



**The Examination Of The Relationship Between Academics'
Perceptions Of Organizational Climate, Social Network And
Their Well- Being**

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Master's Thesis

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POLICY
DISCIPLINE OF HIGHER EDUCATION ADMINISTRATION
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Advisor: Prof. Dr. Gökhan KILIÇOĞLU

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ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEKÖĞRETİM YÖNETİMİ VE POLİTİKASI ANABİLİM DALI
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**ÖĞRETİM ELEMANLARININ ÖRGÜTSEL İKLİMLERİ VE
SOSYAL AĞLARI İLE İYİ OLUŞ ALGILARI ARASINDAKİ
İLİŞKİNİN İNCELENMESİ**

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Eskişehir, 2024

ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
JÜRİ VE ENSTİTÜ ONAYI

Ayşen Cansu ELBEK tarafından hazırlanan “**The examination of the relationship between academics’ perceptions of organizational climate, social network and their well-being**” başlıklı bu tez, **25/10/2024** tarihinde *Eskişehir Osmangazi Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği*’nin ilgili maddeleri uyarınca yapılan **Tez Savunma Sınavı** sonucunda **başarılı** bulunarak, jürimiz tarafından oy birliği ile Yüksek Lisans Tezi olarak kabul edilmiştir.

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The Examination of the Relationship Between Academics' Perceptions of Organizational Climate, Social Network and Their Well-being (Öğretim Elemanlarının Örgütsel İklimleri ve Sosyal Ağları İle Psikolojik İyi Oluş Algıları Arasındaki İlişkinin İncelenmesi) başlıklı tezin bizzat tarafımca hazırlanan, özgün bir çalışma olduğunu; bu çalışmanın tüm aşamalarında (hazırlık, veri toplama, analiz, bilgilerin sunumu ve raporlaştırma vb.) bilimsel etik ilke ve kurallara uygun olarak hareket ettiğimi; bu çalışma kapsamında elde edilmeyen tüm veri, bilgi vb. için kaynak gösterdiğimi ve bu kaynaklara çalışmanın kaynakçasında yer verdiğimi; bu çalışmanın Eskişehir Osmangazi Üniversitesi tarafından kullanılan “Bilimsel İntihal Tespit Programı”yla tarandığını ve hiçbir “intihal içermediğini” beyan ederim. Herhangi bir zamanda, herhangi bir biçimde bu çalışmamla ilgili yukarıdaki beyanıma aykırı bir durumun saptanması halinde, ortaya çıkacak tüm ahlaki ve hukuki sonuçların sorumluluğunu kabul ettiğimi bildiririm.

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Abstract

The Examination Of The Relationship Between Academics' Perceptions Of Organizational Climate and Social Network With Their Well-Being

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Purpose: The main purpose of the study is to examine the relationship between academics' organizational climate and social network with their well-being. Within this general purpose, whether organizational climate predicting on academics' well-being was detected.

Method: The relational model is used for the research. The universe of the research includes the academics' working in Eskişehir province and the sample consists of 422 academics from three different universities in Eskişehir during 2023-2024 fall and spring semesters. The data were obtained by applying psychological climate scale, social network tendencies scale, social relationship element scale and psychological well-being scale. Descriptive statistics; including normal distribution, reliability test, t-test, one-way analysis of variance, correlation and multiple regression analyzes were performed on the obtained data using SPSS 27 statistical programme.

Results: Six of the psychological climate dimensions which are autonomy, cohesion, trust, support, recognition and innovation have a low positive meaningful relationship with academics' psychological well-being. Only two of the psychological climate dimensions that are pressure and fairness have a negative low relationship with the psychological well-being. Psychological climate and social network tendencies have a low positive relationship with academics' psychological well-being. Academics' perceptions of psychological climate positively predict their psychological well-being. The findings reveal that the variables of psychological climate and social network tendencies can explain 18% of the psychological well-being scores of academic staff.

Conclusion and Suggestions: According to the results of the research, a significant positive relationship was found between the psychological climate perceptions of the academic staff and their psychological well-being. In accordance with social

network results are found to be at a medium level. For this reason, it is suggested that the factors affecting the psychological climate and social network perceptions of academics should be examined and the psychological well-being of academics can be increased by implementing ethical and fair policies among the discourses, decisions and practices of higher education institutions both administratively and organisationally.

Keywords: Academics, Psychological well-being, Organizational climate, Social network



Özet

Öğretim Elemanlarının Örgütsel İklimleri ve Sosyal Ağlarıyla İyi Oluş Algıları Arasındaki İlişkinin İncelenmesi

Ayşen Cansu ELBEK

Eskişehir Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü

Yükseköğretimin Yönetimi ve Politikası Anabilim Dalı

Danışman: Prof. Dr. Gökhan KILIÇOĞLU

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Amaç: Bu araştırmanın temel amacı, yükseköğretim kurumlarında görev yapan öğretim elemanlarının örgütsel iklimleri ve sosyal ağlarıyla psikolojik iyi oluşları arasındaki ilişkiyi tespit etmektir. Bu genel amaç doğrultusunda, öğretim elemanlarının örgütsel iklimlerinin ve sosyal ağlarının onların iyi oluşlarını etkileyip etkilemediği sınanmıştır.

Yöntem: Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2023-2024 Güz ve Bahar dönemlerinde Eskişehir’de bulunan üniversitelerde çalışan öğretim elemanları oluşturmaktadır. Çalışmanın örneklemini ise, ESOGÜ, ESTÜ ve Anadolu Üniversitelerinde çalışan toplamda 422 öğretim elemanı oluşturmaktadır. Veriler, psikolojik iklim, sosyal ağ eğilimleri, sosyal ilişki unsurları ve psikolojik iyi oluş ölçekleriyle elde edilmiştir. Elde edilen bu veriler, SPSS 27 istatistik programı aracılığıyla betimsel istatistikler, normal dağılım, güvenilirlik testi, t-test, tek yönlü varyans analizi, korelasyon ve de çoklu regresyon analizleri ile çözümlenmiştir.

Bulgular: Psikolojik iklim boyutlarından altısı olan özerklik, uyum, güven, destek, eğlence ve yenilikçilik, öğretim elemanlarının psikolojik iyi oluşu ile düşük düzeyde pozitif anlamlı bir ilişkiye sahiptir. Psikolojik iklim boyutlarından sadece ikisi (baskı ve adalet) psikolojik iyi oluş ile negatif yönlü düşük bir ilişkiye sahiptir. Psikolojik iklim ve sosyal ağ eğilimleri öğretim elemanlarının psikolojik iyi oluşları ile düşük düzeyde pozitif bir ilişkiye sahiptir. Öğretim elemanlarının psikolojik iklim algıları psikolojik iyi oluşlarını pozitif yönde yordamaktadır. Bulgular, psikolojik iklim ve sosyal ağ eğilimleri değişkenlerinin akademik personelin psikolojik iyi oluş puanlarının %18’ini açıklayabildiğini ortaya koymaktadır.

Sonuç ve Öneriler: Araştırma sonuçlarına göre, öğretim elemanlarının psikolojik iklim algıları ile psikolojik iyi oluşları arasında pozitif yönde anlamlı bir ilişki

bulunmuştur. Sosyal ağ ile ilgili sonuçlar ise orta düzeyde bulunmuştur. Bu nedenle akademisyenlerin psikolojik iklim ve sosyal ağ algılarını etkileyen faktörlerin incelenmesi ve yükseköğretim kurumlarının hem idari hem de örgütsel olarak söylem, karar ve uygulamaları arasında etik ve adil politikaların hayata geçirilmesi ile akademisyenlerin psikolojik iyi oluşlarının artırılabilceğı önerilmektedir.

Anahtar kelimeler: Öğretim elemanları, Psikolojik iyi oluş, Örgütsel iklim, Sosyal ağ



FIRST CHAPTER

1. Introduction

The current thesis study focuses on the examining of the relationship between academics' organizational climate and social network with well-being. Additionally, in the first chapter of the study the problem statement is summarized and the aim the purpose of the study is explained. The limitations of the study are also stated.

1.1. Problem Statement

This study aims to explore the effects of organizational climate and social networks on the psychological well-being of academics. Organizational climate, a relatively persistent quality distinguishing one organization from another (McMurray, 1994), significantly influences nearly all aspects of an institution (Kaynak, 2021; Lazridou & Tsolakidis, 2011). According to McMurray and Scott (2013), the academic atmosphere at a university plays a crucial role in affecting staff autonomy. Mintzberg (1984) describes universities as professional bureaucracies where academic personnel work with substantial autonomy. James et al. (2008) define organizational climate as employees' perceptions of their work environment, including job roles, coworkers, and leadership. A positive organizational climate fosters employees' sincerity, openness, and friendliness, which is essential for enhancing academics' well-being and effectiveness.

Numerous studies emphasize the significance of workplace climate in achieving organizational goals and outputs. The climate influences the quality of communication among employees and has significant psychological implications (Büte, 2011). It affects almost every aspect of the workplace, shaping employees' social and psychological behaviour. An organization is defined not just by its physical structures or rules, but by the relationships among its members (Kaynak, 2021). Understanding organizational climate's impact on employees requires a comprehensive grasp of this concept (Eryılmaz & Gulova, 2017). Despite some gaps in research (Ensari & Zembat, 1999), recent studies have addressed this area, highlighting the need for decision-makers to prioritize effective communication and a positive work environment (Aydoğan & Dinçer, 2017; Kaynak, 2021).

Building on the understanding of organizational climate, it is crucial to examine how social networks within academic institutions further influence the psychological

well-being of academics. Social networks within academic settings significantly impact academics' experiences and well-being. These networks, involving interactions and relationships among academic staff, provide essential support, foster collaboration, and create a sense of belonging. The active social networks within schools are especially essential in educational institutions (Yarım, 2021).

Well-being in organizations can be assessed through factors such as job satisfaction, decision-making, and mental health (Danna & Griffin, 1999). Furthermore, a democratic management style and a supportive environment are linked to improved performance and positive perceptions among employees (Knudsen, Bucks, & Lindt, 2011). Conversely, issues like academic bullying and a lack of autonomy can detract from overall well-being (Fredman & Doughney, 2012), while workplace stress and pressure can inhibit well-being (Schneider & Riechers, 1983).

The climate within academic workplaces significantly affects faculty members' motivation and performance. Factors contributing to a positive climate include credibility, fair compensation, fulfilled promises, and a supportive environment (Aydoğan & Dinçer, 2017). High stress levels among university employees have been documented (Gillespie et al., 2001), highlighting the significance of a favorable working climate for psychological well-being and effectiveness.

A positive internal atmosphere in the workplace helps shape employee behavior (Schneider & Riechers, 1983). Strong correlations exist between high employee participation, democratic management, and enhanced well-being (Knudsen et al., 2011). Supportive measures, including informal support from colleagues, contribute to improved psychological well-being (Thompson & Prttoas, 2005). Analyzing workplace experiences is crucial for understanding and improving academic environments (Zabrodska et al., 2014). Meta-analyses have shown that psychological climate has a continuous and strong effect on motivation and performance (Parker et al., 2003). Effective professional management requires evaluating both job satisfaction and psychological well-being, focusing on distinct but related climates: service-related and employee well-being.

This study seeks to investigate how individuals' personal goals and ideals influence their behavior and well-being within academic workplaces. The relationship between personal life and also social network, organizational climate, and psychological well-being is evident. While much research has focused on work productivity, less attention has been given to the well-being of academics (Brown & VanWagoner, 1999).

Evaluating the efficacy of university employees necessitates considering the organizational climate.

1.2. Purpose of the Study

The purpose of the current study is to determine the relationship between academics' organizational climate and social network with their well-being. Within this overall aim, whether organizational climate and social network predicts on academics' well-being or not is expected to be discovered. In this research, the following questions are meant to be answered:

- Does organizational climate predict on academics' well-being?
- Does social network predict academics' well-being?
- Does demographic variables (age, gender, seniority etc.) have a significant change in academics' well-being?

1.3. Importance of the Study

Organizational climate profoundly impacts employees' psychological and social outcomes across various professions. In the context of higher education, understanding the effects of organizational climate and social networks on academics' well-being is crucial. Despite its significance, research specifically addressing the relationship between these factors in higher education institutions is sparse. This study aims to bridge this gap by exploring how academics' organizational climate and social networks influence their well-being. By illuminating this relationship, the study will provide valuable insights for researchers and practitioners interested in these areas.

Current literature on this topic in Turkey predominantly focuses on primary and middle school teachers, leaving a notable gap in the research concerning higher education academics. Notably, studies examining the interplay between academics' well-being, organizational climate, and social networks in universities are exceptionally limited. For example, Martin (2008) investigated the service climate and its impact on employee well-being in higher education, revealing that organizational environment significantly influences job-induced stress and psychological dysfunction among academics. Similarly, Gillespie et al. (2001) found that high stress levels are prevalent among academics, underscoring the need for a supportive work environment to enhance psychological well-being and productivity. Furthermore, Vera, Salanova, and Martin

(2010) demonstrated that academics who engage meaningfully in their roles report higher competence and satisfaction.

Universities aim to foster both academic and mental development in individuals, making the performance and well-being of academics critical to all stakeholders, including students, faculty, and university administration. The existing literature highlights the need for focused research on organizational climate, social networks, and well-being. This study will contribute to the understanding of these dynamics within Turkish universities and specifically examine three institutions to construct a representative sample. The findings will provide insights into the current working climate and social network for academics and its implications for their psychological well-being. Additionally, this research will aid higher education institutions in assessing their organizational climate and social network implementing necessary improvements to enhance the working environment.

1.4. Assumptions

The target population of the study is assumed as three universities in Eskişehir province (ESOGU, Anadolu University and ESTU). It is also assumed that the academics' gave sincere answers to the survey questions. Moreover, it is assumed that these mentioned three universities represent the study universe of the research.

1.5. Limitations

This research is limited within three universities' academics who work full time at ESOGÜ, Anadolu University and ESTU in 2023-2024 Fall and Spring terms.

1.6. Definitions

Academics/Academic Staff: Research assistants, academics, doctoral academics, associate professors and professors working in higher education institutions.

Organizational Climate: The working environment at the workplace

Social Network: A group of interrelated individuals or organizations formed via various interactions, such as friendship, mutual interests, or professional connections

Psychological Well-Being: A person's feeling mentally good about herself/himself

1.7. Abbreviations

ANOVA: Analysis of Variance

CFA: Confirmatory Factor Analysis

ESOGU: Eskişehir Osmangazi University

ESTU: Eskişehir Technical University

HEI: Higher Education Institutes

OC: Organizational Climate

PCS: Psychological Climate Scale

PERMA: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment

PWS: Psychological Well-being Scale

SDT: Self Determination Theory

SNTS: Social Network Tendencies Scale

SPSS: Statistical Package for Social Studies

WEMWBS: The Warwick-Edinburgh Mental Well-Being Scale

SECOND CHAPTER

2. Theoretical Perspective

In this chapter, some terms such as organizational climate, social network, well-being, factors affecting well-being are reviewed.

2.1. Organizational Climate

The term "organizational climate" refers to how individuals perceive their work experiences (Schneider, Ehrhart, & Macey, 2013). This climate is shaped by the meanings employees attach to policies, practices, and procedures, as well as the behaviors that are rewarded, supported, and anticipated. Schneider (1975) defines climate as a shared perception resulting from interactions among organizational members. Experts assess organizational characteristics based on the perceptions of employees and consultants (Guion, 1973).

The concept of organization itself is defined as a structure where two or more individuals coordinate their behavior according to established rules to achieve common goals set by the organization or its authorities (Arik, 2016). The actions within the organization are influenced by those actively involved. Organizational climate, a concept discussed extensively since the 1930s, remains challenging to define simply. Turnipseed (1988) argues that organizational climate is a quantitative principle, making straightforward definitions elusive. It encompasses the collective opinions of the community while maintaining its unique perspectives on procedural functioning. Organizational climate reflects how employees feel in their working environment based on their opinions. Each organization has its own rules and methods, contributing to its uniqueness (Barutçugil, 2004). Consequently, organizational climate is experienced by all shareholders both physically and mentally. In other words, it influences the overall spirits of the organization's members, including their levels of affection, emotions, and sense of belonging (Dinibutun et al., 2020).

What differentiates one organization from another is the combination of features affecting its members, such as leadership style, goals, structure, and complexity (Yüksel, 1998). The psychological environment of an organization, reflected in its organizational climate, shapes these mentioned characteristics. These features play a crucial role for both employees and the organization itself simultaneously. While the organizational climate

cannot be seen or physically felt, it permeates every aspect of the environment, influencing and being influenced by everything within it (Çetin Gürkan, 2006). Furthermore, the same authors says that an employee's alignment with the organization's mission and vision, adherence to its values, expected behaviors, and suitable relationships are all encompassed by the organizational climate. Thus, organizational climate is concerned with every shared element within its environment.

The main and most common features of organizational climate can be explained as follows (Tutar, 2016):

- Employees' senses regarding the organization's norms and rules
- Factors that affect employee habits and reactions within the organization
- Showing not only physical but also psychological aspects of the organization
- Leading both employees and employers simultaneously
- Playing a crucial role in shaping the organization's identity.

2.1.1. Definitions of Organizational Climate

Organizational climate points out to the shared perceptions, behaviors, and feelings that employees have about their workplace. It is a vast concept that encompasses various dimensions such as job satisfaction, motivation, leadership, communication, and social relationships. There are many definitions of organizational climate in the literature, here are a few of them listed:

1. As Litwin and Stringer stated in their book (1968), organizational climate is “an organization’s quality is relatively enduring and how it is perceived by its members shapes their behavior. Also it can be defined as broadly accepted values, attitudes and beliefs.”
2. Schneider, Gunnarson, and Wheeler (1992) define organizational climate as "the common beliefs and attitudes about the organization and its environment that come from an interaction between people and their work environment."
3. James and Jones (1974) describe organizational climate as "a set of traits that identify an organization and differentiate it from others."
4. Peterson and Luthans (2006) define organizational climate as "shared perspective about the organization's policies, methods, and processes, along with its members' behaviors and attitudes."

5. According to Glisson and James (2002), organizational climate is "the qualitative parts of organizational culture that represent organizational members' values, ideals, and behaviors and affect their actions and productivity."
6. In their 2015 dated article, Schneider, Ehrhart, and Macey define organizational climate as " employees' shared opinions of their work environment, including rules, practices, and policies that represent the organization's values and affect employees' experiences."
7. According to Glaser and colleagues (2020), "the subjective impression of an organization's culture by its members, encompassing shared ideas, values, standards, and practices that impact how members communicate with each other, their profession, and the external environment."
8. Wong and colleagues (2018) describe organizational climate as " the collective perspective of the work environment that determines employee attitudes, behaviors, and outcomes, including guidance, interaction, assistance, and praise"
9. Lastly, Halbesleben and Buckley (2004) define organizational climate as "Employees' shared impressions of the work environment, including psychological workplace factors such as security, trust, and respect that influence their job satisfaction and motivation."

Organizational climate refers to the internal characteristics that distinguish one organization from another. It encompasses employees' perceptions of norms, rules, and practices within the organization (Tutar, 2016). Key features include employees' senses regarding organizational norms and rules, factors influencing employee habits and reactions, and the overall physical and psychological aspects of the organization.

The literature offers numerous definitions of organizational climate in addition to the most well-known definitions worldwide. For example, examining the concept of organization closely reveals two distinct interpretations: one as a pre-planned community of relationships, and the other as the process of structure creation and the actions involved (Arik, 2016). Organizational climate is described as a metaphor for the emotional atmosphere within the organization as well (Yılmaz & Altinyurt, 2012). A common definition is that organizational climate is a psychological attitude focusing on individuals and their processes (Davidson, 2003). Meanwhile, research on organizational climate tends to focus on personal experiences rather than close interactions among organizational members (Çetin Gürkan, 2006). It is crucial to note that the factors shaping organizational climate are subject to change and evolution, making it inappropriate to label aspects of o-

rganisational climate are subject to change and evolution, making it inappropriate to label aspects of organizational climate solely as "good" or "bad."

Another crucial point while discovering organizational climate is that it is often defined within the broader concept of organizational culture (Sertel, 2019). Essentially, organizational climate is considered a product of organizational culture (Başaran, 2008). Kowalski and Ulrich (1993) describe organizational climate as a set of perceptions that reflect the organizational structure and the levels of satisfaction among its members. Since the late 1960s, scholars in organizational behavior have examined organizational climate from both individual and organizational standpoints, focusing on the perspectives and actions of employees within the organization (Ertekin, 1978). Organizational climate influences employees' attitudes and behaviors, distinguishing one organization from another through its unique internal structure (Sertel, 2019). Therefore, it can be said that organizational climate serves as an organization's identity (Güney, 2017).

