

Interplay of organizational climate and organizational happiness in shaping organizational effectiveness: The case of public secondary schools in Carranglan, Nueva Ecija

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Abstract

Employing a quantitative research design with a descriptive-correlational approach, this study explored the role of organizational climate and organizational happiness as determinants of organizational effectiveness in public secondary schools in the Carranglan District, SDO-Nueva Ecija, for the academic year 2024-2025. A total of 102 public secondary school teachers participated as respondents, selected using the Slovin Formula. The study utilized questionnaires to gather data. Statistical analyses, including mean calculations, Pearson's correlation coefficient, and the coefficient of determination, were conducted, with hypotheses tested at a 0.05 level of significance. Results revealed that the respondents perceived a positive organizational climate, characterized by a supportive and collaborative environment conducive to professional growth. Organizational happiness was rated high, indicating satisfaction and well-being among teachers due to effective relationships, supportive leadership, and value alignment. Furthermore, respondents demonstrated a commendable level of organizational effectiveness, suggesting success in achieving institutional goals through teamwork and leadership. Significant findings include strong positive correlations between organizational climate and happiness, climate and effectiveness, and happiness and effectiveness. These relationships underscore the critical interplay between a dynamic environment, teacher well-being, and institutional performance. Based on these findings, the researcher developed a training program titled "Synergy in Education: Linking Organizational Climate, Happiness, and Effectiveness for Successful Teaching and Learning." This intervention is designed to strengthen the interconnectedness of these organizational dimensions, fostering enhanced teacher satisfaction, collaboration, and overall school performance. The study highlights the importance of fostering a supportive and inclusive organizational climate to sustain effectiveness in educational institutions.

Keywords: organizational climate, organizational happiness, organizational effectiveness, intervention program

Interplay of organizational climate and organizational happiness in shaping organizational effectiveness: The case of public secondary schools in Carranglan, Nueva Ecija

1. Introduction

Understanding the existing organizational climate and organizational happiness within schools is essential for fostering effectiveness, sustainability, and long-term success, particularly in today's competitive educational environment. The organizational climate encompasses the collective perceptions of an institution's culture, values, behaviors, and standards. A positive climate serves as the bedrock for creating an environment where educators feel valued, empowered, and motivated. This, in turn, drives higher levels of job satisfaction, reduces stress, and lowers turnover rates among teachers and staff—factors critical for maintaining consistency and achieving excellence in education. For students, a supportive organizational climate directly impacts their sense of safety, belonging, and engagement, which are vital for both academic success and personal development. Schools that prioritize a positive climate tend to promote holistic growth, allowing students to flourish in academic, social, and emotional dimensions. Examining the relationship between organizational climate and happiness offers valuable insights into how these elements shape the educational experience and contribute to overall institutional success. This understanding provides educational leaders with actionable knowledge to develop strategic interventions, ensuring schools remain vibrant, supportive spaces that attract and retain talent while empowering students to achieve their full potential.

Organizational happiness, referring to the well-being and satisfaction of employees and students, is equally important. Happy teachers and staff are more engaged, motivated, and productive, leading to innovative teaching practices and better educational outcomes. Students who experience happiness in their learning environment are more likely to be engaged, motivated, and perform better academically. This emphasis on happiness contributes to improved academic and operational performance, as positive climates encourage collaboration, effective communication, and a shared vision, all vital for the smooth operation of schools. It also promotes professional development and continuous improvement among staff, resulting in better teaching methods and academic programs (Cakir and Yavuz, 2023).

Furthermore, schools with a positive climate—a setting characterized by mutual respect, trust, inclusivity, and an emphasis on well-being—foster an environment where educators and staff feel valued and supported. Such a climate, combined with high levels of organizational happiness, becomes highly attractive to talented educators and staff seeking enriching and nurturing workplaces. This attractiveness contributes to higher retention rates, minimizing the costs and disruptions associated with frequent turnover. Additionally, prospective students and their families are naturally drawn to schools recognized for their emphasis on happiness and well-being, increasing enrollment and enhancing the institution's reputation (Otrebski, 2022).

Promoting a positive organizational climate and happiness also fosters innovation and adaptability. Schools that encourage a culture of experimentation and learning from mistakes are better equipped for continuous improvement and resilience, especially during crises like the COVID-19 pandemic. These schools maintain morale and motivation, essential for navigating challenges effectively. In a global context, schools with a strong organizational climate and focus on happiness are better positioned for international competitiveness and collaboration. They attract international students and staff, facilitating exchange programs and partnerships that enrich the educational experience. Such schools are recognized globally for their commitment to well-being, enhancing their reputation and attracting a diverse and talented community (Canli & Özdemir, 2022).

It is the assumption of the current researcher that organizational climate and organizational happiness significantly determine organizational effectiveness, providing a strong foundation for theory building in

organizational development and planning as a field of discipline. This assumption posits that the quality of the organizational climate, characterized by the atmosphere, attitudes, behaviors, and standards within the institution, along with the level of organizational happiness, reflected in the well-being and satisfaction of employees, are critical drivers of an organization's overall effectiveness and performance.

The present researcher also has the strong conviction that researches exploring the interplay between organizational climate, organizational happiness, and their combined impact on organizational effectiveness is gaining traction but still reveals significant research gaps that warrant further investigation and theoretical development. While studies often examine organizational climate and organizational happiness separately, there is a notable research gap in integrating these two constructs comprehensively. Organizational climate typically focuses on the broader organizational environment, encompassing factors like leadership, communication, and organizational culture. On the other hand, organizational happiness pertains more specifically to the emotional and psychological well-being of employees, including factors like job satisfaction, engagement, and morale. Understanding how these dimensions intersect and influence organizational effectiveness remains underexplored in current literature.

