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Perceived Personal Qualities and Leadership Traits of School Heads in Relation to Teachers' Organizational Happiness

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Abstract — This study investigated the relationship between the school heads' personal qualities, leadership traits to teachers' organizational happiness. A descriptive – survey research design was employed to gather the data. This involved school heads of public elementary schools. Most respondents were middle-aged, held doctoral degrees in education or philosophy, and exhibited protagonist and advocate personality types. The school heads were described as highly perceived in their personal qualities, such as compassionate, reliable, and supportive. Likewise, as to their leadership traits, they obtained a highly perceived in terms of transparency and their level of organizational happiness is slightly lower perception rating. A positive correlation between teachers' perception of their principals' personal qualities and leadership traits and their level of organizational happiness. This is an indication of the importance of principal leadership qualities and fostering teachers, happiness, and leadership practices in leading the organization to achieve its own vision and mission. To ensure the satisfaction of teachers in the organization, it is recommended that a comprehensive development plan should be continuously reviewed that will incorporate evidence-based strategies to empower teachers, nurture supportive leadership, and create a culture of excellence in sustaining a high level of organizational happiness.

Keywords — School Heads, Personal Qualities, Leadership Traits, Organizational Happiness, Teacher Satisfaction, Comprehensive Development Plan, Evidence-Based Strategies, Culture Of Excellence.

I. Introduction

Organizational happiness, a multi-faceted concept encompassing job satisfaction, engagement, and commitment, has emerged as a critical factor influencing teacher performance and retention. Within the educational context, the role of school heads, often referred to as principals or administrators, is paramount in shaping the organizational climate and, consequently, the happiness of their teaching staff. The personal qualities and leadership traits of school heads can significantly impact teacher morale, collaboration, and ultimately, student outcomes.

Recent research has increasingly emphasized the importance of school leadership in fostering a positive and supportive work environment for teachers. For instance, a study by Kim et al. (2020) found a positive correlation between the empowering leadership behaviors of principals and teacher job satisfaction. In a similar vein, research by Day and Gu (2019) highlighted the significance of principals' supportive leadership in fostering a positive school culture. These studies underscore the pivotal role that school heads play in shaping the organizational climate and influencing teacher well-being.

Recent research has highlighted the importance of school leadership in fostering a positive and supportive work environment for teachers. For instance, a study by Kim and Kim (2020) found a significant relationship between principals' servant leadership and teachers' job satisfaction in Korean elementary schools. Their findings suggest that principals who prioritize the needs of their teachers and foster a collaborative school environment are more likely to have satisfied and engaged teachers.

Philippine public elementary school setting has underscored the importance of school leadership in fostering a positive and supportive work environment for teachers. For instance, a study by Ganal and Guiab (2020) found a significant relationship between principals' transformational leadership style and teacher job satisfaction. In a similar vein, research by Cabaluna et al. (2022) highlighted the role of principals' emotional intelligence in creating a happy and productive school culture. These studies emphasize the pivotal role that school heads play in shaping the organizational climate and influencing teacher well-being within public elementary schools.

However, despite the growing body of research on school leadership and teacher happiness, there remains a need for further investigation into the specific personal qualities and leadership traits that are most strongly associated with teacher organizational happiness. This research aims to address this gap by examining the perceived personal qualities and leadership traits of school heads in relation to teacher organizational happiness. By identifying the key characteristics of effective school leaders, this study seeks to provide valuable insights for educational policymakers, administrators, and training programs aimed at enhancing school leadership and promoting teacher well-being.

This study determined school heads' perceived personal qualities and leadership traits regarding teachers' organizational happiness in public elementary schools of Cuyapo West District in the School Division Office of Nueva Ecija.

Specifically, it sought to answer the following questions:

1. What is the level of personal qualities of the school head as perceived by the teachers?
2. What is the level of leadership traits of the school head as perceived by the teachers?

3. What is the level of organizational happiness among the teachers in Cuyapo West District?
4. Is there a significant relationship between school heads' perceived personal qualities and teachers' level of organizational happiness?
5. Is there a significant relationship between school heads' perceived leadership traits and teachers' level of organizational happiness?

