

ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL HAPPINESS AS DETERMINANTS OF ORGANIZATIONAL EFFECTIVENESS: THE CASE OF PUBLIC SECONDARY SCHOOLS IN CARRANGLAN, NUEVA ECIJA

By

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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

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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.

THE ORETICAL / CONCEPTUAL FRAMEWORK

This research study draws upon the prominent Field Theory, proposed by Kurt Lewin in 1951, as cited by Schneider et al. (2013) who is widely recognized as the Father of Social Psychology. Lewin's Field Theory offers valuable guidance for understanding the complex interplay between individuals and their environments. According to Lewin, human behavior is influenced by a dynamic set of internal and external factors that create a psychological field. This theory provides critical insights into how individuals' attitudes, motivations, and behaviors are shaped by their social and organizational contexts which is very important in this current research investigation. By examining the forces within this psychological field, the researchers can better understand how various elements of the organizational climate, happiness, and effectiveness interact to influence behavior within secondary schools in Carranglan District province of Nueva Ecija based on Field Theory. This theoretical framework is instrumental in dissecting the ways in which organizational environments impact individual and collective outcomes.

Schneider et al. (2013) build upon Kurt Lewin's foundational Field Theory to explore and expand the concept of organizational climate. Their discussion highlights the critical role organizational climate plays in influencing individual and group behaviors within a workplace. Drawing on Lewin's idea that behavior is a function of the person and their environment ($B = f(P, E)$), Schneider et al. delve into how organizational climate represents the environmental factors that shape and constrain employees' attitudes, motivations, and actions. The authors elaborate that organizational climate encompasses shared perceptions of organizational policies, practices, and procedures, both formal and informal. These shared perceptions are crucial because they create a common frame of reference that guides

employees' behaviors and interactions. In essence, organizational climate reflects the "personality" of an organization, much like how individuals have distinct personalities.

Schneider et al. (2013) emphasize the multi-dimensional nature of organizational climate, noting that it can be broken down into specific climates for particular outcomes, such as service climate, safety climate, and innovation climate. Each of these specific climates represents collective perceptions that are directly tied to organizational goals and priorities. For instance, a strong service climate is characterized by employees' shared belief that high-quality service is valued and supported by the organization, which in turn encourages behaviors that enhance customer satisfaction.

Furthermore, the discussion highlights the dynamic interplay between organizational climate and organizational culture. While climate is about shared perceptions of the immediate work environment, culture encompasses deeper values, beliefs, and assumptions that are more ingrained and stable over time. Schneider et al. argue that while culture provides the context and deeper meaning, climate captures the current experiences and behaviors within that context. The authors also discuss the importance of leadership in shaping and maintaining a positive organizational climate. Effective leaders can influence climate by establishing clear expectations, providing necessary resources, and creating a supportive environment that aligns with the organization's goals. Leadership practices that promote trust, open communication, and employee involvement are particularly impactful in fostering a positive organizational climate (Schneider et al., 2013).

In this study, the dimensions of organizational climate are derived from Hoy et al.'s (2002) framework, encompassing collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Collegial leadership involves the principal's approach to balancing social support for faculty with achieving school goals. This dimension emphasizes treating teachers as professional peers while maintaining clear expectations and standards. Professional teacher behavior underscores respect for colleague competence, commitment to students, autonomous decision-making, and fostering mutual cooperation and support among staff. Achievement press describes an environment where the school sets rigorous yet attainable academic standards, promoting student persistence and mutual respect among peers and teachers for academic success. Lastly, institutional vulnerability assesses the school's susceptibility to external pressures, particularly from vocal parent and citizen groups. Schools with high vulnerability may find teachers and principals feeling unprotected and defensive in their roles.

In the context of Lewin's Field Theory, organizational happiness as a research construct can be understood through the lens of the PERMA model, proposed by Seligman (2002), who is widely regarded as the father of positive psychology. Lewin's Field Theory posits that behavior is a function of the person and their environment ($B = f(P, E)$), emphasizing the dynamic interplay between internal and external factors. Applying this to organizational happiness, the PERMA model provides a comprehensive framework for examining the environmental and psychological elements that contribute to individuals' well-being within an organization.

