

Examination of the relationship between school principals' leadership styles and organisational happiness

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Abstract

The main purpose of this research is to examine the relationship between school principals' leadership styles and organisational happiness. In this study, the relational survey model, one of the quantitative research methods, was used. The teachers participating in the research were selected by a cluster sampling method. In order to collect the data of the research, the 'Personal Information Form' was used to determine the demographic characteristics of the teachers; the 'Leadership Styles Scale', developed by Akçekoce and Bilgin, was used to determine the leadership style exhibited by school principals; and the 'Organisational Happiness Scale', adapted into Turkish by Arslan and Polat, was used to determine the organisational happiness levels of teachers. The obtained data were processed in a statistical programme to be analysed. As a result of the analyses, while the teachers have the perception that school principals exhibit the ethical leadership style the most, they think that school principals exhibit cultural leadership style the least. It is seen that teachers' organisational happiness perceptions are also at a high level. It is seen that there is a positive and strong relationship between the leadership styles of school principals and their perceptions of organisational happiness. In addition, in the study, it was concluded that the leadership styles of school principals were a significant predictor of organisational happiness and explained 41.3% of organisational happiness.

Keywords: Educational organisations, leadership, leadership styles of school principals, happiness, organisational happiness.

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1. Introduction

The schools, which are described by the society as the educational home, have several social, political and economic tasks in addition to being an organisation dedicated to learning and teaching (Bursaliöđlu, 2019). Being the mirror of society, schools must be administered by school principals with leading characteristics in order to raise individuals who are able to question the needs of the time by using human and material resources in the most effective way, able to take on responsibility, economically and intellectually productive, are social and have self-sustaining skills (Minaz, 2017).

In order to describe the management of schools, a conceptual change and transformation emerged over time, from managerial to administrative and then to leadership (Bush, 2018). Although the concepts of managerial, administrative and leadership are used as synonyms, some basic differences indicate that these words are not synonyms. While the manager is described as the person who coordinates the behaviours of the organisation's members in line with the general objectives of the organisation, the leader is the person who influences and trails the members of the organisation. Considering this difference, it would be more appropriate to use the concepts of leader and leadership instead of the concept of manager for the person who fulfils the management task in organisations, such as schools, where people's social interactions are high.

The primary people who can be seen as leaders in schools, which are education organisations, are the school principals (Buluç, 2009). In order to be a good leader, school principals need to use leadership features such as having high empathy and communication power, motivating organisational members, keeping them together, ensuring organisational happiness and structuring educational activities effectively. Leadership styles to be applied by school principals affect management.

There are different leadership styles according to the conditions, structure, goals and characteristics of the employees of the organisation (Titrek, 2019). Determining the leadership style with respect to the goals and conditions of the organisation shall ensure that both individuals achieve their individual goals and the organisation realise its goals.

Recently, rapid change and transformation in environmental conditions have led to a diversification of leadership styles used in organisations and new leadership styles have emerged. In order to adapt to the developing and changing technology and social environment, we can list these leadership styles as transformational leadership, instructional leadership, interactional leadership, servant leadership, cultural leadership, visionary leadership, distributive leadership, ethical leadership, empowering leadership, charismatic leadership and autocratic leadership.

Based on the leadership styles scale used within the scope of this research, transformational leadership, instructional leadership, cultural leadership, visionary leadership and ethical leadership styles are included. In recent years, the change in environmental conditions; the development of technology; and the increase in the level of education, social, cultural and economic changes have led to a change in the concept of leadership and the emergence of leadership styles suitable for the conditions of the age. The understanding of leadership that can transform organisations in a way that adapts to changing conditions can be accepted as a transformational leadership style. According to Burns (1995), a transformational leader is the person who increases the performance of his/her followers as the creator of change and creates high motivation in his/her followers. Burns (1978), an advocate of transformational leadership theory, stated that the main responsibility of the transformational leader is to increase the level of consciousness and awareness of the followers/viewers. In order to encourage the followers to take action, transformational leadership also requires them to be emotionally affected and their needs must be taken into account (Yildiz, 2021).