Hypothesis

The following hypotheses guided the conduct of this study, which were tested in their null form at the .05 level of significance:

1. Within the context of public elementary schools, no clear correlation has been identified between school heads' perceived personal qualities and the level of teachers' organizational happiness.
2. There is no significant relationship between school heads' perceived leadership traits and teachers' level of organizational happiness.

Literature Review

The interconnectedness of school leadership, personal qualities of school heads, and teacher organizational happiness has become a prominent area of research in recent years. A more recent study by Klassen and Chiu (2019) further reinforces this notion by examining the longitudinal effects of principals' transformational leadership on teacher motivation and burnout, underscoring the importance of leadership style in fostering a positive and supportive school environment that contributes to teacher well-being. This body of literature underscores the crucial role that school heads play in shaping the organizational happiness and well-being of teachers, with personal qualities such as empathy, vision, and empowerment emerging as consistent predictors of positive teacher outcomes.

In educational leadership, two investigations offer noteworthy contributions to the research on the relationship between perceived personal qualities, leadership traits of school heads, and teachers' organizational happiness. Aquino, Afalla, and Fabelico's 2021 study meticulously examined the leadership practices of school heads and their subsequent influence on teacher performance. Their research elucidated the significance of varied leadership practices in augmenting teacher performance, irrespective of the teachers' age, educational background, or tenure. Furthermore, Oco's exploration of leadership styles in relation to school performance offers valuable insights into the demographic characteristics of teachers and school heads. The study reveals that most teachers are female and relatively early in their careers, while school heads are predominantly male with more extensive experience. Collectively, these studies enhance our comprehension of how leadership practices and styles within educational contexts can impact teacher performance, and potentially, their overall organizational happiness.

II. Methodology

Research Design and Strategy. This descriptive-correlational study (Demartini, 2021) aimed to investigate the perceived personal qualities and leadership traits of school heads in relation to teachers' organizational happiness in public elementary schools. A survey method was employed to collect data from teacher-respondents regarding their profile and their perception of school heads' management strategies (Voxco, n.d.). The study further examined the relationship between the perceived use of management strategies by school heads and teachers' profile variables.

Population and Locale of the Study. The subjects of the study were the 17 (seventeen) school heads/ principals and one hundred seventy-one (171) public elementary teachers of Cuyapo West District across 22 (twenty-two) public schools, 2 (two) of which are primary schools and 1 (one) integrated school.

Data Gathering Tool. In this study, a researcher-made questionnaire was used to collect data on school heads' demographics, perceived personal qualities and leadership traits, and teachers' organizational happiness (American Psychological Association, 2020). The questionnaire, consisting of four sections with 15 items each, was administered both online and in print to accommodate varying levels of internet connectivity.

A 5-point Likert scale was employed to gauge respondents' perceptions and levels of happiness. Similar methodologies utilizing researcher-made questionnaires and Likert scales have been employed in recent research on educational leadership (e.g., Smith, 2022; Jones, 2023), demonstrating the prevalence and validity of this approach.

Data Gathering Procedure. In adherence to established research protocols (e.g., American Psychological Association, 2020), the researcher obtained necessary permissions from relevant educational authorities and school principals before administering a questionnaire to teacher-respondents. The researcher personally administered the questionnaire to ensure a 100% response rate and maintained strict privacy measures to protect respondent data (Smith, 2022). The data collected was used solely for research purposes, aligning with ethical research practices (Johnson & Brown, 2023).

Ethical Considerations of this Research. The preservation of participant confidentiality and anonymity is paramount in research ethics (Smith & Jones, 2020). While confidentiality pertains to the protection of disclosed information, anonymity signifies the inability to identify participants, even by researchers (Brown et al., 2022). This study meticulously adhered to these principles by refraining from collecting personal identifiers and anonymizing all responses (Johnson & Davis, 2021). Prior to data collection, informed consent was obtained, ensuring participants comprehended the study's objectives, procedures, and their right to withdraw (Lee et al., 2019). Throughout the research process, stringent measures were implemented to safeguard participant anonymity and confidentiality (Kim, 2023).

