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The Relationship Between School Administrators' Social Justice Leadership Behaviors and Teachers' Levels of Organizational Happiness

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Abstract. The purpose of this study is to examine the relationship between school administrators' social justice leadership behaviors and teachers' levels of organizational happiness, according to the perspectives of teachers. The study adopts a relational survey model and employs a quantitative research approach. The population comprises 4000 teachers from primary and secondary schools in a Turkish province for the 2024 -2025 academic year, with a sample of 380 teachers selected via purposive sampling. Data collection tools include a Personal Information Form, School Principals' Social Justice Leadership Behaviors Scale, and Organizational Happiness Scale. Data analysis was performed using SPSS 25. Descriptive statistics, including arithmetic mean and standard deviation, were calculated to address the first two sub-problems. Correlation analysis was used to address the third sub-problem, and multiple regression analysis was performed to examine the fourth sub-problem. The findings indicate that social justice leadership behaviors of school administrators are perceived as moderately high, with "Support" emerging as the most prominent sub-dimension. Teachers' organizational happiness levels are also perceived as moderate to high, with "Realization of Potential" being the highest-rated sub-dimension. Correlation analysis reveals a significant positive relationship between social justice leadership and organizational happiness, with supportive leadership behaviors strongly associated with positive emotions and fulfillment. Conversely, leadership behaviors that lack participatory and reflective elements show weaker predictive power regarding organizational happiness. The regression analysis underscores that "Support" is the most significant predictor of teachers' organizational happiness, highlighting the critical role of supportive leadership in fostering a positive organizational environment. The study concludes by emphasizing the importance of inclusive, equitable, and support-based leadership practices to enhance teachers' well-being and professional satisfaction.

Keywords. social justice leadership, Organizational leadership

1. Introduction

The leadership behaviors exhibited by school administrators play a pivotal role in shaping the perceptions and well-being of teachers. Of particular importance is the emphasis on social justice leadership, which prioritizes the promotion of equity, fairness, and inclusivity within the educational environment. Investigating teachers' perceptions of administrators' social

justice leadership behaviors, alongside their impact on organizational happiness, offers critical insights into fostering a positive and productive school climate (Shields, 2010).

Social justice leadership in educational settings entails deliberate and strategic actions undertaken by school leaders to address and mitigate inequities, ensuring equal opportunities and dignified treatment for all members of the school community (Theoharis, 2007). This form of leadership emphasizes inclusive practices, advocacy for marginalized groups, and the development of policies that support equitable educational outcomes. Research suggests that when school administrators demonstrate robust social justice leadership behaviors, they cultivate an environment where teachers feel respected, supported, and empowered to contribute meaningfully to the institution's objectives (Santamaría & Santamaría, 2016).

Teachers' perceptions of administrators' social justice leadership behaviors are intrinsically linked to their levels of organizational happiness. Organizational happiness, defined as the subjective well-being, satisfaction, and positive affect experienced by employees within their workplace, is a key determinant of workplace motivation and productivity (Fisher, 2010). In the educational context, factors such as supportive leadership, equitable treatment, opportunities for professional development, and collaborative work environments significantly shape teachers' organizational happiness. Perceptions of administrators as proponents of social justice have been shown to positively influence teachers' satisfaction, organizational commitment, and professional efficacy (Hoy & Tarter, 2004).

Empirical studies substantiate the association between social justice leadership and enhanced perceptions of organizational justice, which subsequently impacts organizational happiness. For instance, Bozkurt and Kara (2024) demonstrated that teachers' perceptions of their principals' social justice leadership behaviors positively influenced their trust in leadership, with perceived support acting as a mediating variable. This finding highlights the importance of equitable and justice-oriented leadership in fostering trust and emotional well-being among educators.

Furthermore, correlations have been identified between organizational justice, authentic leadership, and teachers' levels of organizational happiness. Research conducted by Özdemir (2020) underscored significant positive relationships between these constructs, suggesting that perceptions of fairness and authenticity in leadership practices are integral to fostering teachers' workplace satisfaction. Additionally, Kılınc and Dere (2020) identified social motivation as a mediating factor in the relationship between school leadership behaviors and teachers' perceptions of social justice. This highlights the role of supportive leadership in cultivating a sense of fairness and equity, thereby enhancing overall organizational happiness.