The concept of instructional leadership came to the fore in the 1970s, when research on effective schools began to be conducted. In research on effective schools, it was determined that leadership was a significant factor in the effectiveness of the school and research was conducted to determine the characteristics of the administrators of effective schools (Anil & Sarpkaya, 2014). Coordinating and controlling the instruction and programme forms the basis of instructional leadership (Yörük & Akdağ, 2010). School principals who are dissatisfied with the school situation and do not see themselves as instructional leaders may have difficulty demonstrating effective leadership (Erden & Erden, 2021). The instructional leader is responsible for the effective conduct of educational activities, the control of the educational programme for its healthy progress and the coordinated effort by all stakeholders in the school. Instructional leadership is a leadership style that requires direct attention to learning and teaching concepts, curriculum, students and teachers, compared to other types of leadership.

Cultural leadership emerged in the 1980s as a result of research on organisational culture. It includes processes for creating and developing a strong organisational culture. A cultural leader is the person who ensures that the values, beliefs, symbols, traditions and norms that make up the organisational culture are shaped, embodied and internalised by all members of the organisation (Geylani, 2013). As the person who ensures the settlement and internalisation of the existing culture in the organisation, the cultural leader must create a new organisational culture only when necessary.

The cultural leadership role of the school principal is important for the development of school culture and the adaptation of students, teachers and other stakeholders to the school culture. Strong and functional school culture shall increase teachers' and students' sense of commitment to school and organisational happiness levels.

Particularly, in research on leadership conducted in the 1990s, significance was attached to visionary leadership. In eliminating the uncertainties about the future of organisations, the success of the visionary leader is efficient. The rapid change in organisations is effective in the decisions that organisations make for the future. Perceived as the leaders of the future, visionary leaders are the people who carry organisations to the future with a shared vision in the process of rapid change in organisations (Çelik, 1997). Visionary leadership is important because it develop a vision for the future of the organisation. The visionary leader, who has a vision for the organisation, is the person who can see the future. Trying to position the organisation in the future, the visionary leader guides the members in this process. Visionary leaders are the people who focus on how to provide a future to the members of the organisation by establishing a link between the work being done and the work planned, and how to motivate the members of the organisation to achieve this (Derin, 2019). According to Çelik (1997), visionary leadership has three basic roles. These roles are; to see the road, to walk on the road and to be the road. In the role of seeing the road, the visionary leader draws a road map to achieve his/her vision. In the role of walking on the road; it is not enough to just see the road, but it is necessary to walk on the specified road. This role is also an indicator of the visionary leader's determination. In the role of being a road; the visionary leader is the person who trails the members of the organisation after him/her. Being a road means making way for the members of the organisation. Members of the organisation try to follow in the footsteps of the visionary leader. The visionary leader uses his/her intuition and knowledge to achieve the goal.

The concept of ethics, which is also used in acknowledgment of morality in daily life, is to address a number of rules, traditions, customs and values in human relations in a certain pattern (Aslan, 2021). The concept of ethics can also be called moral principles that separate right and wrong, good and evil. The behaviour of the leader in organisations is the most basic factor affecting the actions of the members of the organisation. The leader influences the members of the organisation with his/her behaviours and ensures that the organisation achieves its goals. With the strategy he/she follows, tactics and role model behaviours, the leader not only ensures that the organisation achieves its goals and that the members of

the organisation are compatible but also affects some behaviours, values and beliefs of the members of the organisation. The leader is accepted by the members of the organisation to the extent that he/she acts in accordance with ethical principles in his/her behaviours and strategies (Arslantaş & Dursun, 2008). Setting up a framework of behaviour for the members of the organisation, the ethical leader tries to distinguish between evil and good, wrong and right, unfair and fair with a number of rules and restrictions (Turhan, 2007).

Leadership styles demonstrated by school principals in their schools can create a positive atmosphere for their employees within their organisations and provide organisational happiness. For the teachers, who are one of the important elements of the school organisation, being happy or unhappy will definitely affect their performance (Bulut, 2015).

Throughout the history of humanity, the concept of happiness has been examined in different ways and tried to be explained what it is. While Warr (2007) explains happiness as satisfaction from life cognitively, Seligman (2009) describes it as the intensity of positive emotions in the person. Pointing out that, because individuals are social beings who spend most of their lives in the working environment, they attach significance to organisational happiness as much as they do to happiness in their private lives, Arslan (2018) stated that many factors, both personal and environmental, affect the happiness of the members of an organisation. Positive emotional states start with the individual happiness of the members of the organisation and are conveyed to the whole organisation, revealed the concept of organisational happiness. The practices in the organisation and the way these practices are perceived by individuals working in the organisation are predictors of attitudes towards organisational happiness (Fisher, 2010). Organisational happiness can be described as the realisation of the goals of the individual and organisation together (Bulut, 2015).

