93, AGFI=.88 and ($\chi$2/sd) 2.03.

*Organizational Happiness Scale*

Paschoal and Tamayo (2008) developed the Organizational Happiness Scale in Portuguese, which Demo and Paschoal translated into English (2013). It was adapted into Turkish by Arslan and Polat (2017). The organizational happiness scale consists of 29 items and three sub-

dimensions: positive emotions, negative emotions and fulfilment. 12 items in the negative emotions dimension were reverse scored. In the first 21 items of the scale, which was a five-point Likert type, the options were none, a little, quiet, often and completely; In the items between 22 and 29, the options of totally disagree, disagree, partially agree, agree, totally agree were used.

According to the results of the confirmatory factor analysis performed to confirm the structure of the organizational happiness scale, the reliability of the adapted scale (Cronbach's $\alpha$) was .96 for the whole scale, .94 for positive emotions, .95 for negative emotions, .92 for fulfillment and the fit indices; (NNFI = .97, CFI = .97), RMSEA = .09 (SRMR = .061), GFI = .77 and ($\chi$2/sd) 3.95.

**Data Analysis**

The data of the research were collected in the fall semester of the 2021-2022 academic year. The data collection process was applied on a voluntary basis. It took an average of 12 minutes to answer the scale. The research model, based on theoretical knowledge, was analysed with the AMOS 24 program. Univariate and multivariate normal distributions of the data set were checked for structural equation modelling. Analysis results were given in Table 2.

Table 2.
*Multivariate normality analyses*

| Variable | Coefficient of Skewness | c.r | Coefficient of Kurtosis | c.r |
|---|---|---|---|---|
| POS | ,272 | 2,04 | -,329 | -1,24 |
| IWB | -,262 | -1,96 | -,337 | -1,26 |
| OH | -,138 | -1,03 | -,569 | -2,143 |

| | | |
|---|---|---|
| Multivariate | ,236 | ,397 |

[c.r.: critical ratio]

For the research analysis, first, univariate normal distribution assumptions were tested (based on Z scores between +3 and -3 and skewness and kurtosis values between +1 and -1). As shown in Table 2, the skewness values were POS .272, IWB -.262, OH -.138, and the kurtosis values were POS -.329, IWB -.337, OH -.569. The research found that the data set was adequate for the univariate normality assumptions based on the values obtained. When the data set's univariate normality assumption was tested, skewness and kurtosis values between +1 and -1 were accepted as the reference point, as proposed by Kline (2011). It was used as the reference point for multivariate normality analyses in which the multivariate kurtosis was between +2 and -2 and the multivariate critical ratio was less than 1.96 (Byrne,2016). The analyses revealed that the data set was appropriate for both univariate and multivariate normality assumptions.

## Findings

In the first analysis phase of the research data, descriptive statistical analysis of the variables was performed. Analysis results were given in Table 3.

Table 3.

*Descriptive analysis results*

| | $\bar{x}$ | sd | 1. | 2. |
|---|---|---|---|---|
| 1. POS | 2,90 | ,85 | | |
| 2. IWB | 4,00 | ,60 | ,150** | |
| 3. OH | 3,47 | ,77 | ,486** | ,278** |

Correlation is significant at the 0.01 level.

According to the correlation analysis results in Table 3, the mean of the variables varied between 2.90 and 4.00, with standard deviation values ranging between .60 and.85. The r value varies from + 1 to -1, with values close to .00 indicating that there is no linear relationship or predictability between the X and Y variables. An r value of + 1.00 or -1.00 demonstrates that one score is perfectly predictable when the other is known (Tabachnick & Fidell, 2013). The correlation study revealed that there was a low positive significant relationship between POS and IWB (r=-.150; p<.001). Moderate positive significant relationship between POS and OH (r=.486; p<.001), and low positive significant relationship between IWB and OH (r=.278; p <.001) was determined.

The standardized regression coefficients of the analysis and research hypotheses and the significance levels of the regression coefficients were presented in Table 4.

Table 4.
*The hypotheses of the research and the analysis results of the model*

| **Hypotheses** | **Pathways Between Variables** | **B** | **β** | **C.R.(t)** | **Conclusion** |
|---|---|---|---|---|---|
| H1 | OH <--- POS | ,042 | ,412 | 9,748 | Supported |
| H2 | IWB <--- POS | ,038 | ,107 | 2,796 | Supported |
| H3 | OH <--- IWB | ,267 | ,227 | 4,505 | Supported |

When the results of the path analysis were evaluated, it was seen that the paths drawn between the research variables were significant (t> 1.96; p<0.001; p<0.01). When the estimation results of the research model in Table 4 were examined, POS in schools positively predicted OH (β= .412; t=9.748; p<.01). POS positively predicted IWB (β= .107;

t=2.796; p<.01), and IWB positively predicted OH (β= .227; t= 4.505; p< .01). The hypotheses (H1, H2, H3) developed within the scope of the research were supported. Table 5 displays the goodness of fit values derived from the analysis.

