

# Okul Müdürlerinin Duygusal Zekâ Seviyeleri ile Öğretmenlerin Okuldaki Mutluluğu Arasındaki İlişkinin Analizi

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## Öz

Bu araştırmanın amacı okul müdürlerinin duygusal zekâ düzeylerini belirlemek; öğretmenlerin okuldaki mutluluk düzeylerini ölçerek okul müdürlerinin duygusal zekâ düzeyleri ile öğretmenlerin okuldaki mutlulukları arasındaki ilişkiyi analiz etmektir. Araştırmada katılımcıların demografik özelliklerini belirlemek için "Bilgi Formu", algılarını belirlemek için ise "Duygusal Zekâ Ölçeği" ve "Örgütsel Mutluluk Ölçeği" kullanılmıştır. Araştırmanın evrenini Mardin İli Kızıltepe İlçesi sınırları içerisinde resmî ilkökul, ortaokul ve ortaöğretim kurumlarında görev yapan 216 okul müdürü ve 2653 öğretmen oluşturmaktadır. Araştırmanın örneklemini basit tesadüfi örnekleme yöntemiyle seçilen 372 öğretmen ve bu öğretmenlerin görev yaptığı 97 okul müdürü oluşturmuştur. Elde edilen verilerin analizinde betimsel istatistikler, bağımsız örneklemler t-testi, tek yönlü varyans analizi ve korelasyon analizi teknikleri kullanılmıştır. Araştırma sonucunda elde edilen bulgulara göre okul müdürlerinin duygusal zekâ düzeylerinin kendi algılarına göre oldukça yüksek olduğu tespit edilmiştir. Okul müdürlerinin duygusal zekâ düzeyleri arasında cinsiyet, yaş ve yöneticilik tecrübesine göre anlamlı farklılık bulunurken; eğitim düzeyi, meslekî kıdem ve okul düzeyi değişkenlerine göre anlamlı bir farklılık bulunmamıştır. Öğretmenlerin örgütsel mutluluk düzeyleri yüksek bulunmuştur. Öğretmenlerin mutluluk düzeyleri cinsiyet, yaş, meslekî kıdem, eğitim düzeyi ve okul düzeyine göre anlamlı farklılık göstermediği tespit edilmiştir. Ayrıca okul müdürlerinin duygusal zekâ düzeyleri ile öğretmenlerin okuldaki mutlulukları arasında da pozitif ve orta düzeyde bir ilişki bulunmuştur.

**Keywords:** Duygusal zekâ, Mutluluk, Öğretmenler, Okul müdürleri



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## GENİŞLETİLMİŞ ÖZET

### Giriş

Aristoteles'ten (2019) Wayne Leon Payne'e (1985) kadar pek çok düşünür, duygusal zekânın tanımına ve önemine değinmiş, Peter Salovey ve John D. Mayer (1990) ve Reuven Bar-On (2005) gibi isimler duygusal zekâyı kişisel ve sosyal ilişkilerdeki başarıyla ilişkilendirmiştir. Daniel Goleman (2005) ise duygusal zekâyı, duyguları etkili bir şekilde yönetme ve ifade etme yeteneği olarak tanımlamıştır. Yapılan araştırmalar, öğretmenlerin motivasyonunu etkileyen durumların başında yönetimin geldiğini göstermektedir (Ertürk, 2017). Öğretmen mutluluğu üzerinde olumlu etki yaratacak her bir değer belirlenmesi ve uygulamaların bu belirlemeler ışığında düzenlenmesi önemlidir. Bazı araştırmalarda duygusal zekâ düzeyinin başkalarına yönelik davranışları olumlu etkilediği belirlenmiştir (Boncukçu ve Esen, 2020). Duygusal zekâsı yüksek kişiler, içinde bulunulan veya gelecekte yaşanabilecek durumların olası yararlarını ve zararlarını daha iyi hissedebilirler (Davis, 2008). Bu nedenle okul müdürlerinin duygusal zekâları ne kadar yüksekse, okulda birlikte vakit geçirdikleri ve liderlik ettikleri öğretmenlerin duygularını anlama yetenekleri de o kadar yüksek olur. Duygusal zekânın bir parçası olan duyguları yönetmek de önemli bir davranıştır. Bireyler kendi duygu ve ruh hâlleri üzerinde derinlemesine düşünebildikleri için olası davranışlar üzerindeki etkilerini de anlayabilirler (Caruso & Salovey, 2004). Dolayısıyla okul ortamında ortaya konulacak davranışların etkilerini anlayabilen okul müdürlerinin öğretmenlerle olan sosyal ilişkileri daha olumlu ve yapıcı olacaktır. Bu durum öğretmenlerin okul ortamında kendilerini daha mutlu hissetmelerine yardımcı olacaktır.

### Amaç

Okul müdürlerinin duygusal zekâ düzeyleri ile öğretmenlerin okulda mutlulukları arasındaki ilişkiyi incelemek amacıyla aşağıdaki problemlere cevap aranmıştır:

- 1) Okul müdürlerinin duygusal zekâ düzeyi nedir?
- 2) Okul müdürlerinin duygusal zekâ düzeyleri arasında cinsiyet, yaş, yöneticilik deneyimi, eğitim düzeyi, mesleki kıdem ve çalıştıkları okul türüne göre anlamlı bir fark var mıdır?
- 3) Öğretmenlerin örgütsel mutluluk düzeyi nedir?
- 4) Öğretmenlerin örgütsel mutluluk düzeyleri arasında cinsiyet, yaş, meslekî kıdem, eğitim düzeyi ve çalıştıkları okul türüne göre anlamlı bir fark var mıdır?
- 5) Okul müdürlerinin duygusal zekâ düzeyleri ile öğretmenlerin örgütsel mutluluk düzeyleri arasında anlamlı bir ilişki var mıdır?

### Yöntem

Çalışmada, araştırma sorularına cevap bulmak için nicel araştırma yöntemlerinin genel tarama modellerinden biri olan ilişkisel tarama modeli kullanılmıştır. Araştırmanın örneklemi, 2020-2021 eğitim öğretim yılında Mardin ili Kızıltepe ilçesinde resmî ilköğretim, ortaokul ve lise düzeyindeki eğitim kurumlarında görev yapan 97 okul müdürü ve 372 öğretmenden oluşmaktadır. Verileri toplamak için öğretmenler için demografik bilgi formu ve "Örgütsel Mutluluk Ölçeği"; okul müdürleri için demografik bilgi formu ve "Duygusal Zekâ Ölçeği" kullanılmıştır. Veriler hem yüz yüze ölçeklerden hem de çevrim içi bağlantılardan elde edilmiştir. Verilerin analizinde SPSS 18.0.0 sürümü kullanılmıştır.