Finally, some definitions of organizational climate include employees' reactions and actions towards various situations within their organizational climate. This recognition is based on the interaction and coordination of all units in the company, distinctions in positions and status within the organization, and employee engagement in decision-making (Balci, 2013). The greater the commitment of the organization's personnel to the organization, the stronger the organization (Arik, 2016). Organizational climate encompasses four essential elements: working relationships, social ties, faculty fractionalization, and actions that promote organizational wellbeing (Gormley & Kennerly, 2010). These authors also emphasized that understanding faculty impressions of organizational climate can help create academic environments that promote positive interactions, participatory approaches, and clear roles.

2.1.2. Dimensions of Organizational Climate

Litwin and Stringer stated seven dimensions of organizational climate (Litwin & Stringer, 1968). These dimensions are: conformity, responsibility, standards, rewards, organizational clarity, warm and support, and leadership. Halpin and Croft (1963) also mentioned similar dimensions in their research beforehand. Among these dimensions, the most related ones for teachers are conformity, responsibility, clarity and warm and support.

To explain the situation more, conformity is vital for teachers as the more they feel adapted to their working atmosphere, the better their teaching experience is going to

happen. It is not only related to their teaching but also to their well-being in their working climate. Furthermore, responsibility is also important for teachers to be aware of what is expected from them and act accordingly. The amount of non-teaching activity responsibilities expected by the school principals also deeply impacts teachers' organizational climate. Clarity in educational institutions means everything is transparent and clear and the whole teaching and learning experiences will shape according to it. It is so important both for academic and ethical purposes that a school has a stable vision and mission of clarity. To add more, warm and support is among the dimension that influences the teacher motivation most. Comfort is vital especially in teaching profession.

The dimensions of organizational climate can be categorized into individual features, organizational features, and environmental features (Ertekin, 1978). Organizational climate is shaped by various dimensions, including organizational communication, environmental issues, leadership type, organizational structure and aims, trust, and standards (Tutar, 2016). The process of shaping an organizational climate consists of inputs, outcomes, procedures, and feedback (Sertel, 2019). Leadership style, decision-making processes, and the relationships between individuals within the organization all contribute to the overall climate (Tutar, 2016).

Hoy and Miskel (2012) separated school climate dimensions based on principal and teacher behaviour. They stated six dimensions as followed: supportive, restrictive, commanding principal behaviour, unconcerned, based on colleague relationships, and sincere teacher behaviour. Supportive principal behaviour means the interest and backing of the school administration are with the teachers. In restricting principal behaviour, principal charges teachers with routine and intensive duties such as dealing with stationery issues or simple documents. In commanding behaviour, the principal pays attention to all of the school activities starting from the least important one to the most crucial ones. They also do not forget to follow their teachers' steps in detail.

Koys and Decotiis (1991) separated organizational climate dimensions in eight parts as: autonomy, cohesion, trust, pressure, support, recognition, fairness and innovation. Their definitions they provide could be seen at the table.

Table 2.1

Definitions Of Each Of The Eight Dimensions Of The Universe Of Psychological Climate Perceptions (Koys & DeCotiis, 1991)

Dimension	Definition
Autonomy	The perception of self-determination with respect to work procedures, goals and priorities.
Cohesion	The perception of togetherness or sharing within the organisation setting including the willingness of members to provide material aid.
Trust	The perception of freedom to communicate openly with members at higher organisational levels about sensitive or personal issues with the expectations that the integrity of such communications will not be violated.
Pressure	The perception of time demands with respect to task competition and performance standards.
Support	The perception of the tolerance of member behaviour including the willingness to let members learn from their mistakes without fear of reprisal.
Recognition	The perception that member contributions in the organisation are acknowledged.
Fairness	The perception that organisational practices are equitable and non-arbitrary or capricious.
Innovation	The perception that change and creativity are encouraged including risk-taking into new areas where the member has little or no prior experience.

To add more, McMurray and Scott (2013) revised Koys&Decotiis' (1991) mentioned dimensions of organizational climate within university context. As a result of their study examining all of the eight dimensions given at the table above, they found out

that autonomy, cohesion and pressure dimensions were not eligible for higher education institutions. That's the reason why they found trust, fairness, recognition and innovation dimensions applicable for academics. In a summary, their study findings suggest that organizational climate is context-specific, with different dimensions or metrics needed for each situation (McMurray & Scott, 2013).

2.1.3. Classifications of School and University Climates

In educational contexts, organizational climate encompasses the psychological and humanistic dimensions of schools, affecting both teachers and students. According to Okar (2018), school climate is shaped by formal and informal relationships, leadership styles, and behaviour within the school. Education is a fundamental aspect of life, and higher educational institutions aim to create a qualified workforce that enhances scientific and technological development (Yalcin, Akan, & Yildirim, 2021). Teachers, as central figures in the educational process, are greatly impacted by the organizational climate, which directly influences their effectiveness and well-being (Bai, 2014).

School climate includes the ethical principles and cultures constructed and practiced together (Peterson & Deal, 1998). It determines the school's success and is influenced by teachers, administration, and efficiency (Sertel, 2019). The school climate itself is a determinant of the school's success, comprised of rules, ethical principles, and cultures that are collectively chosen and practiced (Peterson & Deal, 1998). It reflects the characteristics of a school and is akin to other organizational climates. Hoy and Miskel (2012) described a school's climate as its character, comparable to a person's personality. The quality and efficacy of an education system largely depend on the interaction between teachers and students, especially in classroom settings (Hoy & Miskel, 2012). For a fruitful learning environment, stakeholders should prioritize teachers' well-being, as organizational climate significantly influences how teachers teach and students learn (Karamipour, 2004).

In their well-known study, Halpin and Croft (1963) categorized school climates into various types: Open Climate, Autonomous Climate, Controlled Climate, Sincere Climate, Paternal Climate, and Closed Climate. Each type has distinct characteristics. In an Open Climate, all members of the school community cooperate smoothly and work in a satisfied manner. The absence of a harsh or serious working environment reduces pressure, making this climate the most favorable type (Pişmek et al., 2023). The

Autonomous Climate shares similarities with the Open Climate but features a stronger influence from superiors, who encourage individuals to perform their best.

In a Controlled Climate, the concept of "duty" is emphasized, and teachers are expected to adhere to administrative expectations. This climate is less relaxed compared to Open or Autonomous Climates. Conversely, in a Sincere Climate, friendship is paramount, and administrators interact with teachers in a friendly manner, fostering positive relationships among staff. The Paternal Climate is characterized by a dominant school principal who tends to give orders. Despite efforts to motivate teachers, success is limited, making this climate similar to the Closed Climate (Pişmek et al., 2023). In the Closed Climate, teacher motivation is critically low, reflected in their interactions with colleagues. The administration complicates duties, hindering effective work performance. School administrators must develop in-school working conditions that allow academics to flourish professionally while creating a satisfying work atmosphere (Sakiru, Ismail, Samah, & Busayo, 2017). To foster a culture of mutual trust, managers need to keep all academics informed about organizational decisions and circumstances (Gül, 2008.)

2.1.4. Organizational Climate Consequences for Academics

The organizational climate affects the overall satisfaction and performance of employees. Positive organizational climates, characterized by fair pay and non-monetary benefits, lead to higher employee satisfaction and productivity (Gunter & Furnham, 1996). Given the significance of teachers in the educational process, the school organizational climate is a significant factor contributing to a teacher's effectiveness (Bai, 2014). Conversely, negative climates, marked by issues such as mobbing and absenteeism, can hinder organizational success. Effective leadership is crucial in fostering a positive organizational climate, as leaders can influence employees' perceptions and behaviors (Litwin & Stringer, 1968). School principals play a vital role in maintaining a healthy organizational climate by fostering a supportive and motivating environment for teachers (Sertel, 2019).

In higher education, organizational climate significantly impacts the well-being and effectiveness of academic staff. A positive climate supports collaboration, innovation, and job satisfaction, which in turn enhances the overall quality and reputation of the institution (Babu& Kumari, 2013). Academics are one of the most critical components of any educational organization, and their well-being is crucial for the success of the organization. An organization means a group of people working together to achieve goals wit-

hin that institution (Yalcin, Akan, & Yildirim, 2021). An educational institute should be considered a place where consciousness is aroused and illuminated (Bai, 2014).

2.1.5. Studies Regarding Teachers' and Academics' Organizational Climate

Academics are responsible for shaping future generations who will be the backbone of their countries (Ekundayo & Ayodele, 2019). This signifies that their organizational climate is crucial not only for themselves but also for their students. It is important to note that although numerous studies have been conducted on teachers' organizational climates, specific research focusing on academics is relatively sparse. Therefore, this section summarizes all accessible studies on the topic.

Organizational climate is an indicator of the environment perceived by those working in a business setting, impacting and stimulating academic performance (Hoang et al., 2019). Mayastuti (2022) similarly describes organizational climate as the atmosphere of the internal environment where academics operate, which positively influences job satisfaction. Several factors affect the organizational environment, such as organizational culture, collaboration, seniority, and self-achievement (Hoy & Sabo, 1998).

Individuals who are content with their jobs and exhibit high levels of enthusiasm and engagement tend to show increased loyalty (Sitompul, Marhalinda, & Moeins, 2020). Furthermore, a study on nursing deans' organizational climate indicates that faculty members who need to commute long distances or rely on public transit may perceive a negative organizational climate (Mrayyan, Obeisat, Shishani, & Khasawneh, 2006). The same study found that a culture of praise and a positive social climate are crucial for faculty staff. To understand behavior within an educational environment, it is essential to analyze school climates in detail (Sezgin & Kılınç, 2011).

Educational institutions influence and are influenced by their surrounding environments (Pişmek, Pişmek, & Akyüz Çömez, 2023). To enhance this environment, government support for educators is necessary. Schools should be recognized for their role in knowledge transformation, preservation, and reformation to meet contemporary needs (Çetinkaya & Koşar, 2022). Each school climate is unique, shaping emotions and attitudes toward the school and distinguishing one school from another (Çetinkaya &

Koşar, 2022). This diversity explains the consistent variation in school outputs (Topçu, 2019).

Recent research on organizational climate in educational institutions reveals a positive relationship between organizational climate and teacher performance. For instance, Salatan (2017) found that the more appreciated teachers feel in a school environment, the stronger their sense of belonging. Similarly, Ergenekon (2020) noted that the relationship between principals and teachers significantly influences the overall school climate.

Çetinkaya and Koşar (2022) found that teachers are often dissatisfied with their working environment, feeling unsettled and under pressure. Ergenekon and Akyüzüm (2020) emphasize that for a school to exhibit organizational quality, teachers must feel peaceful and satisfied. Tahoğlu's (2007) study suggests that leadership roles and styles significantly determine school organizational climate. Similarly, Karademir and Ören (2020) assert that leadership styles play a crucial role in shaping organizational climate and the general school atmosphere.

The organizational atmosphere in higher education can either encourage or discourage staff participation in teaching, research, and scholarship (McMurray & Scott, 2013). Additionally, McMurray and Scott highlight that academics often focus on their research individually and may struggle to identify with cohesiveness in an organizational culture, especially in competitive or evolving environments. Furthermore, Shculz (2013) suggested within their research result on academic staff that the organizational climate seems to be a blend of managerial methods and attitudes, rather than being controlled by a single culture. According to Gül (2008), universities that address the needs of associate professors awaiting promotion to professorial status foster higher organizational climate scores among higher-ranked academics.

Within universities, education faculties play a key role in the spreading of the knowledge and having a wide teaching and learning atmosphere; that's why, organizational climate within these institutions should be analysed in detail. As each faculty, every education faculty also has a unique organizational climate on their own. Furthermore, education faculties differ from the other faculties since their decision-making procedures are different from others in terms of faculty atmosphere and their philosophy; and therefore they also have an autonomous structures within themselves. (Gizir, 2007)

In several studies about education faculties, it has been shown that the more rank an instructor has, the more s/he tends to perceive their organizational climate as supportive and innovative (Erol, 2014). That means that instructors who are relatively in inferior positions more likely to find their organizational climate formally or in a more serious way. Nurluöz (2010) also stated in their book that instructors who are managers as well are more likely to have positive opinions about their organizational climate and general atmosphere within their institutions. This finding is also similar with O'Connor and Morrison (2001) who mentions that superior academicians regard their organizational climate more democratically and mild. Similar to this, Erol (2014) in his study says that deans of the faculties at universities find their organizational climate more supportive than head of the departments when they are compared with one another.

Apart from these findings, there are other issues regarding academics' opinions about their organizational climate. It could be said that it is mostly due to the society culture within the country that people live in. When regarded as a traditional culture and country, Turkey can be also an example of one of those countries in which people are expected to behave accordingly also due to their respect to each other. In other words, people tend to respect each other regardless of their management roles or position they currently work.

Education faculties should be analysed in a different way in Turkish system as these are the faculties which has joined the university borders afterwards. Before this action, education was an independent institution where teachers were raised. It comes to early 1990s that education faculties joined with universities in Turkey. This decision affected both universities and educational institutions at the same time. It can be said that it took time for universities to get used to a new faculty within themselves and also for education institutions to keep up with the atmosphere of the universities. Apart from this, in general throughout the world, it can be said that education faculties are not one of the most popular or beloved faculties. In other words, education faculties are seen as a less prestiged or second class faculties. (Erol, 2014) The reason for this could be educational faculties' opening time, which is by far very late from other faculties when looked at their foundation dates. That's the reason why education faculties have some organizational climate problems within them. Related to this affair, in his book Yüksel (2010) stated some main problem of education faculties are followed, such as: universities not seeing education as their aim, the problem of education's not thought as a science, the difference

between campus culture and education culture and the belief of education faculties' work are unfruitful.

Among the studies regarding in education faculties, it has been seen that perceptions about the organizational climate could differ according to gender. For instance, in her study Nurluöz (2010) stated that there is a meaningful difference between the perceptions of male and female academics' organizational climate opinions. Similarly, the rank and manager role also defines how an academic sees his/her organizational climate of their faculties. Related to this, in his study Erol (2014) mentioned that academics who have management roles have a tendency to see their organizational climate as innovative and supportive whereas other academics see their organizational climate as bureaucratic.

2.2. Social Network

A social network is a set of relationships between certain people (Wasserman & Faust, 1994). It is a structure made up of a collection of actors who are bound together by one or more sets of interactions and connections (Knoke & Yang, 2008). These relationships play an essential role in determining the positive or negative effects on people around them. This means that people are connected to each other in one way or another, and these connections affect not only individuals but also society as a whole.

Networks have no established boundaries and do not require internal connectivity (Yarım, 2021). The connectedness of social networks can change over time, with fragments that are cut sometimes reconnecting later. This implies that networks are active, changeable, but not entirely stable or fixed. Social networks do not necessarily require a physical environment or a common place to function (Yarım, 2021). Additionally, the same author notes that the interconnection of group members is a fundamental structural element. The underlying concept of social network theory is that assets, knowledge, and assistance may circulate through interpersonal relationships (Baker-Doyle, 2012).

2.2.1. Social Network at Organizations

Starting from the 1930s, social network has been commonly used by educational sciences researchers especially during 1990s and achieved to take the attention of the academics while its aim was to explain the different aspects of the contemporary society. In recent years, it can be observed that more and more researchers tend to use social network in their social studies. Thanks to social network approach, it will be easily

possible to determine the main points of the science of human sources management (such as promotion, retirement, socialization etc.) (Brass, 1995).

Organizations are about more than just quality, efficiency, and effectiveness, as classical theories suggest. It is neither set of logical behaviors of individuals to attain a goal, nor a result of a class struggle and oppression, as emphasized in conflict theories. (Armağan, 2005). Apart from this, social network focuses more on interaction between the units and also the feature of these units whereas former classical methods relies mainly on the major and general scene of the given data. The features that make social network different than any other methods can be increased as such: it focuses on the group structure, the characteristics of people within that group and also the whole group dynamics. (Wasserman & Galaskiewicz, 1994)

2.2.2. Social Network in the Context of Education

In education, social network analysis started to become famous especially during 1990s. Social network is significant in terms of schools since it is the ability to dissolve the environment at a school based on human relationships (Er, 2017). Its reason is mostly because schools are kinds of institutions that shape the social atmosphere around them. Additionally, social networks are highly crucial for students as well as students are deeply affected by the way their teachers' actions and thus they act accordingly. Social network at school directly affects all of the participants' attitude and connectedly, their rate of success and their mental and physical health level.

Social networks are the most fundamental and most robust structural structure in the formation of social capital in society. Relational structures based on networks are extremely important in the development of social capital. In school contexts, social networks mean much more than just nodes or connections. When schools' mission which is to provide and spread knowledge is kept in mind, it is a fact that it will enable the students to support each other, build healthy relationships and overcome communication barriers between all of the school participants in a school (Yarım, 2021). If a school has a good social network with all of the people within the school, its positive effects will be felt by both teachers and students at the same time. Yarım's study also shows that schools' social networks balance with their morality. Ayduğan (2020) highlights the significance of principal behavior in shaping teachers' perceptions of their schools, noting that experience and gender influence social networks and that teachers in the same branch often socialize with one another.

Hangül (2018) examined schools' social networks and relationship models among actors, concluding that each school has a unique network that should be evaluated accordingly. Similarly, Atteberry and Bryk (2019) suggest that in the context of school reform movements, understanding the social climate of schools that are not resistant to change is crucial. Daly, Moolenar, Bolivar, and Burke (2014) emphasize the importance of identifying supporters and opponents of change within social networks to effectively implement innovations and facilitate knowledge and information exchange based on individuals' positions in their networks.

Safety zones are also critical in determining social environments. Moolenar and Slegers (2018) note that female gender tends to have a positive impact on trust within social networks and that professional and friendship networks among teachers differ. In another study, Moolenar (2012) asserts that social network methods are invaluable for analyzing teacher collaboration, learning environments, and support for changing procedures.

Regarding students, Divjak and Peharda (2010) found that academic performance alone does not measure students' positions in social networks, with full-time students having stronger connections compared to part-time students. Their research concludes that social networks play a key role in both students' career development and academic life. Bogatti, Mehra, Brass, and Labianca (2009) observed an increased focus on social network research since Monero's 1982 study on schoolgirls' tendency to escape from school, which was related to their social network within the school. Furthermore, Maroulis and Gomez (2008) found that peer success has a more significant role than individual success in students' overall success when evaluated through social networks.

2.2.3. Social Network Among Teachers

It has been showed in a study by Liou and Daly (2014) that the more a teacher satisfied with her job or tries to improve herself professionally, the more intense their social relationships in school environment tend to be. Within the same study, it has been also pointed out that the trust level of a teacher depends on his/her relationship between the school principal and superiors. Similarly, in a study related to school principals, it is seen that teachers find a principal trustworthy if s/he is centered in that school's social network (Vodicka, 2007). In addition to this, it is seen that teachers who have a constant communication with school principals are more likely to be in the center of the school's social network (Er. 2017).

When it comes to taking part in job related activities, there are personal factors related to teachers' willingness to such activities besides work environment; for instance, having enough time and request. In a study made in Finland, it has been figured out that the teachers working within the country are tremendously active in terms of sharing professional knowledge, problem solving and planning procedures (Eschler, 2016). Within the same study, it's also underlined that teachers truly care about their informal network as well as formal ones especially from the ones whose major is different and teaches at different classess.

In his study, Liou (2010) mentioned that in order a school to be a learning atmosphere, there has to be an interrelation between colleuages. It has been observed that teachers who participate in professional activities are more likely to be major and is centered in their social networks. Similar to this statement, Price (2015) related that if a school has a lack of interrelation with its teachers, it will also affect the students and thus; their relations with their peers will be also changed. It will also affect their bounds with their schools. This situation can result in lack of social exchange, exchange of opinions and emotions within the school environment. Moreover, in a research study by Siciliano (2016) based on teachers' self efficiacy, the study results say that having an ongoing relations with the colleagues, willingness to share or exchange information and to have friends to reach this way of communication has an meaningful effet on teachers' self-efficiency. It can be concluded that both formal and informal attitudes are important for a school's social network especially for the teachers who work there. In Addis' (2015), it is addressed that teachers who do not have formal leadership roles show this feature in informal issues.

Related to 'new teachers'', a study by Sikma (2014) observes these teachers' needs in five different supportive aspects: emotional, interrelational, context based, academical and social. In Haeley's study (2013), it is reported that teachers have tendency to build a relationship with the teachers who has the same gender with them. Additionally, research on teacher networks shows that teachers' social networks specifically at their working environment can influence the passion of educators and their self-confidence towards their profession. Moreover, teacher networks may affect their devotedness and willingness to their job activities and could affect even their teaching activities within their classes.

2.2.4. Social Network in School Management Practices

Within the research studies in school levels, it has been shown that there is a positive relationship between a school principal's location within the school social network and their displaying their leadership style (Er, 2017). Concluding from this information, it could be stated that school principal's professional success can be also obtained from their place in their school social network. In a study about leadership in social networks it is mentioned that teachers who are labeled as leaders share the common characteristics such as openness, trustworthiness and having much experience (Warfield, 2009). According to a study that examines leadership practices in schools using the social network method, the social network structure is crucial in terms of spreading leadership in schools as well as sharing other kinds of social resources (Conery, 2012). Deducing from these mentioned study results, it can be said that school principals have a vital role determining the school climate and they are the individuals who mostly willingly or without knowing deciding what kind of a school network and social network teachers will have.