Table 5.

*Criteria for goodness of fit values*

| Fit Indices | Good fit | Acceptable fit | Goodness-of-fit Values Obtained from the Research | |
|---|---|---|---|---|
| χ2/df | ≤2 | ≤ 2-5 | 0,93 | (Good Fit) |
| RMSEA | ≤0,05 | ≤ 0,80 | 0,05 | (Good Fit) |
| SRMR | ≤0,05 | ≤0,10 | 0,06 | (Acceptable fit) |
| CFI | ≥0,95 | ≥0,90 | 0,92 | (Acceptable fit) |
| GFI | ≥0,95 | ≥0,90 | 0,94 | (Acceptable fit) |
| TLI | ≥0,95 | ≥0,90 | 0,91 | (Acceptable fit) |

According to Table 5, where fit indices are given according to structural equation modeling, χ2/df (0.93) and RMSEA (0.05), "Good Fit" GFI (0.94), NNFI/TLI (0.91), CFI (0.92) , and SRMR (0.06) are considered "Acceptable Fit". The model confirmed by the analyzes made in the study was given in Figure 2.

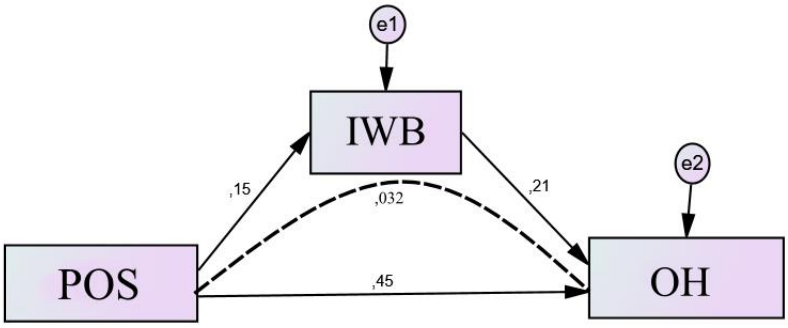



Figure 2. Confirmed structural equation modeling

In accordance with the confirmed model, POS directly and positively predicts OH (β= .45). POS directly and positively predicts IWB (β=.15). IWB predicts OH directly and positively (β= .21) at a statistically significant level. In the model given in Figure 2, POS had a direct impact on OH, as well as innovative work behavior had a direct impact on OH.

Finally, to reveal the mediating effect of IWB in the relationship between POS and OH; Bootstrap analysis was performed with the process macro. Bootstrap analysis was performed at a 95% confidence interval over a sample size of 1000, and the results were given in Table 6 below.

Table 6.
*Bootstrap analysis result of the effects in the confirmed model*

| Variable | Bootstrap values | | p | Bias %95 CI** | | Conclusion |
|---|---|---|---|---|---|---|
| | Indirect Effect | SE* | | Lower Limit | Upper Limit | |
| **POS** | ,032 | ,012 | ,004* | ,013 | ,053 | Supported |

*P<,05

When the Bootstrap coefficients and confidence intervals given in Table 6 were examined, it was understood that direct and indirect paths were significant. When the results were examined, the indirect effect of POS is at the level of .032, and the lower limit was .013 and the upper limit was .053 in the 95% confidence interval. The significance of the indirect effect is determined by the confidence interval values. The fact that both the bootstrap lower and upper confidence intervals were different from zero indicated the significance of the indirect effect

(Preacher & Hayes, 2008). When the intervals were examined, it was seen that the confidence interval values were above zero. As a result, it can be said that the indirect effect was significant. Kline (2013) stated that the indirect effect could also be interpreted as a mediating effect. According to the modern approach, when the indirect effect of the independent variable was significant as a result of the bootstrap test in the mediating effect model, the mediation model was considered validated and no other test was needed (Gürbüz and Bayık, 2018). When these results were evaluated together, it might be evaluated that IWB had a mediating effect on the relationship between POS and OH. The last hypothesis of the research is "H4: IWB has a mediator role in the relationship between POS and OH." was supported.

## Discussion and Conclusion

The purpose of this study was to ascertain the role of IWB in the relation between POS and OH. The findings indicated that all three variables were significantly correlated with one another; demonstrated that IWB has a role in mediating the relation between POS and OH.

The findings revealed that organizational support in schools might directly predict OH, according to teacher perceptions. As a matter of fact, one of the assumptions in the organizational support theory was the perceptions of the employees that the organization was concerned about the well-being of its employees (Rhoades & Eisenberger, 2002: 712). The perception of organizational support leads to more identification and commitment to the organization by satisfying the socio-emotional needs of the employees, increases the desire to help the organization to be successful, and contributes to the happiness of the employees (Kurtessis et al., 2017: 2). It could be said that POS focuses on the happiness of employees and ensures employee

happiness (Akçakanat, Uzunbacak & Köse, 2018). Studies have shown that the perception of high organizational support has a positive influence on employees' subjective well-being both in and out of the workplace (Caesens, Stinglhamber & Ohana, 2016). The results of the study show parallelism with other findings; Paschoal, Torres and Porto (2010) found that organizational support has a direct effect on happiness; Hempfling (2015) and Kosasih and Basit (2019) found that there is a significant relationship between POS and OH; Aydın Küçük (2021) and Novliadi & Anggraini (2020) found that POS predicted workplace happiness.