### Bulgular

Araştırma sonucunda elde edilen bulgulara göre okul müdürlerinin duygusal zekâ düzeylerinin kendi algılarına göre oldukça yüksek olduğu tespit edilmiştir. Okul müdürlerinin duygusal zekâ düzeyleri arasında cinsiyet, yaş ve yöneticilik tecrübesine göre anlamlı farklılık bulunurken; eğitim düzeyi, meslekî kıdem ve okul düzeyi değişkenlerine göre anlamlı bir farklılık bulunmamıştır. Öğretmenlerin örgütsel mutluluk düzeyleri yüksek bulunmuştur. Öğretmenlerin

mutluluk düzeyleri cinsiyet, yaş, meslekî kıdem, eğitim düzeyi ve okul düzeyine göre anlamlı farklılık göstermediği tespit edilmiştir. Ayrıca okul müdürlerinin duygusal zekâ düzeyleri ile öğretmenlerin okuldaki mutlulukları arasında da pozitif ve orta düzeyde bir ilişki bulunmuştur.

### **Tartışma ve Sonuç**

Okul yöneticilerinin genel duygusal zekâ seviyeleri ve özellikle iyimserlik alt boyutunda yüksek bulunmuştur. Ancak duygusal değerlendirme alt boyutunda düşük skorlar elde edilmiştir. Öğretmenlerin örgütsel mutluluk seviyeleri yüksek bulunmuş, pozitif duygular boyutunda ise orta seviyede skorlar elde edilmiştir. Araştırmanın bulguları, duygusal zekânın yüksek olması durumunda öğretmenlerin mutluluk düzeylerinin de arttığını ortaya koymuştur. Yöneticilerin duygusal zekâlarının yüksek olması, öğretmenlerin iş yerinde daha mutlu olmalarına katkıda bulunabilir. Araştırma sonuçları hem teorik hem de uygulamalı anlamda, eğitim yöneticilerinin duygusal zekâ becerilerini geliştirmelerinin öğretmenlerin genel mutluluğunu artırabileceğini vurgulamaktadır.

## **Analysis Of The Relationship Between School Principals' Emotional Intelligence Levels And Teachers' Happiness At School**

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### **Abstract**

*The aim of this research is to determine the emotional intelligence levels of school principals; to analyze the relationship between school principals' emotional intelligence levels and teachers' happiness at school by measuring teachers' happiness levels at school. In the study, "Information Form" was used to determine the demographic characteristics of the participants, and "Emotional Intelligence Scale" and "Organizational Happiness Scale" were used to determine their perceptions. The universe of the study consists of 216 school principals and 2653 teachers working in official primary, middle and secondary education institutions within the borders of Kızıltepe District of Mardin Province. The sample of the study consisted of 372 teachers selected by simple random sampling method and 97 school principals with whom these teachers worked. For the analysis of the data obtained, descriptive statistics, independent samples t-test and one-way analysis of variance, correlation analysis techniques were used. According to the findings obtained as a result of the research, the emotional intelligence level of the school principals was found to be very high compared to their own perceptions. While there is a significant difference between school principals' emotional intelligence levels according to gender, age and managerial experience; There was no significant difference according to the variables of education level, professional seniority and school level. Teachers' organizational happiness levels were found to be high. There was no significant difference between the happiness levels of the teachers according to gender, age, professional seniority, education level and school level. In addition, a positive and moderate relationship was found between school principals' emotional intelligence levels and teachers' happiness at school.*

**Anahtar Kelimeler:** Emotional intelligence, Happiness, Teachers, School principals



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## 1. Introduction

Centuries ago, Plato expressed the importance of emotional intelligence by stating that emotions form the basis of individuals' learning processes and using emotional intelligence as a concept (Yaylacı, 2006). Aristotle defined emotional intelligence as the ability to direct anger as a natural reaction at the right time and to a reasonable extent towards the right person (Aksaraylı & Özgen, 2008). Wayne Leon Payne, a doctoral student in the United States, first used the concept of social intelligence academically with his thesis titled "A Study of Emotion: Improving Emotional Intelligence" (Payne, 1985). Thorndike (1920) examined intelligence in three dimensions: social, concrete (mechanical) and abstract. Emotional intelligence, which Thorndike defined as social intelligence, was defined as "understanding and managing people, acting wisely in our relationships with others". Wechsler stated that every dimension except intellectual intelligence could be measured and defined these dimensions as emotional and effortful abilities (Freshman & Rubino, 2002). Emotional intelligence has been defined as "the ability to perceive, understand, and effectively use the power and intelligence of emotions" (Cooper & Sawaf, 2003). Peter Salovey, who works in the psychology department of Yale University, and John D. Mayer from the University of New Hampshire, defined emotional intelligence as "the ability to understand one's own emotions and the emotions of others, and to use this information to guide our thoughts and behaviors" (Salovey & Mayer, 1990). Reuven Bar-On defined emotional intelligence as "the ability to understand and express ourselves effectively, to establish positive relationships with others, and to cope successfully with routine demands, challenges, and pressures" (Bar-On, 2005). Goleman (2005) defined emotional intelligence as "a person's ability to manage their emotions and the capacity to express their emotions appropriately and effectively". In addition, Goleman sees emotional intelligence as the ability of individuals to understand and recognize their own emotions and the emotions of others, to shape emotions and to motivate ourselves (Goleman, 2005). Emotional intelligence is the ability of an individual to recognize their own emotions and use them to make their lives easier and to understand the emotions of those around them (Konrad & Hendl, 2005). Emotional intelligence is the capacity to understand their own and others' emotions, to control emotions and to use these emotions as a guide to direct our behavior (Fuimano, 2004).

