

Organizational happiness of public elementary schools in an indigenous learning community: Its role in determining teacher empowerment

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Abstract

This study determined the role of organizational happiness in influencing teacher empowerment among public elementary school teachers in Kayapa West District during the academic year 2026–2027. Employing a quantitative research design through a descriptive-correlational approach, the study examined teachers' perceptions of organizational happiness and teacher empowerment and investigated the relationship between these variables. Data were gathered using validated and reliable research instruments and analyzed using the mean and Spearman Rank Correlation at a 0.05 level of significance. Findings revealed that teachers experienced a high level of organizational happiness ($M = 4.00$), characterized by strong engagement, accomplishment, positive relationships, and positive emotions. However, the dimension of meaning obtained only a moderate rating, indicating a need to strengthen teachers' sense of purpose and alignment with organizational goals. Meanwhile, teacher empowerment was rated moderate ($M = 3.31$), suggesting that empowerment practices were present but not consistently experienced across schools. Reflective practice and feedback received the highest rating, while autonomy emerged as the lowest-rated dimension. Correlation analysis showed a weak but statistically significant positive relationship between organizational happiness and teacher empowerment ($\rho = .33, p = .004$). Among the dimensions of organizational happiness, engagement demonstrated the strongest and most significant relationship with teacher empowerment, followed by relationships and accomplishment. These findings suggest that enhancing teachers' workplace experiences may contribute to increased professional agency and participation in school improvement initiatives. Based on the results, an Educational Administration Intervention entitled "Empowering Teachers through Organizational Happiness: A Training Design for Enhancing Professional Engagement, Leadership, and School Effectiveness" was developed to address identified gaps and strengthen organizational happiness and teacher empowerment within the district.

Keywords: educational administration intervention, organizational happiness, teacher empowerment

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1. Introduction

The findings from the World Happiness Report 2026 provide a richer framework for examining organizational happiness, particularly in educational institutions. The Philippines' global rank of 56th, with a score of 6.2 out of 10, reflects a modest yet improving level of national well-being. This slight increase from its 2025 score suggests gradual progress, while its position as the 4th happiest country in Southeast Asia highlights its relative strength within the region. The report's six key determinants—GDP per capita, healthy life expectancy, social support (having someone to count on), freedom, generosity, and perceptions of corruption—offer a multidimensional lens for understanding how happiness is constructed both at societal and organizational levels.

Notably, the country's strengths in social support, freedom, and generosity point to a culture characterized by strong interpersonal relationships and community cohesion. As emphasized by Mahar Mangahas, a founding fellow and now chair emeritus of Social Weather Stations, happiness should not be viewed as a competitive metric among nations but rather as a learning tool for improving well-being (Pablo, 2026). This perspective aligns with the idea that schools, particularly public elementary schools in indigenous learning communities, can draw from these societal strengths to cultivate nurturing and empowering environments. Complementing global data, findings from Social Weather Stations reveal that a majority of Filipinos perceive themselves as happy and satisfied, with 83% reporting being either very or fairly happy and 79% expressing satisfaction with life (Pablo, 2026). These results reinforce the notion that subjective well-being remains high despite socioeconomic challenges.

In educational contexts, such cultural resilience and optimism can significantly influence organizational happiness. Strong social support systems within schools—manifested through collegial relationships, community involvement, and supportive leadership—can enhance teacher morale and empowerment. Furthermore, the value placed on freedom resonates with teacher autonomy, which is critical for professional growth and innovation. Therefore, leveraging these national strengths can help schools foster positive organizational climates that empower teachers and improve overall educational outcomes. The study titled “Organizational Happiness of Public Elementary Schools in an Indigenous Learning Community: Its Role in Determining Teacher Empowerment” can be anchored on the broader insights of the World Happiness Report 2026, which emphasizes that well-being is shaped by social support, freedom, and community engagement. These macro-level determinants provide a strong theoretical foundation for examining happiness within school organizations. In indigenous learning communities, where collectivism and shared identity are often prominent, these factors are likely to manifest through collaborative practices, mutual support, and culturally responsive leadership.

