The Relationship Between Teacher Leadership and Organizational Happiness of Secondary School Teachers

Esra Tore[*] ID
Sabahattin Zaim University, TÜRKİYE

Burcin Duman-Saka ID
Ataköy Atatürk Secondary School, TÜRKİYE

Abstract: The study aims to analyze the relationship between teacher leadership and the organizational happiness of secondary school teachers. The research was designed in the relational survey model. The research sample group involves 358 teachers working in the state schools in the Bakirkoy district of Istanbul province. The Teacher Leadership Scale and the Organizational Happiness Scale were used to collect the data. The social sciences statistics program was used in the analysis of the data. It was found that teachers' teacher leadership and organizational happiness levels were high. There was a low level of positive significant relationship between teacher leadership and organizational happiness. and between the positive emotions sub-dimension of organizational happiness and the total score of teacher leadership. However, there was no relationship between the negative emotions sub-dimension of organizational happiness and teacher leadership. It was concluded that teacher leadership significantly positively affects teachers' organizational happiness.

Keywords: *Organizational happiness, secondary school teacher, teacher leadership.*

Introduction

Educational organizations are essential in directing society's change and development (Spillane, 2013; Stukalina, 2010). In educational organizations, teachers must assume leadership roles (Kizi & Ugli, 2020) and develop their leadership skills. Teacher leadership research helps teachers assume leadership roles more effectively (Frost & Harris, 2003) and provides the knowledge and skills needed for leadership. Findings of the studies carried out by Shen et al. (2020), Sugg (2013), Helterbran (2010), Jacobson (2011), Berry et al. (2005), Leithwood and Jantzi (2000), teacher leadership positively affects educational outcomes. According to Moskowitz and Dewaele (2021), student attitudes and motivation are positively related to the happiness of the teacher. The happiness of the employees of the organization ensures that organizational activities are carried out with efficiency (Döş, 2013; Saenghiran, 2013).

When the United Nations Happiness Report is analyzed, Turkey is ranked 93rd in 2020, 104th in 2021, and 112th in 2022 (Helliwell et al., 2022). Due to these relatively unfavorable results, there is a need to investigate and support the concept of organizational happiness in addition to the concept of personal happiness (De Neve & Ward, 2017). Organizational happiness research measures the happiness and satisfaction of employees and helps organizations to take the necessary measures to increase the happiness of their employees in line with these data. These studies are important for increasing the efficiency and effectiveness of organizations (Adnan Bataineh, 2019; Bingham & Bubb, 2017; Çoban & Atasoy, 2020; Davis, 2017). According to Salas Vallina and Fernández Guerrero (2018), the concept of happiness is becoming increasingly important as a topic of academic research. Motivated and highly skilled employees are of great importance to the organization and happiness is essential for such employees. Organizational happiness enables employees to work in an emotionally and psychologically satisfying environment in the workplace and increases employee productivity, satisfaction, and retention. When teacher leaders lead their students and manage their teaching plans effectively, it increases students' motivation to learn and makes the teaching environment more positive, which increases teachers' organizational happiness levels. Happiness as a concept is as important for schools as it is for individuals and society (Özgenel & Canuylasi, 2021). In this study, the relationship between teacher leadership and organizational happiness was examined.

---

[*] **Corresponding author:**
Esra Tore, İstanbul Sabahattin Zaim University, İstanbul, Türkiye. ✉ esra.tore@izu.edu.tr

Literature Review

The process of reform and innovation in education has revealed the fact that teacher leadership is the element that will increase flexibility in the relationship between administrators and teachers along with interaction (Anderson, 2004). As a concept, teacher leadership has a significant presence in the academic world (Conan Simpson, 2021; Cosenza, 2015; Harris & Jones, 2019; Öqvist & Malmström, 2018; Warren, 2021). The concept is of high concern in many areas, such as teacher professional development, teacher evaluations, and so on. It is also used in the context of many issues, such as reducing teacher attrition and school reforms (Wenner & Campbell, 2017). Teacher leadership is the outward expression of a teacher's courage (Baker-Doyle et al., 2018) to take responsibility in an advanced dimension by going beyond the boundaries of the four walls (Barth, 1991). Teacher leadership is a concept that plays a key role (Collay, 2011; Lia, 2019) in the development and renewal process of schools, which are considered as the roof of education. Teacher collaboration, which is directly related to teacher leadership (Vangrieken et al., 2015) and the communication network among teachers, has a positive effect on their perceptions of morale (Töre & Uysal, 2022) and self-efficacy. As collaborative leader teachers contribute to school development, their ownership and participation increase (Louis et al., 1996). This increase feeds their motivation, positive emotions, and self-worth perceptions (Muijs & Harris, 2006). Teacher leaders are the subjects of the transformative process that can drive school and community reform (Crowther et al., 2009). Teacher identity and classroom behavior have a greater impact on student achievement (Cann et al., 2021; Dodman, 2022) than any other school factor. If the teacher is a leader, he/she has a low rate of social isolation and experiences the personal satisfaction of improving the school and a sense of belonging. In the development process, he/she rediscovers himself/herself (Konu et al., 2010) and gets to know the school (Barth, 2001). The outcomes of teacher leadership can be categorized as highly positive in the studies conducted to date. The concept is of great concern as it is involved in many aspects of their working life especially for practitioners, such as teacher appraisals and professional development of teachers (Schott et al., 2020). Encouraging teacher leadership increases leadership capacity and brings out talents (Birky et al., 2006; Danielson, 2006). It provides a ready-made group advantage when middle and senior leadership positions are available. Teacher leadership is likelier to succeed in environments nurtured by principals and senior leaders (Bush & Glover, 2014). Teachers need specialized skills to be effective leaders. Teacher leaders need to develop their skills at the reflection level to evaluate their thinking and practice. Teachers facilitate the development of the envisaged change in the school through cooperation and communication. The first development step towards becoming an effective leader is to learn comprehensive educational knowledge to share this knowledge within the professional network. This cycle is continuous (Swanson, 2000, p. 21). The necessity of teacher leadership at every stage of the effective school process and the strong relationship of school development with teacher leadership emphasize the importance of this concept. The best way to create school culture is to support and develop teacher leadership (Cranston & Kusanovich, 2016).

Diener (2000), who emphasized for the first time that the environmental factors in which the person is located have an effect on the level of happiness, said that the affective state in the working environment also has an effect on the state of happiness. Organizations' happiness experience depends on the welfare and well-being of the organization's members (Harris, 2018). It has been revealed in the research that teachers and school administrators with a good level of well-being exhibit more advanced leadership behaviors than others (Carter, 2016).