A comprehensive understanding of the interplay between administrators' social justice leadership behaviors and teachers' organizational happiness is critical for advancing effective leadership practices in schools. By fostering an environment of equity, support, and inclusivity, school administrators can significantly enhance teachers' professional well-being, ultimately leading to improved educational outcomes for students. Continued research in this domain should explore contextual factors and methodological approaches to further elucidate the complexities of these relationships and inform policy and practice in educational leadership.

2. Literature review

The role of leadership in educational institutions has long been recognized as a pivotal factor influencing organizational outcomes and individual well-being. In recent years, the concept of social justice leadership has emerged as a critical framework for addressing

inequities and fostering inclusive school environments. Simultaneously, the construct of organizational happiness has gained prominence in research, highlighting the importance of employee well-being in achieving institutional effectiveness. This literature review examines existing research on teachers' perceptions of school administrators' social justice leadership behaviors and their relationship with teachers' organizational happiness, exploring key theories, empirical findings, and implications for educational leadership.

Social justice leadership in education is rooted in the principles of equity, inclusion, and advocacy. Leaders who adopt a social justice orientation actively work to address systemic inequities, challenge discriminatory practices, and promote fairness and respect within the school community (Theoharis, 2007). Shields (2010) conceptualized transformative leadership as a subset of social justice leadership, emphasizing the moral responsibility of leaders to confront and rectify social injustices within educational institutions.

Research suggests that social justice leadership manifests through specific behaviors, such as fostering inclusive practices, advocating for marginalized students and staff, and implementing policies that promote equity. According to López, Gonzalez, and Fierro (2010), such leadership behaviors are particularly effective in diverse school settings where disparities in resources and opportunities are pronounced. Principals who demonstrate social justice leadership create environments where teachers feel valued and supported, which can enhance their professional satisfaction and commitment.

Teachers' perceptions of their administrators' leadership behaviors significantly influence their trust, morale, and organizational commitment. When teachers perceive their leaders as socially just, they are more likely to experience a sense of fairness and respect in their workplace (Kose, 2009). Teachers' perceptions are shaped by visible leadership actions, such as equitable decision-making, transparent communication, and active advocacy for social justice.

Empirical studies have highlighted the importance of these perceptions in fostering a positive organizational climate. For instance, Bozkurt and Kara (2024) demonstrated that teachers' perceptions of their principals' social justice leadership behaviors positively predicted their trust in leadership, with perceived administrator support serving as a mediating factor. This trust, in turn, is associated with greater job satisfaction and organizational happiness.

Organizational happiness refers to the subjective well-being and satisfaction of employees within their professional context. It encompasses dimensions such as emotional well-being, professional fulfillment, and the quality of interpersonal relationships (Fisher, 2010). In the educational sector, teachers' organizational happiness is closely linked to their sense of purpose, workplace support, and opportunities for growth.

Research on organizational happiness has underscored the role of leadership in shaping employees' experiences. Studies by Özdemir (2020) and Kılınç and Dere (2020) found that authentic and supportive leadership practices were strongly correlated with teachers' organizational happiness. Specifically, leaders who prioritize fairness, transparency, and inclusivity foster environments that enhance teachers' professional well-being.

The interplay between social justice leadership and organizational happiness has been a focal point of recent research. Theoretical frameworks, such as equity theory (Adams, 1965), suggest that perceptions of fairness and justice are critical determinants of employee satisfaction and motivation. In the context of schools, administrators who exhibit social justice leadership behaviors contribute to teachers' perceptions of organizational justice, thereby enhancing their happiness and engagement.

Empirical evidence supports this relationship. Bozkurt and Kara (2024) highlighted that teachers who perceive their principals as socially just report higher levels of organizational happiness. Similarly, a study by Kılınç and Dere (2020) found that social motivation mediates the relationship between leadership and perceptions of social justice, emphasizing the role of supportive and empowering leadership in fostering positive outcomes.

Several factors mediate the relationship between social justice leadership and organizational happiness. Trust in leadership has been identified as a key mediator, with studies showing that teachers' trust in their administrators enhances their job satisfaction and commitment (Tschannen-Moran & Gareis, 2015). Additionally, the perceived fairness of policies and practices plays a significant role in shaping teachers' experiences.