Furthermore, evidence from Social Weather Stations showing high levels of self-reported happiness and life satisfaction among Filipinos suggests that positive well-being is deeply embedded in local contexts. This supports the assumption that organizational happiness in schools can influence teachers' sense of autonomy, competence, and participation. Anchoring the study on these frameworks allows for a contextualized understanding of how organizational happiness serves as a driving force in enhancing teacher empowerment. The research is strongly anchored in global, national, and institutional research priorities, particularly those aligned with the United Nations Sustainable Development Goals (SDGs). Primarily, it supports SDG 4, which emphasizes inclusive and equitable quality education, especially for marginalized groups such as indigenous communities. By focusing on organizational happiness and teacher empowerment, the study contributes to improving teaching quality and learning environments. It also aligns with SDG 3, as it highlights psychological well-being within school organizations, and SDG 10 by addressing educational contexts in indigenous settings.

At the national level, the study is anchored in the National Research Council of the Philippines through the

National Research Agenda for Teacher Education, which prioritizes teacher quality, professional development, and contextualized education. Investigating teacher empowerment in relation to organizational happiness directly contributes to enhancing teacher competence and effectiveness. Furthermore, the study aligns with the Department of Education (DepEd) research agenda, particularly in the areas of governance, human resource development, and inclusive education. It also supports the Philippine Professional Standards for Teachers (PPST) by emphasizing key domains such as professional engagement, diversity of learners, curriculum and planning, assessment and reporting, as well as community linkages and professional growth. In this regard, the study addresses how school climate, leadership practices, and organizational conditions influence teacher performance, well-being, and professional development, all of which are central to improving teaching quality and basic education outcomes.

Institutionally, the research supports the agenda of Nueva Vizcaya State University, which promotes community-responsive and culturally relevant research. Its focus on indigenous learning communities reflects the university's commitment to inclusive development and local empowerment. Likewise, it aligns with the College of Teacher Education research agenda, which emphasizes teacher effectiveness, innovation in pedagogy, and socio-cultural responsiveness. It is noted by the researcher that this study is well-grounded across multiple frameworks, demonstrating its relevance in addressing educational quality, teacher empowerment, and community-based development.

This research proposal is grounded in prior scholarly recommendations that emphasize the contextual and developmental dimensions of organizational happiness and teacher empowerment. Drawing from Carbonell and Ocampo (2025), the study is motivated by the need to replicate investigations of organizational happiness across diverse cultural settings. Such an approach is particularly relevant in indigenous learning communities, where local norms, values, and traditions significantly shape perceptions of well-being. By situating the present study within this unique cultural context, it responds to the call for more localized and culturally responsive research, allowing for a deeper understanding of how organizational happiness operates in varied educational environments.

Similarly, the work of Bier et al. (2024) provides a strong foundation for examining teacher empowerment. Bier highlights the importance of sustained professional development through training, workshops, and continuing education as essential mechanisms for strengthening teachers' capacities. In addition, the promotion of collaborative decision-making—through committees and participatory structures—ensures that teachers play an active role in shaping school policies and practices. This participatory approach not only enhances professional agency but also contributes to a more positive organizational climate. Moreover, effective resource allocation is underscored as a critical factor in enabling teachers to perform their roles successfully. Access to adequate materials, institutional support, and opportunities for leadership—such as spearheading projects, initiatives, and training programs—further reinforces empowerment. Collectively, these recommendations inform the present study by linking organizational happiness with structural and professional conditions that enable teachers to thrive, thereby justifying the investigation of their interrelationship within the school context.

Despite the growing body of literature on organizational happiness and teacher empowerment, significant research gaps remain, particularly in culturally diverse and marginalized contexts such as Kayapa West District. Most existing studies have been conducted in urban or mainstream school settings, often overlooking the unique socio-cultural dynamics present in indigenous learning communities. This creates a gap in understanding how organizational happiness is experienced and constructed among teachers who operate within contexts shaped by indigenous traditions, limited resources, and geographic isolation. Furthermore, there is limited empirical evidence examining the direct relationship between organizational happiness and teacher empowerment in such settings, highlighting the need for localized and context-sensitive research.