The emotional states of individuals have a great impact on their productivity characteristics (Sungoh, 2019). While happy individuals can be more diligent, creative, and production-oriented, unhappy individuals have difficulty focusing on their work (Oswald et al., 2015). While aiming to increase productivity and production in the long term, the happiness of the employees should also be taken into consideration (Bellet et al., 2023; DiMaria et al., 2020; Ledford, 1999). For this reason, the determination and implementation of factors that will bring the happiness of the employees to a high level should be added to the objectives (Wesarat et al., 2014). Studies have shown that happy individuals and organizations are more productive than others (Nokelainen, 2016). Research on workplace happiness has shown that employees who experience different emotions at work reveal their potential in order to achieve happiness (Warr, 2013). Organizations that consider increasing the happiness of their workforce as one of their main goals can achieve other goals, such as production and efficiency, more quickly. The reason for this is that the personal performance of the labor force whose psychological state is evaluated as happy is likely to be at a good level (Rego & Cunha, 2008).

Three sub-headings can be listed when defining the concept of organizational happiness. The first one is to support family life through flexible working hours, the other one is to clearly define skill-based progression paths that will ensure professional development for those who make career planning, and the third one is to provide feedback in order to improve working conditions in the relationship between managers and employees (Rego & Cunha, 2009).

According to people who spend a significant part of their lives in the organization where they work, the workplace is vital in shaping the concept of happiness (Helliwell et al., 2017). Happy employees, who have a healthy psychology, climb the career ladder faster than others by putting their existing potential to work and have a more positive attitude toward cooperation (Frey & Stutzer, 2001).

Employees ' happiness should also be considered while aiming to increase productivity and production in the long term. For this reason, determining and implementing factors that maximize employees' happiness should also be

included among the goals (Wesarat et al., 2014). Research on workplace happiness has shown that employees who experience different emotions at work reveal their potential to achieve happiness (Warr, 2013).

The factors that contribute to organizational happiness are a topic of debate, with varying opinions on the importance of factors such as leadership, job description, culture, environment, and workload (Rao et al., 2018). Happiness in the workplace can be defined as the level of satisfaction that employees experience in both their professional and personal lives. Employees who experience positive emotions at work, such as happiness, are more likely to concentrate on their tasks and be more productive (Frieda et al., 2018). Isa and Palpanadan (2020) conducted a study that revealed factors influencing employee happiness in the workplace, including "workload, work environment, income, leadership, and job specification". In addition, the impact of leadership style and commitment on employee happiness in the workplace. Effective organizational leadership plays a significant role in ensuring the achievement of organizational goals as well as impacting employee happiness in the workplace (Niemann & Kotze, 2006).

When the literature is reviewed, it is seen that there is only one study between teacher leadership and organizational happiness (Leithwood et al., 1999). When the studies between other leadership types and organizational happiness are examined, it is seen that organizational happiness is related to distributive leadership (Algan & Ummanel, 2019; Liu et al., 2022), transformational leadership (Abdullah et al., 2017; Al-Hadrawi et al., 2023; Demir & Zincirli, 2021; Kılıç et al., 2023; Pojanes & Japos, 2022; Rosenberg, 2010; Salas-Vallina et al., 2017), altruistic leadership (Salas-Vallina & Alegre, 2018), authentic leadership (Semedo et al., 2017), spiritual leadership (Srivastava et al., 2022), inclusive leadership (Jha et al., 2023; Rahmaningtyas et al., 2022), virtuous leadership (G. Wang & Hackett, 2022), servant leadership, inspirational leadership (Salas Vallina & Fernández Guerrero, 2018), quantum leadership (Ahmadiyan et al., 2022), ethical leadership (U-senyang, 2022), and empowering leadership (Ghadi & Almanaga'h, 2020).

Happy teachers work more efficiently (Viac & Fraser, 2020) and have higher rates of realizing their potential (Buragohain & Hazarika, 2015). According to Leithwood et al. (1999), teacher leadership has been shown to positively affect organizational happiness. It can be said that the emotional changes experienced by teachers, such as stress, anger, anxiety, and happiness, affect their performance (Ballou, 2012; Mehdinezhad, 2012) positively or negatively. When schools prioritize organizational happiness and actively support their growth and development, it can have a positive impact on their leadership skills and classroom environment (Cherkowski & Walker, 2018; Murphy & Louis, 2018).

This research mainly aims to determine the relationship between teacher leadership and the organizational happiness of secondary school teachers. In this research, answers to the following questions were sought:

Q1: What is the level of secondary school teachers' perceptions of teacher leadership?

Q2: What is the level of secondary school teachers' perceptions of organizational happiness?

Q3: Is there a significant relationship between teacher leadership behaviors and the organizational happiness of secondary school teachers?

Q4: Do teacher leadership behaviors of secondary school teachers predict their organizational happiness significantly?

Methodology

Research Design

In this study, the relational survey model, one of the quantitative research methods, was used. The Relational survey model determines the relationships between variables and predicts the results. It is a model that aims to measure whether there is a change in more than one variable and, if there is, the degree of this change (Karasar, 2011).

Sample and Data Collection

358 secondary school teachers working in public secondary schools in the Bakırköy district of Istanbul province in the 2021-2022 academic year consisted of the population of the study. The sample was selected by convenience sampling technique. The convenience sampling technique is the selection of the closest and easiest sample group that the researcher can reach. With this method, it is aimed to make the research more economical in many aspects (Yıldırım & Şimşek, 2011). According to the information in Table 1, 65% of the participants were female, 78% were undergraduate graduates, 37% had 21 years or more seniority and 48% had been working in the same school for 1-5 years.

Table 1. Teachers' Personal Characteristics

Variable	Variable Value	n	%
Gender	Female	232	65
	Male	126	35
Educational Level	Bachelor	279	78
	Master	79	22
Professional Seniority	1-5 Years	29	8
	6-10 Years	57	16
	11-15 Years	65	18
	16-20 Years	74	21
	21 Years and over	133	37
Working Years at School	1-5 Years	173	48
	6-10 Years	107	30
	11-15 Years	47	13
	16 Years and Over	31	9
Total		358	100

Personal information form, Teacher Leadership Scale, and Organizational Happiness Scale were used to collect the data. In order to obtain data on teacher leadership, the scale developed by M. Wang and Xia (2020) was adapted to Turkish culture by Akyürek and Özdemir (2021). The scale consists of four sub-dimensions and 19 questions: leading teaching and professional development (items 1-8), qualities of teacher leaders (items 9-12), participation in school-wide decision-making (items 13-16), diversity and continuous improvement (items 17-19). In the dimension of leading teaching and professional development in the teacher leadership scale, there were 8 items; Cronbach's alpha value was .74 and item-total correlations ranged between .39 and .52. In the dimension of teacher leaders' characteristics, 4 items were included; alpha value was .77 and item-total correlations ranged between .44 and .52. In the dimension of participation in the school-wide decision-making process, there were 4 items; the alpha value was .75 and the item-total correlations ranged between .32 and .62. In the dimension of diversity and continuous development, there were 3 items; alpha value was .75 and item-total correlations ranged between .31 and .62.