According to another result of the research, organizational support perceived by teachers could directly predict IWB. The more teachers feel the support of the organization, the more innovative and creative they act. POS provides an effective environment for motivating employees to act innovatively (Nazir, Qun, Hui & Shafi, 2018). Thurlings, Evers and Vermeulen (2015) stated that IWB in teachers was very important for the development of school organizations and the teaching profession and the development of an information society. For this reason, it was important to know which factors affect innovative behaviors in schools to develop teachers' innovative behaviors. Masyhuri, Pardiman and Siswanto (2021) reported that organizational support directly affected the IWB of teachers and school staff. Various studies have been found in the literature on the positive relationship between organizational support and IWB (Afsar & Badir, 2017; Akhtar, Syed, Husnain & Naseer, 2019; Aslan, 2019; Erer, 2021; Nazir et al., 2018; Nazir et al., 2019; Qi, Liu, Wei and Hu, 2019; Sü Eröz and Şıttak, 2019).

The results of the research showed that IWB could directly predict teachers' perception of OH. In their study, Fidanboy and Fidanboy

(2019) found that the innovation climate affects the positive emotions of the employees positively and the negative emotions of the employees negatively. The study by Abdullah and Ling (2016), in which they found a positive relationship between workplace happiness and innovative behaviors in teachers, supported the finding of our study. Cop (2020) reported that teachers' entrepreneurial tendencies in change positively affect their subjective well-being levels.

Finally, it was found that IWB played a mediator role in the relationship between POS and OH. It is possible to say that as teachers' perceptions of being supported by their organizations increase, they will engage in more innovative behaviors and this will reflect positively on their OH. At this point, it is noteworthy how important teachers' perceptions of organizational support are. Providing that teachers think that they are treated fairly in their schools, that their contributions are valued by their administrators, that their administrators think of their well-being and that their work is appreciated, they will be more open to change, produce new ideas and put these ideas into practice. This perception may make teachers happier in their schools. This finding in our research supports Warr's (2013) view that both environmental and individual characteristics should be addressed in order to increase OH. In this case, POS can be considered an environmental feature and innovative behaviors can be considered an individual feature.

Considering the results of our research within the scope of Deci and Ryan's (1985) self-determination theory, it can be said that teachers' needs must be satisfied first in order to be happy. One of these needs is to ensure the competencies of teachers. IWB is one of these competencies. In this regard, the support received from the

environment is of great importance. The relationship among POS, OH and IWB is important to increase teacher happiness and IWB in schools. The source of the importance, on the other hand, can be attributed to the continuation of the relationship between the organization and the human being, underlined by Argyris, providing a balance in terms of meeting both the needs of the school and the needs of the teachers in the school-teacher relationship (Bolman & Deal, 2008).

Policymakers can plan studies such as performance evaluation, professional development support, and career development opportunities to ensure a fair working environment, support from their managers, better working conditions, and rewards that are more satisfying and fairer in order to increase the perception of organizational support, which is extremely important in the happiness of teachers. As a matter of fact, the "Teaching Profession Law" by the Ministry of National Education (2022), which aims to regulate teachers' appointments, professional development and advancement in career steps, can be considered as an important development. In addition to POS, some regulations can be introduced to encourage teachers' innovative behaviors. It can be ensured that teachers are included in the decision-making processes and support they need, such as infrastructure and access to resources for generating and implementing new ideas. In recent years, the increasing support of the Ministry of National Education for teachers to make projects can be seen as an important step for teachers to display innovative behaviors.

The conclusions of this study should be considered within the scope of its limitations. The first of these limitations was the study's sample selection. In order to choose samples, a simple random sampling procedure was applied. The sample consists of primary, secondary,

and high school teachers working in a city in Turkey. In terms of the generalizability of the findings to teachers, it is advised that the research be repeated using the stratified sample approach, including different regions and school types. The second limitation of the study is the collection of findings through self-report based on the statements of individuals. For this reason, research on IWB may not provide objective outcomes for teachers' behaviour. To overcome this ambiguity, researchers might do additional studies utilising data collected through mixed methods or triangulation. The study's last limitation was connected to its methodology. Because the study employed a cross-sectional method, the cause-effect relationship was investigated concurrently. The fact that the data were obtained during an emergency distance education time in schools, particularly owing to the Pandemic (COVID-19), may have influenced teachers' perceptions of IWB. Because of all of these factors, detailed relationships between variables may not have been revealed.

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