When the literature is researched, it is seen that there are different names and definitions related to the concept of organisational happiness. Different researches and different denominations have been made for the concept of organisational happiness. Some of these denominations are concepts such as; 'workplace happiness', 'happiness in the workplace', 'happiness at work', 'employee well-being', 'employee happiness', 'organisational well-being' and 'organisational happiness'. In this research, the denomination of 'organisational happiness' will be used.

While Breif and Weiss (2002) define organisational happiness as the superiority of the positive emotions of the members of the organisation against their negative situations, Wesarat et al. (2015) described organisational happiness as the satisfaction individuals derive from their jobs and lives. Organisational happiness is the satisfaction of individuals with their working environments and lives.

The concept of organisational happiness has many benefits in terms of employees, organisations and society. In happy organisations, the job satisfaction, performance and productivity of the organisation members increase. Their undiscovered talents and potentials emerge. Since they adopt the goals of the organisation, they produce original and creative ideas. They make quick and correct decisions. They establish good communication with their leaders and other members of the organisation. They contribute to the formation of a positive organisational climate and organisational commitment (Carver, 2003).

In schools, being educational organisations, teachers constantly interact with students, school principals, teacher friends, assistant staff, parents and other external environmental elements. Teachers' being happy in the educational organisations they work in will affect students and other people they interact with. It has been determined that the sense of belonging of the teachers who are not happy in the school is shaken, and they do not give their all for the goals of the school (Özocak & Yılmaz, 2020). Döş (2013) stated that the concept of organisational happiness is significant in terms of achieving organisational goals and that happy organisation members are more efficient in their jobs.

While teachers' being happy in the organisation affects students, the teachers are affected by the attitudes and behaviours of school principals. In his research, Bogler (2001) reveals that the leadership styles of school principals affect the happiness of teachers (as cited in Kotaođlu, 2019).

When the domestic literature is examined, it is seen that the researches on the concept of organisational happiness conducted in recent years is limited. Although the organisational happiness variable was examined by the researchers with the following variables, it is seen that there is no research examining the relationship between the leadership styles of the school principals and the organisational happiness levels: organisational happiness perception (Bulut, 2015), differences management (Arslan, 2018), organisational silence (Moçošođlu & Kaya, 2018), organisational commitment (Demircan, 2019; İncekara, 2020), organisational cynicism and organisational justice (Korkut, 2019), organisational justice (Çetin, 2019), instructional leadership (Kuvvet, 2019), trust in administrators (Kotaođlu, 2019), DNA profiles of schools (Köse, 2020), organisational trust (Gürbüz, 2020), organisational forgiveness (Bayram, 2020), managerial style (Bulut, 2020), motivating language (Ergüven, 2020), organisational justice and authentic leadership perceptions (Demir, 2020), occupational professionalism (Karnak, 2020), psychological empowerment (Özcocak & Yılmaz, 2020), readiness for organisational change (Sevim, 2021), teacher autonomy (Pazar, 2021), quality of work life (Elmas, 2021), servant leadership (Arslan, 2021) and psychological strength (Güzel, 2021). This research is important in terms of revealing the effect of the leadership styles of school principals, who are the administrators of schools, in ensuring organisational happiness in schools. Considering that the relationship between leadership styles demonstrated by school principals and organisational happiness is not studied, it is evaluated that this research has unique value in terms of its subject and dimensions specified within the scope of the research and shall contribute to the literature.

The main purpose of this research is to examine the relationship between school principals' leadership styles and organisational happiness according to teacher perceptions. In line with this purpose, answers to the following questions were sought:

According to teacher perceptions:

1. Which leadership styles do school principals practice?
2. What is the level of organisational happiness of teachers?
3. Is there a significant relationship between school principals' leadership styles and organisational happiness?
4. Do school principals' leadership styles predict organisational happiness?

2. Methods

2.1. Research model

In order to determine the leadership styles of school principals and the organisational happiness level, the screening model is used in this research. The screening model is used to determine how the data obtained from the sample group are distributed according to different variables. In order to reach a general conclusion in the researches using the screening model, data can be collected from a specific sample group representing the population (Büyüköztürk et al., 2020). The relational screening model is used to determine the relationship between school principals' leadership styles and organisational happiness. In the relational screening model, the researchers try to determine the existence of the change between the variables and the degree of the relationship (Karasar, 2020).