The PERMA model according to Seligman (2002) consists of five elements that include positive emotions, engagement, relationships, meaning, and achievement. These elements collectively shape an individual's happiness and well-being at work. Positive emotions as a dimension focus on the frequency and intensity of positive feelings such as joy, gratitude, and contentment experienced by employees. According to Lewin's theory, the organizational environment can significantly influence these emotions by providing supportive policies, a pleasant physical workspace, and positive social interactions. Engagement refers to the level of involvement and absorption an individual feels in their work. High levels of engagement are associated with flow states where employees lose track of time due to deep immersion in their tasks. Field Theory suggests that an engaging organizational environment, with challenging yet attainable goals and opportunities for skill utilization, can enhance this element of happiness. Relationships as a dimension highlight the importance of positive, supportive, and meaningful relationships in the workplace. Lewin's Field Theory underscores the role of social dynamics and peer interactions in shaping behavior and attitudes. A climate that fosters collaboration, trust, and mutual respect can enhance employees' relational satisfaction. Meaning as a dimension of organizational happiness involves the sense of purpose and fulfillment employees derive from their work. In line with Field Theory, an organizational environment that aligns with employees' values and provides a sense of contributing to a larger goal can significantly impact their perception of meaning in their roles. Achievement as a component or dimension pertains to the sense of accomplishment and success individuals feel from their work and contributions. Lewin's theory would interpret this as the result of an environment that recognizes and rewards achievements, sets clear goals, and provides the necessary resources for employees to succeed.

By integrating Seligman's PERMA model with Lewin's Field Theory, we can better understand how the organizational environment and individual perceptions interact to influence organizational happiness. The elements of the PERMA model serve as critical factors within the psychological field that Lewin describes, each interacting dynamically with the organizational context to shape employees' overall well-being. This comprehensive approach provides valuable insights for organizations aiming to enhance employee happiness and, consequently, organizational effectiveness.

Organizational effectiveness, as conceptualized in this study, draws upon the research framework developed by Quimzon et al. (2024), which is also rooted in Lewin's Field Theory. In the context of educational settings, organizational effectiveness refers to a school's capacity to effectively and efficiently achieve its educational goals and mission. This includes adeptly utilizing resources, adapting to changing circumstances, optimizing internal processes, ensuring high levels of employee performance, fostering continuous innovation, and maintaining high levels of satisfaction among stakeholders. By aligning with Lewin's Field Theory, which emphasizes the dynamic interaction between individuals and their environments, this framework provides a strong foundation for understanding how organizational effectiveness is influenced by both internal organizational dynamics and external contextual factors within educational institutions.

The dimensions of organizational effectiveness, as conceptualized by Quimson et al. (2024), encompass several critical elements essential for assessing a school's operational

effectiveness and educational success that include goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction.

Goal achievement stands out as a key dimension, measuring the extent to which a school meets educational targets and fulfills its mission of providing quality education. This includes achieving academic standards, improving student performance, and ensuring satisfaction among both students and teachers, along with meeting graduation rates and college admission goals. Resource utilization is another pivotal dimension, focusing on the efficient and effective use of financial, human, and material resources to maximize educational outcomes. This involves optimizing budgets, managing time effectively, deploying teaching and support staff strategically, and maintaining school facilities to support learning and extracurricular activities.

Adaptability as a dimension measures the school's capability to respond to and manage changes in the educational landscape, such as new curriculum standards, technological advancements, demographic shifts, and policy changes. This dimension encompasses integrating new teaching methods, adopting innovative educational tools, and adjusting administrative practices to meet evolving educational needs. Internal processes as a dimension gauge the effectiveness and efficiency of the school's administrative and operational workflows, including scheduling, communication, data management, and student support services. Streamlined internal processes ensure smooth operations, allowing teachers to focus on teaching and students to focus on learning (Quimson et al., 2024).