If we look at the studies based on teachers who freshly started their careers, it is seen that they separate into two categories in terms of social network with their principals: they either continue their current status or they leave that educational institution (Hodgson, 2013). The same situation also happens with the teachers who have a centered role in the school's social network.

Some studies show frankly that a principal's location in social network is the determinant of his leadership style (Er, 2017). Within the same study, it is mentioned that there is a relation between density of teachers' relations with one another and innovative school environment. What is more, it is underlined that among principals who work at the same education district, the ones who work in a relatively successful schools tend to be more centered and have a vital role in their social network at their home schools.

2.2.5. Social Network at Higher Education Institutions and Related Studies

As in all parts of education, universities are also one of the multi-dimensional places that social network matters the most. In universities that have an active social network, it is possible to find out positive outcomes of academics' social relations at their workplace and also with the colleagues. In a study focused on academics and social network, it has been shown that the social network density among academics varies

according to their seniority and faculty (Waes, Bossche, Moolenaar, Maeyer, & Petegem, 2015).

It is mentioned in a study in Australia that applying social network perspectives to academic networks might highlight academic developers' contributions to SoTL (Scholarship of Teaching and Learning) projects in the sciences, and using these ideas in different circumstances could benefit the academic development community (Matthews et al. 2015). Along with this, Friedkin (1978) mentioned the study findings indicating that academic departments are insufficient for characterizing the pattern of research communication among university academics, and that university social networks can develop an integrative social network. Social networks are crucial in higher education institutions due to their fundamentally relational nature; Social Network Analysis (SNA) addresses the limitations of methodological individualism that have characterized much past research, thereby offering a more comprehensive and nuanced understanding of educational contexts (Biancani & McFarland, 2013, p. 151). Moreover, the advent of extensive relational data sources—such as institutional records, e-mail archives, and online communities—provides researchers with unprecedented opportunities to examine and analyze the intricate social networks among students, faculty, and staff (Biancani & McFarland, 2013, p. 151).

As a part of social network, academic networks also play a crucial role in career success by facilitating access to employment, publication, and conference opportunities, while also indirectly benefiting researchers by positioning them at the forefront of emerging research trends and providing access to the most current data (Heffernan, 2020). Along with this, an exploratory social network analysis in an English academic institution categorizes universities based on external collaboration intensity, identifying three profiles: high-intensity collaborators, moderate collaborators, and minimal or non-collaborators; the research findings provide insights for university managers and policymakers to enhance strategic collaborations and improve performance (Toral et al, 2011).

The findings from Stark, Rambaran, and McFarland's (2020) study indicate that the university's social network structure of collaboration and shared language was shaped through an ongoing process of clustering and centralization around social and intellectual connections. The same authors added that while STEM fields are driven by structural mechanisms, non-STEM fields (social sciences and humanities) are influenced more by faculty members' personal preferences. Moreover, the study Nicolaou and Birley (2003)

also highlight the value of networking in the process of transferring technology, and they demonstrate how academics can be positively influenced to participate more actively in the entrepreneurial process by creating a supportive network structure.

Pérez, Alonso-Galicia, Rodríguez-Ariza, and Fuentes-Fuentes (2015) contribute to the understanding of how academics' social networks are connected to their productive environment and may encourage researchers to utilize their discoveries. Additionally, the authors also observed that academics feel social networks enhance their attitudes and abilities to effectively seize business opportunities arising from their research.

2.3. Well-Being

Well-being encompasses both the mental and physical states of an individual, reflecting their overall mental health (Wright & Cropanzano, 2000). It emphasizes individual awareness and the realization of personal potential (Ryff, 1995). Psychological well-being includes personal self-esteem, self-knowledge, autonomous action, and finding meaning in one's life (Ryff & Keyes, 1995). Additionally, it represents an individual's efforts to overcome life's challenges (Telef, 2013). Positive outcomes of well-being are manifested as happiness, good health, positive relationships with oneself and others, and success in academic or professional endeavors (Diener & Chan, 2011). Moreover, psychological well-being involves acceptance of one's abilities and limitations, beliefs about oneself, and harmonious relationships with others (Hamurcu, 2011).

The pursuit and enhancement of human well-being have deep philosophical and psychological roots (Schueller, 2009). John Dewey, in his 1899 Presidential Address to the American Psychological Association, highlighted psychology's unique role in improving community health and well-being (Dewey, 1900). It has been also emphasized the significance of identifying strengths rather than weaknesses, illustrating each individual's psychological assets and providing guidelines for achieving well-being (Seligman, 2002).

Subjective well-being, as defined by Diener (1984), involves a cognitive assessment of one's life, marked by the presence of positive and negative emotions. Positive emotions include happiness, pleasure, confidence, hope, curiosity, awareness, and pride, while negative emotions encompass sadness, guilt, hatred, and anger (Osmanoğlu & Kaya, 2013). The adequacy of an individual's well-being can be gauged

by the frequent experience of positive emotions and the infrequent experience of negative emotions (Eryılmaz, 2010).

2.3.1. Well-Being Theories

The concept of well-being is central to the study of psychology and has been extensively studied across various disciplines, including philosophy, economics, and sociology. Well-being is a complex construct which refers to an individual's subjective experience of life satisfaction, happiness, and fulfillment. Researchers have proposed different theories of well-being that attempt to explain what well-being is and how it can be achieved. In this part, some of the major theories of well-being will be discussed.

One of the most influential theories of well-being is Self-Determination Theory (SDT). SDT suggests that people have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to have control over a person's life, competence refers to the need to feel effective and capable, and relatedness refers to the need to feel connected to others. According to SDT, satisfying these needs leads to greater well-being. Research has found empirical support for the relationship between SDT and well-being (Deci & Ryan, 2000). SDT has been applied to a range of contexts, including education, work, and health.

Another well-known theory of well-being is positive psychology. This approach focuses on cultivating positive emotions, character strengths, and positive social relationships to enhance well-being. Positive psychology has received a great deal of attention in recent years, and researchers have developed interventions to increase well-being based on this theory (Seligman & Csikszentmihalyi, 2000). One of the key findings of positive psychology is that people can learn to be happier by engaging in specific practices, such as expressing gratitude, enabling positive experiences, and engaging in acts of kindness.

Hedonic and eudemonic theories of well-being are two other prominent approaches. Hedonic well-being theory suggests that well-being is achieved through experiencing more positive emotions and fewer negative emotions (Diener, Lucas, & Oishi, 2002). In contrast, eudemonic well-being theory suggests that well-being is achieved through living a meaningful life, pursuing personal growth and development, and contributing to society (Waterman, 1993). Researchers have found that both hedonic and eudaimonic approaches are associated with greater well-being.

Other theories of well-being include the Broaden-and-Build Theory, which proposes that positive emotions broaden people's thought-action repertoires and build their resources, leading to increased well-being (Fredrickson, 1998), and the PERMA Model, which includes five elements that contribute to well-being: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman M. P., 2011). The PERMA model suggests that well-being is achieved by experiencing positive emotions, engaging in activities that are meaningful and fulfilling, building positive relationships, pursuing personal growth and achievement, and finding purpose and meaning in life.

Overall, the theories of well-being discussed in this literature review suggest that well-being is a complex and multifaceted construct that can be influenced by a variety of factors. By understanding these theories, researchers and practitioners can develop interventions to promote well-being and improve people's quality of life. It is important to note that well-being is a subjective experience and can vary across individuals and cultures. Further research is needed to better understand the nature of well-being and how it can be promoted in diverse populations.

2.3.2. Factors Influencing Academic Well-Being and Institutional Support

The workload burden on academics can lead to increased stress and concentration problems. To mitigate these issues, institutional managers should prioritize enhancing academics' well-being, allowing them to work freely and enthusiastically (Meriam Esterina, 2020). Ryff and Keyes (1995) describe psychological well-being as accepting oneself, maintaining positive relationships, and striving for self-actualization. Individuals with psychological well-being exhibit proper emotional functioning, life satisfaction, and resilience against depression (Ryff, 1989).

Within the same study, Ryff also categorizes psychological well-being into six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. These dimensions contribute to individuals' pursuit of meaning and self-awareness in life. Higher levels of well-being result in greater productivity and better mental and physical health (Ryff & Singer, 2006). Employees with high psychological well-being are more cooperative, supportive of colleagues, timely, efficient, and loyal to the organization. Universities should actively promote academics' well-being, particularly in times of uncertainty and change (Creely, Southcott, Fernandes, & Laletas, 2022).

The perception that an organization will meet employees' expectations significantly impacts their psychological well-being (Sulistiobudi, Kadiyono, & Batubara, 2017). This perception can manifest as a belief that the organization will provide rewards for achievements, respect and care for employees, or offer professional success and work-life balance (Meriam Esterina, 2020). Perceived professional success and work-life balance have a profound influence on psychological well-being. Early career academics, who often have a significant teaching load, experience increased stress and decreased coping abilities (Salvasen & Berg, 2021).

Stability in life and work correlates with higher psychological well-being (Nugraha, 2016). Employees with strong psychological well-being are more collaborative, punctual, and productive, rarely absent, and tend to stay longer with the organization (Harter, Schmidt, & Keyes, 2003). Improving well-being involves understanding and addressing employee expectations from the organization, which is integral to cultivating a positive organizational climate and fostering robust social networks.

Achieving a balanced work and personal life is crucial for well-being. Work-life balance refers to an individual's ability to manage work and personal life without compromising either (Sao, 2012). Wilkinson (2013) highlights a strong positive relationship between work-life balance and psychological well-being. As academics are vital to educational institutions, maintaining a constructive relationship with them is essential; thus this positive relationship influences the institution's overall performance by enhancing academics' motivation, dedication, sense of belonging, and commitment to the organization (Meriam Esterina, 2020).

Academics who feel supported and work in a positive environment perceive that their organization values their well-being and provides necessary backing. Supportive listening and caring conversations are crucial for preventing burnout, which negatively impacts student learning (Madigan & Kim, 2021). As it is mentioned by Garip and Kablan (2024) in their article, academics at education faculties provide a model for future educators by cultivating national well-being in the teachers they train.

In terms of other factors, Mathur and Swami's study indicates that work-family conflict and comfort in work and family life significantly influence overall happiness (Amalia Juniarily, 2018). To add more, supportive dialogue encourages effective work, employee well-being, work motivation, and organizational commitment (Creely et al., 2022).

2.3.3. The Role of Psychological Well-Being in Organizational Climate

Psychological well-being is a critical factor in studies related to organizational climate. Ryff and Keyes (1995) define psychological well-being as the ability of employees to find meaning in their lives, maintain positive relationships, achieve self-awareness, and overcome negativity. Over the years, researchers have highlighted the necessity of studying employee well-being (Yalcin, Akan, & Yildirim, 2021). An individual's well-being is evident in the workplace, attracting colleagues' attention and generating positive responses within the organizational climate (Garg & Rastogi, 2009). Examining organizational climate through specific labels helps managers understand the relationship between organizational policies and employee needs (Litwin & Stringer, 1968).

Organizations are continuously exploring ways to enhance employee well-being within the workplace. Ensuring a high quality of life for employees leads to improved performance and well-being (Garg & Rastogi, 2009). Psychological well-being encompasses meaningful relationships, a healthy lifestyle, and increased commitment and income levels (Diener & Chan, 2011). Job satisfaction and high well-being levels among employees are crucial for institutional efficiency (Yalcin et al., 2021). Furthermore, psychological well-being fosters a positive attitude within the organizational climate.

The expectation that an organization will meet employees' needs significantly influences their psychological well-being (Sulistiobudi, Kadiyono, & Batubara, 2017). These expectations may include the belief that the organization will reward accomplishments, respect and care for employees, and support professional success and work-life balance (Meriam Esterina, 2020). Early career academics, who often spend a significant amount of time teaching, experience increased stress and reduced coping abilities (Salvasen & Berg, 2021). Stability in life and work correlates with higher psychological well-being (Nugraha, 2016). Employees with strong psychological well-being are more collaborative, punctual, and productive, rarely absent, and remain with the organization longer (Harter, Schmidt, & Keyes, 2003). Enhancing well-being can be effectively achieved by understanding and meeting employee expectations, as well as by fostering supportive social networks for their growth.

2.3.4. Studies Related to Well-Being of Academics

The working environment has an enormous result on the academics' professional world. However, the quantity of work that academics are expected to complete might

generate tension and discomfort. As a result, institutions need to give focus on factors that can negatively impact their academics' psychological well-being so that they can work pleasantly and effectively (Esterina, Silvi, & Rahmawati, 2020). The same authors highlighted that being an academic can be even more challenging at a religion based university.

In his study, Krishnan (2022) stated that a pleasant working atmosphere is critical for academics to give high-quality education to future working people and also well-being of academics is a significant aspect in sustaining a good educational system. An academic who has extensive self-acceptance is going to be able to maintain an optimistic outlook toward his teaching career and take constructive feedback freely in the educational setting (Krishnan, 2022). It will not be a surprise to imagine how motivated and creative an academic can be if they are sure of their well-being both mentally, physically and emotionally. The quality of university education is heavily influenced by the major character in the educational process which means the academics as well as his professional skill and mental and physical well-being (Fitzmaurice, 2010). Agota Kun and Peter Gadanez's (2022) found that organizational well-being and happiness were related to interior psychological assets. Mental wellness is defined as the presence of specific habits and skills rather than the absence of a psychological disorder. (Keller, 2020)

Additionally, it will be appropriate to state that the same criteria regarding well-being is also valid for teachers. A constructive organizational climate, collaboration, interaction, the appropriate environment of the school, involvement of parents, occupational traits, and pleasant experiences identified as contributors to teachers' psychological well-being, according to Cimen and Ozgan (2018). A teacher with a high level of psychological well-being achieves a higher level of satisfaction with life (Nor Af'Idah, Azmi, & Abdul Manan, 2017). It can be said that well-being is frequently indicator of whether or not someone is able to lead their life in accordance with their wishes (Nicholls, Nicholls, Tekin, Lamb, & Billings, 2022).

Well-being of academics is also affected by their roles within their families. In a study it is stated that the less stress working women academics have at home, the more they are likely to work at their jobs at a full potential (Juniarly, Purnamasari, Anggraini, & Andini, 2018). They also added that people with strong emotional intelligence suffer less distress and retain a higher level of well-being. Similarly, in their study Rani and Dariola (2011) backs up the previous mentioned study, it says that emotional intelligence

greatly buffered the influence of workplace-family disputes on wellbeing. Juniarly and others (2018) highlighted in their study that female academics have high levels of subjective well-being. In addition to this, female academics interviewed in the same study mentioned that they are highly honored with their work.

In a study which analyses job stress relationship with well-being of academics, it has been found out that there is a significant correlation between work-related stress, the intention to leave, and psychological well-being (Khan, Shah, Kayani, & Aqeel, 2017). In addition to these findings, a strong link between psychological well-being and turnover intention was discovered within the same study.

The well-being of educators is more likely to flourish in situations that follow to long-term sustainability standards (Shirley, Hargreaves, & Washington-Wangia, 2020). Similarly, Humair and Ejaz (2019) stated in their study that negative workplace acts impacted the mental health and psychological well-being of employees who were influenced by the acts of their coworkers. Strong well-being correlates with the creation of healthy connections, the fulfillment of one's own potential, and the capacity to take part in activities of personal significance and worth (Simons & Baldwin, 2021).

Apart from these, according to accumulating evidence, a great majority of university research climates are marked by unstable employment, expectations on research as well as teaching, and rivalry for success in academic world (Sang, Powell, Finkel, & Richards, 2015). These consequences have resulted in an elevated level of anxiety among academics, which has the potential detrimental outcomes on their mental health and well-being (Rodrigues Lopes, 2021). Moreover, the severe amount of stress that researchers in academia face has been demonstrated to raise their risk of exhaustion and melancholy (Guthrie, Lichten, van Belle, Ball, Knack & Hofman, 2017). Especially academics who are relatively in the beginning of their career are regarded to be especially vulnerable to typical mental health problems as a result of employment insecurity (Woolston, 2020).

Evans, Bira, Gastelum, Weiss, & Vanderford (2018) demonstrated in their self-developed questionnaire that postgraduate academics were six times prone than the general population to indicate suffering despair and anxiety. Similar to this, a recent comprehensive study revealed that 24% of PhD researchers had noticeable indicators of depression (Satinsky, Kimura, Kiang, Abebe, Cunningham, Lee and others, 2021). In addition, according to a recent Wellcome Trust analysis, 34% of researchers with varying

degrees of expertise have sought professional therapy for depression during their research careers (Wellcome, 2020) .

Another sub-theme should be highlighted within academics' well-being is their economic condition. Financial instability was also closely linked to unemployment for many post-doctoral researchers and this situation leads to the fact that their future employment was depend on an outcome of financing had a detrimental impact on their well-being (Nicholls et al. 2022). Despite all of those strong reasons, it can be seen that many researchers still wish to stay in their academic world and career.

Gaining support from their superiors or peers are also vital for academics' well-being. The lack of adequate supervision resulted in feelings of isolation, which may have an influence on mental health as well as productivity at work (Nikischer, 2019). The condition associated with experiencing mental health challenges in academia undoubtedly discourages researchers from seeking help when it is required (Hazel, Chapman, Valeix, Roberts, Niven, & Berry 2020). Building an environment where open discussion on mental health is encouraged at work will most likely profit in the avoidance of issues related to mental health (O'Brien & Guiney, 2019). Educational institutions must guarantee that any preexisting support is accessible and that get to support is uncomplicated (Nicholls et al. 2022).

According to the research findings of Tham and Holland (2018), the significant pressure on business school academics to publish in prestigious journals results in an overwhelming workload. This, in turn, diminishes the time available for conducting high-quality research due to the accumulation of ancillary tasks. The same study revealed that 51% of participants expressed dissatisfaction with their ability to balance work-related demands with personal or family obligations. In contrast, research on the well-being of academics and their telework practices by Heiden, Widar, Wiitavaara, and Boman (2021) indicated that, irrespective of the amount of telework, academics are equally satisfied with their level of autonomy, community with peers, and work efficiency. Additionally, Pace, D'Urso, Zappulla, and Pace (2021) highlight that extreme dedication and passion for one's job is a crucial factor to consider when assessing well-being in academic settings.

Urbina-Garcia (2020) provides compelling evidence that academics experience high levels of stress, burnout, and poor well-being within the university environment. This finding is corroborated by Winefield (2000), who reports that academics face greater stress compared to individuals in other professions and even more than other university

staff. Building on these insights, Garip and Kablan (2024) explore how factors such as marital status, administrative duties, and professional seniority influence academics' well-being. Their study reveals that an expanded social network, higher academic titles, and increased experience contribute positively to well-being through professional seniority. Complementing this, Williams, Thomas, and Smith (2017) find that positive coping mechanisms and personality traits are linked to enhanced well-being. Bentley (2018) further supports these findings by emphasizing that a positive workplace environment enhances well-being, reduces fatigue, and mitigates stressors, thus affirming that the organizational climate significantly affects stress levels and employee outcomes.

2.3.5. Studies Regarding the Organizational Climate of the Teachers and Their Well-Being

According to the literature, well-being is described as the teachers' pleasant emotional state as a result of the harmony of certain environmental circumstances and the students' personal needs and expectations (Engels, Aelterman, Petegem, & Schepens, 2004). Moreover, in the current literature it is argued that teachers' well-being should be viewed as a core idea, rather than a shield against the challenges of the job (Cherkowski, Hanson, & Walker, 2018). Teachers' motivation level and similarly their physiologically well-being is directly related to their job performance, thus, it would be appropriate to say that in order for a school to reach its aims, teachers' well-being should be taken seriously (Kahraman & Çelik, 2022). Additionally, teacher well-being, student performance and individual job performance are expected to be related to positive organizational behavior variables (Price & McCallum, 2015).

Teacher mental health is a factor that influences teacher performance, classroom atmosphere, and student accomplishment (Kahraman & Çelik, 2022). In the same study Kahraman and Çelik found out that psychological well-being has a tremendous influence with dealing negative emotions; not only it affects the teachers themselves, but it is also useful for the relationships between colleagues and students. There are many inner and out factors affecting teachers' well-being such as: working conditions, national education system, parents of the students etc. These are the reasons why teachers' well-being should be a crucial topic and thus there should be mechanisms to support teachers mentally.