Happiness, expressed by the Greek word "eudaimonia", is a reality sought by people according to Aristotle. Man has to carry on activities that are perfect. Aristotle stated that the greatest happiness is to do good to humanity (Aristotle, 2019). The feeling of happiness comes at the beginning of the feeling that almost every person tries to achieve and maintain throughout his life and wants to experience at every moment (Gilman, Huebner, & Laughlin, 2000). Happiness is when our positive feelings and emotions are greater than our negative feelings and emotions, and in general we are able to achieve satisfaction and satisfaction from life (Diener, 1984). Happiness is the attitude of the individual about his / her own life, that is, the conclusion about the general quality of life about how positively he leads life as a whole, how much he loves life (Veenhoven, 1984). According to Bentham, happiness is defined as the sum of the pleasures and pains that individuals feel. In the same way, happiness is currently perceived as the overall satisfaction of life as a whole. In other words, happiness is a result of what we experience (Veenhoven, 2000). If a person can hear from his/her inner voice that she is happy, she/he is happy for a short time (Proto, 1999). Happiness consists of a temporary recess between two different events that people experience (Benazus, 2004). Martin Seligman, the founder of positive psychology, a new perspective and a new trend in the field of psychology, used the concept of authentic happiness. According to this definition, happiness is not momentary and temporary, but more sustainable. Seligman stated that authentic happiness has three origins: A pleasant life, a good life, and a meaningful life. These three origins are; it is a beautiful life, a good life and a meaningful life (Seligman, 2002).

Emotional intelligence, which significantly directs social life and shapes our behavior, helps individuals to establish positive relationships with other people. According to the research findings, it has been shown that people with high emotional intelligence do not have difficulty in solving problems, can easily understand the feelings of others, can communicate comfortably with others and can understand others better (Karaçor & Çatır, 2017; Erçetin, 1998). The ability of individuals to communicate effectively in the environment where they work, to understand others and to work as a team ensures that they show high performance in the work they do (Çetinkaya & Alparslan, 2011). It has been observed that as school principals' job satisfaction, dedication and workplace happiness increase, their emotional intelligence levels also increase (Karayaman, 2021). Many studies show that as the level of emotional intelligence increases, happiness also increases (Zorba, Pala, & Göksel, 2016; Sasanpour, Khodabakhshi, & Nooryan, 2012; Bustamante, Barco, & Barona, 2015). A school principal who is happy and dedicates himself to the work also positively affects his environment and contributes positively to the workplace climate by contributing to the happiness of the people they work with in the workplace.

The happiness of the teachers who interact most closely with the student in the educational environment is extremely important. There are many factors that affect the happiness of teachers. One of the most important factors here is the attitudes of the managers. In the school, first of all, administrators and teachers should carry out the education process in a synchronized manner. In other words, administrators and teachers should understand each other very well and minimize the problems that may arise. The more positive and harmonious the relationship between them, the more peace and happiness will be achieved in the school environment bilaterally. School administrators need to have some skills to keep relationships positive. One of the qualities that a good leader should have to be able to see the wishes of the audience she/he influences. In doing so, it should focus not only on tangible and material values, but also on emotional values and meet them. As a good leader, the school administrator should protect the personal rights of the teacher while at the same time helping him to live his professional desire in the school environment, to increase his passion and to be happy in school. According to the famous Greek philosopher Plato, happiness is the result of a harmonious union between the three separate parts of human nature: reason, physical desires and spiritual needs (Marar, 2004).

Studies show that management is at the beginning of the situations that affect the motivation of teachers (Ertürk, 2017). It is important to determine each value that will have a positive effect on teacher happiness and to organize the practices in the light of these determinations. It has been determined in some studies that the level of emotional intelligence positively affects the behavior towards others (Boncukçu & Esen, 2020). People with high emotional intelligence can better sense the potential benefits and harms of current or future situations (Davis, 2008). Therefore, the higher the emotional intelligence of school principals, the higher their ability to understand the emotions of the teachers they spend time with and lead in school. Managing emotions, which are part of emotional intelligence, is also an important behavior. Since individuals can think about their own emotions and moods thoroughly, they also understand the effects on possible behaviors (Caruso & Salovey, 2004). Therefore, the social relations of school principals with teachers, who will be able to understand the effects of behaviors to be put forward in the school environment, will be more positive and constructive. This will help teachers feel happier in the school environment.

The aim of this study is to analyze the relationship between the emotional intelligence levels of school principals working in official primary, middle and secondary schools in Kızıltepe district of Mardin province and the happiness of the teachers these principals work with.

In order to examine the relationship between the emotional intelligence levels of school principals and the happiness of teachers in school, the following problems are sought to be answered:

- 1) What is the emotional intelligence level of school principals?
- 2) Is there a significant difference between the emotional intelligence levels of school principals according to gender, age, managerial experience, education level, professional seniority and type of school where they work?
- 3) What is the level of organizational happiness of teachers?
- 4) Is there a significant difference between teachers' organizational happiness levels according to gender, age, professional seniority, education level and type of school they work in?
- 5) Is there a significant relationship between the emotional intelligence levels of school principals and the organizational happiness of teachers?

## **2. Method**

### **2.1. Research Design**

In the study, the relational survey model, a general type of survey model within quantitative research methods deemed appropriate for this study, was employed. This model is designed to uncover the relationships between two or more variables, assess their levels, and analyze them without manipulating these variables. The goal is to provide researchers with insights that could contribute to more advanced studies concerning these relationships (Büyüköztürk et al., 2019). For data collection, the research utilized an emotional intelligence scale to gauge school principals' perceptions and a happiness scale to assess teachers' perceptions. Data were gathered through both direct face-to-face interviews with participants and the administration of data collection tools via Google Forms.

### **2.2. Study Sample**

The study's population comprises 216 school principals and 2,653 teachers employed in official primary, middle, and secondary educational institutions within the Kızıltepe District of Mardin Province during the 2020-2021 academic year. The sample for the study includes 97 school principals and 372 teachers from the same district and academic year. The sample was drawn using a simple random sampling method, which ensures that every element in the population has an equal probability of being selected. According to Çıngı (1994), the number of samples in the universe consisting of 3000 people should be at least 341, our universe is less than 3000 people and the number of samples is more than 341. In this approach, each unit selected is added back into the pool of potential selections, giving each sample candidate an equal chance of being chosen in each draw (Kerlinger & Lee, 1999; Büyüköztürk et al., 2019).