Employee performance as a dimension evaluates the productivity, engagement, and morale of teachers and staff, all of which directly influence student learning and overall school performance. This dimension includes assessing teacher effectiveness, promoting ongoing professional development, fostering staff collaboration, and cultivating a supportive work environment (Quimson et al., 2024). Innovation measures as a dimension the school's capacity to develop and implement new ideas, teaching methods, curricula, and programs that enhance the educational experience and improve student outcomes. This can encompass adopting advanced technologies, introducing innovative teaching practices, and creating unique learning opportunities that inspire and engage students.

Lastly, stakeholder satisfaction as a dimension evaluates the extent to which the school meets the expectations and needs of its stakeholders, including students, parents, teachers, staff, and the broader community. High stakeholder satisfaction is reflected in positive feedback, strong community support, active parental involvement, and a positive school reputation. Together, these dimensions provide a comprehensive framework for assessing organizational effectiveness in educational settings, highlighting areas of strength and opportunities for improvement to enhance overall school performance and educational outcomes (Quimson et al., 2024).

The theories and concepts outlined above have been instrumental in guiding the current researcher in conceptualizing this study on organizational climate and organizational happiness as key determinants of organizational effectiveness among public secondary schools in the Carranglan District of SDO Nueva Ecija. These frameworks have provided a

solid foundation for understanding how organizational dynamics, including leadership practices, teacher behaviors, achievement orientation, and institutional vulnerabilities, interact within educational settings. The paradigm outlined in the following pages has served as a guiding framework, directing the methodologies and approaches utilized in this research investigation. This structured approach ensures that the study is grounded in established theories while allowing for a nuanced exploration of the unique organizational context within the Carranglan District.

REVIEW OF RELATED STUDIES: A SYNTHESIS

The current study is situated within a broader context of research exploring organizational climate as a variable, though it distinguishes itself in research environment and respondent characteristics. For instance, Sertel and Tanrıögen (2019) investigated the relationship between self-sabotage and organizational climate in schools, focusing on educational settings. Similarly, Canli and Özdemir (2022) examined how organizational climate influences organizational creativity specifically within educational institutions. Meanwhile, Oluwafemi and Ametepe (2023) explored the mediating role of emotional intelligence between organizational climate and the transfer of learning among civil service employees, extending the scope to governmental contexts.

In contrast, Joseph (2022) analyzed the predictability of organizational climate dimensions and demographics on organizational citizen behavior, offering insights across various organizational settings. Dinibutun et al. (2020) studied the effect of organizational climate on faculty burnout, emphasizing the impact within academic contexts, while Adigüzel et al. (2021) focused on the relationship between perceived organizational climate and teachers' levels of organizational creativity and cynicism, highlighting educational settings but with different methodological approaches and questionnaire designs.

Additionally, Roebuck (2023) explored predictive relationships between organizational climate, teacher stress, and turnover intention, Riego de Dios (2020) investigated supervisory relationships, organizational climate, and employee satisfaction in a local community college setting, and Jiang et al. (2019) examined relationships between kindergarten teachers' empowerment, job satisfaction, and organizational climate, all contributing diverse perspectives within educational environments. Asio and Jimenez (2020) studied professional development, organizational climate, supervisory rapport, and overall employee satisfaction, reflecting on organizational dynamics beyond traditional academic settings. Each study, including Sertel et al. (2019) on the relationship between self-sabotage and organizational climate in schools, aligns with the current investigation in exploring organizational climate as a variable but varies in terms of research design, data collection methods, and respondent demographics, thereby enriching the understanding of organizational dynamics across different contexts.

The researcher also reviewed related studies along organizational happiness as a research variable like the studies of Tore and Duman-Saka (2023) on the relationship between teacher leadership and organizational happiness of secondary school teachers; Kosztýán et al. (2023) on organizational happiness in higher education; and Köse et al. (2022) on the analysis of relationship between schools' DNA profiles and organizational happiness according to the perception of teachers. These researches, like the current study, all dealt with teachers as

respondents. However, they differ in terms of research methodology, environment, and statistical procedures used.

Moreover, the studies of Çakir and Yavuz (2023) on the relationship between organizational climate and organizational happiness; Ordu and Sari (2022) on the role of innovative work behavior in the relationship between organizational support and organizational happiness; and Bayraktar and Girgin (2020) on the examination of teachers' levels of organizational happiness were all reviewed by the researcher. These researches differ in terms of research environment and methodology used when compared with the current research study.