According to their study results, Arslan and Tura (2022) found out a significant relationship between teachers' psychological well-being and their perceived sense of social support. Within the same study, another conclusion relating to the study's sub-

problems is that there is a positive, moderate, and substantial association between teachers' search for meaning and purpose in life and their psychological well-being (Arslan & Tura, 2022). Similar to this study findings, Aydoğan (2019) detected in their study that the more teachers have a positive sense of school environment, the better their level of well-being increases (Aydoğan İ. , 2019). Doğan and Aslan (2022) says in their article that deducing from their findings, it is possible to say that teachers have a high level of well-being and they are among a job group that feel themselves well. Also within this study, one of the results is that there is a positive relationship between teachers' well-being and their school climate (Doğan & Aslan, 2022).

In their study, Köylü and Gündüz (2019) stated that if an employee feels devoted to their workplace, then it is mostly probable for them to reach their upmost psychological well-being levels. Furthermore, concluding from their research results, they explored that there is a significant difference within the well-being levels of teachers who are in the 1-5 years of their teaching profession (Köylü & Gündüz, 2019). According to Asıcı and İkiz (2019) subjective well-being refers to the emotional impact of a school experience on an individual, as well as how school experiences are appraised. Along with this, it could be claimed the subjective well-being of a teacher who is competent and belongs to the school is enhanced (Enginar & Elma, 2023). Within the same study, Enginar and Elma stated that the well-being level of the teachers are high according to their research results; and they also mentioned that this could be because of the teachers' positive feelings and attitudes towards their jobs.

As a result of their study, Petegem, Creemers, Rossel and Aelterman (2005) stated that teachers who can deal with their pupils in a constructive way have a better likelihood of feeling good about themselves and their careers. In addition to this, Öztürk (2015) concludes that the teachers who participated in the research generally received sufficient social support from their environment, and their intrinsic life goals, extrinsic life goals and subjective well-being levels were quite high. Similar to this finding, Ertürk, Kara and Güneş have stated in their research article (2016) that teachers' well-being levels were found high and this would lead to think more positively in terms of professional aspects and increase their work productivity. Also in a study done by Karaçam and Pulur (2018), it is found out that physical education teachers' perception of achievement, academic optimism, psychological well-being and physical self-esteem levels are positively and significantly related to each other.

THIRD CHAPTER

3. Method

This part consists of three parts. In the first part, the general design of the study is given. Secondly, the procedure of how the sample of this study is collected follows. Followingly, population and sample selection is explained.

3.1. Research Design

In the study, correlational research design was used to determine how the organisational climate levels of academics working in state universities and living in Eskişehir province predicts their mental well-being. The correlational design examines the differences between two study group characteristics. Convenience sampling model is used in order to reach the participants. In this way, each and every participant has the equal chance to take part in the study.

3.2. Population and Sample Selection

The sample of the study is academics who work in public universities Eskişehir province. Convenience sampling model is are used in the study. The population of the study consists of 3290 academics in total. While determining the sample size, the sample size formula is used. As a result of the calculation, it is found out that 345 people will be enough for sample of the study. Data from 422 academics are gathered; thus, it is possible to state that 422 academics represent the sample of the current study. The sample consists of 422 academics who works at state universities in Eskişehir province during 2023-2024 fall and spring semesters. The population consisting of the academic staff of the universities in Eskişehir province was listed as three different universities as Eskişehir Osmangazi University, Anadolu University and Eskişehir Technical University academic staff. From these universities, to be used in determining the sample, the academic staff working in the 2023-2024 academic year were determined by convenience sampling. The e-mail addresses of all academics at Eskişehir Osmangazi University, Anadolu University and Eskişehir Technical University are obtained from the official websites of the universities. A link to the questionnaire and the research permission attachment are sent to the e-mail address of each academics with a voluntary statement.

A total of 422 people from these three universities participated in the study. The data of 422 academic staff from these universities are included in the analyses. Frequency and percentage values according to gender, age, marital status, academic title, seniority and place of duty variables are presented in Table 3.1.

Table 3.1

Frequency and Percentage Values According to Gender, Age, Marital Status, Academic Title, Seniority, Seniority at the University and Place of Duty

		<i>f</i>	%
Gender	Woman	232	55
	Man	190	45
	Total	422	100
Age	25-35	119	28
	36-45	140	33,2
	46-55	115	27,3
	55+	48	11,3
	Total	422	100
Marital Status	Married	310	73,5
	Single	112	26,5
	Total	422	100
Academic Title	Prof. Dr.	98	23,2
	Assoc. Prof. Dr.	77	18,2
	Dr.	97	23,0
	Instructor	62	14,7
	Research Assis.	88	20,9
	Total	422	100
Seniority Profession	1-5 Years	59	14,0
	6-10 Years	67	15,9
	11-15 Years	76	18,0
	16-20 Years	51	12,1
	20+ Years	169	40,0
	Total	422	100
	1-5 Years	124	29,4

		<i>f</i>	%
University Seniority	6-10 Years	89	21,1
	11-15 Years	54	12,8
	16-20 Years	28	6,6
	20+ Years	127	30,1
	Total	422	100
University	Anadolu	156	36,9
	ESOGU	210	49,7
	ESTU	56	13,2
	Total	422	100

As presented in Table 3.1, 232 (55%) of the academics in the study are female and 190 (45%) are male. Of the academics, 119 (28%) are between the ages of 25 and 35; 140 (33.2%) are between the ages of 36 and 45; 115 (27.3%) are between the ages of 45 and 55; 44 (10.4%) are between the ages of 56 and 65; and finally 4 (0.9%) are over the age of 65. Of the academic staff in the study, 310 (73.5%) are married and 112 (26.5%) are single. Of the academic staff in the study, 98 (23, 2%) have the title of Prof. Dr.; 77 (18, 2%) have the title of Assoc. Dr.; 97 (23, 0%) have the title of Dr.; 62 (14,7%) have the title of Academics; 88 (20,9%) have the title of Research Assistant. Among the academics in the study, 59 (14, 0%) have been in their seniority between 1 and 5 years; 95 of them are (27, 5%) between 6 and 10 years; 67 of them (15, 9%) between 11 and 15 years;; 51 (12,1%) between 16 and 20 years and 169 (40%) 20 years and above. Of the academics participating in the study, 124 (29.4%) are between 1-5 years; 89 (21.1%) are between 6-10 years; 54 (12.8%) of them are between 11-15 years; 28 (6.6%) of them are between 16-20 years and 127 (30.1%) of them are over 20 years in their current universities. Among the academics who took part in the study, 156 academics are (36.9 %) from Anadolu University, 210 (49.7%) from ESOGU and 56 (13.2%) from ESTU.

In table 3.2, the academics' who took part in the study faculties are presented.

Table 3.2*Academics According to Their Faculties*

Faculty	<i>f</i>	%
Aeronautics & Astronautics	8	1,9
Agriculture	12	2,8
Architecture	1	,2
Architecture & Design	6	1,4
Art & Design	2	,5
Communication Science	9	2,1
Dentistry	4	,9
Economics & Administrative Science	30	7,1
Education	61	14,5
Engineering & Architecture	54	12,8
Fine Arts	9	2,1
Health Sciences	16	3,8
Humanities & Social Sciences	12	2,8
Law	19	4,5
Literature	9	2,1
Medicine	37	8,8
Pharmacy	15	3,6
Science	21	5,0
Sport Sciences	4	,9
Theology	12	2,8
Tourism	21	5,0

Faculty	<i>f</i>	%
Other	60	14,2
Total	422	100

As presented in Table 3.2, the faculties participated are consisted by 8 (1,9%) academics from Aeronautics&Astronautics Faculty, 12 (2,8%) academics from Agriculture, 1 (,2%) instructor from Architecture, 6 academics (1,4%) from Architecture and Design, 2 (,5%) from Art and Design, 9 (2,1%) from Communication Science, 4 (,9%) from Dentistry, 30 (7,1%) from Economics and Administrative Science, 61 (14,5%) from Education, 54 (12,8%) from Engineering and Architecture, 9 (2,1%) from Fine Arts, 16 (3,8) from Health Sciences, 12 (2,8%) from Humanities and Social Sciences, 19 (4,5%) from Law, 9 (2,1%) from Literature; 37 (8,8%) from Medicine, 15 (3,6%) from Pharmacy, 21 (5,0%) from Science, 4 (,9%) from Sport Sciences, 12 (2,8%) from Theology, 21 (2,8%) from Tourism and finally, 60 (14,2%) from other faculties and departments; some of those did not wish to utter their faculties.

3.3. Data Collection Tools

A questionnaire form is used to collect the data in the research. The first part of the questionnaire form consists of questions about demographic characteristics. The second part consists of the Organizational Climate Scale. The third section includes the social Network tendencies scale. In the fourth section, there is Social Relationship Elements Scale and in the last stage of the form, there is a Psychological Well-Being Scale. All of the mentioned scales and demographic questions are used in the research were distributed online to the academics working at Eskişehir Osmangazi University, Anadolu University and Eskişehir Technical University and they were asked to fill in the scales sincerely. In addition, the participants were asked questions about their gender, age, marital status, title, and length of service in this status in order to obtain demographic information.

An online measurement tool was created to enable the participants to easily answer the questions in the data collection tools. Before the scales used in the study were sent online, the necessary ethical and application permissions were obtained from Eskişehir Osmangazi University Ethics Committee. The e-mail addresses of the academics were accessed from the official websites of the universities. The permission

and the link to the research questions were sent to their e-mail addresses and data were collected on a voluntary basis.

SPSS 27.0 programme was used to analyse the data in order to achieve the purpose of the research and significance tests were made at .05 level. In the study, t-test and one-way analysis of variance were performed to test the differentiation of faculty members' organisational climate according to their perceptions of personal, social network and psychological well-being. Then, all variables were subjected to correlation analysis and the relationships between the variables were revealed. The correlation between two variables was used to indicate the direction and strength of the relationship, and the direction of the relationship was determined based on the correlation coefficients. Post-hoc main analyses were applied to obtain detailed information about the relationship. Regression analysis was used to measure whether it predicts the perceptions of academics on organisational climate.

3.3.1. Psychological Climate Scale

In the process of measuring academics' organizational climate, Psychological Climate Scale developed by Koys and Decotiis (1991) is used. The scale has 8 scales as follows: autonomy, cohesion, trust, pressure, support, recognition, fairness and innovation. This scale consists of forty items. The first dimension involves the first 5 items, cohesion dimension has 6th-10th items, trust dimension has 11th-15th items, pressure dimension has 16th-20th items, support dimension has 21th-25th items, recognition dimension has 26th-30th dimensions, fairness dimension has the 31th-35th dimensions and innovation has 36th-40th dimensions. Psychological Climate Scale is benefited in a form of five likert scale. These likerts are: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree' and 'Strongly Agree'. The table below shows the sub-dimensions of the psychological climate scale and the questions in these sub-dimensions.

Table 3.3

Subdimensions of the Psychological Climate Scale and the Question Items

Subdimensions	Related Items
Autonomy	1,2,3,4 and 5
Cohesion	6,7,8,9 and 10
Trust	11,12,13,14 and 15

Subdimensions	Related Items
Pressure	16,17,18,19 and 20
Support	21,22,23,24 and 25
Recognition	26,27,28,29 and 30
Fairness	31,32,33,34 and 35
Innovation	36,37,38,39 and 40

Within the scope of the research, confirmatory factor analysis (CFA) was used to realise the construct validity of the psychological climate scale. In the model prepared for CFA, a structural model with 8 sub-dimensions was established as in the original form of the scale. In this model, items 1, 2, 3, 4 and 5 constitute the autonomy dimension; items 6,7,8,9, and 10 constitute the cohesion dimension; items 11, 12, 13, 14 and 15 constitute the trust dimension; items 16, 17, 18, 19 and 20 constitute the pressure dimension. Items 21, 22, 23, 24 and 25 of the scale constitute the support dimension, while items 26, 27, 28, 29 and 30 constitute the recognition dimension. Finally, items 31, 32, 33, 34, and 35 of the scale represent the fairness dimension, while the last five items of the scale, items 36, 37, 38, 39 and 40, represent the innovation dimension. According to the results of confirmatory factor analysis of psychological climate, $\chi^2=1767,317$, $df=712$; $\chi^2/df=2,482$, GFI=,828, CFI=,917, AGFI=,802 and RMSEA=,059. When the goodness of fit of the model was examined, it was determined that the measurement model was an acceptable model. (Field, 2009, p. 681)

Table 3.4

Goodness of Fit Parameters Related to CFA Results of Psychological Climate Scale

Fit Parameter	Coefficient
GFI	,828
AGFI	,802
CFI	,917
RMSEA	,059
χ^2	1767,317
χ^2/df	2,482

3.3.2. Social Network Tendencies Scale

Social Network Tendencies Scale was developed by Cohen, Klein, Daly and Finnigan (2011) and adapted into Turkish by Er (2017) is used. The Cronbach's Alpha reliability coefficient for the scale with 12 items and three dimensions is .84 when evaluated across the total score. The sub-dimensions are the desire to connect (4 items, $\alpha = .76$), belief in the correct relationship (4 items, $\alpha = .72$), and evaluation of the relationship (4 items, $\alpha = .83$). The scale accounts for 59.4% of the overall variance. (Er, 2017) The table below shows the sub-dimensions of Network Intention Scale and the questions in these sub-dimensions.

Table 3.5

The Subdimensions of Social Network Tendencies Scale

Subdimensions	Related Items
Request to establish a connection	1,2,3 and 4
Belief in having the right relationship	5,6,7 and 8
Assessing the relationship	9,10,11 and 12

Table 3.6

Goodness of Fit Parameters Related to CFA Results of Social Network Tendencies Scale

Fit Parameter	Coefficient
GFI	,94
AGFI	,90
CFI	,93
RMSEA	,072
χ^2	148,78
χ^2/df	2,91

The fit indices for the structure of the scale consisting of 12 items as shown in Table 3.5 are as follows: $\chi^2 = 148.78$ (SD = 51), $(\chi^2/sd) = 2.91$, GFI = .94, RMSEA = .072, CFI = .93, AGFI = .90. And it could be seen that these values are acceptable. (Er, 2017)

3.3.3. Psychological Well-Being Scale

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was developed by Tennant and colleagues (2007). The scale, which covers "psychological well-being" and "subjective Well-being", consists of 14 positive items. Warwick-Edinburgh Mental Well-being Scale Short Form is a 7-item scale consisting of positive statements in 5-point Likert type as 1: 'never' and 5: 'always'. In the application, the participants were asked to consider their experiences in the last two weeks. The Turkish version of the scale adapted by Keldal (2015) is used for the study.

Within the scope of the research, confirmatory factor analysis (CFA) was used to realise the validity of the Psychological Well-being Scale. In the model prepared for CFA, a unidimensional structural model was established as in the original form of the scale. In the unidimensional model, items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 constitute the dimension of the scale.

Table 3.7

Goodness of Fit Parameters Related to CFA Results of Psychological Well-Being Scale

Fit Parameter	Coefficient
GFI	,88
AGFI	,83
CFI	,90
RMSEA	,098
χ^2	320,36
χ^2/df	4,32

Within the scope of the research, confirmatory factor analysis (CFA) was used to realise the validity of the Psychological Well-being Scale. In the model prepared for CFA, a unidimensional structural model was established as in the original form of the scale. In the unidimensional model, items 1, 2, 3, 4, 5, 5, 6, 7, 7, 8, 8, 9, 10, 10, 11, 12, 13 and 14 constitute the dimension of the scale. According to the CFA results of the psychological Well-being scale, $\chi^2 = 320,369$; $df = 74$; $\chi^2/df = 4,32$, GFI= ,88; CFI= ,90; AGFI= ,83 and RMSEA= ,09. When the goodness of fit of the model was examined, it was determined that the measurement model was an acceptable model. (Semerci, 2023)

3.4. Reliability Analysis of Measurement Tools

Table 3.8

Reliability Analysis of Psychological Climate Scale and Its Subdimensions

	Cronbach's Alpha	Cronbach's Alpha Based on standardised items	Number of Items
Psychological Climate Scale	0,902	0,903	40
PCS Dimensions	0,774	0,700	8

Note. The Cronbach Alpha coefficient of the Psychological Climate Scale with 40 items is 0.90, indicating high reliability. Since reliability coefficients of 0.70 and above are generally accepted as reliable in social sciences research (Fraenkel, Wallen, & Hyun, 2011), the scale can be considered reliable.

Table 3.9

Reliability Analysis of Social Network Tendencies Scale

	Cronbach's Alpha	Cronbach's Alpha Based on standardised items	Number of Items
Social Network Tendencies Scale	0,877	0,881	12
SNTS Dimensions	0,771	0,775	5

Note. According to the Table 3.10, Cronbach Alpha coefficient of the Network Intention Scale with 12 items is 0, 87. Reliability coefficients of 0.70 and above in social sciences research are generally accepted as a reliable research. (Fraenkel et al., 2011) Based on this finding, it is possible to say that the scale is reliable.

Table 3.10*Reliability Analysis of Psychological Well-Being Scale*

Cronbach's Alpha	Cronbach's Alpha Based on standardised items	Number of Items
0,937	0,939	14

Note. According to the Table 3.9, Cronbach Alpha coefficient of the Psychological Well-being Scale with 12 items is 0,87. Reliability coefficients of 0.70 and above in social sciences research are generally accepted as a reliable research. (Fraenkel et al., 2011) Based on this finding, it is possible to say that the scale is a reliable one.

3.5. Normality Tests

In order to conduct advanced research, it is checked whether the data are normally distributed or not. If the data are normally distributed, parametric tests are performed, if not, non-parametric tests are performed. For the normal distribution of the data, there are some criteria that must be met. For example: Mode-Median-Average should be close to each other. Secondly, it should have Histogram and Normal Q-Q Plot graph. Also, Kolmogorov Smirnov value should be $p > .05$. And lastly, Skewness and Kurtosis values should be in the range $-1 \leq x \leq +1$ (Tabachnick & Fidell, 2013, pp. 497-516)

Table 3.11*Psychological Climate Scale Descriptive Statistics*

Psychological Climate		Statistics	Std. Error
Mean		3,0856	,2315
95% Confidence Interval for Mean	Lower Bound	3,0401	
	Upper Bound	3,1311	
5% Trimmed Mean		3,0911	
Median		3,1000	
Variance		,226	
Std. Deviation		,47565	

Psychological Climate	Statistics	Std. Error
Minimum	1,60	
Maximum	4,33	
Range	2,73	
Interquartile Range	,60	
Skewness	-,183	,119
Kurtosis	-,127	,237

Note: The Skewness and Kurtosis values in the table fall within the acceptable range of -1 to +1. With Skewness values between 0.397 and 0.131 and Kurtosis values between -0.183 and -0.127, this suggests that the data are normally distributed (Tabachnick et al., 2013, p. 79).

Table 3.12

Psychological Climate Scale Normality Test

	Kolmogorov- Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PCS	,057	422	,002	,994	422	,117

a. Lilliefors Significance Correction

Note. Since $p < .05$ in the Kolmogorov-Smirnova analysis, but the significance value in the Shapiro-Wilk analysis is $p > .05$, it can be said that the data are normally distributed.

Figure 3.1

Psychological Climate Scale Q-Q Plot Graphic

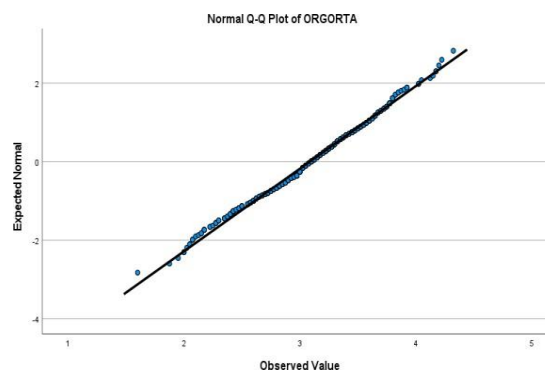
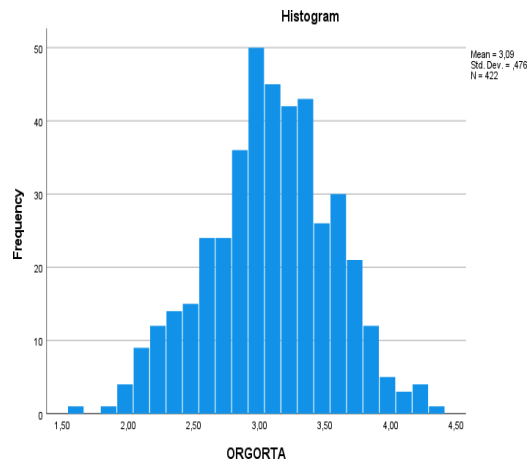


Figure 3.2

Psychological Climate Scale Histogram Graphic



Note: Q-Q plot Normality and histogram graphs show that the data are normally distributed (Tabachnick et al., 2013, p. 80). Since all the conditions for the normal distribution of the data set are met, it can be said that the data are normally distributed. Therefore, parametric tests will be preferred.