2.2. The population and sampling of the research

The population of this research consists of 3,154 teachers working in 192 public and private schools at different education levels in Bolu Province in the 2021–2022 academic year. The proportional cluster sampling method is preferred in determining the sample of this study. For this purpose, first of all, considering the geographical location and socio-economic characteristics of Bolu Province, Bolu city centre, Gerede and Mudurnu districts, and schools at different education levels in these districts were determined among nine districts, including the Bolu province city centre. Of the 136 schools in these 3 districts, 16 schools were randomly selected by proportioning 1 from 10 education levels. The sample of this study consists of 406 teachers working at different education levels in public and private schools in Bolu city centre, Gerede and Mudurnu districts.

Table 1

Demographic Information of Teachers

Variable		Frequency (N)	Percentage (%)
Gender	Male	157	38.7
	Female	249	61.3
Professional seniority	0–5 years	57	14.0
	6–10 years	96	23.6
	11–15 years	119	29.3
	16–20 years	83	20.4
	21 years and above	51	12.6
Employed Education level	Preschool	23	5.7
	Primary school	107	26.4
	Secondary school	148	36.4
	High school	128	31.5
The institution type	Public	386	95.1
	Private	20	4.9
Your educational background	Bachelor's degree	318	78.3
	Postgraduate	88	21.7
Working duration With current principal	Less than 1 year	92	22.7
	1–2 years	97	23.9
	3–4 years	128	31.5
	5 years and above	89	21.9
School principal's Seniority at principal post	2 years and under	29	7.1
	3–4 years	59	14.5
	5–6 years	79	19.5
	7 years and above	239	58.9
Total sum		406	100.0

As seen in Table 1, of the 406 teachers participating in the study, 38.7% are male and 61.3% are female. As for the professional seniority of the teachers participating in the research, 14.0% have 0–5 years of professional seniority, 23.6% have 6–10 years, 29.3% have 11–15 years, 20.4% have 16–20 years, 12.6% have 21 years and above; 5.7% of them work at preschool, 26.4% in primary school, 36.4% in secondary school and 31.5% at high school. While 95.1% of the teachers participating in the study work in public schools, 4.9% of them work in private institutions. When we examine the educational background of the

teachers we see that 78.3% of them have a bachelor's degree and 21.7% of them have a postgraduate degree. Considering the duration of working with the current principal of the teachers participating in the research, 22.7% of them work less than 1 year, 23.9% work 1–2 years, 31.5% work 3–4 years, 21.9% work 5 years and more with the school principals. With respect to the seniority of the school principals of the teachers participating in the research, 7.1% of them are working as school principals for 2 years or less, 14.5% for 3–4 years, 19.5% for 5–6 years and 58.9% for 7 years and more.

2.3. Data collection tools

A data collection tool consisting of three parts is used to collect the necessary data for the research. The 'Personal Information Form' is used to determine the personal characteristics of the teachers participating in the study; 'Leadership Styles Scale', developed by Akçekoce and Bilgin (2016), is used to determine the leadership style demonstrated by the school principals; and 'Organisational Happiness Scale', adapted to Turkish by Arslan and Polat (2017), is used to determine the organisational happiness levels of the teachers.

In the first part of the data collection tool, the 'Personal Information Form' consisting of six questions is placed to determine the demographic characteristics of the teachers participating in the research. In this section, there are questions to determine the gender, professional seniority, employed educational level, type of school, educational background, duration of working with the current principal and information about the principal's seniority.

In the second part of the data collection tool, the 'Leadership Styles Scale', developed by Akçekoce and Bilgin (2016), is used to determine the leadership styles demonstrated by school principals according to the perceptions of teachers (necessary permissions were obtained from the relevant researchers). The Cronbach alpha reliability coefficients of the scale were calculated as '0.92' for the transformational leadership sub-dimension, '0.93' for the instructional leadership sub-dimension, '0.92' for the cultural leadership sub-dimension, '0.95' for the visionary leadership sub-dimension and '0.87' for the ethical leadership sub-dimension.

In the third part of the data collection tool, the 'Organisational Happiness Scale', which was developed by Paschoal and Tamayo (2008) to measure the organisational happiness level of employees living in Brazil and adapted to Turkish by Arslan and Polat (2017), is used in order to measure the organisational happiness level of the teachers (necessary permissions were obtained from the relevant researchers). The Cronbach alpha reliability coefficients of the scale are calculated as '0.96' for the positive emotions sub-dimension, '0.96' for the negative emotions sub-dimension and '0.95' for the realisation of the potential sub-dimension.

