





The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness

İsmail Eray DURSUN¹, Orkun Osman BİLGİVAR²

¹Ministry of National Education, Izmir, Türkiye  0000-0002-6420-7487

²Istanbul Sabahattin Zaim University, Istanbul, Türkiye  0000-0001-7002-6191

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ABSTRACT

The aim of this study is to examine the relationship between the effect of leadership styles exhibited by school principals on teacher performance and organizational happiness. The research was carried out according to the relational screening design, one of the quantitative research models. The universe of the research consists of 346 teachers selected by the easily accessible sampling method among the teachers working in public schools in the provinces of Istanbul, Silivri and Büyükçekmece. The data were obtained by using the "Demographic Information Form", "The Effect of School Principals' Leadership Characteristics on Teacher Performance Scale" and "Organizational Happiness Scale". Before the analysis, it was determined that the data showed normal distribution, and then frequency, Pearson correlation analysis and simple-multiple regression analyzes were performed. As a result of the analysis, it was observed that the transformational leadership style had a high effect on teacher performance. A moderate and positive relationship was found between leadership styles, which positively affect teacher performance, and organizational happiness. Finally, it has been concluded that instructional leadership behaviors that positively affect teacher performance significantly predict organizational happiness, in addition, the transformational, instructional and visionary leadership behaviors of school principals are a strong factor that predicts teachers' happiness and performance.

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Keywords:

Leadership styles, teacher performance, organizational happiness, school principal text.

1. Introduction

Organizational happiness is accepted as an organizational factor that plays a key role in the success of organizations (Fisher, 2010; Ryff, 1989; Seligman, 2002; Seligman & Wrzesniewski, 2014; Wrzesniewski et al., 1997). Although past studies tend to underestimate the importance of happiness in the organization, organizational happiness today seems to depend on the satisfaction of both parties in the employer-employee relationship and continuing to meet each other's expectations. In this environment, workplace happiness is likely to be the glue that holds and motivates future high-quality employees (Fisher, 2010).

It can be said that organizational happiness, in which personnel performance plays a mediating role in business life (Cindiloğlu Demirel, 2019), is indispensable for schools that play a major role in shaping the society. For this reason, the concept of in-school happiness can be associated with the concept of organizational happiness as well as defined as its sub-dimension (Sezer & Can, 2019; Tingaz, 2013). In fact, it is possible to

¹Corresponding author's address: Ministry of National Education, Izmir/Turkey

e-mail: ismail.eray.dursun@gmail.com

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define organizational happiness, which we want to refer to as school happiness in educational organizations, as an emotional comfort seen as a result of the harmony between the goals of the school and the employees (Engels et al., 2004).

Depending on the increase in the level of organizational happiness in schools, it contributes to the preparation of individuals for development, their tendency to comply with internal norms, to develop their skills and to act in harmony (Mahmoudi et al., 2019). For this reason, teachers' positive development of personal and professional performance depends on feeling happy at school and their organizational commitment increases accordingly (Uzun & Kesicioğlu, 2019). Teachers expect an emotionally pleasing, beautiful and happy environment at the school where they work. The individual who is happy at the school where he/she works will be effective in the happiness of the teachers, students and other individuals with whom he/she is in communication. The feelings and thoughts of the individuals gathered around a certain purpose in the school are very important. For this reason, it is thought that the energy and leadership behaviors of school administrators are extremely important in order to affect the emotions of individuals in schools (Demir & Zincirli, 2021).

School principals, who strive to achieve the goals of the schools they work in and to maximize effectiveness in the school (Bursalioglu, 2000), are also the leaders who try to develop their employees for the development of the school and to provide the resources necessary for the continuous development of the school (Hoy & Miskel, 2010; Turan, 2010; Turan, 2014). Yukl (1999) defined school leadership as activating teachers to achieve the institutional goals of the school. They play a central role in maintaining positive teaching and learning environments (Liebowitz & Porter, 2019). School principals can successfully fulfill these tasks by considering the roles and expectations of teachers and staff. Accordingly, only a school administration and teachers who work in harmony and coordination in all aspects of their schools can achieve success in the education process (Gürbüz et al., 2013).