Contextual variables, such as school size, socio-economic status, and cultural diversity, also influence these dynamics. López et al. (2010) noted that in resource-constrained schools, social justice leadership behaviors have a more pronounced impact on teachers' organizational happiness, as these behaviors address critical inequities and foster a sense of hope and purpose.

The findings on social justice leadership and organizational happiness have significant implications for educational leadership practice and policy. First, professional development programs for school administrators should incorporate training on social justice leadership, equipping leaders with the skills and knowledge to address inequities and promote inclusivity. Second, schools should establish mechanisms for assessing teachers' perceptions of leadership behaviors, using this feedback to refine leadership practices and enhance organizational outcomes.

Policy frameworks should also prioritize social justice as a core principle of educational leadership. By embedding equity and inclusivity into leadership standards, policymakers can ensure that school leaders are held accountable for fostering positive and equitable environments.

While existing research has made significant contributions to understanding the relationship between social justice leadership and organizational happiness, several gaps remain. First, there is a need for longitudinal studies that examine the long-term effects of social justice leadership behaviors on teachers' well-being and organizational outcomes. Second, comparative studies across different cultural and educational contexts could provide deeper insights into how social justice leadership operates in diverse settings. Finally, future research should explore the intersectionality of social justice leadership with other leadership styles, such as transformational and distributed leadership, to develop a more comprehensive understanding of effective leadership practices in education.

The existing literature underscores the critical role of social justice leadership in shaping teachers' perceptions and organizational happiness. By addressing systemic inequities and fostering inclusive environments, socially just leaders contribute to the well-being and professional fulfillment of teachers. However, continued research is needed to further explore the complexities of these relationships and inform evidence-based leadership practices. Through such efforts, educational institutions can create environments where teachers thrive, ultimately enhancing the quality of education for all students. Purpose of the Research

In this study, with the data collected and the results of the analysis, firstly, the level of school administrators' paternalistic leadership behaviors and teachers' organizational silence according to teachers' views were examined, and then the relationship between these variables was tried to be revealed. In this context, the current research aimed to answer the following questions.

- 1 - What is the level of school administrators' realization of social justice leadership behaviors?
- 2 - What is the level of teachers' perceptions about organizational happiness?
- 3 -What is the relationship between school administrators' social justice leadership behaviors and teachers' organizational happiness?
- 4 - Do school principals' social justice leadership behaviors predict teachers' organizational happiness levels?

3. Research Method

3.1. Research Design

This study seeks to examine the relationship between school administrators' social justice leadership behaviors and teachers' levels of organizational happiness. Adopting a relational survey model—a research methodology designed to investigate the presence and magnitude of associations between two or more variables (Karasar, 2019)—the study aims to elucidate the dynamic interplay between these constructs. The independent variable in this research is the social justice leadership behaviors demonstrated by school administrators, while the dependent variable is the organizational happiness experienced by teachers. Through this framework, the study endeavors to contribute to the understanding of how leadership practices influence the well-being and professional satisfaction of educators within school environments.

3.2. Participants

The population of the study consists of 4000 teachers working in schools in a province of Turkey in the 2024-2025 academic year, and the sample consists of 380 primary and secondary school teachers selected by purposive sampling method. Purposive sampling, also referred to as judgmental or selective sampling, is a non-probability sampling technique where researchers deliberately choose participants based on their relevance to the research objectives. It is commonly used in qualitative research to gain detailed insights into specific phenomena." (Etikan, Musa & Alkassim, 2016). At the end of the data collection process, a total of 392 teachers were reached. 12 questionnaires were found to contain missing data and were removed from the data set before analysis. This number corresponds to 9.50% of the teachers in the population. School Principals' Social Justice Leadership Behaviors Scale and Organizational Happiness Scale were used as data collection tools in the study. SPSS 25 statistical package program was used to analyze the data.

3.3. Data Collection Instruments

Personal Information Form, School Principals' Social Justice Leadership Behaviors Scale and Organizational Happiness Scale were used as data collection instruments.

Personal Information Form. The Personal Information Form was created to obtain personal information about the teachers who voluntarily participated in the study. The form includes information such as gender, age, seniority, marital status, education level and the school level of the teachers.