The Cronbach alpha reliability coefficients of the 'Leadership Styles Scale' and 'Organisational Happiness Scale' used in the research are calculated as '0.97' and '0.96', respectively. Since the scale is considered reliable when the Cronbach alpha reliability coefficients are greater than 70 (Büyükoztürk et al., 2020), the scales we used in this study are reliable.

2.4. Data collection and analysis

After obtaining the necessary permission from Bolu Provincial Directorate of National Education for the implementation of data collection tools, we visited 16 schools at different education levels in Bolu city centre, Gerede and Mudurnu districts, and distributed 581 questionnaires. 487 of these questionnaires could have been retrieved. 81 of the 487 retrieved questionnaires are excluded from the evaluation due to incomplete or incorrect filling. As a result, 406 questionnaires are evaluated and transferred to Statistical Package for the Social Sciences (SPSS) 23.0 programme for analysis in the form of Excel tables.

The data obtained in the study are processed into the SPSS 23.0 programme and before starting the analysis process, it is examined whether the data showed a normal distribution in order to decide which tests to implement. Parametric assumptions are taken into account in the analysis of the research data. Considering the central tendency measures and skewness kurtosis coefficients of the scale data, it is tested whether it showed normal distribution or not. The fact that the mean, median and peak values of the scale data have equal or close values (Can, 2020), and that the skewness and kurtosis coefficients are between ± 1.5 values (Tabachnick & Fidell, 2013) indicates that the data show normal distribution.

Table 2
Measures of Central Distribution, Skewness and Kurtosis Coefficients

<i>Dimension</i>	\bar{x}	<i>Median</i>	<i>Mod</i>	<i>Skewness coefficient</i>	<i>Kurtosis coefficient</i>
Leadership styles	3.65	3.76	4.28	-0.461	-0.367
Transformational leadership	3.69	3.8	4	-0.518	-0.345
Instructive leadership	3.55	3.6	5	-0.332	-0.779
Cultural leadership	3.39	3.4	3	-0.260	-0.636
Visionary leadership	3.63	3.8	4	-0.395	-0.580
Ethical leadership	3.97	4	4	-0.764	0.506
Organisational happiness	3.77	3.93	4.28	-0.707	-0.213
Positive emotions	3.44	3.66	3	-0.364	-0.872
Negative emotions	3.93	4.29	4.75	-1.270	0.570
Realisation of potential	3.91	4	4	-0.349	-0.627

As seen in Table 2, the skewness and kurtosis coefficients in the Leadership Styles Scale and the sub-dimensions of the scale are between ± 1.5 , as stated by Tabachnick and Fidell (2013), and in the same way, the skewness and kurtosis coefficients in the Organisational Happiness Scale and the sub-dimensions of the scale are in line with the normal distribution. As a result of the normality test, it is determined that the data were normally distributed and parametric tests were applied.

Frequency and percentage calculations were applied to determine the demographic characteristics of the teachers participating in the research. Arithmetic mean and standard deviation scores were calculated to determine the leadership styles and organisational happiness level of the school principals, scored by the teachers participating in the study. The *t*-test is applied to compare the leadership styles and organisational happiness level of school principals according to the variables of gender, employed type of institution and educational status of teachers; and analysis of variance (ANOVA) analysis is applied to compare the years of seniority, the level of education, the duration of working with the current principal and the seniority of school principals. When a significant difference was noticed as a result of ANOVA analyses, Tukey's test, one of the multiple comparison (*post-hoc*) tests, was applied to determine the cause of the difference. Pearson's correlation analysis was applied to determine the relationship between the leadership styles demonstrated by school principals and organisational happiness. Linear regression analysis was conducted to determine whether the leadership styles demonstrated by school principals are predictors of teachers' organisational happiness. In the statistical analyses applied, the level of significance is accepted as $p < 0.05$.

3. Findings

In order to find an answer to the question 'Which leadership styles do school principals apply?', the first sub-problem of the research, according to teacher perceptions, the findings regarding the arithmetic mean and standard deviation values of the leadership styles demonstrated by school principals are shown in Table 3.