1.1. Leader and Leadership

Definition of leadership almost as much as leadership theory; There are as many leadership theories as there are researchers working in the field. However, in its simplest terms, it is about "the ability to influence others to achieve goals" (Fiedler, 1971). Having a big picture vision that is effectively shared and a clear and decisive decision-making process based on the evaluation of available information. Leaders have a commitment to capacity building and empowering others; is respectful and consults but willing to make tough decisions when necessary. At the core of leadership is credibility, often gained through ethical and transparent approaches to practice. Leaders take calculated risks when necessary, challenge the status quo, and take steps to take responsibility and show initiative when necessary (Hughes et al., 1996). In practice, such behavior requires good strategic thinking, interpersonal communication skills, and emotional intelligence (Goleman, 1998). A leader who aspires to the job of management should also have some qualifications. It is the most important mission of the leaders to ensure that many variables come together and serve the same purpose in harmony. Leader; It is a person who has an innovative perspective, solves problems, looks at problems from different angles, uses intuition and logic well, encourages them and develops their followers (Bass & Avolio, 1990).

1.2. Leadership Characteristics of the School Principal

Principals, as school leaders who act as the mobilizer of human resources in educational institutions, should be able to mobilize existing resources in educational institutions effectively. The manager's leadership role will greatly affect the performance of the people around him. The advancement of industrial revolution 4.0 requires an education leader to have 21st century competence that can think critically, collaboratively and innovatively. As change agents, education leaders should be able to bring together all the elements that exist in educational institutions in order to adjust and follow the developments in the age of industrial revolution 4.0. (Prestia et al., 2019)

School principals play a decisive role in creating a vision for the school with their knowledge and skills, planning the future of the school with their experiences, maintaining change and development in the school, and guiding school staff (Tschannen-Moran & Gareis, 2007). As an instructional leader, the principal has a primary duty to improve instruction. Managing the corporate affairs of the school; It has many formal and informal duties such as playing an effective role in creating a vision and mission, demonstrating skills in

preparing an effective learning environment, being a pioneer in the personal and professional development of teachers, following a positive process in the school climate, and taking responsibility for increasing the motivation of students and teachers (Krug, 1992).

The most important task of the principal in educational institutions is the leadership of the teaching and the evaluation of the employees in the school. Instructional leadership is focusing on problem solving and making progress towards the goals of the school through others (Dönmez, 2002). According to McEwan (1998), the success of school principals in order to create high expectations in teaching; Evaluate staff performance, model professional standards in his school, regulate positive interpersonal relationships, and establish a school improvement plan.

The school principal, who is one of the most critical factors in achieving success in all processes in all educational institutions, can make it possible to reach goals by managing school culture correctly (Balci et al., 2005). The school principal, who acts as a cultural leader, creates a common sense of sharing with both students and teachers; tries various communication ways in order to carry out activities more easily and to use intra-organizational communication tools effectively. Culturally based elements such as symbols, norms and beliefs create a sense of belonging to the school and can be a source of motivation for employees. The school principal, who exercises legal force in the school and is seen as the key person in the success of all programs in the school, can provide effective management through culture (Tiemey, 1992).

The school principal, who exhibits transformational leadership behavior, should have a strong relationship with teachers and students, and it is essential to achieve the vision formed around this strong bond and to transform the organization. Transformational leader reflects the transformation and change he created in his mind to real life. He is the one who changes and transforms not only the environment and the institution, but also the minds and perspectives of the personnel. While performing this transformation, they use idealized influence and motivation and intellectual stimulation (Bass et al., 2003). In addition, among the important predictors of transformational leadership; it has also been determined that they have social knowledge and skills process and social awareness abilities (Yıldız et al., 2022).

Philosophers have answered the question of "what is ethical leadership" with a normative perspective by stating how ethical leaders should behave (Ciulla, 2004). Many researchers have associated ethical leadership with individual ethical characteristics and moral behavior of leaders (Bass & Steidlmeier, 1999; Eisenbess, 2012 ; Trevino et al., 2000). Ethical leaders should share ethics and values with their followers, make tough decisions based on high ethical behavior standards, encourage their followers to implement a vision, and aim to build a community based on social justice (Brown & Trevino, 2006). Ethical leaders are also committed to certain moral behaviors such as "doing the right thing, caring for and treating people right, being open and communicative, and displaying morality in one's personal life" (Trevino et al., 2000). Accordingly, a school principal who exhibits ethical leadership behaviors can improve the organizational climate within the framework of ethical values by reinforcing ethical behaviors without approving unethical behaviors in the school organization (Eranil & Özbilen, 2017).