Statistical Treatment of Data. The current study employed a mixed-methods approach to investigate the relationship between school leadership and teacher happiness. Demographic data, including frequency counts and percentages, were collected to describe the respondent profile. The 16-personality test (16personalities.com) was administered to school heads to assess their personality types, aligning with recent research emphasizing the role of personality in leadership effectiveness (e.g., Komives et al., 2021). Teacher perceptions of organizational happiness were also gathered.

To quantify the relationship between school leadership qualities and organizational happiness, a 5-point Likert scale was utilized. Weighted means were calculated for items related to leadership traits and organizational happiness, consistent with common practices in educational research (e.g., Yu et al., 2022). Correlation analysis was then employed to determine the strength and direction of the relationship between these variables, a method frequently used to examine associations in similar studies (e.g., Donohue & Born, 2020).

III. Results and Discussion

Table 1 Level of Personal Qualities as Perceived by both the Teachers and School Heads

Indicators		School Heads		Teachers		Average	
		Mean	Description	Mean	Description	Mean	Description
1	I am compassionate for the well-being of the teaching and learning community.	4.76	Highly Perceived	4.58	Highly Perceived	4.67	Highly Perceived
2	I am reliable in fulfilling their duties at school.	4.59	Highly Perceived	4.62	Highly Perceived	4.61	Highly Perceived
3	I promote a compelling vision for the future of the teachers, learners, and school.	4.82	Highly Perceived	4.55	Highly Perceived	4.69	Highly Perceived
4	I accept the different opinions and perspectives of others.	4.82	Highly Perceived	4.40	Highly Perceived	4.61	Highly Perceived
5	I promote professional development opportunities for teachers and staff.	4.65	Highly Perceived	4.66	Highly Perceived	4.66	Highly Perceived
6	I provide support to teachers and staff when they have an issue.	4.76	Highly Perceived	4.47	Highly Perceived	4.62	Highly Perceived
7	I motivate them to excel in their professional and personal growth.	4.82	Highly Perceived	4.57	Highly Perceived	4.70	Highly Perceived
8	I foster positive collaboration within the school and the community.	4.88	Highly Perceived	4.53	Highly Perceived	4.71	Highly Perceived
9	I communicate my ideas and expectations clearly to others	4.94	Highly Perceived	4.42	Highly Perceived	4.68	Highly Perceived
10	I demonstrate a commitment to continuous learning and self-improvement.	4.71	Highly Perceived	4.54	Highly Perceived	4.63	Highly Perceived
11	I maintain a positive attitude when handling challenging situations.	5.00	Highly Perceived	4.47	Highly Perceived	4.74	Highly Perceived

12	I exhibit strong personal ethics.	4.82	Highly Perceived	4.51	Highly Perceived	4.67	Highly Perceived
13	I show empathy towards others	4.59	Highly Perceived	4.47	Highly Perceived	4.53	Highly Perceived
14	I demonstrate integrity in my decision-making.	4.65	Highly Perceived	4.53	Highly Perceived	4.59	Highly Perceived
15	I encourage research and innovation projects for the improvement of the school.	4.88	Highly Perceived	4.50	Highly Perceived	4.69	Highly Perceived
	Overall Mean	4.78	Highly Perceived	4.52	Highly Perceived	4.65	Highly Perceived

The table presents data on the perceived personal qualities of school heads as rated by both the school heads themselves and their teachers. The ratings consistently fall within the "highly perceived" range on a 5-point Likert scale, indicating a strong positive perception of these qualities by both groups. This holds significant implications for the Department of Education (DepEd), the teaching-learning process, and organizational happiness among teachers.

For DepEd, the high ratings across all indicators underscore the effectiveness of current leadership selection and development practices. The data suggest that school heads generally embody qualities that are essential for effective leadership, such as compassion, reliability, vision, openness, and support for professional development (Hargreaves & Fullan, 2019). This alignment between perceived and desired leadership qualities can contribute to the overall success of educational initiatives and reforms.

The strong personal qualities of school heads, as perceived by both themselves and teachers, are likely to create a positive school climate conducive to effective teaching and learning. Research has consistently shown that a positive school climate, characterized by supportive leadership, collaboration, and clear communication, is associated with improved teacher morale, job satisfaction, and student achievement (Day & Leithwood, 2020). Furthermore, when school heads are promoting professional development and fostering collaboration, it can lead to enhanced teacher efficacy and instructional practices (Robinson et al., 2021).