Table 3.13

Social Network Tendencies Scale Descriptive Statistics

Social Network Tendencies		Statistics	Std. Error
Mean		3,8489	,02983
95%	Lower	3,7903	
Confidence	Bound		
Interval for			
Mean			
	Upper	3,9076	
	Bound		
5% Trimmed Mean		3,8739	
Median		3,9167	
Variance		,375	
Std. Deviation		,61270	
Minimum		1,00	

Social Network Tendencies	Network Statistics	Std. Error
Maximum	5,00	
Range	4,00	
Interquartile Range	,83	
Skewness	-,751	,119
Kurtosis	1,534	,237

Note. The Skewness and Kurtosis values in the table fall within the acceptable range of -2 to +2. With Skewness values between -0.751 and 0.119 and Kurtosis values between 1.534 and 0.237, this suggests that the data are normally distributed (Kim, 2013).

Table 3.14

Social Network Tendencies Scale Normality Test

	Kolmogorov- Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SNTS	,064	422	<0,01	,965	422	<0,01

a. Lilliefors Significance Correction

Note. Since $p < .05$ in the Kolmogorov-Smirnova and Shapiro-Wilk analyses, it cannot be said that the data are normally distributed.

Figure 3.3

Social Network Tendencies Scale Q-Q Plot Graphic

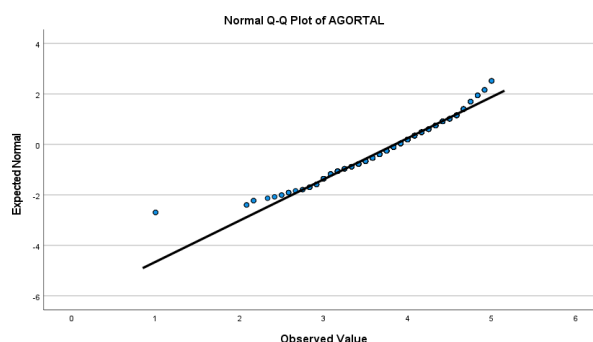
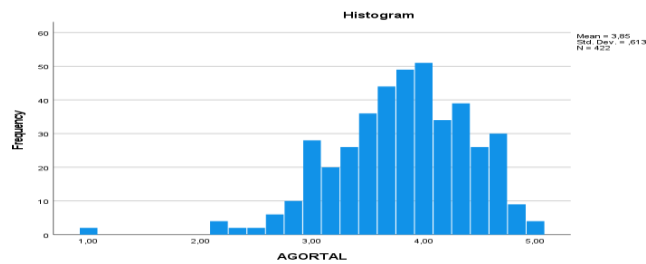


Figure 3.4*Social Network Tendencies Scale Histogram Graphic*

Note: Q-Q Plot Normality and histogram graphs show that the data are normally distributed. Since 3 of the 4 conditions for the normal distribution of the data set are met, it can be said that the data are normally distributed. Therefore, parametric tests will be preferred.

Table 3.15*Psychological Well-Being Scale Descriptive Statistics*

Psychological Well-being		Statistics	Std. Error
Mean		3,7937	,03310
95% Confidence Interval for Mean	Lower Bound	3,7286	
	Upper Bound	3,8587	
5% Trimmed Mean		3,8154	
Median		3,8571	
Variance		,462	
Std. Deviation		,67995	
Minimum		1,21	
Maximum		5,00	
Range		3,79	
Interquartile Range		,86	
Skewness		-,440	,119
Kurtosis		,233	,237

Note. Skewness and Kurtosis values given in the table should be between (+1) and -1, which are shown as acceptable values. According to the table, Skewness values are between -,440 and ,119 and Kurtosis values are between ,233 and ,237. This can be shown as evidence that the data are normally distributed (Tabachnick et al., 2013, p.79).

Table 3.16

Psychological Well-Being Scale Normality Test

	Kolmogorov- Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PWS	,068	422	<0,01	,980	422	<0,01

Note. Since $p < .05$ in the Kolmogorov-Smirnova and Shapiro-Wilk analyses, it cannot be said that the data are normally distributed.

Figure 3.5

Psychological Well-Being Scale Q-Q Plot Graphic

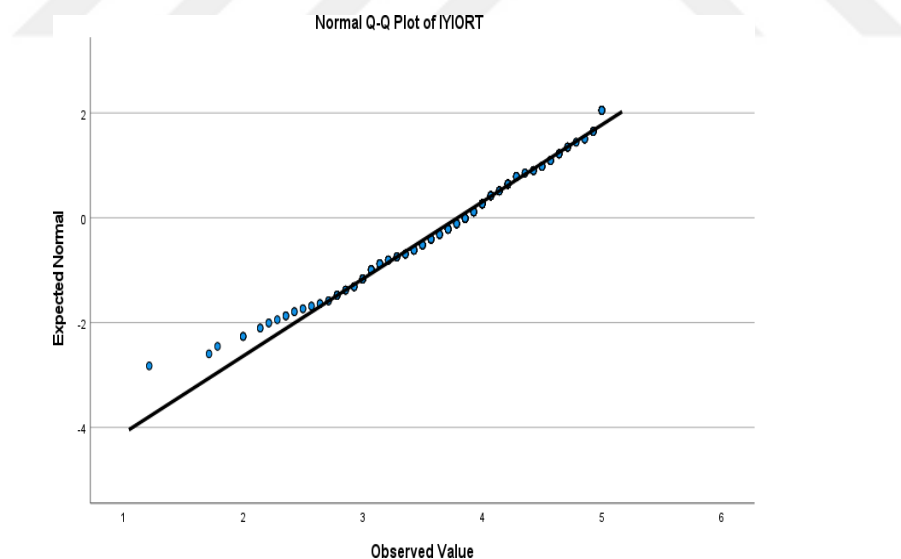
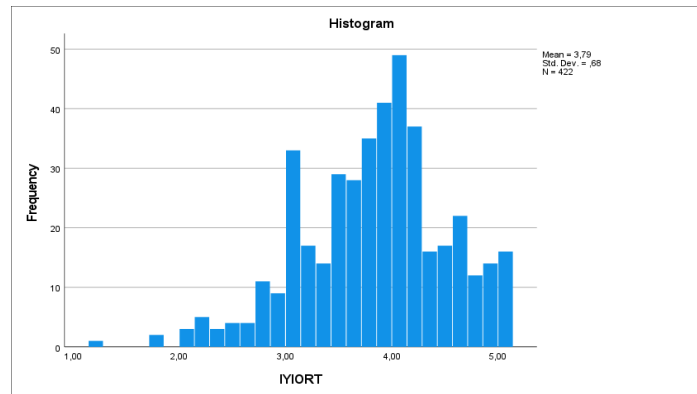


Figure 3.6

Psychological Well-Being Scale Histogram Graphic



Note: Q-Q Plot Normality and histogram graphs show that the data are normally distributed. As 3 of the 4 conditions for the normal distribution of the data set are met, it can be said that the data are normally distributed. Therefore, parametric tests will be preferred.

3.6. Data Collection Procedures

A questionnaire form will be used to collect the data in the research. The first part of the questionnaire form consists of questions about demographic characteristics. The second part consists of the Organisational Climate Scale. The third section includes the Social Network Tendencies scale. The fourth section includes the Social Relationship Elements Scale and the last section consists of the Psychological Well-Being Scale. All scales used in the research were distributed online to the academics working at Eskişehir Osmangazi University, Anadolu University and Eskişehir Technical University and they were asked to fill the scales sincerely. In addition, the participants were asked questions about their gender, age, marital status, title, and length of service in this status in order to obtain demographic information.

An online measurement tool was created to enable the participants to answer the questions in the data collection tools easily. Before the scales used in the study were sent online, the necessary ethical and application permissions were obtained from Eskişehir Osmangazi University Ethics Committee. The e-mail addresses of the academics were accessed from the official websites of the universities. The permission and the link to the research questions were sent to their e-mail addresses and data were collected on a voluntary basis.

3.7. Data Analysis Procedures

SPSS 27.0 programme was used to analyse the data in order to achieve the purpose of the research and significance tests were performed at .05 level. In the study, t-test and one-way analysis of variance were used to test the differences between the organisational climate and psychological well-being perceptions of faculty members. Then, all variables were subjected to correlation analysis and the relationships between the variables were revealed. Correlation between two variables was used to indicate the direction and strength of the relationship, and correlation coefficients were used to determine the direction of the relationship. Post-hoc analyses were applied to obtain detailed information about the relationship. Regression analysis was used to measure whether it predicts academics' perceptions of organisational climate.



FOURTH CHAPTER

4. Findings

In this section, the findings obtained from the results of the analyses of the purpose and sub-purposes of the research are presented.

4.1. Findings Related to Descriptive Statistics

In this part of the study, descriptive findings of the participants are presented.

Table 4.1

Standard Deviation and Arithmetic Mean Values of Scales and Their Dimensions

Scales and Subdimensions	N	$\bar{X}$	SD
Autonomy	422	3,81	0,728
Cohesion	422	2,94	0,806
Trust	422	2,81	0,670
Pressure	422	3,00	0,619
Support	422	3,10	0,979
Recognition	422	3,03	0,851
Fairness	422	2,96	0,331
Innovation	422	2,99	0,930
PCS (Pscyhological Climate Scale)	422	3,08	0,475
Connection	422	3,51	0,701
Relation	422	4,02	0,713
Evaluation	422	4,00	0,798
SNIS(Social Network Tendencies Scale)	422	3,84	0,612
Family	422	4,46	0,702
Friends	422	4,08	0,622

Scales and Subdimensions	N	$\bar{X}$	SD
SRES(Social Relationship Elements Scale)	422	4,23	0,575
PWS(Psychological Well-being Scale)	422	3,79	0,679

When table 4.1 is analysed, the arithmetic mean and standart deviation of PCS (Psychological Climate Scale), SNTS (Social Network Tendencies Scale), SRES (Social Relation Element Scale), PWS (Psychological Well-being Scale) and the means and standart deviations of these mentione scales' dimensions could be seen. The arithmetic means of the scores expressing the perceptions of the academics about Psychological Climate (PCS) vary between 2.81 and 3.81. This findings show that academic staff perceive their psychological climate items as “often” to “usually”.It could be stated that the means of the items can vary according to subdimensions; as they have different means among one another. In addition, the arithmetic means of the scores expressing their Social Network Intension vary between 3.51 and 4.02. This scale’s points are relatively close to each other when it is compared to PCS (Psychological Climate Scale). This conclusion demonsrates that the expression of academics’ social network intention answers are between “Neutral” to “Agree”.The arithmetic means of the scores stating SRES (Social Relation Elements Scale) vary between 4,08 and 4,46. This scale is the one that has the closest average among all the scales mentioned before. This outcome says that the academics’ SRES scores are at the level of ‘Agree’.Finally, the arithmetic means of the scores expressing academics’ Psychological Well-being (PWS) is stated as 3.79. This result indicates that academic staff perceive psychological Well-being at the level of “I Agree”.

Table 4.2

T-Test Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Gender Variable

PWS	N	$\bar{X}$	SD	t	Df	p
Women	232	3,8076	0,66572	0,464	420	0,643
Men	190	3,7767	0,69833			

n=422

Note: Table 4.2 presents the results of the t-test conducted to examine whether gender influences academics' perceptions of the psychological well-being scale. The findings indicate that there is no significant difference in psychological well-being perceptions based on gender ($p > .05$).

Table 4.3

One-Way Analysis of Variance (ANOVA) Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Age Variable

n, $\bar{X}$ and SD Variables				ANOVA Results					
PWS	Age	n	$\bar{X}$	Category	Sum of Squares	df	Mean Square	F	p
	25-35	119	3,56	Between Groups	12,68	4	3,170	7,265	<,001
	36-45	140	3,82	Within Groups	181,96	417	,436		
	46-55	115	3,87	Total	194,64	421			
	55+	48	4,71						

n=422

Note: Table 4.3 presents one-way ANOVA results examining whether academic staff's psychological well-being perceptions differ by age. The findings indicate a significant difference based on age variable ($p < .05$).

After ANOVA, complementary post-hoc analysis was applied to determine between which groups the significant difference in the psychological well-being perceptions of the academic staff arose. In order to determine which post-hoc test will be

applied, firstly, the homogeneity of the distributions of the groups was checked by Levene's test. The variances were found to be homogenous ($p>.05$). The results of LSD multiple comparison analyses are presented below.

Table 4.4

LSD Test Results Identifying Group Differences in Psychological Well-Being Scores by Age Variable

Groups (i)	Groups(j)	$\bar{X}_i - \bar{X}_j$	P
25-35	36-45	-,25429*	,002
	46-55	-,30729*	,000
	55+	-,51819*	,000
36-45	25-35	,25429*	,002
	46-55	-,05299	,526
	55+	-,26390	,018
46-55	25-35	,30729*	,000
	36-45	,05299	,526
	55+	-,21091	,065
55+	25-35	,451819*	,000
	36-45	,26390	,018
	46-55	,21091	,065

n=422

Note: The post-hoc LSD test following the one-way ANOVA identified significant differences in psychological well-being scores across various age groups. Specifically, differences were observed between the 36-45 and 25-35 age groups, the 46-55 and 25-35 age groups, and the 55+ and 25-35 age groups. These differences favored the 55+ age group.

Table 4.5

t-Test Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Marital Status Variable

PWS	N	$\bar{X}$	SD	t	Df	p
Married	310	3,836	0,69232	1,864	420	0,583

PWS	N	$\bar{X}$	SD	t	Df	p
Single	112	3,6913	0,63630			

n=422

Note: Table 4.5 displays the t-test results examining whether marital status significantly affects academics' perceptions of psychological well-being. The findings indicate no significant difference in psychological well-being perceptions based on marital status.

Table 4.6

One-Way Analysis of Variance (ANOVA) Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Academic Title Variable

n, $\bar{X}$ and SD Variables				ANOVA Results					
PWS	Title	n	$\bar{X}$	Category	Sum of Squares	df	Mean Square	F	p
	Prof.	98	4,1013	Between Groups	15,074	4	3,768	8,751	0,001
	Asso. Prof.	77	3,7764	Within Groups	179,568	417	0,431		
	Dr.	97	3,7636	Total	194,642	421			
	Instructor	62	3,7281						
	Resarch Assistant	88	3,5455						

Note: Table 4.6 presents the ANOVA results examining the impact of academic title on perceptions of the Psychological Well-Being Scale. The findings show a significant difference based on academic title ($p < .05$).

After ANOVA, complementary post-hoc analysis was applied to determine between which groups the significant difference in the psychological well-being perceptions of the academic staff arose. In order to determine which post-hoc test will be applied, firstly, the homogeneity of the distributions of the groups was checked by Levene's test. It was observed that the variances were homogeneous ($p > 0.5$). The results of LSD multiple comparison analyses are presented below.

Table 4.7

LSD Test Results Identifying Differences in Psychological Well-Being Scores By Academic Title Variable

Groups (i)	Groups(j)	$X_i - X_j$	P
Research Assistant	Instructor	-,18266	,094
	Dr.	-,21817*	,024
	Assoc. Prof.	-,23098*	,025
	Prof.	-,55586*	,000
Instructor	Research Assistant	,18266	,094
	Dr.	-,03551	,739
	Assoc. Prof.	-,04833	,666
	Prof.	-,37320*	,001
Doctor	Research Assistant	,21817*	,024
	Instructor	,03551	,739
	Assoc. Prof.	-,01281	,898
	Prof.	-,33769*	,001
Associate Professor	Research Assistant	,23098*	,025
	Instructor	,04833	,666
	Doctor	,01281	,898
	Prof.	-,32487*	,001
Professor	Research Assistant	,55586*	,000
	Instructor	,37320*	,001
	Doctor	,33769*	,000
	Associate Professor	,32487*	,001

n=422

Note: The post-hoc LSD test following the ANOVA revealed significant differences in psychological well-being scores across academic title groups. Statistically significant differences were observed between research assistants and all other groups (doctor, associate professor, and professor).

Similarly, the differences between doctors and research assistants and professors were observed. Also associate professors showed differences compared to research assistants and professors, while professors differed significantly from all other academic

titles. Overall, the results indicated that the professor group had the highest psychological well-being scores.

Table 4.8

One-Way Analysis of Variance (ANOVA) Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Total Years in Profession Variable

n, $\bar{X}$ and SD Variables				ANOVA Results					
PWS	Year	n	$\bar{X}$	Category	Sum of Squares	df	Mean Square	F	p
	1-5	59	3,5617	Between Groups	14,184	4	3,546	8,194	<,001
	6-10	67	3,6109	Within Groups	180,458	417	,433		
	11-15	76	3,6325	Total	194,642	421			
	16-20	51	4,0182						
	20+	169	3,9518						

n=422

Note: Table 4.8 displays the ANOVA results examining whether years of work significantly influence academics' perceptions of the Psychological Well-Being Scale. The findings reveal a statistically significant difference in perceptions based on the working year variable ($p < 0.05$).

After ANOVA, complementary post-hoc analysis was applied to determine between which groups the significant difference in the psychological well-being perceptions of the academic staff arose. In order to determine which post-hoc test will be applied, firstly, the homogeneity of the distributions of the groups was checked by Levene's test. It was seen that the variances were homogeneous. The results of LSD multiple comparison analyses are presented below.

Table 4.9

LSD Test Results Identifying Group Differences in Psychological Well-Being Scores by Working Years in the Profession Variable

Groups (i)	Groups(j)	$X_i - X_j$	P
1-5	6-10	-,04913	,676

Groups (i)	Groups(j)	$X_i - X_j$	P
6-10	11-15	-,07078	,536
	16-20	-,45646*	,000
	20+	-,39007*	,000
	1-5	,04913	,676
	11-15	-,02164	,844
11-15	16-20	-,40733*	,001
	20+	-,34094*	,000
	1-5	,07078	,536
	6-10	,02164	,844
	16-20	-,38569*	,001
16-20	20+	-,31930*	,000
	1-5	,45646*	,000
	6-10	,40733*	,001
	11-15	,38569*	,001
	20+	,06639	,528
20+	1-5	,39007*	,000
	6-10	,34094*	,000
	11-15	,31930*	,000
	16-20	-,06639	,528

$n=422$

Note: The post-hoc LSD test following the ANOVA identified significant differences in psychological well-being scores across working year groups. Statistically significant differences were observed between the 1-5 year group and the 16-20 and 20+ year groups, the 6-10 year group and the 16-20 and 20+ year groups, and the 11-15 year group and the 16-20 and 20+ year groups.

Additionally, the 16-20 year group showed differences compared to the 1-5, 6-10, and 11-15 year groups, while the 20+ year group differed significantly from the 1-5, 6-10, and 11-15 year groups. In summary, academics with 16-20 years or more than 20 years of experience showed the highest psychological well-being scores.

Table 4.10

One-Way Analysis of Variance (ANOVA) Results Comparing Academics' Perceptions on the Psychological Well-Being Scale by Total Years at University Variable

n, $\bar{X}$ and SD Variables				ANOVA Results					
PWS	Year	N	$\bar{X}$	Category	Sum of Squares	df	Mean Square	F	p
	1-5	124	3,6959	Between Groups	5,717	4	1,429	3,155	,014
	6-10	89	3,7183	Within Groups	188,925	417	,453		
	11-15	54	3,7050	Total	194,642	421			
	16-20	28	3,9439						
	20+	127	3,9466						

$n=422$

Note: Table 4.10 presents the ANOVA results examining whether years of work at the current university significantly affect academics' perceptions of the Psychological Well-Being Scale. The findings indicate a statistically significant difference in perceptions based on the working year at the university variable ($p < 0.05$).

After the ANOVA, complementary post-hoc analysis was applied to determine between which groups the significant difference in the psychological well-being perceptions of the academic staff arose. In order to determine which post-hoc test is applied, firstly, the homogeneity of the distributions of the groups was checked by Levene's test. It was seen that the variances were heterogeneous. The results of Games-Howell multiple comparison analyses are presented below.

Table 4.11

Games-Howell Test Results Identifying Group Differences in Psychological Well-Being Scores by Working Years at University Variable

Groups (i)	Groups(j)	$X_i - X_j$	P
0-5	6-10	-,02245	,999
	11-15	-,00917	1,000
	16-20	-,24803	,325
	20+	-,25072*	,017

<i>Groups (i)</i>	<i>Groups(j)</i>	<i>X_i-X_j</i>	<i>P</i>
6-10	0-5	,02245	,999
	11-15	,01327	1,000
	16-20	-,22558	,476
	20+	-,22827	,098
11-15	0-5	,00917	1,000
	6-10	-,01327	1,000
	16-20	-,23885	,549
	20+	-,24154	,259
16-20	0-5	,24803	,325
	6-10	,22558	,476
	11-15	,23885	,549
	20+	-,00269	1,000
20+	0-5	,25072*	,017
	6-10	,22827	,098
	11-15	,24154	,259
	16-20	,00269	1,000
<i>n=422</i>			

Note: The post-hoc Games-Howell test following the ANOVA revealed a significant difference in psychological well-being scores between the 0-5 year group and the 20+ year group of academics at their current universities. The results showed that academics with 20 or more years of service at their universities reported significantly higher psychological well-being scores.