According to Usman (2009), a school leader's production of a good vision is based on the principles of 21st century leadership. Visionary school leaders are people who design the future and act in this direction. The vision of the future is that the institution creates plans that can build future conditions now. Leaders are people who can direct the organization to clear goals. A school principal with this vision identifies and analyzes the problems that arise while performing his actions, and can effectively apply the right strategy and solutions in cooperation with his staff (Erçetin, 2000).

1.3. Leadership and Performance

Performance emerges as a concept that has not been adequately defined in the field of HRM and has not been explained in terms of content (Çalık, 2003). In its most basic definition, it is the qualitative or quantitative measurement of productivity. If this measurement is done on an institution-based basis, it has the aim of "corporate performance" and if it is made for the employee, it aims at "personnel performance" (Gökçek, 2006). Managers have the responsibility of limiting, directing and evaluating the internal performance of the employees. Employees need the support of the manager and the organization in order to carry out their work effectively and efficiently. We can also say that the performance of employees is affected by leadership

behaviors (Lowe et al., 1996). Patterson et al., (1995) and Degroot et al., (2000) found positive effects between transformational leadership behaviors and performance in their meta-analysis studies. Geyer and Steyrer (1998) confirmed that transformational leader behaviors are effective on performance through integrative work within the organization.

1.4. Organizational Happiness at School

Living happily is the answer to how to live and can strengthen people's will. Happy people have common characteristics: In addition to positive thinking, positive action, asking what they need, being willing to change, not afraid of change and knowing opportunities and planning for the future (Mahmoudi et al., 2019). The importance of a happy school environment for the achievement of effective learning and the promotion of students' abilities is evident (Talebzadeh & Samkan, 2011). According to Bird & Markle (2012), a happy school environment is not only a factor in academic success, but also a lifelong factor in areas such as good communication skills, continuous success and self-actualization.

A good education should contribute significantly to personal and collective happiness (Noddings, 2003) and create happy, confident and contented people who will play a meaningful role in society (Sisodia, 2018). Teachers, in every possible way, will play the most important role in the realization of the educational process in schools, arousing and cultivating a sense of happiness among the future citizens of society. It is very true that happy people make others happy (Seligman, 2002). It is the same for teachers; happy and cheerful teachers can convey their positive feelings to their students by teaching them through body language, communication style, humor, empathy and smile. As they taste the essence of happiness, they are much more motivated to share the feeling of happiness. Teachers' happiness is also a huge factor in shaping and maintaining a healthy school climate. Some studies have shown that student development is positively related to a happy school culture and a happy-joyful classroom, and this can only be achieved by facilitating, i.e., motivated, satisfied and happy teachers.

1.5. Performance Effect of Leadership Behaviors and Teacher Happiness

Emotions are much more important because educational institutions are institutions that train people; The ultimate goal of teachers is to raise good individuals, professional, happy and productive individuals. You cannot expect individuals who are not happy in an educational institution to raise individuals that we want them to be happy. For this reason, if the teacher is happy, the student will be happy (Argon, 2015). As a result of the studies carried out by the American Stress Institute (Baltaş & Baltaş 1998), the teaching profession is among the high-risk occupational groups in terms of vital problems and unhealthy life risk.

Studies on teachers' happiness show that; Administrative processes in schools, commitment to school, communication with management, economic and environmental factors, work-oriented behaviors (Ertong, 2018; Bulut, 2015) affect happiness directly or indirectly. Appreciation, way of working, at school; Although love, respect and tolerance, empathy and sufficient income are the subjects that make teachers the most happy (Wesarat et al., 2015), paying attention to complaints, activities to increase belonging and loyalty, eliminating prejudice, providing additional budget to schools are also the most important factors to increase organizational happiness in schools. There were many topics (Çetin & Polat 2019; Korkut, 2019; Sevim, 2021).