Teachers in Kayapa West District encounter several challenges that may influence both their well-being and professional empowerment. One major concern is resource scarcity, including insufficient instructional materials, limited access to technology, and inadequate infrastructure. These constraints can hinder effective teaching and reduce opportunities for innovation. Additionally, teachers often face heavy workloads due to multi-grade teaching

assignments and administrative responsibilities, which may affect their job satisfaction and overall organizational happiness. Cultural and linguistic diversity also presents both opportunities and challenges. While it enriches the learning environment, it requires teachers to adapt their pedagogical approaches to be culturally responsive, often without sufficient training or support. Moreover, geographic isolation can limit access to professional development programs, reducing opportunities for skill enhancement and career growth.

Another concern is the level of participation in decision-making processes. In some cases, teachers may feel excluded from school governance, which can diminish their sense of autonomy and empowerment. These challenges collectively underscore the importance of examining how organizational happiness can serve as a mechanism to enhance teacher empowerment. Addressing these gaps and concerns provides the primary motivation for conducting this study, with the aim of contributing to more inclusive, supportive, and empowering educational environments in indigenous communities.

2. Related Literature

This study is anchored on Human Relations Management Theory developed by Elton Mayo in the 1930s as cited by Fraraccio (2026). This theory emphasizes that employees are not merely motivated by economic incentives or structural conditions but are significantly influenced by social relationships, emotional well-being, and a sense of belonging within the organization. Emerging from the Hawthorne Studies, human relations management theory highlights the importance of interpersonal connections, participative management, and supportive leadership in enhancing both individual satisfaction and organizational performance. According to Fraraccio (2026), human relations management theory is founded on the idea that individuals seek inclusion in a nurturing and cooperative work environment that promotes both personal and professional development. When employees feel valued, receive individualized attention, and are given opportunities to participate in decision-making, they tend to view their roles as meaningful. This sense of significance enhances their motivation, leading to improved productivity and better quality of work outcomes.

The same author mentioned that human relations management emphasizes viewing employees as individuals with diverse needs that extend beyond their assigned tasks. He explains that employee motivation is not solely driven by financial incentives or formal regulations; rather, it is also influenced by recognition, inclusivity, informal workplace relationships, and a strong sense of belonging within the organization. Several key principles underpin human relations management theory. First, providing personal attention and acknowledging employees' contributions are essential for fostering engagement. Second, motivational theories closely align with this approach, reinforcing the importance of addressing employees' psychological and social needs. Lastly, various studies affirm that strong human relations practices play a crucial role in enhancing organizational effectiveness and workplace satisfaction (Fraraccio, 2026). The concept of organizational happiness in this study directly reflects the core principles of Human Relations Management Theory. The dimensions of positive emotion, engagement, relationships, meaning, and accomplishment are truly anchored on human relations. In school settings, particularly within indigenous learning communities, the emphasis on relationships and collective well-being reinforces the idea that happiness is socially constructed and sustained through meaningful interactions among teachers, school heads, and the community.

Similarly, teacher empowerment is deeply rooted in the assumptions of Human Relations Management Theory. Empowerment dimensions such as autonomy, professional development opportunities, collaborative decision-making, resource allocation and support, leadership opportunities, and reflective practice and feedback. Mayo (1930) as cited by Fraraccio (2026) argued that when individuals are involved in decision-making processes and experience supportive supervision, they develop a stronger sense of ownership and motivation. This participatory environment fosters not only higher morale but also increased productivity and commitment. The interrelationship between organizational happiness and teacher empowerment can therefore be explained through the lens of Human Relations Theory. A positive and supportive organizational climate enhances teachers' emotional well-being and social connectedness, which in turn encourages active participation, initiative, and professional growth. In the

context of indigenous learning communities, where cooperation and shared values are central, this theoretical anchor becomes even more relevant. Thus, Human Relations Management Theory provides a comprehensive and contextually appropriate framework for explaining how social and psychological factors within schools contribute to both organizational happiness and the empowerment of teachers.

Organizational happiness, as framed in this study, can be best understood through the PERMA Model developed by Martin Seligman (2002). This model conceptualizes well-being as a multidimensional construct consisting of positive emotions, engagement, relationships, meaning, and accomplishment—dimensions that are highly applicable to school organizations, particularly within indigenous learning communities. At its core, organizational happiness refers to the overall well-being and satisfaction experienced by individuals within a school. It reflects how the school environment nurtures positive experiences among teachers and learners through supportive structures, shared values, and meaningful interactions. Among its dimensions, positive emotions involve creating a climate that promotes joy, trust, and a sense of belonging. When teachers experience positive emotions, they are more likely to engage in reflective practices, collaborate with peers, and contribute to a harmonious school culture (Carbonel and Ocampo, 2025).