The overall internal consistency coefficient (Cronbach's alpha) of the teacher leadership scale was .75. Reliability coefficient in a psychological test ".70 and above" is sufficient for reliability in general (Büyüköztürk, 2013). Thus, it can be stated that the internal consistency coefficient of the teacher leadership scale is sufficient for reliability. The item-total correlation values of the items in the scale vary between .31 and .62. Items with an item-total correlation value of ".30 and above" distinguish individuals well, items between ".20-.30" can be taken into the test in compulsory cases or the item needs to be corrected, and items with a value lower than ".20" should not be taken into the test (Büyüköztürk, 2013). When the item-total correlation values of the study are analyzed, it can be interpreted that the items in the scale discriminate the individuals at a good level. In this study, the Cronbach's alpha values of the subdimensions were found to be .86, .88, .76, and .64 were found. The total reliability coefficient of the scale is .89. The Organizational Happiness Scale developed by Demo and Paschoal (2013) to determine the level of organizational happiness was adapted to Turkish culture by Arslan and Polat (2017). The scale consists of 3 sub-dimensions named positive emotions, negative emotions, and realization of potential and 29 items. In this study, the Cronbach's alpha values of the subdimensions were found to be .95, .94, and .92 were found. The total reliability coefficient of the scale is .96. All items in the negative emotions sub-dimension are scored in reverse. It can be interpreted that as the scores obtained from the scale increase, teachers' organizational happiness levels increase, and as the scores obtained from the scale decrease, teachers' organizational happiness levels decrease. The internal consistency of the scale underwent examination through the application of Cronbach's alpha coefficient (α). Analysis outcomes indicate that Cronbach's alpha value (α) stands at .96 for the entire scale. For the positive affect sub-dimension, this value was determined to be .94, for the negative affect, it was .95, and for fulfillment, it was .92. It is evident that both the Cronbach's alpha coefficients for the overall scale and its individual dimensions are considered acceptable (Büyüköztürk, 2013).

Collecting and Analyzing Data

After the scales were collected, the researcher checked whether there were any missing or incorrect scales, and the data were transferred to digital media. Social sciences statistical programme was used in the data analysis process. Descriptive statistics, t-test for pairwise comparisons, ANOVA for multiple comparisons, correlation test for relationship tests were performed. Regression tests were performed to examine the effect of variables in detail. After checking whether the data conformed to normality, comparison and correlation analyses were started. Skewness and Kurtosis values were determined to determine whether the data showed a normal distribution (Table 2).

Table 2. Teachers' Personal Variables

Scale and Sub-Dimensions	n	Skewness	Kurtosis
Teacher Leadership	358	0.04	0.17
Guiding Instruction and Professional Development	358	-0.49	0.93
Teacher Leadership Characteristics	358	-0.21	-0.37
Participation in School-wide Decision-making Process	358	0.25	-0.43
Diversity and Continuous Improvement	358	-0.29	1.01
Organizational Happiness	358	-0.32	-0.29
Positive Emotions	358	0.18	-0.93
Negative Emotions	358	-0.99	0.75
Realization of Potential	358	-0.29	-0.16

According to the data in Table 2, it was found that the skewness and kurtosis values were between -1.5 and +1.5. According to these values, it was assumed that the data showed normal distribution (Tabachnick et al., 2013), and the data were analyzed using parametric tests.

Findings

Findings on Teacher Leadership Level

The data on teachers' teacher leadership level is provided in Table 3. According to Table 3, the data shows that the level of teacher leadership is high (x=3.84) and the sub-dimensions of teacher leadership are also high, with the sub-dimensions of guiding instruction and professional development (x=4.11) and teacher leadership characteristics (x=3.90) being particularly high. The sub-dimension of participation in school-wide decision-making processes is moderate (x=3.23), while the sub-dimension of diversity and continuous improvement is high (x=3.84). Therefore, the overall level of teacher leadership is high among the surveyed teachers.

Table 3. Teachers' Teacher Leadership Levels

"Scale and Sub-Dimensions"	n	(x)	Standard Deviation	Level
Teacher Leadership	358	3.84	0.49	High
Guiding Instruction and Professional Development	358	4.11	0.51	High
Teacher Leadership Characteristics	358	3.90	0.76	High
Participation in School-wide Decision-making Process	358	3.23	0.79	Moderate
Diversity and Continuous Improvement	358	3.84	0.62	High

Findings on Perceived Organizational Happiness Level by Teachers

The perceived organizational happiness level by teachers is presented in Table 4 below. According to Table 4, the data shows that the perceived organizational happiness level by teachers is high (x=3.56), with the sub-dimensions of realization of potential (3.71) and positive emotions (x=3.03) being moderate to high. However, the sub-dimension of negative emotions (x=3.86) is low.

Table 4. Perceived Organizational Happiness Level by Teachers

Scale and Sub-Dimensions	n	(x)	Standard Deviation	Level
Organizational Happiness	358	3.56	0.70	High
Positive Emotions	358	3.03	0.97	Moderate
Negative Emotions	358	3.86	0.82	Low*
Realization of Potential	358	3.71	0.72	High

*The items in the Negative Emotions dimension were reverse coded.

The Findings of the Relationship Between Teacher Leadership and Organizational Happiness

The results of the Pearson Correlation analysis, which shows the relationship between teacher leadership scores and teachers' organizational happiness level score averages, are given in Table 5. As presented in the Table 5, there is a positively low level relationship between teacher leadership and organizational happiness (r=.25, p<.05); there is a positively low level relationship between the teacher leadership score average and positive emotions sub-dimension of organizational happiness score average (r=.28, p<.05) and a positively moderate level relationship between teacher leadership score average and potential realization sub-dimension of organizational happiness score average (r=.44, p<.05). However, it was found that there was no significant relationship between teacher leadership and negative emotions sub-dimension of organizational happiness.

Table 5. Pearson Correlation Analysis Result Between Teacher Leadership and Organizational Happiness

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Teacher Leadership	—								
2. Guiding Teaching and Professional Development	0.82**	—							
3. Characteristics of Teacher Leaders	0.73**	0.43**	—						
4. Participation in School-Wide Decision-Making Processes	0.74**	0.44**	0.35**	—					
5. Diversity and Continuous Improvement	0.69**	0.43**	0.45**	0.43**	—				
6. Organizational Happiness	**0.25****	**0.32****	**0.08**	**0.19****	**0.10**	—			
7. Positive Emotions	0.28**	0.29**	0.11*	0.22**	0.17**	0.88**	—		
8. Negative Emotions	0.01	0.09	-0.04	0.02	-0.10*	-0.84**	-0.58**	—	
9. Realization of Potential	0.44**	0.52**	0.18**	0.28**	0.26**	0.72**	0.59	-0.37**	—

The results of the regression analysis conducted to determine the effect of teacher leadership perceived by teachers on organizational happiness are given in Table 7. According to the information in Table 6, it has been found that teacher leadership has a significant positive effect on teachers' organizational happiness (β= .25, t= 4.92, *p*<.001) and explains 6% of the variance.