There are studies showing that the leadership behaviors of school principals affect teacher performance and organizational happiness of teachers. While Birdoğan Kuvvet (2014) and Eker (2021) found a positive relationship between instructional leadership and organizational happiness in their research; Şahin and Özgenel (2020) stated that transformational leadership behaviors affect teachers' perceptions of school happiness positively; they determined that interactional and relieving leadership behaviors had a negative effect. Özgenel & Canuylası (2021) found that there is a positive and significant relationship between paternalistic leadership behaviors and organizational happiness in teachers. According to Sevim (2021), school principals' distributive leadership behaviors predict approximately 68% of the total variance in the organizational happiness of the school. Arslan (2021) reveals that there is a positive and highly significant relationship between school principals' servant leadership behaviors and teachers' perceptions of organizational happiness. Aytaç (2021) school administrators' leadership styles significantly predict teachers' organizational happiness. In order to increase teachers' organizational happiness perception levels, it is recommended that school administrators exhibit attitudes and behaviors appropriate to the transformational

leadership style. Demir (2020) states that organizational justice and authentic leadership behaviors have a role in teachers' organizational happiness levels. The performance relationship between technological leadership (Gülmez, 2022) and servant leadership (Sözgün, 2021) behaviors was investigated according to teacher perceptions. In the literature, we see many studies investigating different leadership behaviors that affect teachers' performance. At the same time, it is seen that there are studies examining the happiness levels of teachers and the variables associated with it. However, no study was found in which the variables of leadership, performance and happiness were examined together. In this respect, it is expected to contribute to the field of educational administration.

The aim of this study is to examine the effect of leadership styles exhibited by school principals on teacher performance and the relationship between organizational happiness. For this purpose, sub-objectives were determined:

- In what grade is the effect of the leadership styles of the school principals on the performance?
- What level of relationship is there between the leadership styles exhibited by school principals and organizational happiness?
- Which of the leadership styles exhibited by school principals predict organizational happiness?

2. Methodology

2.1. Research Model

In this study, it was carried out according to the relational screening model since the effects of school principals' leadership styles on teacher performance and organizational happiness were examined. Relational survey model, one of the quantitative research methods, was used as the research design. It is a research model that aims to determine the existence and degree of the relationship between two or more variables (Büyüköztürk et al., 2018).

2.2. Research Sample

The population of the research consists of 160.850 teachers working at different school levels in public schools affiliated to the Ministry of National Education in Istanbul in the 2021-2022 academic year. The reason why Istanbul was chosen as the research universe is that Istanbul includes individuals with different ideas, political views and religious beliefs, representing Turkey, in terms of diversity. An easily accessible sampling method was chosen. Easily accessible sampling; The sample is chosen from easily accessible and applicable units due to the limitations in terms of time, money and labor (Büyüköztürk et al., 2018). According to the demographic information obtained from the sample group, it is seen that 226 participants are women. It is seen that 226 married teachers participated in the most 167 participating high school type schools. It was analyzed with the data that teachers with 20 years or more professional experience participated in our research and their average age was 40, out of 267 participants who completed their undergraduate education.

2.3. Data Collection Tools and Procedure

The data collection tool of the research consists of 3 parts. First part; It is the demographic information section that includes questions about gender, marital status, school type, professional year/seniority and age. In the second part, there is the "Effect of Leadership Styles Scale on Teacher Performance" developed by Akçakoca and Bilgin (2016) and consists of 5 factors and 20 items. factors; It is stated as Transformational, Visionary, Ethical, Cultural and Instructional leadership. Scale; It is a 5-pointer type of "strongly disagree-1, disagree-2, moderately agree-3, agree-4 and strongly agree-5". The scale measures the effect of leadership styles on teacher performance on a single form. In the third part, there are 6 factors and 33 items "Organizational Happiness Scale" developed by Korkut (2019). factors; teaching profession, managerial attitudes and behaviors, colleague relations, working conditions, classroom management and positive personality. Scale; It is in the type of 5-pointer as "I strongly disagree (1), I slightly agree (2), I agree moderately (3), I agree strongly (4) and I completely agree (5)".