Engagement emphasizes the alignment of individual strengths with organizational goals. In schools, this means enabling teachers to fully participate in teaching and decision-making processes while fostering psychological safety and collaboration. Engaged teachers are more committed, innovative, and responsive to learners' needs. Relationships highlight the importance of strong interpersonal connections. By fostering mutual support, trust, and teamwork, schools can create an environment where teachers feel valued beyond their formal roles. This is particularly significant in indigenous contexts, where communal values and interconnectedness are deeply embedded (Carbonel and Ocampo, 2025). Meaning refers to the alignment between personal values and the broader mission of the school. When teachers perceive their work as purposeful and impactful, they are more motivated to contribute to collective goals and community development. Lastly, accomplishment focuses on recognizing individual and collective achievements. Setting clear goals, celebrating successes, and sustaining momentum contribute to a sense of fulfillment and professional growth (Carbonel and Ocampo, 2025). Taken together, these PERMA dimensions provide a comprehensive framework for understanding how organizational happiness is cultivated and sustained, ultimately influencing teacher empowerment and school effectiveness.

In the study conducted by Carbonell and Ocampo (2025), respondents reported a high level of organizational happiness, indicating a strong sense of satisfaction and overall well-being in their professional roles. This positive assessment suggests that the work environment effectively supports both the personal and professional needs of individuals. Such outcomes may be attributed to the presence of healthy interpersonal relationships, where collaboration and mutual respect are evident among colleagues. In addition, supportive and responsive leadership likely plays a crucial role in fostering trust, motivation, and a sense of belonging within the organization. The alignment of individual values with institutional goals further enhances this sense of purpose, allowing employees to find meaning in their work. Collectively, these factors contribute to a positive organizational climate that sustains high levels of happiness and engagement. On the other hand, teacher empowerment is a critical construct in educational management, referring to the process of enabling educators to exercise authority, access resources, and participate meaningfully in decisions that affect their professional practice. Teacher empowerment highlights the importance of autonomy, competence, participation, and impact in fostering a more effective and motivated teaching workforce. As defined by Apostol et al. (2023), teacher empowerment encompasses multiple interrelated dimensions that collectively enhance teachers' capacity to influence both classroom practices and broader school outcomes.

One essential dimension is autonomy, which refers to the level of independence teachers have in making instructional decisions, including teaching strategies, curriculum design, classroom management, and assessment methods. Autonomy allows teachers to tailor their approaches based on learners' needs and their professional expertise, thereby promoting innovation and responsiveness in instruction. Collaborative decision-making is another key dimension, emphasizing teachers' active involvement in school or district-level processes such as

policy development, curriculum planning, and program implementation. When teachers are included in these processes, they develop a stronger sense of ownership and accountability, which enhances organizational commitment and professional satisfaction. Equally important are leadership opportunities, which provide teachers with avenues to extend their influence beyond the classroom. By leading professional development sessions, mentoring peers, or serving in committees, teachers strengthen their leadership skills and contribute to school improvement initiatives, reinforcing their sense of value within the organization.

Professional development opportunities play a vital role in sustaining empowerment. Continuous access to trainings, workshops, and learning resources enables teachers to expand their knowledge, refine their skills, and stay updated with evolving educational trends and technologies. Moreover, reflective practice and feedback foster a culture of continuous improvement. Through self-assessment, peer observations, and constructive feedback, teachers are encouraged to critically evaluate and enhance their instructional practices, promoting lifelong learning and professional growth. Lastly, resource allocation and support ensure that teachers have access to adequate materials, technology, and institutional backing. Without these, empowerment efforts may be limited despite strong motivation.

In line with the above, the recommendations of Bier et al. (2024) highlight several key strategies for strengthening teacher empowerment within schools. Central to these is the continuous provision of professional development opportunities. Schools are encouraged to support teachers through advanced training programs, seminars, workshops, and further academic studies, enabling them to enhance their competencies and remain responsive to evolving educational demands. Equally important is the promotion of collaborative decision-making. Establishing committees, task forces, or working groups that actively involve teachers in shaping school policies and instructional practices fosters a sense of ownership and shared responsibility. When teachers participate in these processes, they are more likely to feel valued as professionals and committed to organizational goals.