Moreover, the current researcher also observed that much of the existing research on organizational climate, happiness, and effectiveness is conducted within specific organizational contexts, such as healthcare or business, hence a research gap. There is a need for studies that explore these relationships across diverse organizational settings and cultures to ascertain the generalizability of findings like schools. Many studies adopt cross-sectional designs, providing snapshots of relationships at a single point in time. There is a dearth of longitudinal research that tracks changes in organizational climate, happiness, and effectiveness over time. Longitudinal studies would offer insights into the temporal dynamics and causal relationships between these variables, elucidating how changes in climate and happiness precede or follow changes in organizational effectiveness.

On the other hand, anchoring a study on organizational climate, organizational happiness, and organizational effectiveness within DepEd's research agenda on Theme 3- Human Resource Development (HRD) is strategically vital for advancing educational outcomes and organizational effectiveness in the Philippines. DepEd's HRD agenda focuses on improving teaching quality, leadership effectiveness, and workforce well-being, making research on these organizational factors highly relevant (Department of Education, 2021). By investigating how organizational climate and happiness influence organizational effectiveness, the study addresses critical aspects of educator satisfaction, student engagement, and overall school performance. It aims to uncover insights into creating supportive work environments that enhance teacher and staff well-being, reduce burnout, and promote job satisfaction. Moreover, understanding these dynamics contributes to improving organizational effectiveness by fostering collaboration, innovation, and efficient resource allocation within educational institutions. The study's empirical findings support evidence-based decision-making in DepEd, guiding the development of policies and interventions that positively impact HRD practices and educational outcomes. By fostering stakeholder engagement and collaboration, from educators to policymakers, the research ensures that its outcomes are applicable and meaningful, leading to sustainable improvements in HRD practices and educational quality across Philippine schools. Thus, aligning with DepEd's HRD agenda not only enhances organizational effectiveness but also contributes to creating supportive and empowering educational environments that benefit educators, students, and the broader educational community alike (Department of Education, 2024).

It is a reality that teachers in the Philippines face a myriad of challenges related to organizational climate, organizational happiness, and organizational effectiveness within their schools and secondary school teachers in Carranglan District in SDO Nueva Ecija are not excluded in this scenario. The organizational climate significantly impacts their daily experiences, with issues such as high workloads, overcrowded classrooms, and administrative burdens contributing to stress and burnout. A negative climate, exacerbated by poor communication, lack of transparency in decision-making, and limited opportunities for professional growth, can undermine morale and job satisfaction among educators. Additionally, strained relationships among colleagues

and perceived inequalities in treatment further strain the work environment, impacting teamwork and collaboration essential for effective teaching. These concerns are also observed by the current researcher among secondary school teachers in Carranglan District.

Moreover, it has been observed by the researcher that organizational happiness among teachers in Carranglan District is crucial yet often compromised by factors such as insufficient recognition for their efforts, limited career advancement opportunities, and challenges in maintaining a healthy work-life balance. Many educators in the district struggle with long hours, extensive lesson preparations, and evaluation of learning that encroach upon personal time, affecting their overall well-being and satisfaction with their profession. Moreover, disparities in access to professional development and outdated training programs hinder opportunities for growth and skill enhancement, perpetuating feelings of stagnation and dissatisfaction among teachers.

In terms of organizational effectiveness, resource allocation remains a persistent issue, with schools grappling with inadequate funding for classroom materials, technology, and support staff in Carranglan district. Unequal distribution of resources among schools, coupled with outdated facilities and infrastructure, further exacerbates disparities in educational quality and student outcomes. Challenges related to curriculum implementation, limited flexibility in teaching methods, and insufficient student support services also impact organizational effectiveness, affecting the ability of public secondary schools to meet diverse student needs and deliver quality education.

Addressing these multifaceted challenges necessitates a unified effort to improve the organizational climate, enhance teacher well-being, and optimize organizational effectiveness within secondary schools in the Carranglan district. This aligns with the United Nations' Sustainable Development Goal (SDG) 4, which advocates for inclusive and equitable quality education. By fostering supportive and visionary leadership, promoting open and transparent communication, and prioritizing investments in teacher well-being and professional development, stakeholders can cultivate an environment where educators feel valued, empowered, and equipped to deliver transformative teaching. Such initiatives not only boost job satisfaction and retention among teachers but also lead to improved educational outcomes and a more inclusive, equitable learning experience for students. Ultimately, these efforts will strengthen the foundation for achieving quality education across the country.

Based on the above-cited discussions, this study aims to generate significant findings that can serve as a foundational basis for building a new theory within the field of Organization Development and Planning (ODP). By exploring the intricate dynamics of organizational climate, organizational happiness, and organizational effectiveness within Philippine schools, the study seeks to uncover empirical insights that contribute to the theoretical framework of ODP. These insights are crucial for understanding how organizational factors impact educational environments and can inform the development of innovative strategies and interventions aimed at enhancing organizational effectiveness and teacher well-being. Ultimately, the study aspires to contribute to the evolution of ODP as a field of discipline by providing evidence-based knowledge that guides future research, policy-making, and practice in educational settings and beyond.

2. Review of Literature

This research is anchored in Kurt Lewin's Field Theory (1951), as cited by Schneider et al. (2013), who is widely acknowledged as the Father of Social Psychology. Field Theory provides a foundational lens for examining the dynamic interplay between individuals and their environments. Lewin emphasized that human behavior is a function of both personal and environmental factors ($B = f(P, E)$), highlighting the importance of the psychological field—an interaction of internal and external forces shaping actions, motivations, and attitudes. Within this context, Field Theory offers critical insight into how elements such as organizational climate and organizational happiness contribute to organizational effectiveness, particularly in public secondary schools in Carranglan, Nueva Ecija. This perspective allows the current study to explore how the behaviors of school

personnel are influenced by their perceptions and experiences within their work environment.