Table 4.12

ANOVA Test Results Identifying Group Differences in Psychological Well-Being Scores by Faculty at University Variable

n, $\bar{X}$ and SD Variables				ANOVA Results					
PWS	Faculty	N	$\bar{X}$	Categor y	Sum of Squares	df	Mean Squar e	F	p
	Aeronautics& Astronautics	8	3,839	<i>Between Groups</i>	14,793	21	,704	1,567	,054

Agriculture	12	3,976	<i>Within Groups</i>	179,849	400	,450
		2				
Architecture	6	3,154	<i>Total</i>	194,642	421	
		8				
Architecture & Design						
Art & Design	2	3,500				
		0				
Communication Science	9	3,881				
		0				
Dentistry	4	3,875				
		0				
Economics & Administrative Science	30	3,864				
		3				
Education	61	3,889				
		9				
Engineering & Architecture	54	3,763				
		2				
Fine Arts	9	3,841				
		3				
Health Sciences	16	3,562				
		5				
Humanities & Social Sciences	12	4,321				
		4				
Law	19	3,515				
		0				
Literature	9	3,881				
		0				
Medicine	37	3,874				
		5				

Faculty	N	$\bar{X}$
Pharmacy	15	3,685 7
Science	21	3,710 9
Sport Sciences	4	4,303 6
Theology	12	4,321 4
Tourism	21	3,605 4
Other	60	3,886 9

n=422

Note: Table 4.12 presents the ANOVA results examining whether faculty affiliation within the university significantly affects academics' perceptions of the psychological well-being scale. The findings indicate a statistically significant difference in perceptions of psychological well-being based on the faculty variable within the university

4.2. Findings on the Relationship between Organisational Climate, Social Network Tendencies Scale and Their Sub-Dimensions With Psychological Well-Being Scale

Table 4.13

Pearson Correlation Analysis Results Between Academics' Psychological Climate Total, Autonomy, Cohesion, Trust, Pressure, Support, Recognition, Fairness, Innovation, Social Network Tendencies And Psychological Well-Being Scales

		1	2	3	4	5	6	7	8	9	10	11
1.	Autonomy	1										
2.	Cohesion		1									
3.	Trust			1								
					1							
						1						
							1					
								1				
									1			
										1		
											1	
												1

1	10.	9.PCS	8.	7.Fairne	6.Recog	5.Suppo	4.Pressur
1.	SNTS	Total	Innovati	ss	nition	rt	e
P	Total		on				
							1
					1	,831**	-,084
				1	-,120*	-,147**	-,065
			1	-,194**	,833**	,832**	,053
		1	,867**	-,050	,885**	,913**	-,066
							,037
1			,236**	,055	,284**	,261**	,070
1	,301**	,378**	,272**	-,108*	,370**	,306**	-,179**

As it can be seen in Table 4.13, Psychological Climate dimensions, Psychological Climate Scale (PCS) Total, Social Network Tendencies (SNT) Total and Psychological Well-Being Scales (PWS) Total are evaluated with Pearson Correlation analysis. There is a low level significant difference between the dimensions of PCS and PWS. These dimensions are seen as autonomy ($r=0,364$), cohesion ($r=0,312$), trust ($r=0,298$), support ($r=0,306$), recognition ($r=0,370$) and innovation ($r=0,272$). Additionally, there is a negative low level significance between the pressure ($r=-, 179$), fairness ($r=-, 108$) dimensions and PWS. In terms of total scale significances, there is low significant difference found between PCS ($r=0,378$), SNTS ($r=0,301$) and PWS.

In order to determine how psychological climate and social network determines the academics' psychological well-being, multiple regression analysis was implemented. The results of the regression analysis is presented with the table below.

Table 4.14

Regression Analysis Results Determining the Connection between Academics' Psychological Climate, Social Network Tendencies, and Psychological Well-Being

Variable	B	B	t	P
Constant	1,588		6,702	.000
Psychological Climate	,445	,311	6,595	.000
Autonomy	,191	,205	4,949	.000
Cohesion	,028	,034	,645	,549
Trust	,109	,108	1,876	,061
Pressure	-,087	-,079	-1,959	,051
Support	-,104	-,150	-1,732	,084
Recognition	,303	,380	4,818	.000
Fairness	-,191	-,093	-2,390	,017
Innovation	-,098	-,135	-1,731	,084
Social Network	,216	,195	4,132	.000
Tendencies				
Connection	-,109	-,112	-2,326	,021
Building Relationship	,088	,092	1,500	,134
Evaluation	,024	,028	,585	,559

Variable	B	B	t	P
Friendship Evaluation	,349	,320	5,380	.000
Family Evaluation	,083	,086	1,850	,065

$n=422$; $R=,42$ $R^2=0,176$ $F=44,846$, $p<0.5$

Note: As it can be seen at Table 4.14, Psychological Climate and Social Network Tendencies predicts Psychological Well-being. Psychological Climate and Social Network Tendencies as independent variables are seen to be able to explain 18% [$R=,42$, $R^2=0,176$, $F=44,846$, $p<.05$] of the psychological well-being scores of the academic staff.



FIFTH CHAPTER

5. Results, Discussion and Suggestions

In this part of the research, results of the study findings, discussion of the findings with regards to the literature review, and suggestion for further studies are presented.

5.1. Results

The results of the research based on the analysis of the data are detected as followed:

The perceptions of the academics participating in the study regarding the total and dimensions of psychological climate are at a medium level. In the independent variable of academics' perception of psychological climate there is no significant difference according to gender, age, marital status, total working year, their faculty and academic title.

A significant difference was found according to the year of employment at the current university variable. It was seen that there is significant difference among academics who have been working for 11-15 in their current universities. It was found out that psychological climate scale scores are better for academics who work for 11-15 years at their universities when it is compared to the ones who work for 1-5 and 6-10 years at their universities.

The perceptions of the academics participating in the study regarding the total and dimensions of social network tendencies are at a medium level. For the independent variable of academics' perception of social network tendencies scale, there is no significant difference found according to gender, age, marital status, academic title, working year at their profession, total working year at their universities variables.

The perceptions of the academics participating in the study regarding the total of psychological well-being are at a medium level. There is a not significant difference determined for the independent variables of gender, marital status and faculty variables.

A significant difference was found according to the age factor of the academics. There is a significant difference seen between 56-65 and 65+ age groups in terms of their psychological well-being scores. 56-65 and 65+ age group scored better in psychological well-being scale rather than 25-35, 36-45 and 46-55 age groups. Additionally for this dependent variable, a significant difference was found for the professor group regarding

their perceptions of psychological well-being scale. Professors have a higher perceptions of psychological well-being compared to research assistants and academics. Moreover, there is a significant difference between the academics who have been working for 16-20 years and over 20 years in their occupation. These mentioned groups have seen to score better in psychological well-being scale than the staff working for 0-5 years in their jobs. In addition to this, there is also a significant difference for working in their university independent variable. It was seen that there is a significant difference between the academics who have been working in their current universities for 0-5 years and the ones working for 20 years and more. The academic staff working over 20 years have been found to have higher perceptions in psychological well-being scale.

It was observed that there was a significant positive relationship between the psychological climate perceptions of the academic staff and their psychological well-being perceptions. Among the sub-dimensions of psychological climate, it has been observed that there is a significant negative relationship between pressure and fairness and psychological well-being perceptions. The psychological climate of the academics predicts their psychological well-being and explains 18% of their psychological well-being perceptions.

5.2. Discussion

The research findings indicate that academics' perceptions of psychological climate, social network tendencies, and psychological well-being are generally at a medium level. There are no significant differences in perceptions of psychological climate based on gender, age, marital status, total working years, faculty, or academic title, except for the length of employment at their current university, with those working 11-15 years scoring higher than those with shorter tenures. It could be stated that demographic variables does not have a significance for academics' psychological climate. Similarly, social network tendencies show no significant differences across various demographic and professional variables. However, psychological well-being varies significantly with age, academic title, and years of service. Academics aged over 55, professors, and those with longer tenure (16-20 years and over 20 years) exhibit higher well-being scores compared to their younger or less experienced counterparts. Additionally, a significant positive relationship exists between psychological climate and social network tendencies perceptions with psychological well-being, with specific dimensions of pressure and fairness negatively predicting well-being. The psychological climate and social network

accounts for 18% of the variance in psychological well-being perceptions.

The perception of psychological climate among academics is generally at a middle level, equating to "sometimes" on the psychological climate scale. This result parallels Arabacı (2010), who found that academics perceive their organizational climate at an average level, highlighting the significance of a supportive climate in understanding communication and organizational commitment (Shadur, Kienzle, & Rodwell, 1999). It has been mentioned that to understand behavior within an educational environment, it is essential to analyze school climates in detail (Sezgin & Kılınç, 2011). The organizational atmosphere in higher education can either encourage or discourage staff participation in teaching, research, and scholarship (McMurray & Scott, 2013). McMurray and Scott further highlight that academics often focus on their research individually and may struggle to identify with cohesiveness in an organizational culture, especially in competitive or evolving environments. As it can be observed from the current study, organizational climate perceptions have a critical role for academics.

Supporting this view, Gül (2008) notes that universities addressing the needs of associate professors awaiting promotion to professorial status foster higher organizational climate scores among higher-ranked academics. Similarly, studies on education faculties reveal that academics with higher ranks tend to perceive their organizational climate as more supportive and innovative (Erol, 2014). This suggests that academics in lower positions are more likely to view their organizational climate as formal or serious. On the other hand, senior academics tend to find their organizational climate relatively better. This finding aligns with O'Connor and Morrison (2001), who report that senior academics regard their organizational climate as more democratic and mild.

Gender and managerial roles also influence perceptions of organizational climate. Nurluöz (2010) reported significant differences between male and female academics' perceptions. Nurluöz also found that academics who hold managerial positions are more likely to have positive opinions about their organizational climate and the general atmosphere within their institutions. Erol (2014) concurs, noting that deans perceive their organizational climate as more supportive compared to department heads. The author further emphasized that academics with management roles view their organizational climate as innovative and supportive, whereas other academics see it as bureaucratic. To sum up, academics who hold a management role or have extensive experience tend to be more content with their professional lives.

What is more, studies have shown that employees often feel their input is not sought during decision-making processes, a sentiment reflected in the findings of Köylü and Gündüz (2019), where teachers' organizational commitment was also at the "sometimes" level, with no significant gender differences. Gül (2008) also found that research assistants and assistant professors rated their organizational climate lower than lecturers and associate professors, with no significant gender differences as well. Gormley and Kennerly (2010) further found that faculty with positive working relationships with the dean, friendly social interactions, and a focus on the college's welfare are more likely to feel emotionally attached to and identify with the organization, leading to a sense of duty to stay. In summary, the study results may imply that the organizational climate factors such as collaborating, supporting each other and team work, also the behaviours of the administrative staff could improve in order for the academics to have a better working environment.

The study's participating academics have a medium level of perceptions on the overall and dimensional aspects of social network tendencies. This result aligns with Friedkin (1978) who stated in the study results showing that university social networks can create an integrative social network and that academic departments are insufficient to describe the pattern of research communication among university academics. To add more, Pérez, Alonso-Galicia, Rodríguez-Ariza, and Fuentes-Fuentes (2015) enhance our comprehension of the interconnection between academics' social networks and their productive environment, which in turn may motivate researchers to apply their findings.

Moreover, the psychological well-being perceptions of the academics are found to be at a high level. This implies "generally" in the psychological well-being scale. This result has similar output with the study done by Khan and others (2017). This results may show that the scores in well-being of academics are better than the scores in organizational climate. This may mean that the academics have a greater individual well-being than they have in their organizational climate. Also, the outputs of the study done by Köylü and Gündüz (2019) also supports the research findings. They have found out that teachers have said generally "I agree" to the well-being questions.

According to the seniority of the academics, those with low seniority has lower perceptions of organizational climate. In addition, the middle aged academics have relatively better well-being scores when it is compared to their colleagues who are at younger ages and have less experience. Socio-economic status and psychological studies on the relationship between socio-economic status and psychological well-being show

that being socio-economically advantaged increases well-being positively (Kılınçoğlu, 2020). Consequently, early-career academics are considered particularly susceptible to common mental health issues due to job uncertainty (Woolston, 2020). In a parallel manner, a recent exhaustive investigation unveiled that 24% of PhD researchers exhibited detectable manifestations of depression (Satinsky, Kimura, Kiang, Abebe, Cunningham, Lee et al., 2021). The reason underneath can be explained with another research stating that unemployment being closely associated with financial instability among many post-doctoral researchers. This circumstance had a negative impact on their well-being, as their future career prospects were dependent on the success of financing (Nicholls et al., 2022). Therefore, concluding from these results, it can be understood that academics who have been working at the university for many years and have an older age are more favourable to their other colleagues in terms of both social relations and economic status.

Garip and Kablan (2024) expand upon these insights by investigating the impact of factors such as marital status, administrative responsibilities, and professional seniority on the well-being of academicians. Their research indicates that professional seniority bolsters well-being by virtue of an expanded social network, superior academic titles, and increased experience. Williams, Thomas, and Smith (2017) also discover that positive coping mechanisms and personality characteristics are associated with improved well-being. This observation serves as a complimentary perspective.

According to the year in which the academics working for, it is observed that the academics who have been working for many years at their job have more positive psychological climate perceptions than the ones working for relatively less years. This result could be due to the job insecurity or being a freshman in the profession. Also finance could be a vital reason for junior academics to face with. For social network tendencies, there is no difference between the year groups which could possibly mean that the academics' of all titles have a positive and meaningful social relationship with their colleagues. To add more, the academics who have been working for long years in the universities showed a better psychological well-being in the study. That results may indicate a balanced life style and job satisfaction that they built over the years. Consequently, they do not need to push themselves forward in order to make their ends meet. Moreover, it can be also because of their fulfillment of their plans or dreams in their lives thanks to their seniority in their profession.

Among the dimensions of the psychological climate, pressure and fairness dimensions predicts the well-being in a negative way. This finding is supported by

Kahraman and Çelik (2022) in their studies stating that psychological well-being has an immense effect on dealing with negative emotions; not only does it affect the teachers own well-being but it is also essential to the interactions between their colleagues.

The other dimensions of the psychological climate as autonomy, cohesion, support, recognition and innovation are shown to predict well-being in a low but a positive way. This finding is parallel to the study result done by Arslan and Tura (2022) that there is an important connection between teachers' psychological well-being and their perceived level of social support. The study finding differ from the one conducted by McMurray and Scott (2013) finding out that according to academic freedom, the majority of university professionals work in an environment with high levels of autonomy.

From these findings, it may be concluded that the better psychological climate an academic has, the higher psychological well-being level they can reach. It is also possible to see this deduction from a study by Aydoğan (2019) mentioning as the more teachers have a positive sense of school environment, the better their level of well-being increases. At this point, academics' thoughts of university administrators' speech, decisions, collaboration, support, and practices might have a negative impact on their psychological well-being and self-esteem. In brief, a low level of psychological climate perception in universities may lead to poor psychological well-being. The significance of support is also highlighted by McMurray and Scott (2013) saying that, university administration should focus on the support services provided to academic staff members in order to enhance the atmosphere within the institution and, in turn, the staff members' performance.

Knudsel et al. (2011) also expresses a positive correlation between high employee participation and a democratic management style of employers, as well as employee well-being. This finding leads to the idea that universities should be regulated in an open and ethical way at their all levels. Efforts to spread the ethical climate throughout the university can support psychological well-being (Semerci, 2023). Bentley (2018) further substantiates these findings by emphasizing that a positive workplace environment improves well-being, reduces fatigue, and reduces stressors, thereby confirming that the organizational climate has a substantial impact on employee outcomes and stress levels.

In a study by Shirley et al. (2020) educators' well-being is more likely to flourish in environments that hold to long-term sustainability standards. In order for universities to have the mentioned kind of environments, organizational climate and related policy

adaptations could be implemented. Additionally, not only the policy makers or university administrators but also the coworkers should pay attention to their acts, support, collaborativeness and understanding towards their colleagues. Regarding to this necessity, Humair and Ejaz (2019) emphasized in their study that unfavorable workplace acts had an impact on the mental health and psychological well-being of employees who were influenced by their coworkers' behaviors. This shows that empathy and backing up their colleagues are also crucial to develop a better organizational climate and also healthier well-being. Strong well-being is associated with the development of healthy relationships, the realization of one's own potential, and the ability to participate in activities of personal meaning and value (Simons&Baldwin, 2021). In a nutshell, the main result of the research shows that academic anxiety decreases and the status of faculty members increases as their personal rights and career level at the university increases.

5.3. Suggestions

5.3.1 Suggestions for Policy Makers and University Administrators

This study highlights the significant relationship between academics' organizational climate and social network with their perceptions of the psychological well-being. To address the financial insecurity and job uncertainty faced by junior faculty, university administrators should focus on providing more stable, long-term contracts and establishing clear pathways to tenure. Investing in a collaborative and supportive culture is essential, where academics feel respected and engaged.

Universities should offer tailored professional development programs for both junior and senior faculty. Junior professors might benefit from mentorship and networking opportunities, while more experienced faculty could gain from leadership training or sabbaticals to advance their research interests. Financial support, such as grants or subsidies for early-career researchers, is also crucial in mitigating these pressures. Moreover, it is vital for higher education administrators to foster a fair and pleasant working environment. Ensuring transparency and equity in decision-making processes is essential, as perceptions of fairness are closely linked to well-being. Social regulations and rights related to the working conditions of academics should be reviewed and improved to support a more equitable and comfortable working environment.

5.3.2. Suggestions for Researchers

This study was limited to academic staff from three state universities in Eskişehir. Future research could expand this scope by including a larger, more diverse sample across Turkey to enhance generalizability. Additionally, exploring the rights and responsibilities of academic staff in relation to organizational climate and psychological well-being would provide valuable insights.

A qualitative study focusing on the reasons behind the negative relationship between organizational climate and psychological well-being could offer deeper understanding. Investigating other factors affecting academics' well-being using quantitative, qualitative, or mixed methodologies would also be beneficial. Future research should examine how tenure, with its associated stability and security, influences academics' well-being. A nuanced analysis of how financial stability, resource access, and job security impact psychological well-being could offer further insights. Evaluating the effectiveness of leadership training, communication seminars, or team-building activities in enhancing organizational climate and improving academics' well-being would be a valuable area of study.

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APPENDICES

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APPENDICE-1
Demographic Questions

1. Cinsiyetiniz:

Kadın ☐ Erkek ☐

2. Yaşınız:

25-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 65+ ☐

3. Medeni Durumunuz:

Evli ☐ Bekâr ☐

4. Bu meslekteki toplam çalışma yılınız:

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20+ ☐

5. Şu an bulunduğunuz üniversitede toplam çalışma yılınız:

0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20+ ☐

6. Akademik Unvanınız:

Dr. ☐ Doç. Dr. ☐ Prof. ☐ Öğretim Görevlisi ☐ Araştırma Görevlisi ☐

Diğer: ☐

7. Çalışma Türünüz:

Tam Zamanlı ☐

Yarı zamanlı ☐

8. Çalıştığınız Üniversite

ESOGÜ ☐

Anadolu ☐

ESTÜ ☐

9. Fakülteniz

Diş Hekimliği Fakültesi ☐

Eczacılık Fakültesi ☐

Edebiyat Fakültesi ☐

Eğitim Fakültesi ☐

Fen Fakültesi ☐

Güzel Sanatlar Fakültesi ☐

Havacılık Ve Uzay Bilimleri Fakültesi ☐

- Hukuk Fakóltesi ☐
- İktisadi ve İdari Bilimler Fakóltesi ☐
- İlahiyat Fakóltesi ☐
- İletişim Bilimleri Fakóltesi ☐
- İnsan ve Toplum Bilimleri Fakóltesi ☐
- Mimarlık ve Tasarım Fakóltesi ☐
- Mimarlık Fakóltesi ☐
- Mühendislik Mimarlık Fakóltesi ☐
- Sağlık Bilimleri Fakóltesi ☐
- Sanat ve Tasarım Fakóltesi ☐
- Spor Bilimleri Fakóltesi ☐
- Tıp Fakóltesi ☐
- Turizm Fakóltesi ☐
- Ziraat Fakóltesi ☐
- Diğeri ☐

APPENDICE-2

Psychological Climate Scale

	Asla	Nadiren	Bazen	Çoğunlukla	Her Zaman
İşimin yapılma şeklini etkileyen kararların çoğunu ben veririm.					
Kendi çalışma yöntemimi kendim belirliyorum.					
Kendi iş aktivitelerimi ben belirlerim.					
İşim için performans standartlarını ben belirliyorum.					
İşimi en iyi gördüğüm şekilde düzenliyorum.					
Üniversitemizde insanlar birbirlerine yardım etmek için devreye giriyorlar.					
Üniversitemizde insanlar birbirleriyle iyi geçinme eğilimindedir					
Üniversitemizde insanlar birbirleriyle kişisel olarak ilgilenirler.					
Üniversitemiz çalışanları arasındaki takım ruhu yüksektir.					
Üniversitemizdeki tanıdığım insanlarla					

birçok ortak noktam olduğunu hissediyorum.					
Onlara söylediğim şeyleri gizli tutmaları için üniversitemiz yönetimine güvenebilirim					
Üniversite yönetimindeki insanlar kişisel bütünlüğe sahiptir.					
Üniversite yönetimindeki insanlarla samimi olabilirim.					
Üniversite yönetimi bana verdiği sözleri yerine getirir.					
Üniversite yönetimi bana kötü yönde bir tavsiye vermeye meyilli değildir.					
Çok fazla iş yüküm ve bunu yapmak için çok az zamanım vardır.					
Üniversitemiz, çalışmak için rahat bir yerdir.					
Evde bazen telefonun çaldığını duymaktan korkuyorum çünkü bu işle ilgili bir sorun					

hakkında arayan biri olabilir.					
Hiç izin günüm yok gibi hissediyorum.					
Üniversitelerde benimle aynı konumda çalışan birçok kişi, işlerinin gerektirdikleriyle bitkin düşüyor.					
İhtiyaç duyduğumda bana yardım etmesi için yönetime güvenirim.					
Üstlerim iş yerinde ilerlememe ilgi duyarlar.					
Amirlerim %100 benim arkamdadırlar.					
Üstlerimle işle ilgili meseleleri konuşmak kolaydır.					
Üstlerim beni destekler ve hatalarımdan ders çıkarmama izin verirler.					
İyi performans gösterdiğimde sırtımdaki bir sıvazlamaya güvenebilirim.					
Performansım hakkında söz edilen tek zaman, bir şeyleri batırdığım zamandır.					