### **2.3. Data Collection Tools**

The Schutte emotional intelligence scale is a scale for determining the level of emotional intelligence developed by Schutte et al. (1998) in one dimension. Schutte et al. (1998) stated that the reliability alpha coefficient of cross-checking internal consistency for 32 participants of the scale was 0.87 and the reliability alpha coefficient for internal consistency analysis was 0.90. Tatar et al. (2017) stated that the values they revealed in their study with the form they obtained by translating it into Turkish were very close to the values that emerged in the development of the form. The Organizational Happiness Scale is a scale developed by Demo and Paschoal (2013) that aims to measure employees' happiness levels in the workplace. There are 29 items in the scale envisaged by Demo and Paschoal (2013) as a three-factor structure.

## 2.4. Data Collection and Analysis

In this study, data collection involved the use of two demographic information forms and two scales. For teachers, the demographic information form and the "Organizational Happiness Scale" were utilized, while for school principals, the demographic information form and the "Emotional Intelligence Scale" were employed. Data were gathered through both face-to-face administration of the scales and online links. The data analysis was conducted using SPSS version 18.0.0.

## 3. Findings

### 3.1. Findings Regarding the First Problem Statement, "How are the emotional intelligence levels of school principals?"

The findings of the expression "How are the emotional intelligence levels of school principals?", which was determined as the first sub-problem of the research are shown in Table 1.

**Table 1.**

*Values of the Emotional Intelligence Scale*

Scale/Sub-Dimensions	n	Min	Max	$\bar{x}$	Ss
Emotional Intelligence Scale	97	3.73	4.79	4.21	.27932
Optimism	97	3.22	4.94	4.20	.38333
Using Emotions	97	4.00	5.00	4.43	.35863
Evaluation of Emotions	97	2.90	4.90	4.14	.40313

According to Table 1, the arithmetic mean of school principals' perceptions of emotional intelligence; while the values for the overall emotional intelligence scale ( $\bar{x} = 4.21$ ) and the sub-dimension of using emotions ( $\bar{x} = 4.43$ ) were found to be very high ( $\bar{x} > 4.20$ ); The arithmetic mean of the perception of optimism ( $\bar{x} = 4.20$ ) and the evaluation of emotions sub-dimension was found to be high ( $\bar{x} > 3.40$ ) with ( $\bar{x} = 4.14$ ) values.

### 3.2. Findings Regarding the Second Problem Statement

The findings for this sub-problem are given separately for each independent variable.

#### 3.2.1. Findings related to emotional intelligence levels of school principals according to the gender variable

**Table 2.**

*Distribution of Emotional Intelligence Subscales by Gender*

Scale	Dimension	Gender	n	$\bar{x}$	Ss	t	Sd	p
Emotional Intelligence Scale	Optimism	Woman	14	4.40	0.34	2.134	95	0.035
		Man	83	4.16	0.38			
	Using Emotions	Woman	14	4.23	0.37	0.895	95	0.373
		Man	83	4.13	0.40			
	Evaluation of Emotions	Woman	14	4.58	0.36	2.015	95	0.041
		Man	83	4.40	0.39			
Emotional Intelligence Scale	Emotional Intelligence Scale	Woman	14	4.37	0.27	2.354	95	0.021
		Man	83	4.19	0.27			

Table 2 presents the distribution of the mean scores for school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions by gender. The table reveals that women scored higher on both the general emotional intelligence scale and its sub-dimensions compared to men. According to the independent samples t-test results, the scores in the sub-dimensions of optimism and emotion evaluation showed a statistically significant difference in favor of women ( $p < 0.05$ ). However, no statistically significant difference was found between male and female principals in the sub-dimension of using emotions ( $p > 0.05$ ).

### 3.2.2. Findings related to emotional intelligence levels of school principals according to the age variable

**Table 3.**

*Distribution of Emotional Intelligence Subscales by Age*

Emotional Intelligence Scale	Age	n	$\bar{X}$	Ss	F	P	Difference
General	20-30	11	4.3030	.32070	3.083	.031	31-40 years > 41-50 years
	31-40	48	4.2809	.29030			
	41-50	30	4.1343	.24550			
	51 and up	8	4.0606	.10372			
Optimism	20-30	11	4.2576	.25972	2.954	.043	31-40 years > 41-50 years
	31-40	48	4.2394	.22603			
	41-50	30	4.1037	.15670			
	51 and up	8	3.9722	.11878			
Dimensions Using Emotions	20-30	11	4.2727	.64667	.929	.430	
	31-40	48	4.1771	.37938			
	41-50	30	4.0600	.37564			
	51 and up	8	4.1125	.12464			
Evaluation of Emotions	20-30	11	4.5273	.37173	3.202	.027	31-40 years > 41-50 years
	31-40	48	4.4583	.37803			
	41-50	30	4.0933	.32582			
	51 and up	8	4.2750	.33700			

In Table 3, the distribution of the arithmetic averages of school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions by age is given. When the table is examined, the arithmetic average scores of the perceptions of the participants between the ages of 20-30 in the general emotional intelligence scale and the sub-dimensions of the using emotions and the evaluation of emotions are higher than the average scores of other age groups. According to the one-way variance (Anova) test statistics, it was found that the scores obtained in the emotional intelligence scale, optimism sub-dimension and emotion evaluation sub-dimension differed statistically significantly according to the age variable ( $p < 0.05$ ). In the sub-dimension of using emotions, there was no statistically significant difference between the perceptions of school administrators according to the age variable ( $p > 0.05$ ). According to the Tukey HSD test, which was conducted to determine between which groups the significant difference was, the significant difference in the overall scale, evaluation of emotions and optimism sub-dimension was found to be between the ages of 31-40 and 41-50 years, and it was found to be in favor of those in the 31-40 age group. Although the difference between the ages of 20-30 and the age of 41-50 was high, there was no significant difference in the test.