Building upon Lewin's ideas, Schneider et al. (2013) applied Field Theory to the understanding of organizational climate. They underscore the role of shared perceptions of policies, practices, and procedures in shaping behavior and workplace dynamics. Organizational climate is described as the collective personality of the organization, influencing how employees interpret their roles and interact with their surroundings. Schneider et al. also distinguish organizational climate from organizational culture, explaining that while culture pertains to deeper, enduring values and beliefs, climate captures the more immediate experiences and attitudes shared by members of an organization. Their framework stresses the importance of leadership in influencing climate, asserting that leaders who establish clear expectations, foster communication, and provide supportive environments significantly enhance organizational climate. The multidimensional nature of climate is further emphasized, encompassing specific domains such as service, safety, and innovation climates—each aligned with particular organizational outcomes.

For the purposes of this study, the organizational climate framework of Hoy et al. (2002) is adopted, focusing on four key dimensions: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Collegial leadership describes a principal's ability to support teachers while promoting the school's academic goals. Professional teacher behavior refers to the respect for peer competence, autonomy, and collaboration among faculty. Achievement press captures the academic expectations and mutual pursuit of excellence among students and teachers, while institutional vulnerability examines how external pressures—such as community and parental influences—affect school dynamics and staff perceptions of support and protection.

Parallel to the organizational climate construct, organizational happiness is examined through the lens of Seligman's PERMA model (2002), a framework rooted in positive psychology. The PERMA model identifies five core elements essential to well-being: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. When viewed through Lewin's Field Theory, these dimensions of happiness are understood as both personal experiences and products of the organizational environment. Positive emotions, such as joy and gratitude, can be nurtured through supportive environments and interpersonal relationships. Engagement relates to deep involvement in meaningful work, often fostered by challenging goals and opportunities for growth. Relationships emphasize the value of trust, collaboration, and emotional support in the workplace. Meaning derives from a sense of purpose and alignment between personal values and professional roles. Accomplishment reflects a sense of achievement and recognition within a goal-oriented context. Each of these elements represents a dynamic interaction between the individual and their environment, in line with Lewin's behavioral model.

Organizational effectiveness, as conceptualized in this study, draws from the framework developed by Quimzon et al. (2024), which also aligns with Lewin's Field Theory. In the context of educational institutions, organizational effectiveness refers to the school's capacity to efficiently and successfully fulfill its mission. This includes achieving educational goals, utilizing resources effectively, adapting to change, enhancing staff performance, fostering innovation, and ensuring stakeholder satisfaction. The seven key dimensions of this framework include goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction. Goal achievement measures the attainment of academic and institutional benchmarks, while resource utilization emphasizes the efficient deployment of financial, human, and material assets. Adaptability assesses the school's responsiveness to curricular reforms, technological advancements, and evolving educational demands. Internal processes refer to the effectiveness of communication, administration, and operational systems. Employee performance evaluates staff productivity, engagement, and professional development. Innovation captures the school's capacity to implement creative approaches and novel strategies. Lastly, stakeholder satisfaction reflects how well the institution meets the expectations of students, parents, teachers, and the community.

The integration of Lewin's Field Theory with the conceptual models of Schneider et al. (2013), Hoy et al. (2002), Seligman (2002), and Quimzon et al. (2024) has provided a strong theoretical foundation for this

research. These frameworks collectively guide the investigation into how the interplay of organizational climate and organizational happiness impacts organizational effectiveness in public secondary schools in the Carranglan District of Nueva Ecija. They offer valuable insights into the behavioral dynamics of educational institutions, emphasizing how leadership, interpersonal relationships, psychological well-being, and environmental factors converge to shape organizational outcomes. The theoretical paradigm derived from these models has informed the development of the research design, instrumentation, and analytical approach, ensuring that the study is grounded in established theory while remaining responsive to the unique context of public education in the region.

This study is also grounded in a comprehensive review of literature exploring the variables of organizational climate, organizational happiness, and organizational effectiveness. While numerous studies have examined organizational climate in various contexts, the present research distinguishes itself through its focus on public secondary schools in Carranglan District, SDO-Nueva Ecija, and the specific characteristics of its respondents. For example, Sertel and Tanrıögen (2019) examined self-sabotage in relation to organizational climate in schools, while Canli and Özdemir (2022) linked climate with organizational creativity in education. Oluwafemi and Ametepe (2023) expanded the lens by analyzing emotional intelligence as a mediator between climate and learning transfer in government settings. Other notable works, such as those by Joseph (2022), Dinibutun et al. (2020), and Adigüzel et al. (2021), investigated dimensions of organizational climate in relation to citizenship behavior, faculty burnout, and teacher creativity, respectively—each employing varied methodologies and respondent profiles.

In parallel, studies on organizational happiness were also reviewed, particularly those relevant to educational settings. Research by Töre and Duman-Saka (2023), Kosztyán et al. (2023), and Köse et al. (2022) explored the relationship of teacher leadership, higher education environments, and school DNA profiles to organizational happiness, all involving teachers as respondents. Though aligned with the present study in respondent type, these works varied in methodology, environment, and statistical tools. Similarly, the works of Çakir and Yavuz (2023), Ordu and Sari (2022), and Bayraktar and Girgin (2020) examined the intersection of organizational climate, support, and happiness but differ in context and design from the current investigation.