Table 6. The Effect of Teacher Leadership Perceived by Teachers on Organizational Happiness

Dependent Variable	**Independent Variable**	**B**	**SH**	**β**	**t**	**Sig.**
	Constant	2.18	.28		7.64	.00
Teacher Leadership	Organizational Happiness	0.36	.07	.25	4.92	.00
	R=.25, R²= .06	F=24.18	p=.00			

The results of the regression analysis conducted to determine the effect of teacher leadership perceived by teachers on the positive emotions sub-dimension of organizational happiness are given in Table 7. According to Table 7, teacher leadership significantly affects the positive emotions sub-dimension of teachers' organizational happiness (β= .28, t= 5.46, p<.001), explaining 8% of the variance.

Table 7. The Effect of Teacher Leadership Perceived by Teachers on the Positive Emotions Sub-Dimension of Organizational Happiness

Dependent Variable	**Independent Variable**	**B**	**SH**	**β**	**t**	**Sig.**
	Constant	.91	.39		2.31	.02
Teacher Leadership	Positive Emotions	.55	.10	.28	5.46	.00
	R=.28, R²= .08	F=29.78	p=.00			

The results of the regression analysis conducted to determine the effect of teacher leadership perceived by teachers on the sub-dimension of realizing the potential of organizational happiness are given in Table 8. According to the information in Table 8, teacher leadership significantly affects the sub-dimension of realizing the potential of teachers' organizational happiness and explains 19 % of the variance.

Table 8. The Effect of Teacher Leadership Perceived by Teachers on Realizing the Potential of Organizational Happiness Sub-Dimension

Dependent Variable	**Independent Variable**	**B**	**SH**	**β**	**t**	**Sig.**
	Constant	1.21	.27		4.41	.00
Teacher Leadership	Realization of Potential	.65	.07	.44	9.21	.00
	R=.44, R²= .19	F=84.87	p=.00			

Discussion

The findings of this study light up the relationship between teacher leadership and organizational happiness among secondary teachers. As evidenced by the results presented in Table 3, the teacher leadership is noticeably high, with specific sub-dimensions, such as guiding instruction and professional development and teacher characteristics standing for their particularly elevated scores. These results resonate with the conclusions of prior research by Tankut (2021), İnanır (2020), Yaz (2018), Savaş (2016), Leithwood et al. (2010), Beycioğlu (2009) and Little (1995). These research have all concluded that the level of teacher leadership is high, which supports the findings of the research. It can be thought that teachers are happy in the organization they work for and are willing to participate in seminars and

courses to improve their professional skills (Aziz et al., 2020; White, 2023). In addition, it can be thought that teachers are willing to show leadership behaviors not only in the classroom but also throughout the school and that the view that leadership is understood within the scope of school administrators has evolved and spread throughout the school.

It was determined that the organizational happiness levels of the teachers participating in the study were high. Bayram (2020), Bulut (2015), Gürbüz (2020), Korkut (2019), Köse (2020) supported the results of their studies and found that teachers' organizational happiness levels were high. At the same time, Kuvvet (2019) and Arslan (2018) concluded that teachers' perceptions of organizational happiness were at a medium level. Different results in the studies may be due to the difference in the sample group in the studies, as well as the fact that this study is limited to the Bakırköy district of Istanbul. It can be thought that teachers with high levels of organizational happiness experience more positive emotions in their schools and have suitable environments to realize their potential.

It was found that there was a low-level positive relationship between teacher leadership behaviors and organizational happiness of the participants in the study. In addition, there was a low-level positive relationship between teacher leadership behaviors and the positive emotions sub-dimension of organizational happiness and a moderate level positive relationship between teacher leadership behaviors and the realization of potential sub-dimension of organizational happiness. This situation can be interpreted as that teacher leadership behaviors have a low-level positive effect on the development of positive emotions in teachers' organizational happiness, and that teachers who exhibit leadership behaviors have a moderate effect on their perceptions of organizational happiness by realizing their potential.

When the regression analysis of teacher leadership behaviors on organizational happiness was examined, it was found that teacher leadership behaviors explained 6% of organizational happiness. When the effect of teacher leadership perceived by the participants on the positive emotions sub-dimension of organizational happiness was examined, it was found to have a significant positive effect and explained 8%. It was found that teacher leadership perceived by the teachers had a positive and significant effect on the sub-dimension of organizational happiness, the realization of potential, and explained by 19%. If the organizational happiness level of teachers is to be increased, it would be more effective to focus on the dimension of realization of organizational happiness potential among the sub-dimensions of organizational happiness. At the same time, the conditions that may prevent teachers from realizing their potential can be regulated and measures can be taken. The encouragement of professional development and the cultivation of teacher qualities may create an environment that fosters collaboration, mutual support and shared decision-making. Such a positive atmosphere is conducive to increased job satisfaction and, subsequently, higher levels of organizational happiness among teachers. Moreover, the strong positive relationship between teacher leadership and the realization of potential implies that teacher plays a vital role in inspiring colleagues to fulfill their professional potential. By providing mentorship, fostering a growth mindset, ang prompting continuous improvement, teacher leaders contribute significantly to teachers' sense of fulfillment and realization of their capabilities.

The sub-dimensions of organizational happiness, provided a nuanced understanding of teachers' emotional experiences within the educational setting. The positive relationship between teacher relationship and positive emotions suggests that effective leadership may contribute to a workplace culture that fosters positivity, appreciation, and a sense of accomplishment.

In conclusion, these findings suggest that fostering and nurturing teacher leadership behaviours can have a profound positive impact on the overall organizational happiness and, specially, on teachers' perceptions of realizing their potential. Educational institutions may consider developing targeted initiatives and support structures aimed at enhancing teacher leadership within the school community.

Conclusion

The level of teacher leadership is high, and the sub-dimensions of teacher leadership are also high, with the sub-dimensions of guiding instruction and professional development and teacher leadership characteristics being particularly high. The sub-dimension of participation in school-wide decision-making processes is moderate, while the sub-dimension of diversity and continuous improvement is high. Therefore, the overall level of teacher leadership is high among the surveyed teachers. The findings shows that the perceived organizational happiness level by teachers is high , with the sub-dimensions of realization of potential and positive emotions being moderate to high. However, the sub-dimension of negative emotions is low.

There is a positively low-level relationship between teacher leadership and organizational happiness; there is a positively low-level relationship between teacher leadership score average and the positive emotions sub-dimension of organizational happiness score average and a positively moderate level relationship between the teacher leadership score average and potential realization sub-dimension of organizational happiness score average. However, it was found that there was no significant relationship between teacher leadership and the negative emotions sub-dimension of organizational happiness. Teacher leadership significantly affects the sub-dimension of realizing the potential of teachers' organizational happiness.