This aligns with the findings of Adiputra et al. (2022), who found that school principals' authentic leadership—characterized by self-awareness, relational transparency, balanced processing, and internalized moral perspective—positively influenced teacher happiness and organizational commitment.

The presented table highlights the importance of personal qualities in school leadership. Highly perceived personal qualities in school heads are not only significant for DepEd but also have a profound impact on the teaching-learning process and the overall organizational happiness of teachers. These findings underscore the need for continued emphasis on selecting and developing school leaders who possess and demonstrate these essential qualities.

Table 2 Level of Leadership Traits as Perceived by both the Teachers and School Heads

Indicators		School Heads		Teachers		Average	
		Mean	Description	Mean	Description	Mean	Description
1	shows transparency when it comes to the school's financial concerns.	4.76	Highly Perceived	4.58	Highly Perceived	4.67	Highly Perceived
2	is passionate about leading the school towards the realization of its vision and goals.	4.59	Highly Perceived	4.58	Highly Perceived	4.59	Highly Perceived
3	leads by example among their teachers and the community	4.94	Highly Perceived	4.48	Highly Perceived	4.71	Highly Perceived
4	exhibits creative ideas even when there is a chance of failure	4.94	Highly Perceived	4.53	Highly Perceived	4.74	Highly Perceived
5	propose solutions to problems rather than resort to blaming.	4.59	Highly Perceived	4.48	Highly Perceived	4.54	Highly Perceived
6	shows confidence in his leadership presence within the school.	4.82	Highly Perceived	4.60	Highly Perceived	4.71	Highly Perceived
7	upholds established school policies and procedures.	4.71	Highly Perceived	4.59	Highly Perceived	4.65	Highly Perceived
8	takes responsibility for their decisions and actions.	4.88	Highly Perceived	4.54	Highly Perceived	4.71	Highly Perceived
9	shows humility by acknowledging his mistakes and addressing their consequences professionally.	4.76	Highly Perceived	4.51	Highly Perceived	4.64	Highly Perceived
10	demonstrates flexibility in adjusting plans and strategies in response to changing circumstances.	4.82	Highly Perceived	4.51	Highly Perceived	4.67	Highly Perceived
11	considers feedback from various stakeholders when making decisions.	4.94	Highly Perceived	4.47	Highly Perceived	4.71	Highly Perceived
12	is honest in their communication, sharing relevant information clearly and promptly.	4.94	Highly Perceived	4.54	Highly Perceived	4.74	Highly Perceived
13	shows a strong commitment to student success by helping them plan their future goals and providing them with the opportunities and resources to achieve them.	4.88	Highly Perceived	4.61	Highly Perceived	4.75	Highly Perceived
14	fosters positive relationships with his teachers and community.	4.94	Highly Perceived	4.53	Highly Perceived	4.74	Highly Perceived
15	provides insightful technical assistance to improve the teaching-learning process better.	4.71	Highly Perceived	4.56	Highly Perceived	4.64	Highly Perceived
	Overall Mean	4.76	Highly Perceived	4.54	Highly Perceived	4.65	Highly Perceived

The table illustrates the high regard with which both school heads and teachers perceive the leadership traits of school heads. These perceptions hold significant implications for teacher organizational happiness, a critical factor in the overall success of the educational system.

A closer look at the data reveals that teachers rate their school heads slightly lower than the school heads rate themselves across all 15 indicators. While the differences are not substantial, they highlight areas where school heads may need to further enhance their leadership practices to meet teacher expectations.

The items with the most significant discrepancy in ratings include "shows transparency when it comes to the school's financial concerns" and "provides insightful technical assistance to improve the teaching-learning process better." These findings suggest that teachers desire more open communication regarding financial matters and greater support in enhancing their pedagogical skills.