Further enriching the review, studies such as those by Çayak (2021), Ozen (2018), and Töre and Uysal (2022) analyzed organizational happiness in relation to work engagement, organizational virtue, and fit. These studies, while conceptually aligned, involved different respondents and utilized diverse data collection and analysis techniques. On the dimension of organizational effectiveness, the current study considered Tan and Olaore (2021), Kataria et al. (2013), and Dhoopar et al. (2023), who examined effectiveness in relation to organizational learning, employee engagement, and measurement frameworks, respectively. Additional works by Gebretsadik (2022), Komariyah (2022), and Jha (2019) offered insights into how organizational culture, leadership experience, and employee voice contribute to effectiveness, yet differed in institutional focus and methodology.

Lastly, research by Hagerer (2019), Aguila Cervera (2019), Blanton (2017), and Gochhayat (2017) further broadened the understanding of organizational effectiveness, particularly in higher education and technical education contexts. These studies contributed to shaping the conceptual underpinnings of the current research despite differing in research tools, environments, and demographic profiles.

Collectively, the reviewed literature has deepened the researcher's grasp of the key constructs and informed the development of the conceptual framework. The insights drawn from these studies helped tailor the current investigation to the unique setting of public secondary schools in Carranglan District, SDO-Nueva Ecija for the academic year 2024–2025, and guided the formulation of context-sensitive research questions and hypotheses.

3. Methodology

Research Design. This study on organizational climate and organizational happiness as determinants of

organizational effectiveness among public secondary schools in Carranglan District in the province of Nueva Ecija utilized quantitative research design employing descriptive-correlational method. Quantitative research design is a systematic investigation method that focuses on quantifying variables and employing statistical, mathematical, or computational techniques for data analysis. It aims to establish relationships, patterns, and generalizations across a large sample to understand phenomena and test hypotheses in a structured manner (Leedy & Ormrod, 2015). On the other hand, the descriptive-correlational method is a research approach that involves systematically describing variables and examining relationships among them without manipulating the variables under study (American Psychological Association, 2020). It focuses on quantifying the extent and nature of associations between variables to identify patterns or trends in data. This method is particularly useful for exploring relationships in natural settings and understanding how variables co-vary without inferring causation.

Research Environment. Carranglan District in SDO Nueva Ecija offers a rich and diverse research environment ideal for studying organizational climate, happiness, and effectiveness in public secondary schools. The district includes both rural and semi-urban communities with varied socio-economic and cultural contexts that influence educational operations. The study encompasses four national high schools—Burgos, Capintalan, Digdig, and Carranglan—and three integrated schools—Binbin, Bunga, and Gen. Luna. These schools vary in size, facilities, and academic offerings, including specialized strands such as GAS, TVL, STEM, and ICT. School leaders and teachers play critical roles in shaping organizational dynamics amid ongoing educational reforms. The diversity in student population, leadership structures, and program offerings across schools provides a valuable setting to explore how organizational climate and happiness impact school effectiveness. Furthermore, strong community ties and collaboration with stakeholders enhance the relevance and applicability of research findings, making Carranglan District a compelling site for educational research.

Respondents of the Study. The respondents of this study were public secondary school teachers from the four (4) national high schools and three (3) integrated school in Carranglan District, SDO-Nueva Ecija for academic year 2024-2025 which were chosen through Slovin Formula. The table below reflects the frequency and percentage of the teacher-respondents for each school.

Table 1
Frequency and Percentage Distribution of the Respondents of this Study

	Number Teachers	of Number Respondents	of Percentage
Burgos National High School	12	9	75.00
Capintalan National High School	17	13	76.47
Digdig National High School	27	20	74.07
Caranglan National High School	43	32	74.41
Total	136	102	75.00%

It can be seen in the table above that 102 or 75 percent of the total population of 136 teachers will be considered as respondents of the study.

Sampling Procedure. This study employed a simple random sampling technique to select the 102 teacher-respondents from the seven (7) identified schools in Carranglan District, utilizing a stratified sampling approach wherein the secondary schools served as the strata. By stratifying the sample based on the different schools, this method ensures that each school is adequately represented in the study, enhancing the reliability and generalizability of the findings. In addition to the methodological rigor, ethical considerations were meticulously observed throughout the selection process. Informed consent was obtained from all participants, ensuring that they are fully aware of the study's purpose, procedures, and their right to withdraw at any time without any repercussions. Confidentiality was strictly maintained to protect the privacy of the respondents, with data being anonymized and securely stored. Moreover, the study adhered to ethical guidelines regarding the treatment of all participants, ensuring that no harm comes to them as a result of their participation. This includes minimizing any potential risks and ensuring that the benefits of the research outweigh any inconveniences. By incorporating

these ethical considerations, the study aimed to uphold the highest standards of research integrity and respect for the participants.

Research Instrument. In order to gather the needed data for this investigation, the following research instrument were utilized.

Organizational Climate Index. This is a 27-item Organizational Climate Descriptive Measure for schools, developed and validated by Hoy et al. (2002). This comprehensive index assesses the organizational climate through four key dimensions: principal leadership, teacher professionalism, achievement press, and vulnerability to the community.

Organizational Happiness Descriptive Questionnaire. This is a 30-item questionnaire developed by Apostol et. al (2024) based on Seligman's (2002) PERMA Model along the dimensions of positive emotion, engagement, relationships, meaning, and accomplishment.

Organizational Effectiveness Descriptive Questionnaire. This is a 42-item questionnaire by Quimson et al. (2024) was meticulously designed to measure key dimensions of organizational effectiveness within academic institutions. These dimensions included goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction. Each dimension was represented by six (6) carefully crafted items, ensuring a balanced and thorough assessment of organizational effectiveness.