### 3.2.3. Findings related to emotional intelligence levels of school principals according to the managerial experience variable

**Table 4.**

*Distribution of emotional intelligence subscales by managerial experience*

Emotional Intelligence Scale	Managerial Experience	n	$\bar{X}$	Ss	F	p	Difference	
General	0-5	28	4,4080	,32871	5,906	,000	0-5 years>6-10 years; 0-5 years>11-15 years	
	6-10	31	4,1349	,14571				
	11-15	26	4,1282	,27040				
	16-20	8	4,2614	,28654				
	21 and up	4	4,0758	,03030				
Dimensions	Optimism	0-5	28	4,4603	,37432	6,931	,000	0-5 years > 6-10 years; 0-5 years > 11-15 years
		6-10	31	4,0538	,25316			
		11-15	26	4,0791	,39321			
		16-20	8	4,3611	,42414			
		21 and up	4	4,0278	,05556			
	Using Emotions	0-5	28	4,2429	,56005	,696	,597	
		6-10	31	4,1387	,27890			
		11-15	26	4,0923	,39691			
		16-20	8	4,0250	,23755			
		21 and up	4	4,1250	,05000			
	Evaluation of Emotions	0-5	28	4,5500	,38345	5,631	,043	0-5 years>6-10 years; 0-5 years>11-15 years
		6-10	31	4,2194	,38072			
		11-15	26	4,1769	,31662			
		16-20	8	4,3750	,29155			
		21 and up	4	4,1500	,19149			

Table 4 displays the distribution of mean scores for school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions based on managerial experience. The table shows that individuals with 0-5 years of managerial experience have higher average emotional intelligence scores compared to those with more extensive experience. The one-way ANOVA test results indicate that there is a statistically significant difference in the scores for the sub-dimensions of optimism and emotion evaluation based on managerial experience ( $p < 0.05$ ). However, no statistically significant difference was observed in the sub-dimension of using emotions based on managerial experience ( $p > 0.05$ ). The Tukey HSD test, conducted to identify which groups differed significantly, revealed that the significant differences in the overall scale and optimism sub-dimension were between the 0-5 years and 6-10 years groups, favoring the 0-5 years group. For the emotion evaluation sub-dimension, significant differences were found between the 0-5 years group and both the 6-10 years and 11-15 years groups, with the 0-5 years group showing higher scores.

### 3.2.4. Findings related to emotional intelligence levels of school principals according to the education level variable

**Table 5.**

*Distribution of Emotional Intelligence Subscales by Education Level*

Scale	Dimension	Education Level	n	$\bar{x}$	Ss	t	Sd	p
	Optimism	Undergraduate	92	4,2227	,28485	0.810	95	0.420
		Master Degree	5	4,1697	,15242			
	Using Emotion	Undergraduate	92	4,2095	,39215	0.490	95	0.625

<i>Emotional Intelligence Scale</i>	Evaluation of Emotions	Master Degree	5	4,0667	,06086	-0.546	95	0.534			
		Undergraduate	92	4,4130	,14806						
	General	Master Degree	5	4,7600	,23359						
		Undergraduate	92	4,1511	,41124				0.411	95	0.682
		Master Degree	5	4,0600	,20736						

Table 5 presents the distribution of mean scores for school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions based on education level. The table shows that school principals with a master's degree have a higher average score in the emotion evaluation sub-dimension compared to those with an undergraduate degree. Conversely, school principals with undergraduate degrees have higher average scores on the overall scale and in the sub-dimensions of optimism and the use of emotions compared to their counterparts with master's degrees. The independent samples t-test results indicate that there are no statistically significant differences in the overall scale or any of the sub-dimensions based on education level ( $p>0.05$ ).

### 3.2.5. Findings related to emotional intelligence levels of school principals according to professional seniority variable

**Table 6.**

*Distribution of Emotional Intelligence Subscales by Professional Seniority*

Emotional Intelligence Scale	Professional Seniority	n	$\bar{X}$	Ss	F	p	
General	0-5	10	4,3545	,28607	2,333	,062	
	6-10	21	4,3175	,29731			
	11-15	26	4,1469	,29675			
	16-20	32	4,2093	,25076			
	21 and up	8	4,0758	,14397			
Dimensions	Optimism	0-5	10	4,2667	,27191	1,111	,356
		6-10	21	4,3307	,40234		
		11-15	26	4,1218	,46135		
		16-20	32	4,1892	,34359		
		21 and up	8	4,0972	,28599		
	Using Emotions	0-5	10	4,4200	,44672	2,342	,061
		6-10	21	4,1952	,43986		
		11-15	26	4,0192	,36002		
		16-20	32	4,1719	,40500		
		21 and up	8	3,9875	,15526		
	Evaluation of Emotions	0-5	10	4,5400	,38930	2,172	,078
		6-10	21	4,5143	,38767		
		11-15	26	4,4923	,37622		
		16-20	32	4,3563	,32422		
		21 and up	8	4,1750	,12817		

Table 6 illustrates the distribution of mean scores for school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions based on professional seniority. The table indicates that participants with 0-5 years of professional seniority have higher average emotional intelligence scores compared to those with more years of seniority, except in the optimism sub-dimension. The one-way ANOVA test results reveal that there are no statistically significant differences in the overall scale or any of its sub-dimensions based on the professional seniority variable ( $p>0.05$ ).

### 3.2.6. Findings related to emotional intelligence levels of school principals according to variable of school level they work

**Table 7.**

*Distribution of Emotional Intelligence Subscales by School Level*

Emotional Intelligence Scale	School Level	n	$\bar{X}$	Ss	F	p	
General	Primary school	41	4,2387	,31244	,304	,738	
	Secondary school	42	4,2179	,26462			
	High school	14	4,1710	,22633			
Dimensions	Optimism	Primary school	41	4,2344	,43293	,248	,781
		Secondary school	42	4,1799	,36437		
		High school	14	4,1746	,28979		
	Using Emotions	Primary school	41	4,1537	,38801	,933	,397
		Secondary school	42	4,1833	,43332		
		High school	14	4,0143	,34831		
	Evaluation of Emotions	Primary school	41	4,4244	,36110	,102	,903
		Secondary school	42	4,4238	,36480		
		High school	14	4,4714	,35611		

Table 7 presents the distribution of mean scores for school principals' perceptions of the overall emotional intelligence scale and its sub-dimensions based on the school level in which they work. The table shows that the average values for the emotional intelligence sub-dimensions are similar across principals working at different school levels. The one-way ANOVA test results indicate that there are no statistically significant differences in the overall scale or any of its sub-dimensions based on the school level variable ( $p > 0.05$ ).

### 3.3. Findings Regarding the Third Sub-Problem "How are the Organizational Happiness level of Teachers?"

The findings of the expression "How are the organizational happiness levels of teachers?", which is determined as the third sub-problem of the research are shown in Table 8.