Based on the analyses of this study, teacher leadership significantly and positively impacts teachers' organizational happiness. This study sheds light on the importance of teacher leadership behaviors in fostering a positive organizational climate and promoting teachers' well-being in secondary school settings. Further research could explore other factors influencing teacher happiness and investigate the longitudinal effects of teacher leadership on organizational outcomes.

Recommendations

Recommendations for Practitioners

1. Studies and activities can be organized to increase teachers' organizational happiness levels and support them in realizing their potential.

2. School managers can adopt democratic management practices to enable teachers to exhibit leadership behaviors in the classroom and beyond.

3. It is recommended to make arrangements to provide the necessary environment for teachers to experience negative emotions less. Studies can be carried out to create suitable environments to minimize the level of stress and anxiety and to take necessary measures to prevent situations that will increase this level.

Recommendations for Researchers

1. According to the research results, the organizational happiness levels of teachers with low professional seniority were significantly higher than those with high professional seniority. Studies can be conducted to investigate the reasons for this.

2. This research was conducted only on teachers working in public schools. A more effective study can be put forward comparing teachers working in private schools.

Limitations

This research has several limitations. Firstly, it relies solely on the quantitative research method, which might not capture the full complexity of the subject. Secondly, the data is derived from teachers in a specific province, which may limit the generalizability of the findings to other regions or contexts.

Ethics Statements

In order to collect the research data, survey application permission was obtained from Istanbul Provincial Directorate of National Education dated 22.03.2022 and numbered 46175241. Ethics Committee Approval dated 24.02.2022 and numbered 2022/02 was obtained from Istanbul Sabahattin Zaim University Ethics Committee. Likewise, the necessary permissions were obtained from the researchers who adapted the scales into Turkish for the use of the scales via email.

Authorship Contribution Statement

Tore: Writing, drafting the manuscript, design, supervision, critical manuscript revision. Duman Saka: Conceptualization, manuscript drafting, design, data acquisition, data analysis, writing.

References

Abdullah, A. G. K., Ling, Y. L., & Ping, C. S. (2017). Workplace happiness, transformational leadership and affective commitment. *Advanced Science Letters, 23*(4), 2872-2875. https://doi.org/10.1166/asl.2017.7588

Adnan Bataineh, K. (2019). Impact of work-life balance, happiness at work, on employee performance. *International Business Research*, *12*(2), 99-112. https://doi.org/kxpx

Ahmadiyan, Z., Zareiyan, A., Azizi, M., Jahandari, P., Zargar Balayejam, S., & Ganjizadeh, H. (2022). The mediating role of happiness and professional ethics in relationship between of quantum leadership, with organizational health, and quality of work life in the Aja University of Medical Sciences. *EBNESINA, 24*(3), 4-14. https://doi.org/10.22034/24.3.4

Akyürek, M. İ., & Özdemir, M. (2021). Öğretmen Liderliği Ölçeğinin Türkçe uyarlaması: Geçerlik ve güvenirlik çalışması [Turkish adaptation of the Teacher Leadership Scale: Validity and reliability study]. *Afyon Kocatepe University Journal of Social Sciences/ Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, *23*(2), 488-500. http://bit.ly/48jBjoZ

Algan, E. K., & Ummanel, A. (2019). Toward sustainable schools: A mixed methods approach to investigating distributed leadership, organizational happiness, and quality of work life in preschools. *Sustainability, 11*(19), *Article* 5489. https://doi.org/10.3390/su11195489

Al-Hadrawi, B. K., Al-Awsat, A. F., Jawad, A. R., & Al-Zurfi, A. R. (2023). Transformational leadership and its impact on realizing organizational happiness. *Journal of Production and Industrial Engineering*, *4*(2), 60-73. https://bit.ly/4awps91

Anderson, D. K. (2004). The nature of teacher leadership in schools as reciprocal influences between teacher leaders and principals. *School Effectiveness and School Improvement*, *15*(1), 97-113. https://doi.org/b959gf

Arslan, Y. (2018). *Öğretmenlerin farklılıkların yönetimi yaklaşımlarına ilişkin algıları ile örgütsel mutluluk algıları arasındaki ilişki* [The relationship between teachers' perceptions of management of differences approaches and their perceptions of organisational happiness] [Doctoral dissertation, Kocaeli University]. DSpace@Kocaeli Univeristesi. https://bit.ly/3tpxSOq

Arslan, Y., & Polat, S. (2017). Örgütsel Mutluluk Ölçeğinin Türkçe'ye uyarlanması [Adaptation of Well-Being at Work Scale to Turkish]. *Educational Administration: Theory and Practice/Kuram ve Uygulamada Eğitim Yönetimi*, *23*(4), 603-622. https://kuey.net/article-view/?id=105

Aziz, R., Mangestuti, R., & Wahyuni, E. N. (2020). What makes the teacher happy? In T. Hariguna & S. C. Chen (Eds.), *Proceedings of the 1st International Conference on Recent Innovations* (pp. 1458–1463). Science and Technology Publications. https://bit.ly/3Fj56BK

Baker-Doyle, K. J., Hunt, M., & Whitfield, L. C. (2018). Learning to fall forward: A study of teacher courage, equity, and freedom in the connected learning classroom. *The International Journal of Information and Learning Technology*, *35*(5), 310-328. https://doi.org/kxpz

Ballou, G. W. (2012). A discussion of the mental health of public school teachers. *International Journal of Business, Humanities and Technology, 2*(1), 184-191. https://bit.ly/3tiF7YD

Barth, R. S. (1991). *Improving schools from within: Teachers, parents and principals can make difference*. Jossey-Bass.

Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan*, *82*(6), 443–449. https://doi.org/gk6dc3

Bayram, S. (2020). *Öğretmenlerin örgütsel affedicilik algıları ile örgütsel mutluluk düzeyleri arasındaki ilişkinin incelenmesi* [Investigation of the relationship between teachers' perceptions of organisational forgiveness and organisational happiness levels] [Master's thesis, Recep Tayyip Erdoğan University]. Ulusal Tez Merkezi [National Thesis Center]. https://bit.ly/3PVTVUq

Bellet, C. S., De Neve, J.-E., & Ward, G. (2023). Does employee happiness have an impact on productivity? *Management Science.* Advance online publication. https://doi.org/10.1287/mnsc.2023.4766

Berry, B., Johnson, D., & Montgomery, D. (2005). The power of teacher leadership. *Educational Leadership*, *62*(5), 56-60.

Beycioğlu, K. (2009). *İlköğretim okullarında öğretmenlerin sergiledikleri liderlik rollerine ilişkin bir değerlendirme- Hatay ili örneği* [An evaluation of the leadership roles exhibited by teachers in primary schools- The case of Hatay province] [Doctoral dissertation, İnönü University]. YÖK Açık Bilim [YÖK Open Science]. https://bit.ly/480PsaU

Bingham, D., & Bubb, S. (2017). Leadership for wellbeing. In P. Earley & T. Greany (Eds.), *School leadership and education system reform* (pp. 173–181). Bloomsbury.