Furthermore, the researches of Çayak (2021) on the mediating role of organizational happiness in the relationship between work engagement and life satisfaction; Ozen (2018) on the impact of the perception of organizational virtue on the perception of organizational happiness in educational organizations; and Töre and Uysal (2022) on the effect of organizational fit on organizational happiness were all considered by the present researcher since they all deal with organizational happiness as a research variable. However, they differ in terms of the nature of respondents, data gathering procedure, and statistical tools used when compared with the present study.

Lastly, the researcher also made an intensive review of related studies along organizational effectiveness, which is one of the main variables in her study. The studies of Tan and Olaore (2021) on the effect of organizational learning and effectiveness on the operations, employees' productivity, and management performance; Kataria et al. (2013) on organizational effectiveness as a function of employee engagement; Dhoopar et al. (2023) on the antecedents and measures of organizational effectiveness were all considered by the researcher. Differences along research methodology, questionnaires used, and research frameworks were noticed when compared with the present investigation.

The research investigations conducted by Gebretsadik (2022) on the impact of organizational culture on the effectiveness of public higher educational institutions in Ethiopia; Komariyah (2022) on the contribution of transformational leadership and years of leader experience on the effectiveness of organization efficacy; and Jha (2019) on employee voice, engagement, and organizational effectiveness were also reviewed by the researcher. It was noted that these researches differ in terms of environment, strata of respondents, and data gathering procedure when compared with the present study.

The studies of Hagerer (2019) on the identification of organizational effectiveness criteria for faculties; Aguila Cervera (2019) on the exploration of the differences between principals' perceptions regarding the instructional and organizational effectiveness of their high schools and the academic achievement of their students; Blanton (2017) on administrators' beliefs of the organizational effectiveness; and Gochhayat (2017) on the multilevel leadership and organizational effectiveness in Indian technical education were all reviewed by the researcher since these researches dealt with organizational effectiveness as a research construct. Differences on research methodology, respondents, research environment, and questionnaires used were noticed by the current researcher.

The aforementioned studies on organizational climate, organizational happiness, and organizational effectiveness have significantly contributed to the researcher's comprehensive understanding of these constructs. They have played a crucial role in shaping the conceptual framework of the current investigation focused on public secondary schools in Carranglan District, SDO-Nueva Ecija for the academic year 2024–2025. These studies have provided valuable insights into how organizational dynamics, employee well-being, and operational effectiveness interplay within educational settings, guiding the researcher in formulating relevant hypotheses and research questions tailored to the local context.

METHODOLOGY

This study examined how the existing organizational climate and organizational happiness serve as determinants of organizational effectiveness among public secondary schools in the Carranglan District, SDO-Nueva Ecija, for the academic year 2024-2025. The findings are intended to inform the development of an Organization Development (OD) intervention program.

A total of 102 public secondary school teachers were selected as respondents using the Slovin Formula. The study employed a quantitative research design with a descriptive-correlational approach, utilizing questionnaires to collect data. Statistical analyses, including mean calculations, Pearson's correlation coefficient, and the coefficient of determination, were conducted, and all hypotheses were tested at a 0.05 level of significance.

The research constructs were based on established frameworks. Organizational climate was examined through the dimensions of collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability, as outlined by Hoy et al. (2002). Organizational happiness was measured across the dimensions of positive emotion, engagement, relationships, meaning, and accomplishment, following Seligman's (2002) framework. Organizational effectiveness was assessed through dimensions such as goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction, as developed by Quimson et al. (2024).

This investigation aimed to achieve several key objectives. First, it seeks to determine the perceptions of public secondary school teachers in the Carranglan District, SDO Nueva Ecija, regarding their organizational climate, particularly across the dimensions of collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. It also aims to assess respondents' views on their organizational happiness, focusing on dimensions such as positive emotion, engagement, relationships, meaning, and accomplishment. Additionally, the study evaluates teachers' perceptions of organizational effectiveness, measured by goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction.