**Table 8.**

*Values of the Organizational Happiness Scale*

Scale/Sub-Dimensions	n	Min	Max	$\bar{x}$	Ss
Organizational Happiness Scale	372	1.86	4.86	3.6108	.66072
Positive Emotion	372	1.22	4.89	3.3208	.90696
Negative Emotion	372	1.50	5.00	3.7686	.86737
Using the Potential	372	1.50	5.00	3.7003	.75680

According to Table 8, the arithmetic mean of teachers' perceptions of organizational happiness levels is as follows: while it was found to be high ( $\bar{x} > 3.40$ ) for the overall organizational happiness scale ( $\bar{x} = 3.61$ ), for the negative emotion sub-dimension of the scale ( $\bar{x} = 3.76$ ) and for the potential use sub-dimension ( $\bar{x} = 3.70$ ); the arithmetic mean of the perception regarding the positive emotion sub-dimension was found to be medium ( $\bar{x} > 2.60$ ) with a value ( $\bar{x} = 3.32$ ).

### 3.4. Findings Regarding the Fourth Sub-Problem

The findings for this sub-problem are given separately for each independent variable.

#### 3.4.1. Findings on teachers' organizational happiness levels according to gender variable

**Table 9.**

*Distribution of the Organizational Happiness Scale by Gender*

Scale	Dimension	Gender	n	$\bar{x}$	Ss	t	Sd	p
Organizational Happiness Scale	Positive Emotion	Woman	179	3,3408	,93116	,409	370	,683
		Male	193	3,3022	,88595			
	Negative Emotion	Woman	179	3,7928	,82540	,519	370	,604
		Male	193	3,7461	,90612			
	Using the Potential	Woman	179	3,6466	,73604	-1,317	370	,189
		Male	193	3,7500	,77413			
	Scale General	Woman	179	3,6122	,64915	,040	370	,968
		Male	193	3,6094	,67297			

Table 9 shows the distribution of mean scores for teachers' perceptions of the overall organizational happiness scale and its sub-dimensions based on gender. The table reveals that the average scores are quite similar across sub-dimensions and the overall scale for both genders. The independent samples t-test results indicate that there are no statistically significant differences in the mean scores for the overall scale or its sub-dimensions based on gender ( $p > 0.05$ ).

#### 3.4.2. Findings on teachers' organizational happiness levels according to age variable

**Table 10.**

*Distribution of the Organizational Happiness Scale by Age*

Organizational Scale	Happiness	Age	n	$\bar{X}$	Ss	F	p
General		20-30	132	3,6178	,63994	,462	,709
		31-40	115	3,5907	,67726		
		41-50	92	3,5825	,67986		
		51 and up	33	3,7315	,64608		
Dimensions	Positive Emotion	20-30	132	3,2980	,93229	2,104	,099
		31-40	115	3,2184	,95683		
		41-50	92	3,3611	,80657		
		51 and up	33	3,6566	,84042		
	Negative Emotion	20-30	132	3,7658	,85451	,283	,838
		31-40	115	3,8123	,88783		
		41-50	92	3,7047	,89492		
		51 and up	33	3,8056	,79212		
Using the Potential	20-30	132	3,7557	,77547	,416	,742	
	31-40	115	3,6772	,76859			
	41-50	92	3,6481	,71434			
	51 and up	33	3,7045	,77486			

Table 10 shows the distribution of the arithmetic averages of teachers' perceptions of the overall organizational happiness scale and its sub-dimensions according to the age variable.

When the table is examined, it is seen that 51 years and over have higher score than other age groups in the overall scale and positive emotion dimensions. According to the one-way variance (Anova) test statistics, there was no statistically significant difference between the arithmetic means of the overall and sub-dimensions of the scale according to the age variable ( $p>0.05$ ).

### 3.4.3. Findings on teachers' organizational happiness levels according to professional seniority variable

**Table 11.**

*Distribution of the Organizational Happiness Scale by Professional Seniority*

Organizational Happiness Scale	Professional Seniority	n	$\bar{X}$	Ss	F	p	
General	0-5	71	3,7708	,64459	1,387	,238	
	6-10	106	3,5862	,66055			
	11-15	72	3,5843	,71115			
	16-20	85	3,5740	,63151			
	21 and up	38	3,5127	,64188			
Dimensions	Positive Emotion	0-5	71	3,5649	,80360	1,721	,145
		6-10	106	3,2338	,95740		
		11-15	72	3,3025	,88127		
		16-20	85	3,2915	,92088		
		21 and up	38	3,2076	,92609		
	Negative Emotion	0-5	71	3,9214	,81405	,874	,479
		6-10	106	3,7744	,88625		
		11-15	72	3,6863	,89791		
		16-20	85	3,7529	,82650		
		21 and up	38	3,6579	,94436		
Using the Potential	0-5	71	3,7764	,77284	,532	,712	
	6-10	106	3,7005	,77010			
	11-15	72	3,7483	,76869			
	16-20	85	3,6235	,75111			
	21 and up	38	3,6382	,69432			

Table 11 presents the distribution of mean scores for teachers' perceptions of the overall organizational happiness scale and its sub-dimensions based on professional seniority. The table shows that teachers with 0-5 years of professional seniority have the highest average scores on the overall scale and across all sub-dimensions. However, the one-way ANOVA test results indicate that there are no statistically significant differences in the mean scores for the overall scale or its sub-dimensions based on professional seniority ( $p>0.05$ ).

### 3.4.4. Findings on teachers' organizational happiness levels according to education level variable

**Table 12.**

*Distribution of the Organizational Happiness Scale by Education Level*

Scale	Dimension	Education Level	n	$\bar{x}$	Ss	t	Sd	p
Organizational Happiness Scale	Positive Emotion	Undergraduate	355	3,3108	,90278	-,971	370	,332
		Master Degree	17	3,5294	,99654			
	Negative Emotion	Undergraduate	355	3,7749	,86048	,639	370	,523
		Master Degree	17	3,6373	1,02145			
	Using the Potential	Undergraduate	355	3,6877	,75237	-1,469	370	,143
		Master Degree	17	3,9632	,82415			
Scale General	Undergraduate	355	3,6068	,65413	-,529	370	,597	

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Master Degree    17    3,6937    ,80490

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Table 12 shows the distribution of mean scores for teachers' perceptions of the overall organizational happiness scale and its sub-dimensions based on education level. The table indicates that graduate teachers have higher average scores compared to undergraduate teachers in the sub-dimensions of using positive emotion and potential, as well as in the overall scale. Conversely, in the reverse-coded negative emotion dimension, undergraduate teachers have a higher mean score than their graduate counterparts. The independent samples t-test results reveal that there are no statistically significant differences in the mean scores for the overall scale or its sub-dimensions based on education level ( $p > 0.05$ ).