Another critical aspect emphasized is the effective allocation of resources. Ensuring that teachers have access to adequate instructional materials, technological tools, and administrative support is essential for them to perform their roles efficiently. Without sufficient resources, even highly capable teachers may struggle to deliver quality instruction. Furthermore, creating leadership opportunities for teachers is vital in advancing empowerment. Allowing teachers to take on roles such as leading projects, facilitating training sessions, or mentoring colleagues enables them to extend their influence beyond the classroom. These experiences not only build leadership capacity but also reinforce trust and recognition within the organization (Bier et al., (2024).

This study operates on the assumption that organizational happiness and teacher empowerment are closely interconnected constructs, wherein organizational happiness may significantly influence the level of teacher empowerment, or conversely, empowered teachers may contribute to a more positive and fulfilling organizational climate. In this perspective, a school environment characterized by positive emotions, strong relationships, meaningful engagement, and a sense of accomplishment can foster teachers' autonomy, participation, and professional growth. At the same time, when teachers are empowered through supportive leadership, collaborative decision-making, and access to resources, they are more likely to contribute to a culture of trust, motivation, and collective well-being. Thus, the study assumes a reciprocal relationship between the two variables, where each has the potential to reinforce and enhance the other within the organizational context.

3. Methodology

Research Design. The study employed a quantitative, descriptive-correlational research design to examine the relationship between organizational happiness and teacher empowerment among public elementary school teachers in the DepEd-Kayapa West District within an indigenous learning community context. This design enabled the systematic measurement of variables and the identification of patterns and relationships using statistical procedures (Creswell, 2014). The descriptive component assessed the levels of organizational happiness and teacher empowerment, while the correlational component determined the strength and direction of their

relationship without inferring causality. Data were collected through structured questionnaires and analyzed using descriptive statistics and Spearman rank correlation. The approach provided empirical evidence to support evidence-based decision-making on how organizational conditions influence teacher empowerment and school effectiveness.

Research Environment. The study was conducted in the Department of Education–Kayapa West District in Nueva Vizcaya, Philippines, a district known for its commitment to quality education and preservation of indigenous cultural heritage, particularly among Kalanguya, Kankanaey, and Ibaloi communities. The district comprised 20 elementary schools serving approximately 1,509 learners guided by 95 teachers under the leadership of the District Supervisor. Despite geographical challenges, the district demonstrated strong academic and co-curricular performance and maintained a culturally responsive, community-centered learning environment. Its integration of indigenous knowledge systems and emphasis on collaborative school culture made it an appropriate setting for examining organizational happiness and teacher empowerment in an indigenous education context.

Respondents of the Study. The respondents consisted of 76 public elementary school teachers from the Kayapa West District, representing 80% of the total population of 95 teachers. The sample size was determined using the Raosoft sample calculator to ensure representativeness. Respondents were proportionally distributed across the 20 schools in the district, allowing for balanced representation of different school contexts.

Sampling Procedure. A stratified random sampling technique was employed to ensure proportional representation of teachers across all schools in the district. Each school served as a stratum based on population size and contextual characteristics. Within each stratum, simple random sampling was used to select participants, ensuring equal opportunity for inclusion and minimizing selection bias. This approach enhanced the validity, reliability, and generalizability of the findings by capturing diverse teacher experiences within an indigenous learning environment.

Research Instrument. Two validated questionnaires were utilized. The Teacher Empowerment Questionnaire (Apostol et al., 2023) consisted of 36 items measuring autonomy, professional development, collaborative decision-making, resource support, leadership opportunities, and reflective practice, with strong reliability ($\alpha = 0.851$). The Organizational Happiness Questionnaire (Apostol et al., 2024), based on Seligman’s PERMA model, included 30 items measuring positive emotion, engagement, relationships, meaning, and accomplishment. Both instruments used a 5-point Likert scale with corresponding qualitative interpretations ranging from “Never” to “Always” and from “Very Low” to “Very High.”