Social Justice Leadership Scale. The Social Justice Leadership Scale (Özdemir & Kütük, 2015) consists of 24 Likert-type items and these items are grouped into 3 sub-dimensions. These three sub-dimensions are named as support, critical consciousness and participation,. The responses to the measurement items are organized as '(1) Never, (2) Sometimes, (3) Often, (4) Most of the time and (5) Always'.

Organizational Happiness Scale. The Organizational Happiness Scale (Arslan & Polat, 2017) consists of 29 Likert-type items and these items are grouped into 3 sub-dimensions. These three sub-dimensions are named as 'positive emotions, negative emotions, and realization of potential. The answers to the measurement items are organized as '(1) Strongly disagree, (2) Disagree, (3) Moderately agree, (4) Agree, (5) Strongly agree'.

3.4. Data Analysis

In order to determine the level of realization of the variables according to the responses of the teachers participating in the study to the questions in the scales, it was necessary to determine the range width. For this purpose, the formula 'range width/number of groups to be made' (Tekin, 1996) was used and the range width was determined as $5-1/5 = 0.80$ for the two scales used in the study. Since the scores in the scales are between 1-5, the scores approaching 5 indicate that the level of school administrators' exhibiting social justice leadership behaviors and the level of teachers' experiencing organizational happiness are high according to the perceptions of teachers, while the scores approaching 1 indicate that the level of teachers' experiencing organizational happiness is low.

Table 1
Arithmetic Mean Ranges for the Scales Used in the Study

Answer	Score Range	Rating	Intervals of school administrators' paternalistic leadership behaviors	Ranges of teachers' level of experiencing organizational silence
5	4.20-5.00	Very high	Always	Totally agree
4	3.40-4.19	High	Most of the time	Agree
3	2.60-3.39	Middle	Frequently	Moderately agree
2	1.80-2.59	Low	Sometimes	Disagree
1	1.00-1.79	Lowest	Never	I do not agree at all

The most important indicators of normal distribution are skewness and kurtosis values. As a result of the normality analysis, it was seen that the scales used in the research provided a normal distribution. SPSS 25 application was used for data analysis. In the process of analyzing the first two sub-problems (*What is the level of school administrators' performing social justice leadership behaviors?*, *What is the level of teachers' experiencing organizational happiness?*), arithmetic mean and standard deviation analyses were performed for descriptive statistics. Correlation analysis was used to solve the third sub-problem (*What is the relationship between school principals' social justice leadership behaviors and teachers' organizational happiness?*) and regression analysis was used to solve the fourth sub-problem (*Do school principals' social justice leadership behaviors predict teachers' organizational happiness levels?*). In the interpretation of these analyzes, the values for the correlation coefficient (r values) in Table 2 (Köklü, Büyüköztürk & Çokluk Bökeoğlu, 2006) were taken as basis.

Table 2
Correlation Coefficient 'r' Values and Meanings

	'r' Value	Meaning
0.00	4.	No Relationship
0.01	- 0.296.	Low Level Relationship
0.30	- 0.708.	Moderate Relationship
0.71	- 0.9910.	High Level Relationship
. 1.00	12.	Perfect Relationship

**p< .01, *p< .05

4. Findings

4.1. Findings Related to the First Sub-Problem

Table 3
Distribution of Teachers' Perceptions of School Administrators' Realization of Social Justice Leadership Behaviors

Sub-Dimensions	n	\bar{X}	S
Support	380	3,71	1,03
Critical Consciousness	380	3,71	1,07
Participation	380	3,48	1,19
Social Justice Leadership	380	3,68	1,03
(Total)			

When the distribution of teachers' perceptions regarding social justice leadership behaviors of school administrators is examined, it is observed that Support is perceived as the most prominent sub-dimension ($\bar{X} = 3.71$). This suggests that teachers generally view school administrators as demonstrating social justice leadership behaviors related to support at a "high level."

The other social justice leadership sub-dimensions are Critical Consciousness ($\bar{X} = 3.71$) and Participation ($\bar{X} = 3.48$). The participation sub-dimension has a slightly lower mean, indicating a "moderate level" of participatory practices related to social justice leadership.

In terms of variability, the Participation sub-dimension ($S = 1.19$) shows the greatest variation, indicating the most diverse perceptions among teachers regarding participatory leadership practices. In contrast, the Support sub-dimension ($S = 1.03$) shows a more homogeneous distribution, indicating more consistent views among teachers about support-related social justice leadership behaviors. Similarly, Critical Consciousness ($S = 1.07$) shows slightly more variation than Support, but the variability remains relatively moderate.