Üstlerim güçlü yanlarımın ne olduğunu bilir ve bunun hakkında beni bilgilendirir.					
Üstlerim iyi bir performansı çabuk fark ederler.					
Üstlerim beni ne yapılacağına dair bir örnek olarak kullanırlar.					
Üstlerimin adil ve eşit muamelesine güvenirim.					
Üstlerimin işim için belirlediği hedefler makuldür.					
Üstlerim beni rahatsız edecek bir şey yapmaya meyilli değildir.					
Üstlerim kayırmacılık yapmazlar.					
Eğer birinin işine son verildiyse, o kişi bunu muhtemelen hak etmiştir.					
Üstlerim fikirlerimi geliştirmem için beni destekler.					
Üstlerim işimi yapmanın yeni yollarını denememi severler.					
Üstlerim onların yöntemlerini					

geliştirmem için beni desteklerler.					
Üstlerim beni eski sorunların etrafında yeni yollar bulmaya teşvik ediyor.					



APPENDICE-3**Social Network Tendencies Scale**

		Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen
		1	2	3	4	5
1.	Düzenli olarak bu okuldaki arkadaşlarımla olan ilişkilerimi değerlendiririm.					
2.	Okulda kimlerle birlikte hareket edip etmeyeceğime yönelik değerlendirmeler yaparım.					
3.	Okuldaki tanıdıklarımla bana güç verir.					
4.	Bireysel iletişim ağımı nasıl yöneteceğime ilişkin kafa yorarım.					
5.	Okul içerisinde mesleki ilişkilerimi geliştirmeye çalışırım.					
6.	Danışabileceğim ve destek alabileceğim birçok kişinin olmasını severim.					
7.	İnsanların ihtiyaçları olduğu zaman doğru kişilerle buluşturmaktan hoşlanırım.					
8.	Arkadaşlarımla bağlantılı olmayı severim.					
9.	Doğru kişilerle kurulan ilişkilerin beni okulda daha etkili bir konuma getireceğini düşünüyorum.					
10.	Doğru kişilerle kurulan ilişkilerin mesleki gelişimimi destekleyeceğini düşünüyorum.					
11.	Doğru kişilerle kurulan ilişkilerin beni daha mutlu yapacağını düşünüyorum.					

12.	Doğru kişilerle kurulan ilişkilerin öğretim pratiklerimi iyileştireceğini düşünüyorum.					
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APPENDICE-4

Psychological Well-Being Scale

Aşağıda bir takım duygu ve düşüncelere ilgili bazı açıklamalar yer almaktadır. Lütfen son 2 haftadaki deneyiminizi en iyi açıklayan kutucuğu işaretleyin.

Açıklamalar	Hiçbir zaman	Seyrek	Bazen	Sıklıkla	Her zaman
1. Gelecek hakkında iyimser hissediyorum.	1	2	3	4	5
2. Kendimi faydalı hissediyorum.	1	2	3	4	5
3. Kendimi rahatlamış hissediyorum.	1	2	3	4	5
4. Diğer insanlara karşı ilgili oluşumu hissediyorum.	1	2	3	4	5
5. Harcamak için yeterli enerjim var.	1	2	3	4	5
6. Sorunlarla iyi başa çıkıyorum.	1	2	3	4	5
7. Açık bir biçimde düşünebiliyorum.	1	2	3	4	5
8. Kendim hakkında iyi hissediyorum.	1	2	3	4	5
9. Kendimi diğer insanlara yakın hissediyorum.	1	2	3	4	5
10. Kendime güveniyorum.	1	2	3	4	5
11. Bir şeyler hakkında kendim karar verebiliyorum.	1	2	3	4	5
12. Sevdiğimi hissediyorum.	1	2	3	4	5
13. Yeni şeylere karşı ilgiliyim.	1	2	3	4	5
14. Neşeli hissediyorum.	1	2	3	4	5

APPENDICE-5

Permission to Use Data Collection Tools

Cansu Elbek

İyi akşamlar Gökay hocam, Ben Eskişehir Osmangazi Üniversitesi Yükseköğretim Yönetimi yüksek lisans öğrencilerinden Cansu Elbe

gökay keldal

Alıcı: ben ▼



Türkçe ▼

Türkçe ▼

Translate email



Ölçeği kullanabilirsiniz, ölçeğe ilişkin bilgiler makalede mevcut. İyi çalışmalar.

Yandex Mail mobil uygulamasından gönderildi

Emre ER

Alıcı: ben ▼

17 Tem 2023 Pzt 11:32



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Türkçe ▼

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Merhabalar Ayşen Cansu Hocam,

Mailinize attığım cevabın iletilmediğini fark ettim. Kusura bakmayın.

Öncelikle güzel dileklerin için çok teşekkür ederim. Umarım çok daha iyi çalışmalarını siz yaparsınız.

Ölçeği elbette kullanabilirsiniz. Ölçekle ilgili aklınıza takılan birşey olursa da yazabilirsiniz.

Başarılar dilerim.

Assoc. Prof. Emre ER

Doç.Dr. Emre ER

Educational Sciences/Eğitim Bilimleri

Inductive Measures of Psychological Climate



Author: Daniel J. Koys, Thomas A. DeCotiis

Publication: Human Relations

Publisher: SAGE Publications

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APPENDICE-6

Survey Form

Değerli Katılımcı, bu anket ile Eskişehir Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü Yükseköğretim Yönetimi bilim dalında yürütülmekte olan bir yüksek lisans tez çalışmasına bilimsel veri toplamak amaçlanmaktadır. Bu ölçek Eskişehir’de çalışmakta olan öğretim elemanlarının örgütsel iklimleri ile iyi oluşları arasındaki ilişkiyi belirlemek amacıyla hazırlanmıştır. Ankette yer alan sorulara vereceğiniz cevapların doğruluğu araştırmanın sonuçlarını doğrudan etkileyeceğinden eksiksiz ve doğru şekilde doldurmanız çalışmanın geçerliliği ve güvenilirliği açısından önemlidir. Anket formunda cevaplayacağınız soruların değerlendirmesi araştırmacı tarafından yapılacak olup hiçbir şekilde kurum ve kuruluş ile paylaşılmayacaktır. Ayrıca araştırma için ESOGÜ Etik Kurulundan gerekli izinler alınmıştır. Katılımınız için teşekkür ederiz.

Ayşen Cansu ELBEK

Eskişehir Osmangazi Üniversitesi
Yükseköğretim Yönetimi Anabilim Dalı

APPENDICE-7

Turkish Summary/Türkçe Özet

ÖĞRETİM ELEMANLARININ ÖRGÜTSEL İKLİMLERİ VE SOSYAL AĞLARI İLE PSİKOLOJİK İYİ OLUŞ ALGILARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

1. Problem Durumu

Bu çalışma, örgüt iklimi ve sosyal ağların akademisyenlerin psikolojik iyi oluşu üzerindeki etkilerini araştırmayı amaçlamaktadır. Bir kurumu diğerinden ayıran nispeten kalıcı bir nitelik olan örgüt iklimi (McMurray, 1994), bir kurumun neredeyse tüm yönlerini önemli ölçüde etkilemektedir (Kaynak, 2021; Lazridou ve Tsolakidis, 2011). McMurray ve Scott'a (2013) göre, bir üniversitedeki akademik atmosfer, personel özerkliğini etkilemede çok önemli bir rol oynamaktadır. Mintzberg (1984) üniversiteleri, akademik personelin önemli ölçüde özerklikle çalıştığı profesyonel bürokrasiler olarak tanımlamaktadır. James ve diğerleri (2008) örgüt iklimini, çalışanların iş rolleri, iş arkadaşları ve liderlik de dahil olmak üzere çalışma ortamlarına ilişkin algıları olarak tanımlamaktadır. Olumlu bir örgüt iklimi, çalışanların samimiyetini, açıklığını ve dostluğunu teşvik eder ki bu da akademisyenlerin refahını ve etkinliğini artırmak için gereklidir.

Çok sayıda çalışma, kurumsal hedeflere ve çıktılara ulaşmada iş yeri ikliminin önemini vurgulamaktadır. İklim, çalışanlar arasındaki iletişimin kalitesini etkilemekte ve önemli psikolojik etkilere sahip olmaktadır (Büte, 2011). Örgüt iklimi, iş yerinin hemen her yönünü etkiler, çalışanların sosyal ve psikolojik davranışlarını şekillendirir. Bir örgüt sadece fiziksel yapıları veya kuralları ile değil; ayrıca üyeleri arasındaki ilişkiler ile de tanımlanır (Kaynak, 2021). Örgüt ikliminin çalışanlar üzerindeki etkisini anlamak, bu kavramın kapsamlı bir şekilde kavranmasını gerektirmektedir (Eryılmaz ve Gulova, 2017). Araştırmalardaki bazı boşluklara rağmen (Ensari ve Zembat, 1999), son zamanlarda yapılan çalışmalar bu alanı ele almış ve karar vericilerin etkili iletişime ve olumlu bir çalışma ortamına öncelik vermeleri gerektiğini vurgulamıştır (Aydoğan ve Dinçer, 2017; Kaynak, 2021).

Örgütsel iklim anlayışına dayanarak, akademik kurumlar içindeki sosyal ağların akademisyenlerin psikolojik iyi olma halini nasıl daha fazla etkilediğini incelemek çok önemlidir. Akademik ortamlardaki sosyal ağlar, akademisyenlerin deneyimlerini ve iyi olma hallerini önemli ölçüde etkilemektedir. Akademik personel arasındaki etkileşim ve

ilişkileri içeren bu ağlar, temel destek sağlamakta, işbirliğini teşvik etmekte ve aidiyet duygusu yaratmaktadır. Okullardaki aktif sosyal ağlar, eğitim kurumlarında özellikle önemlidir (Yarım, 2021).

Örgütlerde iyi oluş hali, iş tatmini, karar verme ve ruh sağlığı gibi faktörler aracılığıyla değerlendirilebilir (Danna ve Griffin, 1999). Ayrıca, demokratik bir yönetim tarzı ve destekleyici bir ortam, çalışanlar arasında gelişmiş performans ve olumlu algılarla bağlantılıdır (Knudsen, Bucks ve Lindt, 2011). Bunun tersine, akademik zorbalık ve özerklik eksikliği gibi sorunlar genel refahı azaltabilir (Fredman ve Doughney, 2012), iş yeri stresi ve baskısı ise refahı engelleyebilir (Schneider ve Riechers, 1983).

Akademik iş yerlerindeki iklim, öğretim üyelerinin motivasyonunu ve performansını önemli ölçüde etkiler. Olumlu bir iklime katkıda bulunan faktörler arasında güvenilirlik, adil ücretlendirme, yerine getirilen vaatler ve destekleyici bir ortam yer almaktadır (Aydoğan ve Dinçer, 2017). Yapılan bazı çalışmalara göre üniversite çalışanları arasında yüksek stres seviyeleri belgelenmiştir (Gillespie vd., 2001) ve bu durum, psikolojik refah ve etkinlik için uygun bir çalışma ikliminin önemini vurgulamaktadır.

İş yerindeki olumlu bir iş atmosfer, çalışan davranışlarının şekillenmesine yardımcı olur (Schneider ve Riechers, 1983). Yüksek çalışan katılımı, demokratik yönetim ve gelişmiş refah arasında güçlü bir bağlantı mevcuttur (Knudsen vd., 2011). İş arkadaşlarının gayri resmi desteği de dahil olmak üzere destekleyici önlemler, psikolojik iyi oluşun iyileşmesine katkıda bulunur (Thompson ve Prttoas, 2005). İşyeri deneyimlerini analiz etmek, akademik ortamları anlamak ve iyileştirmek için çok önemlidir (Zabrodskia vd., 2014). Meta-analizler, psikolojik iklimin motivasyon ve performans üzerinde sürekli ve güçlü bir etkisi olduğunu ortaya koymaktadır (Parker vd., 2003). Etkili bir profesyonel yönetim, farklı ancak ilişkili iklimlere odaklanarak hem iş memnuniyetini hem de psikolojik iyi oluşu değerlendirmeyi gerektirir.

Bu çalışma, bireylerin kişisel hedeflerinin ve ideallerinin akademik iş yerlerindeki davranışlarını ve iyi olma hallerini nasıl etkilediğini araştırmayı amaçlamaktadır. Kişisel yaşamın yanı sıra sosyal ağ, örgütsel iklim ve psikolojik iyi olma hali arasındaki ilişki açıktır. Birçok araştırma iş verimliliğine odaklanırken, akademisyenlerin iyi olma haline daha az ilgi gösterilmiştir (Brown & VanWagoner, 1999). Üniversite çalışanlarının yeterliliğinin ideal bir şekilde değerlendirilebilmesi için örgüt ikliminin dikkate alınması gerekmektedir.

1.1. Çalışmanın Amacı

Bu çalışmanın amacı, akademisyenlerin örgüt iklimi ve sosyal ağlarının iyi oluşları ile ilişkisini belirlemektir. Bu genel amaç kapsamında, örgüt iklimi ve sosyal ağın akademisyenlerin iyi oluşları üzerinde yordayıcı olup olmadığının keşfedilmesi beklenmektedir. Bu araştırmada aşağıdaki sorulara cevap aranmaktadır:

- Örgüt iklimi akademisyenlerin iyi oluşunu yordamakta mıdır?
- Sosyal ağ akademisyenlerin iyi oluşunu yordamakta mıdır?
- Demografik değişkenlerin (yaş, cinsiyet, kıdem vb.) akademisyenlerin iyi olma hali üzerinde anlamlı bir etkisi var mıdır?

1.2. Çalışmanın Önemi

Örgütsel iklim, çeşitli mesleklerde çalışanların psikolojik ve sosyal sonuçlarını derinden etkilemektedir. Yükseköğretim bağlamında ise, örgüt ikliminin ve sosyal ağların akademisyenlerin refahı üzerindeki etkilerini anlamak çok önemlidir. Üniversitelerdeki örgüt ikliminin bahsediken bu önemine rağmen, özellikle yükseköğretim kurumlarında bu faktörler arasındaki ilişkiyi ele alan araştırmalar oldukça seyrek. Bu çalışma, akademisyenlerin örgüt iklimi ve sosyal ağlarının iyi oluş hallerini nasıl etkilediğini araştırarak bu boşluğu doldurmayı amaçlamaktadır. Çalışma, bu ilişkiyi aydınlatarak, bu alanlarla ilgilenen araştırmacılar ve uygulayıcılar için değerli çıktılar sağlayacaktır.

Türkiye'de bu konudaki mevcut literatür ağırlıklı olarak ilkökul ve ortaokul öğretmenlerine odaklanırken; yükseköğretim akademisyenlerine ilişkin araştırmalarda kayda değer bir boşluk bulunmaktadır. Özellikle, üniversitelerde akademisyenlerin iyi oluş hali, örgütsel iklim ve sosyal ağlar arasındaki etkileşimi inceleyen çalışmalar son derece sınırlıdır. Örneğin, Martin (2008) yükseköğretimde hizmet iklimini ve bunun çalışanların iyi olma hali üzerindeki etkisini araştırmış ve örgütsel ortamın akademisyenler arasında iş kaynaklı stres ve psikolojik işlev bozukluğunu önemli ölçüde etkilediğini ortaya koymuştur. Benzer şekilde, Gillespie ve diğerleri (2001) akademisyenler arasında yüksek stres seviyelerinin yaygın olduğunu tespit etmiş ve psikolojik refahı ve üretkenliği artırmak için destekleyici bir çalışma ortamına duyulan ihtiyacın altını çizmiştir. Ayrıca Vera, Salanova ve Martin (2010), mesleki görevlerine anlamlı bir şekilde bağlı olan akademisyenlerin daha yüksek yetkinlik ve memnuniyet bildirdiklerini göstermiştir.

Üniversiteler, bireylerde hem akademik hem de zihinsel gelişimi teşvik etmeyi amaçlar; bu da akademisyenlerin performansını ve refahını öğrenciler, öğretim üyeleri ve

üniversite yönetimi dahil olmak üzere tüm paydaşlar için son derece önemli hale getirir. Mevcut literatür, örgütsel iklim, sosyal ağlar ve iyi oluş üzerine odaklanmış araştırmalara duyulan ihtiyacı vurgulamaktadır. Bu çalışma, Türk üniversitelerindeki bu dinamiklerin anlaşılmasına katkıda bulunacak ve temsili bir örneklem oluşturmak için özellikle üç üniversiteyi inceleyecektir. Bulgular, akademisyenlerin mevcut çalışma iklimi ve sosyal ağları ile bunların psikolojik iyi olma halleri üzerindeki etkileri hakkında çıkarımlar sağlayacaktır. Ayrıca bu araştırma, yükseköğretim kurumlarına, çalışma ortamını iyileştirmek için gerekli iyileştirmeleri uygulayarak örgütsel iklimlerini ve sosyal ağlarını değerlendirmelerinde yardımcı olacaktır.

1.3. Varsayımlar

Araştırmanın hedef kitlesi Eskişehir ilindeki üç üniversite (ESOGÜ, Anadolu Üniversitesi ve ESTÜ) olarak varsayılmıştır. Öğretim elemanlarının anket sorularına samimi cevaplar verdikleri de varsayılmıştır. Ayrıca, söz konusu üç üniversitenin araştırmanın çalışma evrenini temsil ettiği varsayılmıştır.

1.4. Sınırlılıklar

Bu araştırma, 2023-2024 Güz ve Bahar dönemlerinde ESOĞÜ, Anadolu Üniversitesi ve ESTÜ'de çalışan üç üniversitenin öğretim elemanları ile sınırlıdır.

2. Çalışma Yöntemi

2.1. Araştırma Deseni

Araştırmada Eskişehir ilinde yaşayan ve burada bulunan üniversitelerde çalışmakta olan akademisyenlerin örgütsel iklim düzeylerinin mental iyi oluşlarını nasıl yordadığını belirlemek amacıyla ilişkisel araştırma deseni kullanılmıştır. İlişkisel desen, iki çalışma grubu özelliği arasındaki farklılıkları incelemektedir. Katılımcılara ulaşmak için kolayda örneklem modeli kullanılmıştır. Bu sayede her bir katılımcı araştırmada yer almak için eşit şansa sahiptir.

2.2. Evren ve Örneklem Seçimi

Araştırmanın örneklemi Eskişehir ilindeki üniversitelerde görev yapan akademisyenler oluşturmaktadır. Araştırmada kolayda örneklem modeli kullanılmıştır. Araştırmanın evrenini toplam 3290 akademisyen oluşturmaktadır. Örneklem büyüklüğü

belirlenirken örneklem büyüklüğü formülü kullanılmıştır. Hesaplama sonucunda 345 kişinin çalışmanın örneklemini için yeterli olacağı tespit edilmiştir. 422 akademisyenden veri toplanmıştır; dolayısıyla 422 akademisyenin mevcut çalışmanın örneklemini temsil ettiğini söylemek mümkündür. 2023-2024 güz ve bahar dönemlerinde Eskişehir ilindeki üniversitelerde görev yapan 422 akademisyen örneklemini oluşturmaktadır. Eskişehir ilindeki üniversitelerin akademik personelinden oluşan evren, Eskişehir Osmangazi Üniversitesi, Anadolu Üniversitesi ve Eskişehir Teknik Üniversitesi akademik personeli olmak üzere üç farklı tabakaya ayrılmıştır. Örneklemin belirlenmesinde kullanılacak bu tabakalardan 2023-2024 akademik yılında görev yapan akademik personel basit tesadüfi örnekleme ile belirlenmiştir. Tesadüfi örnekleme açısından veri seçimi için eleman örnekleme kullanılmıştır. Eskişehir Osmangazi Üniversitesi, Anadolu Üniversitesi ve Eskişehir Teknik Üniversitesi'ndeki tüm akademisyenlerin e-posta adresleri üniversitelerin resmi internet sitelerinden temin edilmiştir. Her bir akademisyenin e-posta adresine anketin linki ve araştırma izni eki gönüllülük beyanı ile birlikte gönderilmiştir.