Data Gathering Procedure. The initiation of this research study commenced with obtaining the necessary authorization from the Schools Division Superintendent of Nueva Ecija. These processes were facilitated by a recommendation letter from the Dean of the College of Arts and Sciences, ensuring compliance with all required protocols. Upon securing official permission, coordination was established with the district supervisor of Carranglan District to facilitate a systematic administration of research instruments, thereby expediting the collection of questionnaires. Before distributing the questionnaires, respondents were thoroughly briefed on the study's nature, objectives, and its significance within the organization. This briefing emphasized the importance of providing honest and candid responses to ensure the reliability and validity of the collected data. Once the responses are gathered, the data were meticulously compiled, tallied, and tabulated. Subsequently, the data underwent rigorous statistical analysis to facilitate comprehensive interpretation, directly addressing the specific research questions outlined in the initial chapter of this study. This meticulous approach was designed to ensure the credibility and accuracy of the research findings, providing valuable insights and contributing to the body of knowledge in the field. Through this process, the study aimed to uphold the highest standards of research integrity and precision.

Statistical Treatment of Data. The data gathered through the questionnaires were treated using the following statistical tools.

Mean. This was utilized to determine the perceived organizational climate, organizational happiness, and organizational effectiveness of the respondents.

Pearson-r. This was used to determine the significant correlation between the respondents' perceived organizational climate, organizational happiness, and organizational effectiveness.

4. Results and Discussion

Problem 1. How do the public secondary school teachers of Carranglan District in SDO Nueva Ecija perceived their organizational climate along the dimensions of collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability?

Table 2 below shows the respondents' perception of their organizational climate along the different dimensions or components.

Table 2*Mean and Qualitative Description of the Respondents' Perception of their Organizational Climate (n=102)*

Organizational Climate	Mean	Qualitative Description
Collegial Leadership	3.23	Good
Professional Teacher Behavior	3.65	Very Good
Achievement Press	3.28	Good
Institutional Vulnerability	2.81	Fair
Grand Mean	3.24	Good
Organizational Climate		

The research findings indicate that the overall organizational climate in secondary schools in Carranglan District, as perceived by teachers, is moderately positive, with a grand mean score of 3.24, classified as "Good." This reflects a generally supportive environment within the schools. Among the dimensions assessed, Professional Teacher Behavior scored the highest, with a mean of 3.65, rated as "Very Good." This suggests that teachers are strongly committed to professional standards and mutual respect, creating a collaborative atmosphere that benefits both educators and students.

Following this, Achievement Press received a mean score of 3.28, also rated as "Good," which reflects a moderate emphasis on academic success. There is a reasonable expectation for high performance, which contributes positively to the overall climate. Collegial Leadership scored similarly with a mean of 3.23, indicating that school leaders are generally seen as supportive and approachable, fostering teamwork and a sense of community among staff. However, this dimension falls slightly below Achievement Press, suggesting that there is room to further strengthen leadership practices.

Lastly, Institutional Vulnerability scored the lowest with a mean of 2.81, rated as "Fair." This score indicates that schools may sometimes face external pressures that affect their stability or decision-making, highlighting a potential area for improvement. Overall, the results suggest a positive organizational climate with strong professional behavior and reasonable leadership support, though addressing institutional vulnerability could further enhance the school environment.

These research findings find support from Ertuğrul (2018), who emphasizes that understanding and managing organizational climate is crucial for leaders and managers seeking to cultivate supportive, productive work environments. By fostering a climate that promotes open communication, supportive leadership, and a shared sense of purpose, organizations can create a culture where employees not only thrive but also contribute meaningfully to organizational success. This approach enhances employee satisfaction and retention, positioning the organization to adapt more effectively to changing market conditions and achieve sustainable growth.

Organizational climate comprises the enduring characteristics that differentiate one organization from another and profoundly impact members' behaviors and psychological processes. It plays a pivotal role in influencing essential management functions, including problem-solving, decision-making, planning, communication, coordination, control, learning, identification, and motivation. Acting as a bridge between organizational inputs and outputs, this climate affects employees' attitudes, behaviors, job satisfaction, commitment, and burnout levels.

Problem 2. How do the respondents perceived their organizational happiness along the dimensions of positive emotion, engagement, relationships, meaning, and accomplishment?

Table 3 below shows the respondents' perception of their organizational happiness along the different dimensions or components. The findings on Organizational Happiness among respondents reveal a grand mean of 3.45, described as "High." This overall rating suggests that teachers generally experience a positive sense of happiness within their organization, with some dimensions contributing more strongly than others. Among the dimensions, Engagement and Accomplishment both achieved the highest scores, with a mean of 3.58, rated as "Very High." This indicates that teachers feel highly engaged in their work and take significant pride in their achievements, which likely contributes to a fulfilling work experience. Positive Emotions also received a "Very

High" rating with a mean of 3.53, showing that teachers frequently experience positive emotions in their work environment, which can boost morale and satisfaction.

Table 3

Mean and Qualitative Description of the Respondents' Perception of their Organizational Happiness (n=102)

Organizational Happiness	Mean	Qualitative Description
Positive Emotions	3.53	Very High
Engagement	3.58	Very High
Relationship	3.33	High
Meaning	3.22	High
Accomplishment	3.58	Very High
Grand Mean	3.45	High
Organizational Happiness		

Relationship scored a mean of 3.33, rated as "High," reflecting positive social connections and supportive interactions among colleagues, which contribute to a collaborative work atmosphere. Meaning received a mean of 3.22, also rated as "High," suggesting that teachers find purpose and value in their roles, though this dimension shows slightly lower scores compared to Engagement and Accomplishment. The high levels of engagement, positive emotions, and accomplishment indicate a strong sense of fulfillment and well-being among teachers. Enhancing aspects related to relationships and meaning could further boost overall organizational happiness, building a more supportive and purpose-driven environment. The research results on organizational happiness indicate that workplace happiness is dynamic and subject to fluctuation based on various factors (Simon, 2014). Supporting this notion, organizational happiness involves cultivating conditions and processes that enhance both individual and group strengths, effectively embedding happiness within the organization's core values. This perspective suggests that every aspect of organizational management should prioritize the enhancement of employee well-being.