Birky, V. D., Shelton, M., & Headley, S. (2006). An administrator's challenge: Encouraging teachers to be leaders. *NASSP Bulletin*, *90*(2), 87-101. https://doi.org/dx36h4

Bulut, A. (2015). *Ortaöğretim öğretmenlerinin örgütsel mutluluk algılarının incelenmesi: Bir norm çalışması* [Investigation of secondary school teachers' perceptions of organisational happiness: A norm study] [Doctoral dissertation, Gaziantep University]. Ulusal Tez Merkezi [National Thesis Center]. https://bit.ly/3RZZgN9

Buragohain, P., & Hazarika, M. (2015). Happiness level of secondary school teachers in relation to their job satisfaction. *SSRG International Journal of Humanities and Social Science, 2*(3), 19-37. https://doi.org/kxp3

Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, *34*(5), 553-571. https://doi.org/gfj8fz

Büyüköztürk, Ş. (2013). Sosyal bilimler için veri analizi el kitabı [Data analysis manual for social sciences] (30th ed.). Pegem Akademi.

Cann, R. F., Riedel-Prabhakar, R., & Powell, D. (2021). A model of positive school leadership to improve teacher wellbeing. *International Journal of Applied Positive Psychology*, *6*, 195-218. https://doi.org/kxp4

Carter, A. P. (2016). *Teacher leadership: A content analysis assessing the impact on district policies and practices* [Doctoral dissertations, East Tennessee State University]. Digital Commons @ East Tennessee State University. https://bit.ly/3tE9qZo

Cherkowski, S., & Walker, K. D. (2018). *Teacher wellbeing: Noticing, nurturing, sustaining, and flourishing in schools*. Word & Deed Publishing Inc.

Collay, M. (2011). *Everyday teacher leadership: Taking action where you are*. John Wiley & Sons.

Conan Simpson, J. (2021). Fostering teacher leadership in K-12 schools: A review of the literature. *Performance Improvement Quarterly*, *34*(3), 229-246. https://doi.org/gqw733

Cosenza, M. N. (2015). Defining teacher leadership: Affirming the teacher leader model standards. *Issues in Teacher Education*, *24*(2), 79-99.

Cranston, J., & Kusanovich, K. (2016). *Ethnotheatre and creative methods for teacher leadership.* Palgrave Macmillan https://doi.org/kxp5

Crowther, F., Ferguson, M., & Hann, L. (2009). *Developing teacher leaders: How teacher leadership enhances school success*. Corwin Press.

Çoban, Ö., & Atasoy, R. (2020). Relationship between distributed leadership, teacher collaboration and organizational innovativeness. *International Journal of Evaluation and Research in Education*, *9*(4), 903-911. https://doi.org/kxp6

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. ASCD.

Davis, S. (2017). Increasing happiness in the workplace. *The Kabod, 3*(3), Article 3. https://bit.ly/3ZXDPy7

De Neve, J. E., & Ward, G. (2017). *Happiness at work* (Saïd Business School WP 2017-07). SSRN. https://doi.org/kxp7

Demir, H., & Zincirli, M. (2021). The relationship between teachers' perceptions of organizational justice and authentic leadership and their levels of organizational happiness. *OPUS International Journal of Society Researches/ OPUS Uluslararası Toplum Araştırmaları Dergisi, 17*(37), 3976-3998. https://doi.org/10.26466/opus.877220

Demo, G., & Paschoal, T. (2013). Well-Being at Work Scale: Exploratory and confirmatory validation in the USA. *Paidéia*, *26*(63), 35-43. https://doi.org/10.1590/1982-43272663201605

Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national index, *American Psychologist, 55*(1), 34-43. https://doi.org/cqx7nv

DiMaria, C. H., Peroni, C., & Sarracino, F. (2020). Happiness matters: Productivity gains from subjective well-being. *Journal of Happiness Studies*, *21*, 139-160. https://doi.org/gh5vvd

Dodman, S. L. (2022). Learning, leadership, and agency: A case study of teacher-initiated professional development. *Professional Development in Education*, *48*(3), 398-410. https://doi.org/gqw788

Döş, İ. (2013). Mutlu okul [Happy school]. *Education and Science/Eğitim ve Bilim, 38*(170), 269*.* https://bit.ly/3rVbJab

Frey, B., & Stutzer, A. (2001). *Happiness and economics: How the economy and institutions affect human well-being*. Princeton University Press. https://doi.org/kxp8

Frieda, N. R. H., Prasetyo, A. R., Ratnaningsih, I. Z., Jati Ariati, U., Prihatsanti, N. F., & Kustanti, E. R. (2018). Positive emotion skills at work: Intervention to increase well- being of working mothers in Pmi Central Java. In Latipun, D. Karmiyat, N. M. Noordin, N. S. Ahmad, A. In' am, Ishomuddin, S. Hashim, N. R. N. Yakoob, & R. C. Aman (Eds.), *Proceedings of the 3rd ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2017)* (pp. 31–32). Atlantis Press. https://doi.org/kxp9

Frost, D., & Harris, A. (2003). Teacher leadership: Towards a research agenda. *Cambridge Journal of Education*, *33*(3), 479-498. https://doi.org/fsj7hs

Ghadi, M. Y., & Almanaga'h, K. S. (2020). The role of job crafting in the relationship between empowering leadership and happiness at work: An empirical analysis. *Business: Theory and Practice, 21*(1), 244-251. https://doi.org/10.3846/btp.2020.11109

Gürbüz, G. (2020). *Öğretmenlerin örgütsel mutluluk algıları ile örgütsel güven düzeyleri arasındaki ilişki* [The relationship between teachers' perceptions of organisational happiness and organisational trust levels] [Master's thesis, Bahçeşehir University]. Ulusal Tez Merkezi [National Thesis Center] https://bit.ly/48bw3n9

Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership & Management*, *39*(2), 123-126. https://doi.org/gmkmn6

Harris, H. (2018). *Organizational happiness.* Oxford University Press. https://doi.org/kxqb

Helliwell, J. F., Layard, R., & Sachs, J. D. (Eds.). (2017). *World happiness report 2017*. Sustainable Development Solutions Network. https://worldhappiness.report/ed/2017/

Helliwell, J. F., Layard, R., Sachs, J. D., De Neve, J.-E., Aknin, L. B., & Wang, S. (Eds.). (2022). *World happiness report 2022.* Sustainable Development Solutions Network. https://worldhappiness.report/ed/2022/

Helterbran, V. R. (2010). Teacher leadership: Overcoming "I am just a teacher" syndrome. *Education*, *131*(2), 363-372.