### 3.4.5. Findings on teachers' organizational happiness levels according to school level variable they work

**Table 13.**

*Distribution of the Organizational Happiness Scale by School Level*

Organizational Happiness Scale	School Level	n	$\bar{X}$	Ss	F	p		
General	Primary school	149	3,6031	,71551	,263	,769		
	Secondary school	159	3,6357	,62396				
	High school	64	3,5668	,62296				
Dimensions	Positive Emotion	Primary school	149	3,4116	,89688	2,156	,117	
		Secondary school	159	3,3117				,87162
		High school	64	3,1319				,99654
	Negative Emotion	Primary school	149	3,6885	,94571	1,085	,339	
		Secondary school	159	3,8139	,80052			
		High school	64	3,8424	,83441			
Using the Potential	Primary school	149	3,6904	,81756	,343	,710		
	Secondary school	159	3,7327	,71538				
	High school	64	3,6426	,71612				

Table 13 presents the distribution of mean scores for teachers' perceptions of the overall organizational happiness scale and its sub-dimensions based on the school level in which they work. The table shows that teachers in secondary schools have higher average scores in the reverse-coded negative emotion dimension and the dimension of using potential compared to teachers in primary and high schools. Conversely, teachers in primary schools have higher average scores in the positive emotion dimension. The one-way ANOVA test results indicate that there are no statistically significant differences in the mean scores for the overall scale or its sub-dimensions based on school level ( $p > 0.05$ ).

### 3.5. Relationship Between the Emotional Intelligence Levels of School Principals' and the Organizational Happiness of Teachers

In this section, Pearson Correlation Analysis was used to reveal the relationship between the 3 sub-dimensions of the emotional intelligence scale and the 3 sub-dimensions of the organizational happiness scale and to determine the significance, direction and degree of the relationship. The findings are shown in Table 14.

**Table 14.**

*Correlation Result of Emotional Intelligence and Sub-Dimensions of Happiness Scales*

Sub-Dimension		Organizational Happiness in General	Positive Emotion	Negative Emotion	Using the Potential
Emotional Intelligence in General	r	,586**	,711**	,401**	,330**
	p	,000	,000	,000	,001
Optimism	r	,551*	.669**	-,404*	.259**

	p	.000	,000	,000	,000
Evaluation of Emotions	r	,429**	.495**	-.233*	.385**
	p	,000	,000	,022	,000
Using Emotions	r	,362**	.447**	-.223*	,238*
	p	,000	,000	,028	,019

\*\* The correlation is significant at the level of  $p < 0.01$

\* The correlation is significant at the level of  $p < 0.05$

According to Table 14, the relationship between emotional intelligence and organizational happiness was found to be significant ( $p < 0.01$ ) and moderately positive ( $r = 0.586$ ). The relationship between optimism and positive emotion was found to be significant ( $p < 0.01$ ) and highly positive ( $r = 0.669$ ). The relationship between optimism and negative emotion is significant ( $p < 0.01$ ) and moderately negative ( $r = -0.404$ ). The relationship between optimism and using the potential is significant ( $p < 0.05$ ) and weakly positive ( $r = 0.259$ ) found. The relationship between the evaluation of emotions and positive emotion was found to be significant ( $p < 0.01$ ) and moderately positive ( $r = 0.495$ ). The relationship between the evaluation of emotions and negative emotions was found to be significant ( $p < 0.05$ ) and weakly negative ( $r = -0.233$ ). The relationship between the evaluation of emotions and the using potential was found to be significant ( $p < 0.01$ ) and weakly positive ( $r = 0.385$ ). The relationship between the using emotions and positive emotion was found to be significant ( $p < 0.01$ ) and moderately positive ( $r = 0.447$ ). The relationship between the using emotions and negative emotion was found to be significant ( $p < 0.05$ ) and weakly negative ( $r = -0.223$ ). The relationship between the using emotions and the using the potential was found to be significant ( $p < 0.05$ ) and weakly positive ( $r = 0.238$ ).

#### 4. Discussion, Conclusion and Suggestions

Analysis of school principals' scores on the overall emotional intelligence scale and its sub-dimensions reveals that their emotional intelligence levels are very high overall, with particularly high scores in the optimism sub-dimension. The evaluation of emotions and the use of emotions sub-dimensions also show high scores, though the highest score was achieved in the use of emotions sub-dimension, and the lowest in the evaluation of emotions sub-dimension. This finding contrasts with Atay's (2002) research, which reported that school principals' emotional intelligence levels were lower than expected, particularly in relation to conflict resolution strategies. Conversely, Yerli (2009) found that school principals' emotional intelligence levels were high, aligning with the results of this study. Additionally, Bilgivar and Topal (2023) discovered that school principals' emotional intelligence positively and slightly predicted organizational synergy.

Analysis based on gender reveals significant differences in school principals' scores on the emotional intelligence scale, specifically in the optimism and emotion evaluation sub-dimensions. Female school principals were found to have higher emotional intelligence levels compared to their male counterparts. These findings are consistent with previous research on emotional intelligence. Bar-On (2005) has demonstrated that while overall emotional intelligence does not significantly differ between men and women, there are notable differences in specific sub-factors. Furthermore, several studies have indicated that women generally have higher emotional intelligence than men (Mayer & Geher, 1996; Ciarrochi, Chan, & Bajgar, 2001; Reiff, Hatzes, Bramel, & Gibbon, 2001; Karayaman & Başıbuğ, 2021; İyibaş & Akin, 2021). Akbar, Shah, Khan, and Akhter (2011) found similar results in their research in Pakistan, showing that female students had higher emotional intelligence levels compared to male students. This may

be attributed to women's higher levels of interpersonal engagement and a more nurturing approach in their social interactions.

Analysis by age reveals significant differences in school principals' scores on the emotional intelligence scale, particularly in the optimism and emotion evaluation sub-dimensions. The highest level of emotional intelligence was observed in the 20-30 age group. Karayaman and Başbuğ (2021) found a significant difference in emotional intelligence scores among school administrators in Istanbul based on age, similar to the findings of this study. Kızıl (2014) also reported in his research conducted in Balıkesir that scores in the emotion usage sub-dimension showed a significant difference by age, with the highest average scores recorded for those aged 20-30. The decline in emotional intelligence levels with increasing age may be attributed to factors such as burnout, job boredom, and reduced sensitivity to others' feelings or opinions in interpersonal relationships.