2.4. Analysis of Data

The analysis of the data obtained from the scales was made with the SPSS 22 program, and the Cronbach's Alpha coefficient for the reliability of the items in the scales, the kurtosis and skewness values of which tests

will be applied (Table.1). The Cronbach's Alpha reliability coefficients and the kurtosis and skewness values of the scale and its sub-dimensions are given in Table 1.

Table 1. *The effect of leadership styles on teacher performance and organizational happiness scales cronbach's alpha coefficients and skewness and kurtosis values*

Factors	Cronbach's Alpha	Skewness	Kurtosis
Transformational Leadership	,825	-,705	,526
Instructional Leadership	,751	-,444	-,274
Cultural Leadership	,736	-,424	-,061
Visionary Leadership	,810	-,658	,147
Ethical Leadership	,870	-,225	-,279
Organizational Happiness	,952	-,324	,168

It is understood that the reliability reference intervals $0.80 \leq \alpha < 1.00$ scale are highly reliable (Özdamar, 2004). Skewness is "the measure of the symmetry of a distribution; in most cases the comparison is made according to the normal distribution. The skewness values within the range of -1 to +1 show a largely normal distribution" (Hair et al., 2009). Analyzes in the study were carried out with parametric tests.

2.5. Ethical

We declare that the ethical rules and scientific citation principles have been complied with in all the preparation processes of this study. The ethics committee approval of the study, to which we contributed equally as the authors, was obtained from the Ethics Committee of Istanbul Sabahattin Zaim University on 26.11.2021 with the number 2021/11.

3. Findings

The relationship between the mean and standard deviation values of the scores obtained according to the scale of determining the effect of leadership styles of the research group on teacher performance and organizational happiness is given in Table 2.

Table 2. *Frequency and correlation analysis of the effect of leadership styles on teacher performance and organizational happiness*

Factors	N	\bar{x}	sd	1	2	3	4	5	6
1- Transformational Leaders.	346	4,14	,68	--	,685**	,626**	,610**	,612**	,497**
2-Instructional Leadership	346	4,10	,68	,685**	--	,652**	,558**	,591**	,508**
3-Cultural Leadership	346	4,03	,74	,626**	,652**	--	,670**	,605**	,388**
4-Visionary Leadership	346	4,05	,67	,610**	,558**	,670**	--	,746**	,434**
5-Ethical Leadership	346	3,80	,74	,612**	,591**	,605**	,746**	--	,394**
6-Organizational Happiness	346	3,92	,62	,497**	,508**	,388**	,434**	,394**	--

** The correlation is significant at the 0.01 level.

According to the data of leadership styles on teacher performance in Table 2, transformational leadership \bar{x} = 4.14; instructional leadership \bar{x} = 4.10; cultural leadership \bar{x} = 4.03; visionary leadership \bar{x} = 4.05; ethical leadership \bar{x} = 3,80 "agree" results were obtained. According to the table, the transformational \bar{x} = 4.14 shows the leadership style that affects the teacher's performance, while the ethical leadership \bar{x} = 3.80 style shows the lowest. In addition, when analyzed according to Pearson Correlation analysis, there was a positive and moderate ($r=.497$; $p<.01$) relationship between the transformational leadership style of the school principal and organizational happiness perceived by the teachers; positive and moderate ($r=.508$; $p<.01$) between instructional leadership style and organizational happiness; positive and moderate ($r=.388$; $p<.01$) between cultural leadership style and organizational happiness; It is seen that there are positive and moderate ($r=.394$; $p<.01$) significant results between visionary leadership style and organizational happiness. Simple and multiple regression analyzes between the scale of determining the effect of the leadership styles of the research group on teacher performance and the scale of organizational happiness are given in the tables (Table 3-8).

Table 3. Simple regression analysis between transformational leadership and organizational happiness influencing teacher performance

Independent Variable	Dependent Variable	B	Std. Er	(β)	t	p
Constant	Organizational Happiness	2.026	,181		11,173	,000
Transformational Leadership		,459	,043	,497	10,633	,000

R= .497; R²= .247; Adjusted R²=.245; F= 113,059; p<.000

According to Table 3, transformational leadership behaviors that affect teacher performance are a significant predictor of organizational happiness (R=.497; R²=.247; p<.000). Transformational leadership behaviors explain 24% of the total variance in organizational happiness. In other words, as transformational leadership behaviors that affect teacher performance increase, organizational happiness increases positively.