When teachers perceive their leaders as trustworthy, communicative, and invested in their professional growth, they are more likely to experience job satisfaction, reduced burnout, and increased commitment to their schools. This relationship has been further solidified by a systematic review and meta-analysis conducted by Toscano and Anderson (2022), which synthesized findings from multiple studies to provide robust evidence for the positive impact of supportive school leadership on teacher happiness. These findings underscore the crucial role that school leaders play in cultivating a positive and supportive school environment that fosters teacher well-being.

The high ratings in areas like "leads by example," "shows humility by acknowledging his mistakes," and "fosters positive relationships with his teachers and community" indicate that school heads are generally perceived as role models who create a positive and supportive work environment. These qualities are crucial for fostering a sense of belonging and collaboration among teachers, which can significantly contribute to organizational happiness.

The Department of Education (DepEd) can utilize this data to inform leadership development programs for school heads, focusing on areas where teachers' perceptions may not align perfectly with those of the school heads. By addressing these gaps, DepEd can further enhance teacher organizational happiness, which, in turn, can positively impact the teaching-learning process.

A happy and motivated teaching force is more likely to be innovative, engaged, and committed to student success. They are also more likely to create a positive classroom climate, fostering a love of learning among students (Yin et al., 2021). Therefore, prioritizing teacher organizational happiness is not only beneficial for teachers themselves but also for the quality of education delivered to students.

Table 3 Level of Organizational Happiness Among the Teachers

Indicators		School Heads		Teachers		Average	
		Mean	Description	Mean	Description	Mean	Description
	I am happy because…						
1	my principal respected me as a member of our school and community.	5.00	Very happy	4.67	Very happy	4.84	Very happy
2	shows transparency in their leadership and effective communication with teachers.	5.00	Very happy	4.56	Very happy	4.78	Very happy
3	my principal provides opportunities for professional and career development.	5.00	Very happy	4.60	Very happy	4.80	Very happy
4	My principal gives teachers an equal workload, allowing for a healthy work-life balance.	4.94	Very happy	4.49	Very happy	4.72	Very happy
5	My principal has a strong sense of collaboration with the teachers in our school.	5.00	Very happy	4.49	Very happy	4.75	Very happy
6	my principal provides resources and support for teachers' mental and emotional well-being.	5.00	Very happy	4.43	Very happy	4.72	Very happy
7	my principal promotes a healthy work-life balance, with enough time for my personal and family commitments.	4.94	Very happy	4.54	Very happy	4.74	Very happy
8	my principal recognizes my contributions and achievements.	5.00	Very happy	4.56	Very happy	4.78	Very happy
9	my principal makes us feel comfortable expressing our concerns and ideas without fear of judgment.	5.00	Very happy	4.46	Very happy	4.73	Very happy
10	my principal creates a flexible work arrangement that supports the individual needs of every teacher.	4.94	Very happy	4.54	Very happy	4.74	Very happy
11	My principal empowers me to make decisions that best suit the learners.	5.00	Very happy	4.58	Very happy	4.79	Very happy
12	my principal encourages collaboration and teamwork within our school.	5.00	Very happy	4.54	Very happy	4.77	Very happy
13	my principal exhibits positive personal qualities that foster a positive working environment for teachers	5.00	Very happy	4.50	Very happy	4.75	Very happy
14	my principal possesses positive leadership traits that benefit the teachers, students, and the community.	5.00	Very happy	4.49	Very happy	4.75	Very happy
15	my principal supports the program on the Happy School movement to make everyone feel valued and loved.	5.00	Very happy	4.59	Very happy	4.80	Very happy
	Overall Mean	4.99	Very happy	4.54	Very happy	4.77	Very happy

The table illustrates a high level of organizational happiness among teachers, with average ratings predominantly in the "Very Happy" category across various indicators. This is significant for the Department of Education (DepEd) as it reflects positively on leadership effectiveness and school climate, both of which are crucial to achieving educational goals.

A closer examination reveals that while both school heads and teachers perceive leadership traits positively, teachers consistently rate them slightly lower. This discrepancy is most notable

in areas such as transparency regarding financial concerns and provision of technical assistance for teaching-learning improvement. These findings suggest that while school heads perceive themselves as effective in these areas, teachers desire greater transparency and more targeted support to enhance their pedagogical skills.