Table 3
Descriptive Statistics on Leadership Styles of School Principals

Dimensions	N	\bar{x}	sd
Transformational leadership	406	3.69	0.89
Instructive leadership	406	3.55	1.00
Cultural leadership	406	3.39	0.96
Visionary leadership	406	3.63	0.96
Ethical leadership	406	3.97	0.78
Leadership styles scale total	406	3.65	0.83

As seen in Table 3, as a result of the descriptive analysis, it is seen that the sub-dimensions with the highest average level of participation in the Leadership Styles Scale are the 'I agree' level and 'ethical leadership' (\bar{x} = 3.97), followed by 'transformational leadership' (\bar{x} = 3.69), 'visionary leadership' (\bar{x} = 3.63) and 'instructional leadership' (\bar{x} = 3.55). It is seen that the average of the sub-dimension of 'cultural leadership' (\bar{x} = 3.39) is at the level of 'I am indecisive'. The total average of the leadership styles scale (\bar{x} = 3.65) is at the level of 'I agree'. Accordingly, according to the perceptions of teachers, the highest average of the leadership styles demonstrated by school principals is the 'ethical leadership' (\bar{x} = 3.97) sub-dimension, while the lowest average is the 'cultural leadership' (\bar{x} = 3.39) sub-dimension.

In order to find an answer to the question 'What is the level of organisational happiness of teachers?', the second sub-problem of the research, the findings regarding the arithmetic mean and standard deviation values of teachers' organisational happiness levels according to teacher perceptions are shown in Table 4.

Table 4
Descriptive Statistics on Teachers' Organisational Happiness Levels

Dimensions	N	\bar{x}	sd
Positive emotions	406	3.44	1.02
Negative emotions	406	3.93	1.02
Realisation of potential	406	3.91	0.77
Organisational happiness scale total	406	3.77	0.81

As seen in Table 4, as a result of the descriptive analysis, it is seen that the dimensions with the highest average level of participation in the organisational happiness scale are 'high' level and 'negative emotions' (\bar{x} = 3.44), 'realisation of potential' (\bar{x} = 3.91) and 'positive emotions' (\bar{x} = 3.63). The total average of the organisational happiness scale (\bar{x} = 3.77) is 'high' level.

To find an answer to the question 'Is there a significant relationship between the leadership styles of school principals and organisational happiness?', the third sub-problem of the research, the findings of the Pearson correlation analysis conducted to determine the relationship between the leadership styles demonstrated by school principals and organisational happiness and its sub-dimensions according to teacher perceptions are presented in Table 5.

Table 5

Pearson's Correlation Analysis of the Relationship Between School Principals' Leadership Styles and Organisational Happiness

	Organisational happiness	Positive emotions	Negative emotions	Realisation of potential
Leadership styles	0.643**	0.628**	0.458**	0.594**
Transformational leadership	0.621**	0.625**	0.442*	0.547**
Instructive leadership	0.578**	0.558**	0.410**	0.549**
Cultural leadership	0.567**	0.568**	0.376**	0.560**
Visionary leadership	0.576**	0.564**	0.407**	0.538**
Ethical leadership	0.576**	0.533**	0.451**	0.495**

** Significant at $p < 0.01$ level.

As can be seen in Table 5, as a result of Pearson's correlation analysis, it is seen that there is a positive and strong significant relationship between school principals' leadership styles and organisational happiness perceptions ($r = 0.643$; $p < 0.01$).

There is also a significant relationship between the leadership styles of school principals and the sub-dimensions of the organisational happiness scale. There is a positive and strong relationship between the leadership styles of school principals and the positive emotions ($r = 0.643$; $p < 0.01$) and realisation of potential ($r = 0.594$; $p < 0.01$) sub-dimensions of the organisational happiness scale; and there is a positive and moderate relationship between the negative emotions ($r = 0.458$; $p < 0.01$) sub-dimension.

There is also a significant relationship between teachers' organisational happiness and the sub-dimensions of the school principals' leadership styles scale. There is a positive and strong significant relationship between teachers' organisational happiness and sub-dimensions of school principals' leadership styles scale, transformational leadership ($r = 0.621$; $p < 0.01$), instructional leadership ($r = 0.578$; $p < 0.01$), cultural leadership ($r = 0.567$; $p < 0.01$), visionary leadership ($r = 0.576$; $p < 0.01$) and ethical leadership ($r = 0.576$; $p < 0.01$).