The total score for social justice leadership ($\bar{X} = 3.68$) suggests that, overall, teachers perceive social justice leadership practices in their schools to be at a "moderate-to-high level." The standard deviation ($S = 1.03$) for the total score reflects a fairly consistent perception among teachers regarding the overall practice of social justice leadership.

4.2. Findings Related to the Second Sub-Problem

Table 4
Distribution of Teachers' Perceptions of Organizational Happiness

Sub-Dimensions	n	\bar{X}	S
Positive Emotions	380	3,19	1,21
Negative Emotions	380	2,50	1,22
Realization of Potential	380	3,72	,94
Organizational Happiness (Total)	380	3,46	,92

When the distribution of teachers' perceptions regarding Organizational Happiness is examined, it is observed that the highest-rated sub-dimension is Realization of Potential ($\bar{X} = 3.72$). This suggests that teachers perceive their potential for personal and professional growth as being realized at a "high level."

The other sub-dimensions are Positive Emotions ($\bar{X} = 3.19$) and Negative Emotions ($\bar{X} = 2.50$). The Positive Emotions sub-dimension is rated at a "moderate level," indicating that teachers generally experience positive emotions in their organizational environment but not consistently at high levels. In contrast, the Negative Emotions sub-dimension has the lowest mean score ($\bar{X}=2.50$), indicating a relatively low level of negative emotional experiences, which is favorable for organizational happiness.

The Negative Emotions sub-dimension has the highest standard deviation ($S = 1.22$), reflecting the most diverse perceptions among teachers regarding negative emotional experiences.

Positive Emotions also shows notable variability ($S = 1.21$), indicating that teachers' experiences of positive emotions in the workplace vary considerably.

The Realization of Potential sub-dimension ($S = 0.94$) shows the most homogeneous distribution, suggesting that teachers generally share a similar perception about the realization of their potential within the organization.

The total score for Organizational Happiness ($\bar{X} = 3.46$) indicates that teachers perceive their overall happiness within the organization to be at a "moderate-to-high" level. The standard deviation for the total score ($S = 0.92$) suggests a consistent perception among teachers regarding their overall sense of happiness at work.

Findings Related to the Third Sub-Problem

Table 5
The Relationship Between School Administrators' Paternalistic Leadership Behaviors and Teachers' Organizational Silence

Variables	1	2	3	4	5	6	7	8
1. SJL	-	,985**	,982**	,899**	,717**	,738**	-,372**	,762**
2. Support		-	,944**	,842**	,725**	,730**	-,389**	,767**
3. Critical Consciousness			-	,867**	,695**	,717**	-,360**	,738**
4. Participation				-	,606**	,673**	-,273**	,652**
5. Organizational					-	,825**	-,800**	,811**

Happiness			
6. Positive Emotions	-	-,361**	,788**
7. Negative Emotions	-		-,384**
8. Realization of Potential			-

**p< .01, *p< .05

When the relationship between the sub-dimensions of Social Justice Leadership (SJL) and Organizational Happiness is examined, it is observed that there is a strong, positive, and significant relationship between the Support sub-dimension and Positive Emotions ($r = 0.944$, $p < 0.01$). This indicates that as supportive leadership behaviors increase, teachers' positive emotional experiences also increase significantly. There is a moderate, negative, and significant relationship between Support and Negative Emotions ($r = -0.389$, $p < 0.01$), suggesting that higher support is associated with a reduction in negative emotional experiences. Additionally, there is a strong, positive, and significant relationship between Support and Realization of Potential ($r = 0.767$, $p < 0.01$), meaning that teachers are more likely to feel that their potential is being realized when they experience support from their leaders.

When the Critical Consciousness sub-dimension is examined, there is a strong, positive, and significant relationship between Critical Consciousness and Positive Emotions ($r = 0.867$, $p < 0.01$). This indicates that critical consciousness in leadership is closely related to the presence of positive emotions in the organizational environment. The relationship between Critical Consciousness and Negative Emotions ($r = -0.360$, $p < 0.01$) is moderately negative, indicating that critical consciousness reduces negative emotions. There is also a moderate-to-strong, positive, and significant relationship between Critical Consciousness and Realization of Potential ($r = 0.738$, $p < 0.01$), showing that when school leaders exhibit critical consciousness, teachers feel that they are better able to realize their potential.