Data Gathering Procedure. Data collection was conducted in a systematic and ethical manner. Formal approval was obtained from the District Supervisor, followed by coordination with school heads. Teacher-respondents were oriented regarding the purpose, procedures, and voluntary nature of participation. Questionnaires were distributed in printed form and retrieved after three to five working days. Completed instruments were checked, encoded, and securely stored. Ethical principles such as informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the process.

Statistical Treatment of Data. Data were analyzed using mean and Spearman rank correlation. The mean was used to determine the levels of organizational happiness and teacher empowerment across their respective dimensions. Spearman rank correlation was applied to determine the strength and direction of the relationship between the two variables. These statistical tools provided objective and empirical evidence on how organizational happiness was associated with teacher empowerment, serving as a basis for recommendations to enhance school management practices and teacher well-being.

4. Results and Discussion

This study focused on examining the role of organizational happiness in influencing teacher empowerment among public elementary school teachers in the Kayapa West District during the academic year 2026–2027. A

quantitative research design utilizing a descriptive-correlational approach was employed to systematically measure variables and determine the relationships between them. Data were collected using validated and reliable research instruments and were analyzed through appropriate statistical tools, including the mean and Spearman Rank Correlation. All hypotheses were tested at a 0.05 level of significance to establish the presence of significant relationships among the variables.

Specifically, the study assessed the level of organizational happiness in terms of positive emotion, engagement, relationships, meaning, and accomplishment. It also examined teacher empowerment based on autonomy, professional development opportunities, collaborative decision-making, resource allocation and support, leadership opportunities, and reflective practice and feedback. Furthermore, the study analyzed the significant relationships between the dimensions of organizational happiness and teacher empowerment. Based on the findings, an Educational Administration Intervention was developed to address identified gaps and strengthen organizational happiness and teacher empowerment within the district.

The findings revealed that the respondents exhibited a high level of organizational happiness, as reflected by the overall grand mean of 4.00, indicating that teachers generally perceived their work environment as supportive, positive, and conducive to professional growth and well-being. Among the five dimensions, Engagement emerged as the strongest aspect with a mean of 4.43, suggesting that teachers were highly involved in their duties, committed to their responsibilities, and actively participated in school programs and activities. This finding implies that teachers possessed a strong sense of dedication and enthusiasm toward their work. Accomplishment ranked second with a mean of 4.21, indicating that teachers experienced a considerable sense of achievement, competence, and professional fulfillment in carrying out their responsibilities. Likewise, Relationships obtained a mean of 4.15, demonstrating the presence of positive interpersonal interactions, collaboration, and mutual support among colleagues within the school community. Positive Emotion, with a mean of 3.95, further suggested that teachers generally experienced favorable emotional states and maintained positive attitudes in the workplace. However, Meaning registered the lowest mean of 3.26, interpreted as moderate, indicating that although teachers recognized the importance of their profession, there remained opportunities to strengthen their sense of purpose, personal significance, and alignment with the broader mission and vision of the educational institution. Overall, the results suggest that while organizational happiness was generally high, efforts should be directed toward enhancing teachers' sense of meaning and purpose in their professional roles.

The study further revealed that the respondents demonstrated a moderate level of teacher empowerment, as evidenced by the grand mean of 3.31. This indicates that empowerment practices were evident within schools but were not yet fully institutionalized or consistently experienced by all teachers. Among the dimensions, Reflective Practice and Feedback obtained the highest mean of 3.41, suggesting that teachers moderately engaged in self-evaluation, reflective thinking, and instructional improvement processes. Collaborative Decision-Making followed closely with a mean of 3.35, indicating that teachers were involved in school decision-making processes to a certain extent, although opportunities for meaningful participation remained limited. Similarly, Resource Allocation and Support (3.34) and Professional Development Opportunities (3.33) reflected moderate perceptions regarding the availability of instructional resources, institutional support, and professional learning opportunities. Leadership Opportunities recorded a mean of 3.28, suggesting that teachers had some opportunities to assume leadership responsibilities but were not extensively involved in leadership roles within the school. Notably, Autonomy obtained the lowest mean of 3.14, indicating that teachers experienced relatively limited independence in making instructional and professional decisions. Collectively, these findings imply that while empowerment initiatives existed, greater efforts were needed to enhance teacher autonomy, leadership involvement, participation in decision-making, and access to supportive resources and professional development programs.