Analysis based on managerial experience shows significant differences in school principals' scores on the emotional intelligence scale, specifically in the optimism and emotion evaluation sub-dimensions. Principals with 0-5 years of managerial experience exhibited the highest levels of emotional intelligence. This finding contrasts with Babaoğlu's (2010) research, which found that emotional intelligence levels among school principals did not vary with managerial experience. The discrepancy in results might be due to increased frustration and reduced sensitivity in dealing with managerial challenges over time.

Analysis based on education level shows no statistically significant differences in school principals' scores on the overall emotional intelligence scale or its sub-dimensions. Similarly, Babaoğlu (2010) found no variation in emotional intelligence scores among school administrators based on their education level. Kızıl (2014) reported no significant differences in emotional intelligence scores according to education level in a study conducted in Balıkesir. Araz (2019) also concluded that there was no significant difference in emotional intelligence levels based on educational qualifications. Karayaman and Başbuğ (2021) reached the same conclusion, finding no significant difference in emotional intelligence levels related to education level. These findings suggest that educational and training experiences may not be significantly designed to enhance emotional intelligence.

Analysis based on professional seniority reveals no statistically significant differences in school principals' scores on the overall emotional intelligence scale or its sub-dimensions. This contrasts with Kızıl's (2014) study, which found significant differences in emotional intelligence scores based on professional seniority. Conversely, Babaoğlu (2010) reported results similar to those of this study, indicating no significant variation in emotional intelligence levels among school principals based on managerial experience. The lack of differences observed in this research may be attributed to the absence of specific vocational training on emotional intelligence for school administrators throughout their careers.

Analysis based on school level shows no statistically significant differences in school principals' scores on the overall emotional intelligence scale or its sub-dimensions. This finding contrasts with Babaoğlu's (2010) research, which reported differences in emotional intelligence scores based on whether the principals worked in primary or secondary education institutions. Although some differentiation in emotional intelligence levels was observed according to the type of school in this study, these differences were not statistically significant. This lack of significance may be due to the school climate at different levels not having a substantial positive or negative impact on emotional intelligence abilities.

Analysis of teachers' perceptions of the organizational happiness scale reveals high levels of organizational happiness, negative emotions (when reverse coded), and potential utilization. Scores from the positive emotion dimension were found to be at a moderate level. These findings suggest that overall, teachers experience high organizational happiness. Çetin

and Polat (2019) found similar results, with secondary school teachers reporting high levels of organizational happiness. Mertoğlu (2018) also reported that teachers' happiness levels were above average in her study.

Regarding the gender variable, there were no statistically significant differences in the scores for the overall and sub-dimensions of the organizational happiness scale. Keser (2018) similarly found no significant differences in happiness levels between men and women. Several studies support the notion that happiness levels do not significantly differ by gender (Bektaş & Karagöz, 2020; Bayram, 2018; Mertoğlu, 2018; Moçoşoğlu & Kaya, 2018; Konan & Taşdemir, 2019; Özgenel & Canuylası, 2021). This lack of difference may be attributed to the fact that men and women perform similar roles, face similar challenges, and experience comparable stressors in their professional lives.

Analysis based on age also showed no significant differences in teachers' scores on the overall and sub-dimensions of the organizational happiness scale. Türkmen (2021) found similar results, concluding that organizational happiness levels among teachers do not vary with age. Ergüven (2020) reported no differences in organizational happiness levels according to age in his thesis research. Additionally, Panda and Sinha (2020) found no statistical differences in organizational happiness among primary school teachers in Bengal, India, based on age. These results may indicate that teachers do not develop significant changes in emotional intelligence skills throughout their careers.

Analysis based on professional seniority shows no statistically significant differences in teachers' scores on the overall and sub-dimensions of the organizational happiness scale. Çetin and Polat (2019) similarly found no variation in teachers' organizational happiness scores according to professional seniority. Konan and Taşdemir (2019) reported that teachers' perceptions of happiness did not differ based on professional seniority. Panda and Sinha (2020) also found no differences in organizational happiness levels among primary school teachers based on professional seniority. This lack of significant difference may be due to teachers at all levels of seniority experiencing similar challenges or satisfactions in their work.

Regarding education level, no statistically significant differences were found between teachers' scores on the overall and sub-dimensions of the organizational happiness scale. This finding aligns with existing literature, such as Kayacan (2020) and Michalos (2007). Özgenel and Canuylası (2021) found that teachers' perceptions of organizational happiness did not significantly vary with education level. Similarly, Bulut and Demirhan (2020) found no significant differences in organizational happiness among teachers based on education level, particularly in the sub-dimensions of positive emotions and potential realization. This may be because happiness from life and work is not significantly influenced by education level or is equally distributed across different educational levels.

For the school level variable, there were no statistically significant differences in teachers' scores on the overall and sub-dimensions of the organizational happiness scale. Konan and Taşdemir (2019) also found no differences in teachers' happiness levels based on the school level. This result might be due to the fact that teachers at various school levels encounter similar situations and challenges.

The research revealed a positive and statistically significant relationship between the emotional intelligence levels of school principals and the happiness of teachers. This finding is consistent with various studies in the literature. Karayaman (2021) found a significant relationship between emotional intelligence and workplace happiness among school principals. Baş et al. (2021) identified a negative linear relationship between adolescents' emotional intelligence and their fear of happiness. Serter and Biçer (2019) found a moderate, positive, and significant relationship between emotional intelligence and happiness among sports managers. Additionally, Teker, Arslan, Açıık, and Yiğit (2023) noted that higher emotional intelligence levels

in school administrators corresponded with improved leadership qualities. Petrides and Furnham (2003) also found a positive relationship between emotional intelligence and happiness.

In the light of the findings of the study, the following suggestions can be made:

- In this research, school principals and teachers working in official schools constitute the population. Research can be carried out, in which private schools make up the research population.
- By measuring the emotional intelligence levels of school administrators according to teacher perceptions, the emotional intelligence of school principals can be measured and compared both by themselves through self-assessment and according to teacher perceptions.
- In future research, using mixed research methods, both quantitative and qualitative data can be evaluated together.
- The population of this research consists of school principals and teachers working in official schools in Kızıltepe District of Mardin province. This study can be done in other cities.
- Research can be done on other variables that may affect teacher happiness.
- Professional training and development programs on emotional intelligence should be organized for school principals.

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The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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