Further, the study investigated whether there is a significant correlation between teachers' perceptions of organizational climate and organizational happiness, as well as between organizational climate and organizational effectiveness. It also examines the correlation between organizational happiness and organizational effectiveness. Based on the study's significant findings, the research aimed to develop a theory contributing to the field of organizational development and planning. Additionally, it designed an intervention program

to enhance or sustain the existing organizational climate, organizational happiness, and organizational effectiveness as perceived by the respondents.

SIGNIFICANT FINDINGS

The organizational climate in Carranglan District secondary schools, as perceived by teachers, is moderately positive with a "Good" rating and an overall mean score of 3.24. Among the assessed dimensions, Professional Teacher Behavior scored highest at 3.65 ("Very Good"), indicating strong professional commitment and mutual respect among teachers, fostering a collaborative environment. Achievement Press followed with a score of 3.28, reflecting a solid focus on academic success and high-performance expectations. Collegial Leadership received a similar score of 3.23, suggesting supportive and approachable leadership that encourages teamwork, though with some room for improvement. Institutional Vulnerability, however, scored the lowest at 2.81 ("Fair"), suggesting that external pressures may sometimes impact school stability. Overall, the climate is positive, with strong professional standards and supportive leadership, though reducing institutional vulnerability could further enhance the environment.

The overall Organizational Happiness among teachers in Carranglan District is rated as "High," with a grand mean of 3.45, indicating a generally positive work experience. Engagement and Accomplishment received the highest scores (3.58, "Very High"), showing that teachers feel deeply involved in their work and take pride in their achievements. Positive Emotions also scored "Very High" at 3.53, suggesting frequent positive feelings that enhance morale. Relationships rated as "High" (3.33), reflecting supportive interactions among colleagues, while Meaning scored 3.22 ("High"), indicating that teachers find purpose in their roles, though slightly less so than in other dimensions.

The findings on Organizational Effectiveness indicate a "Good" overall rating, with a grand mean of 3.32, suggesting effective functioning but with room for improvement in some areas. Resource Utilization and Stakeholder Satisfaction scored highest, at 3.68 and 3.71 respectively, both rated as "Very Good," highlighting efficient resource use and strong stakeholder relationships. Goal Achievement also rated as "Good" with a mean of 3.43, reflecting general success in meeting objectives, though further improvement may be possible. Employee Performance (3.24) and Internal Processes (3.16) received "Good" ratings, indicating stable but moderate levels of performance and process efficiency. Adaptability and Innovation scored on the lower end of "Good," at 3.05 and 2.96, suggesting challenges in adapting to change and fostering innovation, which are essential for sustained success.

The correlation analysis reveals a strong positive relationship between organizational climate and organizational happiness, with a correlation coefficient of 0.857. This high correlation suggests that improvements in organizational climate are likely to boost organizational happiness. The coefficient significantly exceeds the critical r-value of 0.195 at 100 degrees of freedom for a 0.05 level of confidence, leading to the rejection of the null hypothesis, which proposed no relationship between these variables.

The correlation analysis shows a strong positive relationship between organizational climate and organizational effectiveness, with a correlation coefficient of 0.817. This high correlation

suggests that enhancing the organizational climate is closely linked to increased organizational effectiveness. As the coefficient significantly exceeds the critical r-value of 0.195 at 100 degrees of freedom for 0.05 level of significance, the null hypothesis of no significant correlation is clearly rejected.

The correlation analysis reveals a strong positive relationship between organizational happiness and organizational effectiveness, with a correlation coefficient of 0.863. This high correlation suggests that increased organizational happiness is closely associated with greater organizational effectiveness. Since the coefficient far exceeds the critical r-value of 0.195 at 100 degrees of freedom for 0.05 level of confidence, the null hypothesis of no significant correlation is firmly rejected.

The researcher developed a comprehensive training design featuring ten targeted topics to enhance the skills and professional growth of secondary school teachers in the Carranglan District, SDO Nueva Ecija. Each topic within this design addresses essential areas for teacher development, aiming to cultivate a more supportive, innovative, and effective school environment. This training design not only identifies specific growth areas but also provides a structured approach for fostering positive organizational climate, happiness, and effectiveness among educators.

CONCLUSIONS

Based on the significant findings, the following are the conclusions of this research investigation:

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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