The correlation analysis revealed a significant positive relationship between organizational happiness and teacher empowerment ($p = 0.33$, $p = 0.004$), indicating that higher levels of organizational happiness were associated with higher levels of teacher empowerment. Although the strength of the relationship was weak, the findings suggest that improvements in organizational happiness may contribute to corresponding improvements in

teachers' perceptions of empowerment. Among the dimensions of organizational happiness, Engagement demonstrated the strongest association with teacher empowerment ($\rho = 0.40$, $p = 0.001$), indicating a moderate and statistically significant relationship. This suggests that teachers who are more engaged, committed, and actively involved in school activities tend to feel more empowered in their professional roles. Similarly, Relationships ($\rho = 0.28$, $p = 0.014$) and Accomplishment ($\rho = 0.26$, $p = 0.026$) exhibited weak but significant positive relationships with teacher empowerment, highlighting the importance of supportive professional relationships and feelings of achievement in fostering empowerment. In contrast, Positive Emotion ($\rho = 0.07$, $p = 0.550$) and Meaning ($\rho = 0.12$, $p = 0.300$) did not demonstrate significant relationships with teacher empowerment. These findings indicate that not all dimensions of organizational happiness contribute equally to empowerment and that engagement, accomplishment, and interpersonal relationships play more substantial roles in influencing teachers' perceptions of empowerment within the school environment.

In response to the findings, an Educational Administration Intervention entitled "Empowering Teachers through Organizational Happiness: A Training Design for Enhancing Professional Engagement, Leadership, and School Effectiveness" was developed. The proposed intervention was designed to address the identified gaps in both organizational happiness and teacher empowerment, particularly in the areas of meaning, autonomy, leadership opportunities, and participatory decision-making. The training program aimed to strengthen teachers' professional competencies, enhance engagement and collaboration, expand leadership capacities, and promote a more empowering organizational climate. Ultimately, the intervention sought to support the development of a positive and empowering school culture that fosters teacher well-being, professional growth, and improved organizational effectiveness, thereby contributing to the achievement of educational goals within the indigenous learning community context of Kayapa West District.

5. Conclusions

- The respondents perceived their organizational happiness as high, indicating that the school environment is generally supportive and conducive to teachers' well-being, satisfaction, and professional fulfillment across key dimensions such as engagement, relationships, accomplishment, and positive emotion.
- Teacher empowerment was perceived as moderate by the respondents, indicating that while empowering practices are present within the school system, these are not yet fully developed or consistently experienced, particularly in terms of autonomy, leadership opportunities, collaborative decision-making, and professional growth.
- The relationship between organizational happiness and teacher empowerment is weak but statistically significant, indicating that improvements in organizational happiness are associated with slight increases in teacher empowerment, although the influence is limited and may be affected by other intervening factors.
- Based on the significant findings of the study, the researcher developed an Educational Administration Intervention in the form of a training design aimed at addressing identified gaps and strengthening both organizational happiness and teacher empowerment within the school setting.

Recommendations

- School administrators may sustain the high level of organizational happiness by continuously strengthening programs that promote teacher engagement, positive relationships, and recognition systems, ensuring that existing supportive practices are consistently implemented and institutionalized across all schools.
- School leaders may prioritize the enhancement of teacher empowerment by expanding opportunities for

autonomy, participatory decision-making, leadership roles, and structured professional development programs that allow teachers to actively contribute to school improvement processes.

- Since the relationship between organizational happiness and teacher empowerment is weak but significant, administrators may design integrated programs that intentionally connect teacher well-being initiatives with empowerment structures, ensuring that positive workplace experiences translate into increased professional agency and participation.
- The proposed Educational Administration Intervention (training design) may be adopted, piloted, and regularly evaluated within the district to ensure its effectiveness in addressing identified gaps in organizational happiness and teacher empowerment and to support continuous professional growth among teachers.
- Future researchers are encouraged to replicate this study in other educational settings, including secondary schools or other districts, using mixed-methods approaches and incorporating additional variables such as leadership styles, organizational culture, job satisfaction, and teacher performance to provide a more comprehensive understanding of the dynamics between organizational happiness and teacher empowerment.

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