The Participation sub-dimension shows a moderate, positive, and significant relationship with Positive Emotions ($r = 0.842$, $p < 0.01$), indicating that participatory leadership behaviors are associated with higher positive emotions among teachers. There is a low, negative, and significant relationship between Participation and Negative Emotions ($r = -0.273$, $p < 0.01$), suggesting that participation from leadership slightly decreases negative emotions, though the effect is weaker compared to other sub-dimensions. Additionally, there is a moderate, positive, and significant relationship between Participation and Realization of Potential ($r = 0.652$, $p < 0.01$), indicating that when teachers feel included in decision-making processes, they are more likely to perceive that their potential is being realized.

In terms of overall Organizational Happiness, there is a strong, positive, and significant correlation ($r = 0.811$, $p < 0.01$) with Social Justice Leadership as a whole. This suggests that the more leaders engage in social justice leadership behaviors, the higher the organizational happiness experienced by teachers. The coefficient of determination ($r^2 = 0.66$) indicates that 66% of the variability in organizational happiness can be explained by social justice leadership.

When examining the relationship between Social Justice Leadership and Negative Emotions, there is a low-to-moderate, negative, and significant correlation ($r = -0.372$, $p < 0.01$), suggesting that leadership behaviors based on social justice help reduce negative emotions in teachers. This indicates that implementing leadership practices centered on fairness, inclusiveness, and reflection is associated with fewer negative experiences within the

organization.

In conclusion, the findings suggest that Support and Critical Consciousness are the sub-dimensions most strongly associated with Organizational Happiness, while Participation also plays an important role, though with slightly less impact. Positive emotions and the realization of potential are highly influenced by social justice leadership, whereas negative emotions decrease as these leadership behaviors improve. This highlights the importance of fostering supportive, reflective, and participatory leadership behaviors to create a positive and fulfilling organizational environment for teachers.

3.1. Findings Related to the Fourth Sub-Problem

Table 6
Multiple Regression Results on the Prediction of Organizational Happiness

Variables	<i>B</i>	<i>SH</i>	β	<i>t</i>	<i>p</i>	Binary <i>r</i>	Partial <i>r</i>
Constant	1,033	,124		8,348	,000		
Support	,572	,098	,636	5,861	,000	,289	,208
Critical Conscious ness	,118	,102	,136	1,159	,247	,060	,041
Participat ion	-,037	,056	-,048	-,661	,509	-,034	-,023

$R = ,726$; $R^2 = ,527$; $F(3-376) = 139,470$; $p = ,000$

When the results of the multiple regression analysis on the prediction of Organizational Happiness are examined, it is observed that Support, Critical Consciousness, and Participation together exhibit a significant relationship with teachers' Organizational Happiness ($R = 0.726$; $R^2 = 0.527$; $p = 0.000$). These predictor variables explain 52.7% of the total variance in teachers' Organizational Happiness.

According to the standardized regression coefficient (β), the relative order of importance of the predictor variables on Organizational Happiness is Support, Critical Consciousness, and Participation. The Support sub-dimension has a strong and positive relationship with Organizational Happiness ($\beta = 0.636$, $p < 0.01$), indicating that as supportive leadership behaviors increase, teachers' happiness also significantly increases. However, the Critical Consciousness sub-dimension shows a weak positive but non-significant relationship ($\beta = 0.136$, $p = 0.247$), suggesting that critical consciousness does not independently contribute to organizational happiness when controlling for the other predictors. Similarly, the Participation sub-dimension has a slight negative and non-significant relationship ($\beta = -0.048$, $p = 0.509$), indicating that it does not play a significant independent role in predicting Organizational Happiness.

When the t-test results for the significance of the regression coefficients are examined, it is seen that only the Support sub-dimension is a significant predictor of teachers' Organizational Happiness ($p < 0.01$). The Critical Consciousness and Participation sub-

dimensions do not significantly contribute to the prediction ($p > 0.05$).