Much like DNA encodes genetic instructions that guide cellular functions, organizational practices must be strategically designed to promote the happiness and well-being of employees (Juul, 2018). By integrating happiness into the foundational framework of the organization, leaders can create an environment that not only boosts employee morale but also fosters collaboration, productivity, and overall organizational effectiveness. This proactive approach emphasizes the importance of embedding happiness in organizational culture, ensuring that it is a fundamental component of management practices and decision-making processes. Ultimately, prioritizing happiness as an organizational objective can lead to a more engaged and fulfilled workforce, contributing to long-term success and sustainability.

Problem 3. How do the respondents perceive their organizational effectiveness along the dimensions of goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction?

Table 4 below shows the respondents' perception of their organizational effectiveness along the different dimensions or components. The results concerning Organizational Effectiveness reveal a grand mean of 3.32, which is categorized as "Good." This suggests that respondents generally perceive their organization as functioning effectively across various dimensions, though there are opportunities for improvement in specific areas. Among the dimensions, Resource Utilization stands out with a mean of 3.68, rated as "Very Good." This indicates that the organization is perceived as efficient in leveraging its resources, which is crucial for achieving overall effectiveness. Respondents likely feel that the organization makes optimal use of its assets, leading to positive outcomes.

Stakeholder Satisfaction follows closely, with a mean of 3.71, also rated as "Very Good." This suggests that the organization successfully meets the needs and expectations of its stakeholders, fostering positive relationships that can enhance overall effectiveness. Goal Achievement, with a mean of 3.43, is perceived as "Good," indicating that employees believe the organization is generally successful in meeting its objectives. However, there may be room for further improvement in this area to boost effectiveness. In the categories of

Employee Performance (mean of 3.24) and Internal Processes (mean of 3.16), perceptions are categorized as "Good," reflecting a stable but not outstanding level of performance and efficiency in these areas. These results suggest that while employees perform well and processes are adequately managed, there may be potential for enhancement in both dimensions. Conversely, Adaptability and Innovation, with means of 3.05 and 2.96 respectively, are rated as "Good" but on the lower end of the spectrum. This indicates that the organization might struggle with adapting to changes and fostering innovative practices, which are vital for long-term sustainability and competitiveness.

Table 4

Mean and Qualitative Description of the Respondents' Perception of their Organizational Effectiveness (n=102)

Organizational Effectiveness	Mean	Qualitative Description
Goal Achievement	3.43	Good
Resource Utilization	3.68	Very Good
Adaptability	3.05	Good
Internal Processes	3.16	Good
Employee Performance	3.24	Good
Grand Mean	3.32	Good
		Organizational Effectiveness

The above results show that while the overall perception of organizational effectiveness is good, particularly in resource utilization and stakeholder satisfaction, attention to enhancing adaptability and innovation could further strengthen the organization's effectiveness and ensure its resilience in a dynamic environment. The above-mentioned results find support from the concept of Quimson et al. (2024) that organizational effectiveness, which is vital for the success and sustainability of academic institutions. This concept pertains to the collective capacity of an organization to achieve its goals and maintain efficient operations. In the context of Asian academic societies, understanding and enhancing organizational effectiveness takes on heightened significance due to the unique cultural, social, and economic dynamics that shape these institutions. Asian academic societies are deeply rooted in cultural traditions that influence their organizational structures and operational modalities. The collectivist cultures prevalent in many Asian countries prioritize group harmony, respect for hierarchy, and a strong sense of community. These cultural traits can both foster and hinder organizational effectiveness. Consequently, by recognizing the complexities of cultural influences, stakeholders can better identify strategies that leverage the strengths of collectivism while mitigating its potential drawbacks. This holistic understanding will ultimately contribute to developing academic institutions that are not only effective but also resilient and adaptive in the face of evolving challenges (Quimson et al., 2024).

Problem 4. Is there a significant correlation between the perceive organizational climate and organizational happiness of the respondents?

In order to determine the significant correlation between the perceived organizational climate and organizational happiness of the respondents, the Pearson correlation coefficient (r) was employed by the researcher. Results of correlation is presented in Table 5 below.

Table 5

Correlation Coefficient Between Organizational Climate and Organizational Happiness as Perceived by the Respondents (n=102)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient Determination	of Statistical Inference
Organizational Climate				
VS	0.857 (high positive correlation)	0.195	73.44%	Very Significant
Organizational Happiness				
Degrees of Freedom: 100	Level of Significance: 0.05			

The data presented in Table 5 provides insightful findings from a correlation analysis examining the relationship between organizational climate and organizational happiness among a sample of 102 respondents. The correlation coefficient of 0.857 indicates a high positive correlation between the two variables, suggesting that improvements in the organizational climate are likely to enhance levels of organizational happiness. The critical r -value of 0.195 further supports this strong relationship, as the obtained correlation coefficient substantially exceeds this threshold. Consequently, the null hypothesis, which posited no relationship between the two variables, is rejected. Additionally, the coefficient of determination is calculated at 73.44%, meaning that approximately 73.44% of the variance in organizational happiness can be attributed to the organizational climate. This statistic underscores the organizational climate's role as a significant predictor of employee happiness within the organization. Moreover, the coefficient of alienation is noted at 26.56%, indicating that this percentage of the variance in organizational happiness remains unexplained by the organizational climate. This suggests that other factors may also influence organizational happiness, such as individual employee characteristics, work-life balance, or external environmental conditions.