Table 4. Simple regression analysis between instructional leadership and organizational happiness influencing teacher performance

Independent Variable	Dependent Variable	B	Std. Er	(β)	t	p
Constant	Organizational Happiness	2.003	,178		11,229	,000
Instructional Leadership		,469	,043	,508	10,946	,000

R= .508; R²= .258; Adjusted R²=.256; F= 119,821; p<.000

According to Table 4, instructional leadership behaviors that affect teacher performance are a significant predictor of organizational happiness (R=.508; R²=.258; p<.000). Instructional leadership behaviors explain 26 of the total variance in organizational happiness. In other words, as instructional leadership behaviors that affect teacher performance increase, organizational happiness increases positively.

Table 5. Simple regression analysis between cultural leadership and organizational happiness influencing teacher performance

Independent Variable	Dependent Variable	B	Std. Er	(β)	t	p
Constant	Organizational Happiness	2.478	,189		13,135	,000
Cultural Leadership		,360	,046	,388	7,805	,000

R= .388; R²= .150; Adjusted R²=.148; F= 60,916; p<.000

According to Table 5, cultural leadership behaviors that affect teacher performance are a significant predictor of organizational happiness (R=.388; R²=.150; p<.000). Cultural leadership behaviors explain 15% of the total variance in organizational happiness. In other words, as cultural leadership behaviors that affect teacher performance increase, organizational happiness increases positively.

Table 6. Simple regression analysis between visionary leadership and organizational happiness influencing teacher performance

Independent Variable	Dependent Variable	B	Std. Er	(β)	t	p
Constant	Organizational Happiness	2.454	,168		14,607	,000
Visionary Leadership		,364	,041	,434	8,929	,000

R= .434; R²= .188; Adjusted R²=.186; F= 79,722; p<.000

According to Table 6, visionary leadership behaviors that affect teacher performance are a significant predictor of organizational happiness (R=.434; R²=.188; p<.000). Visionary leadership behaviors explain 19% of the total variance in organizational happiness. In other words, as visionary leadership behaviors that affect teacher performance increase, organizational happiness increases positively.

Table 7. Simple regression analysis between ethical leadership and organizational happiness influencing teacher performance

Independent Variable	Dependent Variable	B	Std.Er	(β)	t	p
Constant	Organizational	2.752	,151		18,206	,000
Ethical Leadership	Happiness	,309	,039	,394	7,955	,000

R= .394; R²= .155; Adjusted R²=.153; F= 21,169; p<.000

According to Table 7, ethical leadership behaviors that affect teacher performance are a significant predictor of organizational happiness (R=.394; R²=.155; p<.000). Ethical leadership behaviors explain 16% of the total variance in organizational happiness. In other words, as ethical leadership behaviors that affect teacher performance increase, organizational happiness increases positively.

Table 8. Multiple regression analysis between leadership styles affecting teacher performance and organizational happiness

Independent Variable	Dependent Variable	B	Std.Er	(β)	t	p
Constant		1,578	,178		7,981	,000
Transformational Leadership		,215	,043	,233	3,413	,001
Instructional Leadership	Organizational	,279	,063	,302	4,425	,000
Cultural Leadership	Happiness	-,058	,064	,063	-,908	,365
Visionary Leadership		,155	,063	-,185	2,473	,014
Ethical Leadership		-,021	,057	-,027	-,378	,705

R= .508; R²= .258; Adjusted R²=.256; F= 119,821; p<.000

Tables 3,4,5,6. and 7, the effect of leadership styles, which have a positive effect on teacher performance, on organizational happiness was examined. Instructional leadership, transformational leadership and visionary leadership behaviors affect teachers' happiness, while cultural and ethical leadership styles do not have a significant effect (Table 8).

That is, the perceived instructional leadership behaviors of teachers in educational institutions account for about 26% of the total variance in organizational happiness; 25% for transformational leadership; explains 19% for visionary leadership.