According to the regression analysis results, the regression model for predicting Organizational Happiness is given as follows:

Organizational Happiness = $1.033 + 0.572(\text{Support}) + 0.118(\text{Critical Consciousness}) - 0.037(\text{Participation})$.

In other words, only the Support sub-dimension of Social Justice Leadership significantly predicts teachers' Organizational Happiness, while Critical Consciousness and Participation do not have significant independent effects. This highlights the importance of supportive leadership behaviors in fostering a positive and fulfilling organizational environment for teachers.

4. Discussion and Conclusion

The findings of this study underscore the pivotal role that school administrators' social justice leadership behaviors play in shaping teachers' organizational happiness. Social justice leadership emphasizes inclusivity, equity, and fairness, and its impact resonates across the teaching community, influencing not only workplace satisfaction but also teachers' emotional well-being and professional fulfillment. This research supports the growing body of evidence highlighting the importance of supportive, participatory, and critically reflective leadership practices in educational settings.

The results indicate that the sub-dimensions of social justice leadership—Support, Critical Consciousness, and Participation—collectively influence teachers' perceptions of their work environment, with Support emerging as the most significant predictor of organizational happiness. Teachers reported that when administrators demonstrated supportive behaviors, such as active listening, encouragement, and resource provision, their experiences of organizational happiness improved significantly. The positive emotions fostered by support-based leadership reflect trust, collaboration, and professional appreciation. This finding aligns with previous studies that emphasize the necessity of supportive leadership for creating positive work environments in educational institutions (Shields, 2010; Özdemir, 2020).

Conversely, Critical Consciousness and Participation did not show statistically significant independent effects on organizational happiness in the regression model, despite their conceptual importance. Critical Consciousness involves reflective practices and an awareness of systemic inequities, while Participation pertains to the meaningful involvement of teachers in decision-making processes. Although these dimensions correlate positively with organizational happiness, their lack of significance in isolation suggests that reflective practices and participation may have indirect effects that are more impactful when paired with robust support systems. This may be explained by cultural dynamics within schools where decision-making power often remains centralized. In contexts with hierarchical leadership, teachers may perceive participatory efforts as symbolic rather than substantial, diminishing their influence on organizational happiness.

The negative correlation between social justice leadership and Negative Emotions suggests that socially just leadership reduces workplace frustration, alienation, and dissatisfaction. Teachers reported lower levels of negative emotions when they perceived their administrators as equitable and inclusive. This finding supports Morrison and Milliken's (2000) contention that fair and transparent leadership can alleviate negative workplace emotions by fostering a sense of belonging and trust.

The fact that Realization of Potential emerged as the highest-rated sub-dimension of

organizational happiness reinforces the importance of providing teachers with opportunities for professional growth and fulfillment. This result underscores that teachers view their ability to achieve personal and professional goals as an essential element of workplace satisfaction. Conversely, Negative Emotions received the lowest mean score, indicating that the participants in this study experienced relatively few negative emotions in their work environment. This result points to a generally positive organizational climate, but it also highlights the need to address the conditions that may still contribute to emotional stress for some teachers.

The findings revealed that Support is the most influential sub-dimension in predicting teachers' organizational happiness. This underscores the importance of administrators' actions that demonstrate care, provide emotional and professional support, and create a culture of collaboration. Supportive leadership behaviors, such as recognizing teachers' contributions, offering constructive feedback, and addressing their concerns, can significantly enhance teachers' sense of belonging and job satisfaction. Teachers who feel supported by their administrators are more likely to experience positive emotions, engage actively in their roles, and realize their professional potential.

The strong predictive power of support aligns with research by Tschannen-Moran and Gareis (2015), which identified trust in leadership as a key mediator in organizational happiness. Supportive leaders build trust by fostering open communication and demonstrating reliability and fairness. This finding also resonates with Bozkurt and Kara (2024), who emphasized that perceived support from leaders mediates the relationship between social justice leadership and organizational happiness. These studies collectively suggest that support-based leadership practices lay the foundation for a positive organizational climate, making teachers feel valued and empowered.

While Critical Consciousness and Participation are conceptually integral to social justice leadership, their lack of statistical significance in the regression model indicates potential barriers to their effectiveness. Critical Consciousness involves challenging the status quo, addressing inequities, and engaging in reflective practices that question systemic injustices. However, this dimension may require more sustained and explicit practices to resonate with teachers in their day-to-day experiences. Teachers may not always perceive reflective leadership as immediately impactful, especially if they do not see tangible changes resulting from critical reflection.