The analysis establishes that the correlation is very significant, based on a degree of freedom of 100 and a level of significance of 0.05. These compelling findings reinforce the assertion that fostering a positive organizational climate is instrumental in enhancing organizational happiness. Therefore, targeted efforts to improve organizational climate can lead to greater employee satisfaction and engagement, ultimately boosting overall workplace morale and effectiveness. By prioritizing initiatives that cultivate a supportive and collaborative organizational environment, organizations can expect to see a marked improvement in employee well-being and productivity.

The findings of Punia and Bala (2023) provide substantial evidence for the significant correlation between organizational climate and organizational happiness, highlighting the foundational impact of a positive climate on teacher motivation and well-being. In their study, the researchers investigated how various dimensions of organizational climate shape teacher enthusiasm and engagement using a rigorous two-stage analysis that included structural equation modeling and artificial neural networks on a sample of 600 teachers. Their results demonstrate that every dimension of organizational climate serves as a crucial predictor of teacher engagement, underscoring the importance of fostering a climate that supports, motivates, and uplifts faculty members.

This emphasis on a positive organizational climate as a driver of teacher happiness aligns with the broader view that a supportive work environment can significantly enhance organizational satisfaction. When teachers feel valued and their workplace fosters a positive climate, they are more likely to experience a sense of happiness and fulfillment in their roles, which, in turn, positively impacts their effectiveness and commitment to their work.

The study also strongly advocates for ongoing assessments of school climate and teacher enthusiasm, suggesting that such evaluations are essential for identifying and addressing potential deficiencies within the school environment. Regular climate assessments allow educational institutions to tailor interventions effectively, optimizing both the climate and teacher happiness. These findings reinforce the argument that enhancing organizational climate is instrumental in promoting a culture of well-being and effectiveness in educational settings, thereby improving overall organizational happiness and satisfaction.

Problem 5. Is there a significant correlation between the perceived organizational climate and organizational effectiveness of the respondents?

In order to determine the significant correlation between the perceived organizational climate and organizational effectiveness of the respondents, the Pearson correlation coefficient (r) was employed by the researcher. Results of correlation is presented in Table 6 below. The correlation analysis in Table 6 between organizational climate and organizational effectiveness, derived from a sample of 102 respondents, reveals compelling insights into their interrelationship. The calculated correlation coefficient is 0.817, indicating a high positive correlation between these two variables. This finding implies that improvements in the organizational

climate are closely associated with increased organizational effectiveness. The critical r-value is set at 0.195, which further underscores the strength of this relationship, as the obtained correlation coefficient significantly surpasses this threshold. Consequently, the null hypothesis, which suggested no significant correlation between organizational climate and organizational effectiveness, is unequivocally rejected.

Table 6

Correlation Coefficient Between Organizational Climate and Organizational Effectiveness as Perceived by the Respondents (n=102)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate	0.817 <i>(high correlation)</i> <i>positive</i>	0.195	66.75%	Very Significant
VS				
Organizational Effectiveness				
Degrees of Freedom: 100	Level of Significance: 0.05			

Moreover, the coefficient of determination is reported at 66.75%, indicating that approximately 66.75% of the variance in organizational effectiveness can be attributed to organizational climate. This statistic highlights the organizational climate's critical role as a predictor of effectiveness. However, it is essential to note the coefficient of alienation, which stands at 33.25%. This figure signifies the portion of variance in organizational effectiveness that remains unexplained by organizational climate, suggesting other factors may also contribute to effectiveness.

The analysis concludes that the correlation between organizational climate and organizational effectiveness is very significant, with a degree of freedom of 100 and a level of significance of 0.05. These findings strongly advocate for the idea that a positive organizational climate is intricately linked to enhanced organizational effectiveness. Therefore, organizations aiming to bolster their effectiveness should focus on initiatives that cultivate a supportive and engaging climate. By creating an environment that fosters collaboration, open communication, and employee well-being, organizations can expect to see marked improvements in their overall effectiveness and operational success.

The findings of Jiang et al. (2019) underscore the crucial relationship between organizational climate and organizational effectiveness, demonstrating that a supportive, empowering climate significantly enhances overall institutional performance. Their study emphasizes that when teachers experience empowerment and satisfaction within their work environment, they are more likely to engage actively, perform effectively, and contribute positively to the school's mission. This reflects the broader understanding that a well-cultivated organizational climate is a powerful driver of effectiveness, as it motivates teachers to bring forth their best efforts, fostering a collaborative, innovative, and productive atmosphere. Moreover, these results reinforce the importance of creating and maintaining a positive organizational climate as an essential pathway to achieving greater institutional effectiveness. When educational settings prioritize teacher empowerment and satisfaction, they are investing in a foundation that bolsters staff morale and collective efficacy, ultimately leading to better educational outcomes. By valuing and enhancing the organizational climate, schools not only improve individual satisfaction and engagement but also lay the groundwork for sustainable success and growth, underscoring the integral role of climate in the overall health and effectiveness of academic institutions.

Problem 6. Is there a significant correlation between the perceived organizational happiness and organizational effectiveness of the respondents?

In order to determine the significant correlation between the perceived organizational happiness and organizational effectiveness of the respondents, the Pearson correlation coefficient (r) was employed by the

researcher. Results of correlation is presented in Table 7 below.