2.3. Veri Toplama Araçları

Araştırmada veri toplamak için bir anket formu kullanılmıştır. Anket formunun ilk bölümü demografik özelliklere ilişkin sorulardan oluşmaktadır. İkinci bölüm Örgütsel İklim Ölçeğinden oluşmaktadır. Üçüncü bölümde Sosyal Ağ eğilimleri ölçeği yer almaktadır. Dördüncü bölümde, formun son aşamasında ise Psikolojik İyi Oluş Ölçeği yer almaktadır. Araştırmada kullanılan söz konusu ölçeklerin tamamı ve demografik sorular Eskişehir Osmangazi Üniversitesi, Anadolu Üniversitesi ve Eskişehir Teknik Üniversitesi'nde görev yapan öğretim elemanlarına online olarak dağıtılmış ve ölçekleri içtenlikle doldurmaları istenmiştir. Ayrıca katılımcılara demografik bilgi edinmek amacıyla cinsiyet, yaş, medeni durum, unvan ve bu statüdeki hizmet süreleri ile ilgili sorular yöneltilmiştir.

2.3.1. Psikolojik İklim Ölçeği

Öğretim elemanlarının örgüt ikliminin ölçülmesi sürecinde Koys ve Decotiis (1991) tarafından geliştirilen Psikolojik İklim Ölçeği kullanılmıştır. Ölçekte özerklik, uyum, güven, baskı, destek, tanınma, adalet ve yenilikçilik olmak üzere 8 alt boyut bulunmaktadır. Bu ölçek kırk maddeden oluşmaktadır. Birinci boyutta ilk 5 madde, uyum boyutunda 6-10. maddeler, güven boyutunda 11-15. maddeler, baskı boyutunda 16-20. maddeler, destek boyutunda 21-25. maddeler, tanınma boyutunda 26-30. maddeler, adalet boyutunda 31-35. maddeler ve yenilikçilik boyutunda 36-40. maddeler yer almaktadır.

Psikolojik İklim Ölçeğinden beşli likert ölçeği şeklinde yararlanılmıştır. Bu likertler şunlardır: "Kesinlikle Katılmıyorum", "Katılmıyorum", "Kararsızım", "Katılıyorum" ve "Kesinlikle Katılıyorum".

2.3.2. Sosyal Ağ Eğilimleri Ölçeği

Cohen, Klein, Daly ve Finnigan (2011) tarafından geliştirilen ve Er (2017) tarafından Türkçeye uyarlanan Sosyal Ağ Eğilimleri Ölçeği kullanılmıştır. Toplam 12 madde ve üç boyuttan oluşan ölçeğin Cronbach Alfa güvenirlik katsayısı toplam puan üzerinden değerlendirildiğinde .84'tür. Alt boyutlar bağlanma arzusu (4 madde, $\alpha = .76$), doğru ilişkiye inanç (4 madde, $\alpha = .72$) ve ilişkinin değerlendirilmesidir (4 madde, $\alpha = .83$). Ölçek toplam varyansın %59, 4'ünü açıklamaktadır. (Er, 2017)

2.3.3. Psikolojik İyi Oluş Ölçeği

Warwick-Edinburgh Mental İyi Oluş Ölçeği (WEMWBS) Tennant ve arkadaşları (2007) tarafından geliştirilmiştir. "Psikolojik iyi olma hali" ve "öznel iyi olma hali" ni kapsayan ölçek 14 pozitif maddeden oluşmaktadır. Warwick-Edinburgh Mental İyi Oluş Ölçeği Kısa Formu, 1: "hiçbir zaman" ve 5: "her zaman" olmak üzere 5'li Likert tipinde olumlu ifadelerden oluşan 7 maddelik bir ölçektir. Uygulamada katılımcılardan son iki hafta içinde yaşadıkları deneyimleri değerlendirmeleri istenmiştir. Çalışma için Keldal (2015) tarafından uyarlanan ölçeğin Türkçe versiyonu kullanılmıştır.

Araştırma kapsamında Psikolojik İyi Oluş Ölçeği'nin geçerliliğini gerçekleştirmek için doğrulayıcı faktör analizi (DFA) kullanılmıştır. DFA için hazırlanan modelde ölçeğin orijinal formunda olduğu gibi tek boyutlu bir yapısal model kurulmuştur. Tek boyutlu modelde 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ve 14. maddeler ölçeğin boyutlarını oluşturmaktadır.

2.4 Veri Toplama Aşamaları

Araştırmada veri toplamak için bir anket formu kullanılmıştır. Anket formunun ilk bölümü demografik özelliklere ilişkin sorulardan oluşmaktadır. İkinci bölümde Örgütsel İklim Ölçeği yer almaktadır. Üçüncü bölümde Sosyal Ağ Eğilimleri ölçeği yer almaktadır. Dördüncü bölüm olan son bölümde ise Psikolojik İyi Oluş Ölçeği yer almaktadır. Araştırmada kullanılan tüm ölçekler Eskişehir Osmangazi Üniversitesi, Anadolu Üniversitesi ve Eskişehir Teknik Üniversitesi'nde görev yapan öğretim

elemanlarına çevrimiçi olarak dağıtılmış ve ölçekleri içtenlikle doldurmaları istenmiştir. Ayrıca katılımcılara demografik bilgi edinmek amacıyla cinsiyet, yaş, medeni durum, unvan ve bu kıdemlerindeki hizmet sürelerine ilişkin sorular yöneltilmiştir.

Katılımcıların veri toplama araçlarında yer alan soruları kolaylıkla cevaplayabilmeleri için çevrimiçi bir ölçüm aracı oluşturulmuştur. Çalışmada kullanılan ölçekler çevrimiçi olarak gönderilmeden önce Eskişehir Osmangazi Üniversitesi Etik Kurulu'ndan gerekli etik ve uygulama izinleri alınmıştır. Öğretim elemanlarının e-posta adreslerine üniversitelerin resmi web sitelerinden ulaşılmıştır. İzin ve araştırma sorularının linki e-posta adreslerine gönderilerek gönüllülük esasına göre veri toplanmıştır.

2.5 Verilerin Analizi

Araştırmanın amacına ulaşmak için verilerin analizinde SPSS 27.0 programı kullanılmış ve anlamlılık testleri .05 düzeyinde gerçekleştirilmiştir. Araştırmada, öğretim üyelerinin örgüt iklimi ve psikolojik iyi oluş algıları arasındaki farklılıkları test etmek için t-testi ve tek yönlü varyans analizi kullanılmıştır. Daha sonra tüm değişkenler korelasyon analizine tabi tutularak değişkenler arasındaki ilişkiler ortaya konulmuştur. İki değişken arasındaki korelasyon, ilişkinin yönünü ve gücünü belirtmek için, korelasyon katsayıları ise ilişkinin yönünü belirlemek için kullanılmıştır. İlişki hakkında detaylı bilgi edinmek için post-hoc analizleri uygulanmıştır. Öğretim elemanlarının örgüt iklimi algılarını yordayıp yordamadığını ölçmek için regresyon analizi kullanılmıştır.

3. Sonuçlar

Verilerin analizine dayanan araştırmanın sonuçları aşağıdaki gibi tespit edilmiştir:

Araştırmaya katılan akademisyenlerin psikolojik iklimin toplamına ve bu iklimin boyutlarına ilişkin algıları orta düzeydedir. Akademisyenlerin psikolojik iklim algısı bağımsız değişkeninde cinsiyet, yaş, medeni durum, toplam çalışma yılı, çalıştıkları fakülte ve akademik unvana göre anlamlı bir farklılık yoktur.

Mevcut üniversitedeki çalışma yılı değişkenine göre anlamlı bir farklılık bulunmuştur. Mevcut üniversitelerinde 11-15 yıldır çalışan akademisyenler arasında anlamlı farklılık olduğu görülmüştür. Üniversitelerinde 11-15 yıldır çalışan akademisyenlerin psikolojik iklim ölçeği puanlarının, üniversitelerinde 1-5 ve 6-10 yıldır çalışan akademisyenlere göre daha yüksek olduğu tespit edilmiştir.

Araştırmaya katılan akademisyenlerin sosyal ağ eğilimlerinin toplamına ve

boyutlarına ilişkin algıları orta düzeydedir. Akademisyenlerin sosyal ağ eğilimleri algısı ölçeği bağımsız değişkeni için cinsiyet, yaş, medeni durum, akademik unvan, meslekteki çalışma yılı, üniversitelerindeki toplam çalışma yılı değişkenlerine göre anlamlı bir farklılık bulunmamıştır.

Araştırmaya katılan akademisyenlerin psikolojik iyi oluş toplamına ilişkin algıları orta düzeydedir. Bağımsız değişkenler olan cinsiyet, medeni durum ve fakülte değişkenleri için anlamlı bir farklılık tespit edilmemiştir.

Akademisyenlerin yaş faktörüne göre anlamlı bir farklılık bulunmuştur. 55+ yaş grupları, 25-35, 36-45 ve 46-55 yaş gruplarına kıyasla psikolojik iyi oluş ölçeğinden daha yüksek puan almıştır. Ayrıca bu bağımlı değişken için profesör grubunda psikolojik iyi oluş ölçeği algıları açısından anlamlı bir fark bulunmuştur. Profesörler, araştırma görevlileri ve akademisyenlere kıyasla daha yüksek psikolojik iyi oluş algısına sahiptir. Ayrıca, mesleklerinde 16-20 yıldır çalışan akademisyenler ile 20 yıldan fazla süredir çalışan akademisyenler arasında da anlamlı bir fark vardır. Söz konusu grupların psikolojik iyi oluş ölçeğinde, mesleklerinde 0-5 yıldır çalışan personele kıyasla daha iyi puan aldıkları görülmüştür. Buna ek olarak, üniversitede bağımsız çalışma değişkenine göre de anlamlı bir farklılık bulunmaktadır. Mevcut üniversitelerinde 0-5 yıldır çalışan akademisyenler ile 20 yıl ve üzeri çalışanlar arasında anlamlı bir fark olduğu görülmüştür. Yirmi yılın üzerinde çalışan akademik personelin psikolojik iyi oluş ölçeğindeki algıları daha yüksek bulunmuştur.

Akademik personelin psikolojik iklim algıları ile psikolojik iyi oluş algıları arasında pozitif yönde anlamlı bir ilişki olduğu görülmüştür. Psikolojik iklimin alt boyutlarından baskı ve adalet ile psikolojik iyi oluş algıları arasında negatif yönde anlamlı bir ilişki olduğu görülmüştür. Akademisyenlerin psikolojik iklimi, psikolojik iyi oluşlarını yordamakta ve psikolojik iyi oluş algılarının %18'ini açıklamaktadır.

Bulgulardan hareketle, bir akademisyen ne kadar iyi bir psikolojik iklimle sahipse, o kadar yüksek psikolojik iyi oluş düzeyine ulaşabileceği sonucuna varılabilir. Bu çıkarımı, Aydoğan'ın (2019) öğretmenlerin okul ortamına ilişkin olumlu algıları arttıkça iyi oluş düzeylerinin de arttığından bahsettiği çalışmasından da görmek mümkündür. Bu noktada, akademisyenlerin üniversite yöneticilerinin konuşma, karar, işbirliği, destek ve uygulamalarına ilişkin düşünceleri, psikolojik iyi oluşları ve öz saygıları üzerinde olumsuz bir etkiye sahip olabilir. Özetle, üniversitelerde psikolojik iklim algısının düşük olması, psikolojik iyi oluşun da düşük olmasına yol açabilmektedir. Desteğin önemi McMurray ve Scott (2013) tarafından da vurgulanmakta ve üniversite yönetiminin kurum

içindeki atmosferi ve dolayısıyla personelin performansını artırmak için akademik personele sağlanan destek hizmetlerine odaklanması gerektiği belirtilmektedir.

Knudseln ve diğerleri (2011) de yüksek çalışan katılımı ile işverenlerin demokratik yönetim tarzı ve çalışanların refahı arasında pozitif bir ilişki olduğunu ifade etmektedir. Bu bulgu, üniversitelerin her düzeyde açık ve etik bir şekilde düzenlenmesi gerektiği fikrini doğurmaktadır. Etik iklimin üniversite geneline yayılmasına yönelik çabalar psikolojik iyi oluşu destekleyebilir (Semerci, 2023). Bentley (2018), olumlu bir işyeri ortamının refahı artırdığını, yorgunluğu azalttığını ve stres faktörlerini azalttığını vurgulayarak bu bulguları daha da doğrulamakta ve böylece örgütsel iklimin çalışan sonuçları ve stres düzeyleri üzerinde önemli bir etkisi olduğunu teyit etmektedir.

Shirley ve diğerleri (2020) tarafından yapılan bir çalışmada, eğitimcilerin refahının uzun vadeli sürdürülebilirlik standartlarına sahip ortamlarda gelişmesi daha olasıdır. Üniversitelerin söz konusu türden ortamlara sahip olabilmesi için örgütsel iklim ve ilgili politika uyarlamaları hayata geçirilebilir. Ayrıca, sadece politika yapıcılar veya üniversite yöneticileri değil, çalışma arkadaşları da meslektaşlarına karşı davranışlarına, desteklerine, işbirlikçiliklerine ve anlayışlarına dikkat etmelidir. Bu gereklilikle ilgili olarak Humair ve Ejaz (2019) çalışmalarında, olumsuz işyeri davranışlarının, iş arkadaşlarının davranışlarından etkilenen çalışanların ruh sağlığı ve psikolojik iyi oluşu üzerinde etkili olduğunu vurgulamıştır. Bu durum, empati kurmanın ve iş arkadaşlarını desteklemenin daha iyi bir örgüt iklimi ve daha sağlıklı bir esenlik geliştirmek için de çok önemli olduğunu göstermektedir. Güçlü esenlik, sağlıklı ilişkilerin geliştirilmesi, kişinin kendi potansiyelinin farkına varması ve kişisel anlam ve değer taşıyan faaliyetlere katılma becerisiyle ilişkilidir (Simons&Baldwin, 2021).

4. Öneriler

4.1 Politika Yapıcılar ve Üniversite Yöneticileri için Öneriler

Bu çalışma, akademisyenlerin örgüt iklimi ve sosyal ağları ile psikolojik iyi oluş algıları arasındaki önemli ilişkiyi vurgulamaktadır. Üniversite yöneticileri, genç öğretim üyelerinin karşılaştığı mali güvensizlik ve iş belirsizliğini ele almak için daha istikrarlı, uzun vadeli sözleşmeler sağlamaya ve kadroya giden yolları netleştirmeye odaklanmalıdır. Akademisyenlerin kendilerini saygın ve ilgili hissettikleri, işbirlikçi ve destekleyici bir kültüre yatırım yapmak şarttır.

Üniversiteler hem genç hem de kıdemli öğretim üyeleri için özel mesleki gelişim programları sunmalıdır. Genç profesörler mentorluk ve ağ kurma fırsatlarından

faaydalanabilirken, daha deneyimli öđretim üyeleri araştırma ilgi alanlarını ilerletmek için liderlik eğitimi veya ücretli izinlerden faydalanabilir. Kariyerinin başındaki araştırmacılara yönelik hibeler gibi mali destekler de bu tür risklerin azaltılmasında büyük önem taşımaktadır. Ayrıca, yükseköđretim yöneticilerinin adil ve hoş bir çalışma ortamını teşvik etmeleri son derecede önemlidir. Karar alma süreçlerinde şeffaflık ve hakkaniyetin sağlanması, adalet algısının iyi oluşla yakından bağlantılı olması nedeniyle elzemdir. Akademisyenlerin çalışma koşullarına ilişkin sosyal düzenlemeler ve haklar, daha adil ve rahat bir çalışma ortamını desteklemek için yeniden gözden geçirilmeli ve iyileştirilmelidir.

4.2 Araştırmacılar için Öneriler

Bu çalışma Eskişehir'deki üç devlet üniversitesinde görev yapan akademik personel ile sınırlıdır. Gelecekteki araştırmalar, genellenebilirliği artırmak için Türkiye genelinde daha geniş ve daha çeşitli bir örnekleme dahil ederek bu kapsamı genişletebilir. Ayrıca, akademik personelin hak ve sorumluluklarının örgütsel iklim, sosyal ağ ve iyi oluş ile ilişkisinin araştırılması da değerli bilgiler sağlayacaktır.

Örgüt iklimi, sosyal ağ ve psikolojik iyi oluş arasındaki olumsuz ilişkinin ardında yatan nedenlere odaklanan nitel bir çalışma, daha derin bir kavrayış sağlayabilir. Akademisyenlerin iyi olma halini etkileyen diğer faktörlerin nicel, nitel veya karma metodolojiler kullanılarak araştırılması da faydalı olacaktır. Gelecekteki araştırmalar, istikrar ve güvenlikle ilişkili olan görev süresinin akademisyenlerin iyi olma halini nasıl etkilediğini incelemelidir. Finansal istikrar, kaynaklara erişim ve iş güvencesinin psikolojik iyi oluşu nasıl etkilediğine dair incelikli bir analiz, daha fazla içgörü sağlayabilir. Liderlik eğitimlerinin, iletişim seminerlerinin veya ekip kurma faaliyetlerinin kurumsal iklimi iyileştirmedeki, sosyal ağları etkinleştirmedeki ve akademisyenlerin iyi olma halini geliştirmedeki etkinliğinin değerlendirilmesi değerli bir çalışma alanı olacaktır.

CV/ÖZGEÇMİŞ

Kişisel Bilgiler

Adı SOYADI : Ayşen Cansu ELBEK
Doğum Yeri* :
Doğum Tarihi* :
Orcid Numarası : <https://orcid.org/0000-0001-8745-0853>

Eğitim Durumu

Lise	Devrek Anadolu Lisesi	2014
Lisans	ODTÜ-FLE	2018
Yüksek Lisans	Eskişehir Osmangazi Üniversitesi-YÖY	2024

Yabancı Dil

İngilizce: Okuma (Çok iyi), Yazma (Çok İyi), Konuşma (Çok iyi)
Almanca: Okuma (İyi), Yazma (İyi), Konuşma (İyi)

Mesleki Geçmiş

Görev	Kurum	Çalışma Tarihleri
İngilizce Öğretmeni	Milli Eğitim Bakanlığı	2021-....
Okutman	Türk Hava Kurumu Üniversitesi	2020-2021
İngilizce Öğretmeni	Çukurambar Sınav Koleji Anaokulu	2019-2020
Gönüllü Öğretmen	Montessori Schule Würzburg	2018-2019

Akademik Çalışmalar

Yayınlar

IEXCEL 2024- Examining the Relationship between Academics' Organizational Climate and Their Well-being Presentation
2nd PACES (Pamukkale University Conference of English Studies) 2017-Macbeth Presentation
Ege University International Undergraduate Symposium 2017- Postmodernism and Dreams Presentation

Seminer ve alıřtaylar

TÜBİTAK 2204 Proje Yazım Semineri

İngilizce Öğretmenlerine Yönelik PCD Semineri

ODTÜ 5. Zeka ve Yetenek Kongresi

23. ODTÜ İngiliz Yazarları Kongresi

Sertifikalar

TÜBİTAK 2237-A Eğitim Bilimleri Alanında Lisansüstü Öğrenciler İçin Akademik

Becerileri Geliştirme ve Proje Hazırlama Eğitimi

Avrupa Gönüllü Hizmeti Youthpass Sertifikası

Türk İşaret Dili

Proje Yazımı ve Yönetimi

E-Twinning, Erasmus+ Proje ve Etkinlikleri Semineri

NLP'ye giriş Semineri

Ortaokulda Drama Eğitimi Semineri

Dijital Okuryazarlık Semineri

Öğretmenlik Uygulaması Danışmanlığı Eğitim Kursu

Sosyal Medya Kullanımı ve İletişim Semineri

Etkinlik Tabanlı Ders Tanıtımı Semineri

Dijital Okuryazarlık Semineri

Etkinlik Temelli Ders Tasarımı Semineri

ODTÜ Radyo Topluluğu Eğitimi

İletişim

E-posta adresi:

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