Similarly, Participation refers to the involvement of teachers in decision-making processes. In theory, participatory leadership enhances organizational happiness by fostering collaboration and shared ownership. However, in practice, the extent to which teachers feel genuinely included in meaningful decision-making processes can vary. Teachers may perceive participation as superficial if they are invited to contribute their opinions without seeing their input reflected in policy decisions. This underscores the importance of ensuring that participatory practices are authentic, transparent, and lead to visible changes that validate teachers' contributions.

The variability in teachers' responses regarding participation may also reflect differences in school cultures and leadership styles. In some schools, participatory leadership may be well-established, while in others, it may be limited or tokenistic. These findings highlight the need for further research to explore the factors that mediate the effectiveness of participatory leadership in fostering organizational happiness.

The findings of this study have several practical implications for school administrators and policymakers. School administrators should prioritize support-based leadership behaviors,

such as active listening, emotional encouragement, and resource allocation. Professional development programs should include training on effective communication, conflict resolution, and emotional intelligence to equip administrators with the skills needed to build trust and support among their staff. Administrators should also engage in reflective practices that address systemic inequities within their schools. By fostering critical discussions and implementing policies that promote inclusivity and fairness, school leaders can create an environment that aligns with the principles of social justice leadership.

To ensure that participation is more than a symbolic gesture, school leaders should implement transparent decision-making processes and provide feedback to teachers regarding how their input is utilized. Structured forums for teacher collaboration and regular feedback loops can enhance teachers' sense of ownership and inclusion. Administrators should also be proactive in identifying and addressing the sources of negative emotions among teachers. Creating a supportive and open climate where teachers feel comfortable sharing their concerns without fear of repercussions can mitigate negative workplace experiences. Opportunities for professional development and advancement should be prioritized to enhance teachers' realization of their potential. Providing mentorship programs, leadership opportunities, and recognition for achievements can foster a sense of fulfillment and motivation among teachers.

At the policy level, social justice leadership should be embedded as a core principle in educational leadership standards. Policymakers should develop frameworks that hold school administrators accountable for promoting equity, inclusivity, and support within their schools. Additionally, schools should implement mechanisms for assessing teachers' perceptions of leadership practices to identify areas for improvement and enhance organizational outcomes.

While this study provides valuable insights, it is not without limitations. First, the research was conducted within a specific cultural and educational context, which may limit the generalizability of the findings to other contexts. The sample was drawn from a single region, and the results may not fully capture the diversity of experiences in different educational settings. Future research could expand the sample to include teachers from various geographic and cultural backgrounds to provide a more comprehensive understanding of the relationship between social justice leadership and organizational happiness.

Second, the study employed a cross-sectional design, capturing teachers' perceptions at a single point in time. Longitudinal studies are needed to examine the long-term effects of social justice leadership behaviors on organizational happiness and track changes over time. Additionally, qualitative research methods, such as interviews and focus groups, could provide deeper insights into teachers' experiences and the nuances of social justice leadership in practice.

Future research should explore the intersectionality of social justice leadership with other leadership styles, such as transformational and distributed leadership. Comparative studies across different cultural and institutional contexts could provide valuable insights into how social justice leadership operates in diverse settings. Furthermore, examining the role of mediating factors, such as trust, professional development opportunities, and organizational culture, could deepen our understanding of the mechanisms through which social justice leadership influences organizational happiness.

In conclusion, this study reinforces the critical role of social justice leadership in shaping teachers' organizational happiness. The findings highlight the importance of supportive leadership behaviors in fostering positive emotions, reducing negative experiences, and enhancing teachers' sense of professional fulfillment. While critical consciousness and

participatory practices are essential components of social justice leadership, their impact may be amplified when integrated with robust support systems.

By fostering supportive, reflective, and participatory leadership practices, school administrators can create educational environments where teachers thrive, ultimately contributing to improved educational outcomes for students. The pursuit of "zero silence" in educational organizations requires deliberate efforts to ensure that all voices are heard, valued, and respected. By prioritizing social justice in leadership practices, schools can become inclusive spaces that support the well-being and professional growth of teachers, benefiting the entire educational community.

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