Table 7

Correlation Coefficient Between Organizational Happiness and Organizational Effectiveness as Perceived by the Respondents (n=102)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Happiness VS Organizational Effectiveness	0.863 (high correlation) positive	0.195	74.48%	Very Significant
Degrees of Freedom: 100		Level of Significance: 0.05		

The correlation analysis in Table 7 between organizational happiness and organizational effectiveness, based on a sample of 102 respondents, presents significant findings regarding their relationship. The calculated correlation coefficient stands at 0.863, indicating a high positive correlation between the two variables. This result suggests that as organizational happiness increases, organizational effectiveness tends to rise correspondingly. The critical r-value is established at 0.195, further confirming the strength of this relationship, as the obtained correlation coefficient notably exceeds this threshold. Consequently, the null hypothesis, which posited no significant correlation between organizational happiness and organizational effectiveness, is firmly rejected. The coefficient of determination is reported at 74.48%, which indicates that approximately 74.48% of the variance in organizational effectiveness can be explained by organizational happiness. This statistic underscores the importance of organizational happiness as a robust predictor of effectiveness. However, it is also essential to consider the coefficient of alienation, which can be inferred as 25.52%. This figure represents the portion of variance in organizational effectiveness that is not explained by organizational happiness, suggesting the influence of other factors.

It is noted by the researcher that the correlation between organizational happiness and organizational effectiveness is deemed very significant, based on a degree of freedom of 100 and a level of significance of 0.05. These findings strongly indicate that fostering organizational happiness is closely associated with enhanced organizational effectiveness. Organizations seeking to improve their overall effectiveness should prioritize initiatives that enhance employee happiness, engagement, and well-being. By creating a positive workplace environment that values employee satisfaction, organizations can expect to achieve better operational outcomes and greater success in their missions. Research by Tosten, Avcı, and Şahin (2017) emphasizes a strong positive link between organizational happiness and organizational fit, indicating that higher levels of happiness among teachers are closely associated with greater alignment and adjustment within their work environment. These findings underscore the integral role of organizational happiness in driving key outcomes that align with organizational effectiveness. Happiness within the workplace promotes creativity, strengthens organizational citizenship, reduces interpersonal conflicts, fosters cooperation, and boosts both motivation and performance. At the individual level, happiness enhances interpersonal relationships, reduces turnover intentions, and encourages proactive work behaviors. At the organizational level, increased happiness is linked to higher customer satisfaction, greater productivity, job security, and lower turnover rates. The results from these studies suggest that prioritizing organizational happiness directly supports and enhances organizational effectiveness, making it a valuable area of focus for sustained success and employee well-being within educational institutions.

5. Conclusions

- The respondents demonstrated a positive perception of the organizational climate within their schools, indicating a generally supportive and conducive environment for professional and collaborative

growth.

- Respondents rated their organizational happiness as high, reflecting satisfaction and a sense of well-being in their roles, which may stem from effective relationships, supportive leadership, and alignment with institutional values.
- Respondents also perceived a commendable level of organizational effectiveness, suggesting that the schools are successfully achieving their goals and objectives through efficient systems, teamwork, and leadership.
- A strong positive correlation was found between the organizational climate and the respondents' happiness, underscoring that a supportive and inclusive environment significantly enhances the overall well-being of teachers.
- A high correlation emerged between organizational climate and organizational effectiveness, emphasizing that a healthy and dynamic work environment contributes to better institutional performance and outcomes.
- The study also revealed a strong positive relationship between organizational happiness and effectiveness, highlighting that the emotional and psychological satisfaction of teachers directly influences their efficiency and productivity.
- Based on these findings, the researcher proposed a training design titled *"Synergy in Education: Linking Organizational Climate, Happiness, and Effectiveness for Successful Teaching and Learning."* This program is tailored to strengthen the interconnectedness of these key organizational dimensions and is recommended for implementation in the Carranglan District, SDO Nueva Ecija, to enhance teacher satisfaction, collaboration, and overall school performance.

Recommendations

Based on the significant findings and conclusions mentioned earlier, the following recommendations were offered by the researcher.

- Since the respondents perceive a good level of organizational climate, it is essential to continue reinforcing positive aspects of this environment. Implement initiatives such as regular team-building activities, open communication forums, and feedback mechanisms to maintain and improve the existing climate. Promote collaboration among teachers and staff to further enhance the perceived organizational climate. This could involve creating cross-functional teams or committees to address specific challenges and facilitate knowledge sharing.
- Given the high ratings for organizational happiness, the organization may actively promote practices that sustain and enhance this sentiment. This could include recognizing and rewarding employee achievements, providing opportunities for professional development, and creating a supportive work-life balance.
- To build on the perception of good organizational effectiveness, it is recommended to regularly evaluate and refine processes and practices. Establish performance metrics and utilize feedback from employees to identify areas for improvement and ensure that the organization meets its objectives efficiently.
- Utilize the strong correlations identified between organizational climate, happiness, and effectiveness to inform policies and strategies. Decision-makers may consider these relationships when implementing changes or initiatives to ensure they support a positive organizational environment.

- Regularly assess the organizational climate, happiness, and effectiveness through surveys and focus groups to monitor changes over time. This will help the organization stay responsive to employee needs and maintain a positive working environment.
- Since organizational happiness is linked to effectiveness, providing mental health resources and support services can further enhance employee satisfaction and productivity. Programs like counseling services, stress management workshops, and wellness initiatives can contribute to a healthier organizational culture.
- Launch the developed training program, “Synergy in Education: Linking Organizational Climate, Happiness, and Effectiveness for Teachers’ Success,” in the Carranglan District. Ensure that the training incorporates practical strategies and tools that teachers can apply to enhance their experiences in the organizational climate.
- If feasible, replicate the study in different cultural contexts to explore how cultural factors influence perceptions of organizational climate, happiness, and effectiveness. This cross-cultural perspective can highlight the need for tailored interventions based on local norms and values.
- Establish collaborations with educational research organizations and institutions to share resources, expertise, and best practices. These partnerships can enhance the study’s credibility and impact while fostering a community of practice among researchers and educators.

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