Isa, K., & Palpanadan, S. T. (2020). A preliminary study of stress in higher education and contributing factors to lecturers. *International Journal of Advanced Science and Technology, 29*(5), 12047–12057. https://bit.ly/3NpqRnU

İnanır, B. (2020). *Öğretmenlerin işle bütünleşme düzeyleri ile okul iklimi ve öğretmen liderliği arasındaki ilişkilerin incelenmesi* [Investigating the relationships between teachers' job integration levels and school climate and teacher leadership] [Master's thesis, Kastamonu University]. Kastamonu Üniversitesi. http://hdl.handle.net/20.500.12597/1363

Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, *25*(1), 33-44. https://doi.org/cvjsdr

Jha, I. N., Pal, D., & Sarkar, S. (2023). Unlocking the secret to happiness at work: The power of inclusive leadership, organizational justice and workplace inclusion. *Journal of Management Development*. Advance online publication. https://doi.org/10.1108/jmd-04-2023-0136

Karasar, N. (2011). Araştırmalarda rapor hazırlama [Report preparation in research] (21st ed.). Nobel Yayınları.

Kılıç, G. N., Karabay, A., & Kocabaş, İ. (2023). Examining the relationship between school administrators' leadership styles and teachers' organizational happiness. *International Journal of Organizational Leadership, 12*(1), 91-112. https://doi.org/10.33844/ijol.2023.60352

Kizi, D. B. O., & Ugli, M. K. S. (2020). Roles of teachers in education of the 21st century. *"Science and Education" Scientific Journal*, *1*(3), 554-557.

Konu, A., Viitanen, E., & Lintonen, T. (2010). Teachers' wellbeing and perceptions of leadership practices. *International Journal of Workplace Health Management*, *3*(1), 44-57. https://doi.org/cgpjgv

Korkut, A. (2019). *Öğretmenlerin örgütsel mutluluk, örgütsel sinizm ve örgütsel adalet algılarının analizi* [Analysis of teachers' perceptions of organisational happiness, organisational cynicism and organisational justice] [Doctoral dissertation, İnonu University]. DSpace@İnönü. https://bit.ly/3thtMYO

Köse, Ö. (2020). *Öğretmenlerin algılarına göre okulların DNA profilleri ile örgütsel mutluluk düzeyleri arasındaki ilişkinin incelenmesi* [Examining the relationship between DNA profiles of schools and organisational happiness levels according to teachers' perceptions] [Master's thesis, Recep Tayyip Erdoğan University]. YÖK Açık Bilim [YÖK Open Science]. https://bit.ly/46UJqXW

Kuvvet, A. (2019). *Okul müdürlerinin öğretim liderlikleri ile sınıf öğretmenlerinin örgütsel mutlulukları arasındaki ilişki* [The relationship between school principals' instructional leadership and classroom teachers' organisational happiness] [Master's thesis Gazi University]. Ulusal Tez Merkezi [National Thesis Center]. https://bit.ly/3RmUabz

Ledford, G. E., Jr. (1999). Happiness and productivity revisited. *Journal of Organizational Behavior, 20*(1), 25–30. https://doi.org/b7x6kf

Leithwood, K., & Jantzi, D. (2000). Principal and teacher leadership effects: A replication. *School Leadership & Management*, *20*(4) 415-434. https://doi.org/bg4jrm

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). Changing leadership for changing times. *International Journal of Educational Management, 13*(6), 301-302. https://doi.org/kxqc

Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, *46*(5), 671-706. https://doi.org/fkz9hk

Lia, M. (2019). *Teacher leadership: Learning side by side.* Andrew M. Greeley Center for Catholic Education.

Little, J. W. (1995). Contested ground: The basis of teacher leadership in two restructuring high schools. *The Elementary School Journal*, *96*(1), 47-63. https://doi.org/cg6xp8

Liu, L., Liu, P., Yang, H., Yao, H., & Thien, L. M. (2022). The relationship between distributed leadership and teacher well-being: The mediating roles of organisational trust. *Educational Management Administration & Leadership.* Advance online publication. https://doi.org/kxqd

Louis, K. S., Marks, H. M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, *33*(4), 757-798. https://doi.org/fwsh8t

Mehdinezhad, V. (2012). Relação entre o bem estar e a eficiência de professores do ensino médio [Relationship between high school teachers' wellbeing and teachers' efficacy]. *Acta Scientiarum. Education, 34*(2), 233-241. https://doi.org/gqv6jv

Moskowitz, S., & Dewaele, J. M. (2021). Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes. *Innovation in Language Learning and Teaching*, *15*(2), 117-130. https://doi.org/kxqf

Muijs, D., & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK *Teacher and Teacher education, 22*(8), 961-972. https://doi.org/fxbs4b

Murphy, J. F., & Louis, K. S. (2018). *Positive school leadership: Building capacity and strengthening relationships*. Teachers College Press.

Niemann, R., & Kotze, T. (2006). The relationship between leadership practices and organisational culture: An education management perspective. *South African Journal of Education*, *26*(4), 609-624. https://bit.ly/3R8eRIg

Nokelainen, M. (2016). *The elements of happy organizational culture* [Master's thesis, University of Applied Sciences Business Administrations]. Theseus. https://bit.ly/40cvKG5

Oswald, A. J., Proto, E., & Sgroi, D. (2015). Happiness and productivity. *Journal of Labor Economics*, *33*(4), 789-822. https://doi.org/f7sndg

Öqvist, A., & Malmström, M. (2018). What motivates students? A study on the effects of teacher leadership and students' self-efficacy. *International Journal of Leadership in Education*, *21*(2), 155-175. https://doi.org/gbvxmf

Özgenel, M., & Canuylasi, R. (2021). Okul müdürlerinin paternalist liderlik davranışlarının örgütsel mutluluğa etkisi [The effect of paternalist leadership behaviors of school principals on organizational happiness]. *Education and Technology/Eğitim ve Teknoloji. 3*(1), 14-31. https://bit.ly/3TjDXqf

Pojanes, A. D. S., & Japos, G. V. (2022). Mediating effect of happiness at work in the relationship between transformational leadership and job performance: A literature review. *JPAIR Multidisciplinary Research, 50*(1), 85-117. https://doi.org/10.7719/jpair.v50i1.692

Rahmaningtyas, W., Suryani, N., Marimin, M., Saeroji, A., & Agustin, A. (2022). Inclusive leadership, organizational justice, happiness at work on extra-role behavior with moderation organizational learning. In K. B. Mulyono, Y. A. Rahman, & D. P. Astuti (Eds.), *Proceedings of Research, 4th International Conference on Economics*. EAI. https://doi.org/10.4108/eai.27-7-2021.2316851

Rao, G. V., Vijayalakshmi, D., & Goswami, R. (2018). A study on factors of workplace happiness. *Asian Journal of Management*, *9*(1), 251-260. https://doi.org/kxqg

Rego, A., & Cunha, M. P. E. (2008). Authentizotic climates and employee happiness: Pathways to individual performance? *Journal of Business Research, 61*(7), 739- 752. https://doi.org/bq5vnt