To find an answer to the question 'Do school principals' leadership styles predict organisational happiness?' (the fourth sub-problem of the research), the findings of the linear regression analysis performed to determine whether the leadership styles demonstrated by school principals are a significant predictor of organisational happiness according to teacher perceptions are shown in Table 6.

Table 6

Regression Analysis Regarding the School Principals' Leadership Styles Prediction on Organisational Happiness

Independent variable	Dependent variable	B	Std. error	B	t	P	R	R ²	F	p
Leadership styles	Organisational happiness	1.497	0.139	0.643	10.795	0.00	0.643	0.413	284.195	0.00

$p < 0.05$.

As seen in Table 6, in the linear regression analysis conducted to determine to what extent the leadership styles demonstrated by school principals predict teachers' perceptions of organisational happiness, a significant relationship is determined between the leadership styles of school principals and organisational happiness ($R = 0.643$, $R^2 = 0.413$) and it is seen that the leadership styles of school principals are a significant predictor of organisational happiness ($F = 284.195$, $p \leq 0.01$). The leadership styles of school principals explain 41.3% of organisational happiness ($R^2 = 0.413$).

4. Conclusion and discussion

This research aims to examine the relationship between school principals' leadership styles and organisational happiness according to the perceptions of teachers working in private and public schools at different education levels in Bolu city centre, Gerede and Mudurnu districts, in the 2021–2022 academic year.

According to the results of this research, school principals mostly demonstrate the ethical leadership style, while demonstrating the cultural leadership style the least. Similarly, Sever (2020) determined the ethical leadership style as the most widely demonstrated leadership style in his research and determined the cultural leadership style as the least widely demonstrated leadership style. In addition, in the research conducted by Konak (2014), Toytok (2014), Akçekoce and Bilgin (2016), Ertürk (2019) and Kaya (2020), teachers stated that school principals demonstrated the ethical leadership style at a high level.

In the research, when the findings of the teachers' organisational happiness levels are analysed according to teacher perceptions, it is concluded that teachers' organisational happiness perceptions were at a 'high' level. In their researches, Bulut (2015), Arslan (2018), Korkut (2019), Kotaođlu (2019), Ergüven (2020), Köse (2020), Demir (2020), Bayram (2020), Aytaç (2021) and Güzel (2021) also concluded that teachers' perceptions of organisational happiness are at a 'high' level, similar to this research. Based on these results, we can state that teachers have high levels of organisational happiness in schools, which are educational organisations. Differently from these researches, Kuvvet (2019), Gürbüz (2020) and Elmas (2021) stated that teachers' perceptions of organisational happiness are at moderate level.

In this research, when the relationship between school principals' leadership styles and organisational happiness perceptions was analysed, it was concluded that there is a positive and strong relationship. Leadership styles demonstrated by school principals increase the perception of organisational happiness. There is also a significant relationship between the leadership styles of school principals and the sub-dimensions of the organisational happiness scale. While a positive and strong relationship is determined between the leadership styles of school principals and the positive emotions and realising potential sub-dimensions of the organisational happiness scale, a positive and moderate relationship is determined with the negative emotions sub-dimension. When the literature is examined, it is seen that the concept of organisational happiness is associated with many concepts.

In this research, it is concluded that the leadership styles of school principals are a significant predictor of organisational happiness. There is a positive and strong relationship between school principals' leadership styles and organisational happiness. The leadership styles of school principals explain 41.3% of

organisational happiness. This shows that the leadership styles demonstrated by school principals affect organisational happiness to a considerable extent.

In his research, Şahin (2020) stated that transformational leadership, which is one of the leadership styles demonstrated by school principals, predicts school happiness to be 36%, while a similar research was stated by Arslan (2021) that servant leadership, which is one of the leadership styles demonstrated by school principals, predicts teachers' perceptions of organisational happiness to be 65%. In the research conducted by Sevim (2021), it is concluded that distributive leadership, one of the leadership styles demonstrated by school principals, predicted teachers' perceptions of organisational happiness to be 68%.

5. Recommendations

The sample of this research consists of teachers employed in private and public schools at different education levels in Bolu city centre, Gerede and Mudurnu districts. The research may be repeated with different sample groups in order to support the research data.

This research is conducted with the relational screening model, which is one of the quantitative research methods. Research data may be diversified with qualitative research methods.

In this research, the relationship between school principals' transformational leadership, instructional leadership, cultural leadership, visionary leadership and ethical leadership styles and organisational happiness is discussed. The research may be repeated by diversifying leadership styles.

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