4. Conclusion and Discussion

In our study, the effect of leadership styles on performance and the relationship between happiness were examined based on the opinions of 346 teachers. In the research, first of all, the performance effect of leadership styles was examined. As a result of the analysis, while a high level of performance effect was found in all leadership styles, it was seen that the principals with the highest educational leadership behavior had a high effect on teacher performance. In addition, there are many studies that concluded that the leadership behaviors adopted by school principals are effective on teachers' work performance (Akçakoca & Bilgin, 2016; Cerit, 2012; Özgenel & Aktaş, 2020; Şen et al., 2017). Sincer (2021) states that teacher performance is predicted by charismatic leadership; Aktaş (2020) states in his study that autocratic leadership behaviors cause a decrease in the performance of teachers, on the contrary, democratic and collaborative leadership behaviors increase the performance of teachers. Inandı et al., (2016) reached an interesting conclusion that the productivity and performance of teachers working under the direction of school principals who practice democratic leadership behaviors increase, while school principals who display autocratic leadership reduce teacher performance.

Secondly, in this study, it was questioned whether there is a relationship between leadership styles that affect teacher performance and organizational happiness. As a result of the relationship analysis, it has been revealed that there are moderate, positive and significant relationships, and it is seen to be compatible with similar studies in the literature (Weber et al., 2013). In the studies conducted by Kim (2017) and Zyl (2013), it was determined that the self-leadership behaviors of the administrators were positively related to school happiness. Özgenel & Canuylası (2021), on the other hand, stated that there is a relationship between paternalistic leadership and organizational happiness. Birdoğan Kuvvet (2014) and Eker (2021), who stated that the relationship between instructional leadership and organizational happiness is positive, is similar to the study of Şahin & Özgenel (2020), who stated that transformational leadership behaviors significantly affect

school happiness. Alparslan et al., (2020) stated in their research that the most expected leadership style is authentic leadership behaviors in the face of unhappy managerial behaviors. According to Şahin (2019), a positive relationship was determined between the transformational leadership style of school principals and school happiness, and he also stated that releasing and follow-up leadership behaviors negatively affect school happiness. As can be seen, it is seen that remarkable studies have been carried out in the literature and it is seen that leadership behaviors affect school happiness. Directly affecting the environment of the principal's behavior; While the performance and happiness of teachers who perceive that they are oriented towards transformation, interaction and development increase, it can be seen as a result that teachers' performance and happiness are not positively affected in the behavior of the principal whose interaction is stable and personal.

Finally, the aim of the study is to determine the level of leadership styles that affect organizational happiness, which is one of the leadership styles that affect teacher performance. In our study, in which we determined the effect of transformational and instructional leadership behaviors, which are effective on teacher performance, on organizational happiness, we saw that instructional leadership is a significant predictor of happiness as a result of simple regression analysis. In addition, transformational, instructional and visionary behaviors perceived together in multiple regression analysis come to the fore. It has been revealed that vision-oriented leadership behaviors have a positive effect on employee performance (Yılmaz & Karahan, 2010) and that visionary and transformational leadership takes more responsibility in the organizational environment, increases motivation and performance (Aktaş, 2020; Tekbulut, 2017; Zhu et al., 2005) This situation is similar to the results of studies in the literature (Avalio & Bass, 1995; Cooper, 1997). In addition, in similar studies that support our results; While Sarıbyık (2022) and Şahin (2019) determined the relationship between organizational happiness at most with transformational leadership and at least with continuity leadership, Aytaç (2021) suggested that principals exhibit attitudes and behaviors suitable for transformational leadership style in order to increase teachers' organizational happiness levels. In this context, we can say that transformational, instructional and visionary leadership behaviors are an important variable on teacher performance and happiness.

5. Recommendations

As the Ministry of National Education, within the framework of the strategic plan, "a new professional development approach, system and model will be created in order to support the development of school administrators in the development of school principals in an effective and efficient management approach in accordance with contemporary norms." is emphasized (MEB, 2019). Within this system and model understanding, it can be suggested that school principals adopt transformational, visionary and instructional leadership behaviors by taking the literature as a source.

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