Rego, A., & Cunha M. P. E. (2009). Do the opportunities for learning and personal development lead to happiness? it depends on work family conciliation. *Journal of Occupational Health Psychology, 14*(3), 334-348. https://doi.org/b99zsh

Rosenberg, L. R. (2010). Transforming leadership: Reflective practice and the enhancement of happiness. *Reflective Practice, 11*(1), 9-18. https://doi.org/10.1080/14623940903525207

Saenghiran, N. (2013). Towards enhancing happiness at work: A case study. *Social Research Reports*, *5*(25), 21-33. https://bit.ly/3twNeRd

Salas-Vallina, A., & Alegre, J. (2018). Unselfish leaders? Understanding the role of altruistic leadership and organizational learning on happiness at work (HAW). *Leadership & Organization Development Journal, 39*(5), 633-649. https://doi.org/10.1108/lodj-11-2017-0345

Salas Vallina, A., & Fernández Guerrero, R. (2018). The human side of leadership: Inspirational leadership effects on follower characteristics and happiness at work (HAW). *Journal of Business Research, 107,* 162-171. https://doi.org/10.1504/ijenvh.2018.092772

Salas-Vallina, A., López-Cabrales, Á., Alegre, J., & Fernández, R. (2017). On the road to happiness at work (HAW): Transformational leadership and organizational learning capability as drivers of HAW in a healthcare context. *Personnel Review, 46*(2), 314-338. https://doi.org/10.1108/pr-06-2015-0186

Savaş, G. (2016). *Okul müdürlerinin destekleyici davranışları ile öğretmen liderliği arasındaki ilişki ve bazı değişkenlere göre incelenmesi* [The relationship between school principals' supportive behaviours and teacher leadership and its examination according to some variables] [Master's thesis, Gazi University]. Gazi Üniversitesi Akademik Veri Yönetim Sistemi [Gazi University Academic Data Management System]. https://bit.ly/48RUpDz

Schott, C., van Roekel, H., & Tummers, L. G. (2020). Teacher leadership: A systematic review, methodological quality assessment and conceptual framework. *Educational Research Review*, *31*, Article 100352 https://doi.org/ghgmwj

Semedo, A. S. D., Coelho, A. F. M., & Ribeiro, N. M. P. (2017). Authentic leadership and creativity: The mediating role of happiness. *International Journal of Organizational Analysis, 25*(3), 395-412. https://doi.org/10.1108/ijoa-03-2016-0994

Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis, *Educational Research Review, 31*, Article 100357. https://doi.org/10.1016/j.edurev.2020.100357

Spillane, J. P. (2013). The practice of leading and managing teaching in educational organisations. In *Leadership for XXIst century learning* (pp. 59–82). OECD Publishing. https://doi.org/kxqh

Srivastava, S., Mendiratta, A., Pankaj, P., Misra, R., & Mendiratta, R. (2022). Happiness at work through spiritual leadership: A self-determination perspective. *Employee Relations: The International Journal, 44*(4), 972-992. https://doi.org/10.1108/er-08-2021-0342

Stukalina, Y. (2010). The management of integrated educational environment resources: The factors to be considered. *European Journal of Education*, *45*(2), 345-361. https://doi.org/frtd23

Sugg, S. A. (2013). *The relationship between teacher leadership and student achievement* [Doctoral dissertation, Eastern Kentucky University]. ENCOMPASS. https://encompass.eku.edu/etd/138

Sungoh, S. M. (2019). Influence of emotional intelligence on teacher effectiveness of science teachers. *Psychology*, *10*(13), 1819-1831 https://doi.org/kxqj

Swanson, J. (2000, April 24-28). *What differentiates an excellent teacher from a teacher leader?* [Conference presentation]. Annual Meeting of the American Education Research Association, New Orleans, LA.

Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2013). *Using multivariate statistics*. Pearson.

Tankut, F. (2021). *Okullardaki örgüt kültürünün öğretmen liderliği ve bazı değişkenler açısından incelenmesi* [Investigation of organisational culture in schools in terms of teacher leadership and some variables] [Master's thesis, Karamanoğlu Mehmetbey University]. eArşiv @ KMÜ Kurumsal Akadeik Arşiv. https://bit.ly/3QigrIo

Töre, E., & Uysal, O. K. (2022). Effect of organizational fit on organizational happiness: Mediating role of moral commitment. *International Journal of Progressive Education*, *18*(2), 18-33. https://doi.org/kxqk

U-senyang, S. (2022). Ethical leadership: Factors affecting happiness organizations. *International Journal of Sociologies and Anthropologies Science Reviews, 2*(2), 17-28. https://bit.ly/3Nokf98

Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, *15*, 17-40 https://doi.org/gfj8mw

Viac, C., & Fraser, P. (2020). *Teachers' well-being: A framework for data collection and analysis*. OECD Publishing. https://doi.org/gh4wqk

Wang, G., & Hackett, R. D. (2022). Virtuous leadership, moral behavior, happiness and organizational citizenship: The mediating effect of virtues-centered moral identity. *Leadership & Organization Development Journal, 43*(7), 1047-1062. https://doi.org/10.1108/lodj-11-2021-0499

Wang, M., & Xia, J. (2020). A scale for measuring teacher leadership in early childhood education in China: Development and validation. *Educational Management Administration & Leadership, 50*(4), 649-671. https://doi.org/10.1177/1741143220949546

Warr, P. (2013). Sources of happiness and unhappiness in the workplace: A Combined Perspective. *Journal of Work and Organizational Psychology 29*(3), 99-106. https://doi.org/f3g74z

Warren, L. L. (2021). The importance of teacher leadership skills in the classroom. *Education Journal*, *10*(1), 8-15. https://doi.org/kxqm

Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, *87*(1), 134-171. https://doi.org/gh43bj

Wesarat, P. O., Sharif, M. Y., & Abdul Majid, A. H. (2014). A conceptual framework of happiness at the workplace. *Asian Social Science, 11*(2), 78-88. https://doi.org/kxqn

White, J. M. H. (2023). The critical role of happiness in education: Resilience, retention, and what happy teachers do differently [Doctoral dissertation, University of Northern Iowa]. UNI Scholar Works. https://scholarworks.uni.edu/etd/1328

Yaz, A. H. (2018). *Ortaokul öğretmenlerinin özyeterlik algıları ile öğretmen liderliği davranışları arasındaki ilişkinin incelenmesi* [Examining the relationship between secondary school teachers' self-efficacy perceptions and teacher leadership behaviours] [Master's thesis, Kastamonu University]. Ulusal Tez Merkezi [National Thesis Center]. https://bit.ly/3Qg8zHq

Yıldırım, A., & Şimşek, H. (2011). *Nitel araştırma yöntemleri* [Qualitative research methods] (8th ed.). Seçkin Yayınevi.