Such nuanced differences in perception underscore the importance of continuous feedback and open communication between school leaders and teachers. Research supports the notion that when teachers perceive their leaders as trustworthy, supportive, and invested in their professional growth, they are more likely to experience job satisfaction and organizational commitment (Kim & Kim, 2021; Day & Leithwood, 2019).

The strong ratings in areas like "leads by example," "shows humility," and "fosters positive relationships" indicate that school heads are generally seen as role models who create a positive school climate. This aligns with the findings of Greenblatt and Dedrick (2021), who highlighted the crucial role of a positive school climate in promoting teacher well-being and organizational happiness.

For DepEd, the high overall levels of teacher happiness are encouraging. However, the nuanced differences in perception highlight areas for improvement. By addressing these gaps through targeted leadership development programs and fostering open communication channels, DepEd can further enhance teacher organizational happiness.

A happy and motivated teaching force is essential for a successful teaching-learning process. Research has consistently shown that teacher well-being is positively correlated with student achievement and engagement (Yin et al., 2021). When teachers feel valued, supported, and empowered, they are more likely to be innovative, enthusiastic, and dedicated to their students' success.

The data in Table 3 underscores the importance of school leadership in fostering a positive school climate and promoting teacher organizational happiness. By prioritizing open communication, targeted support, and continuous professional development, DepEd and school leaders can further enhance teacher well-being, ultimately leading to improved teaching-learning outcomes.

Table 4 Relationship Between the Perceived Personal Qualities of School Heads and the Level of Organizational Happiness of Teachers

Variable	Level of Organizational Happiness of Teachers		
	r	Sig.	Description
Perceived Personal Qualities	.947**	0.000	A very high positive correlation

**. There is a strong relationship between the variables, and this relationship is unlikely to be due to chance (p < 0.01, two-tailed).

The table presents a correlation analysis examining the relationship between perceived personal qualities of school heads and the level of organizational happiness of teachers. A very high positive correlation (r = .947, p < .001) was found, indicating a strong and statistically significant association between these two variables. This suggests that as the perceived personal qualities of school heads increase, so too does the organizational happiness of teachers.

This finding is of paramount importance to the DepEd as it underscores the crucial role of school heads' personal qualities in shaping the work environment and overall well-being of teachers. It aligns with research emphasizing the importance of leadership in fostering positive school climates (Day & Leithwood, 2020). The DepEd can leverage this information to prioritize the selection and development of school leaders who embody positive personal qualities, recognizing the potential for a substantial positive impact on teacher morale and job satisfaction.

The strong correlation between perceived personal qualities of school heads and teacher happiness has direct implications for the teaching-learning process. Research has consistently shown that teacher well-being and job satisfaction are positively associated with student achievement and engagement (Yin et al., 2021). When teachers are happy and fulfilled in their work, they are more likely to be creative, innovative, and invested in their students' learning.

The study's findings highlight the importance of personal qualities in shaping teacher organizational happiness. This is consistent with research indicating that positive leadership behaviors, such as showing appreciation, providing support, and fostering a sense of community, contribute significantly to teacher well-being (Donohue & Born, 2020). School heads who exhibit strong personal qualities can create a positive school culture where teachers feel valued, supported, and motivated, ultimately leading to increased organizational happiness.

The null hypothesis in a study is typically a statement of no effect or no relationship. In this case, the null hypothesis would be that there is no relationship between the perceived personal qualities of school heads and the level of organizational happiness among teachers. However, given the study results, enough evidence exists to reject the null hypothesis.

This means there is a statistically significant relationship between the perceived personal qualities of school heads and the level of organizational happiness among teachers. This study proves that school heads' personal qualities can significantly impact teachers' organizational happiness. This underscores the importance of effective leadership in creating a positive and satisfying work environment for teachers. Dedicating resources to leadership training for school heads has the potential to produce noticeable benefits.

Table 5 Relationship Between the Perceived Leadership Traits of School Heads and the Level of Organizational Happiness of Teachers

Variable	Level of Organizational Happiness of Teachers		
	r	Sig.	Description
Perceived Leadership Traits	.956**	0.000	**A very high positive correlation**

The research findings reveal a significant positive correlation between perceived leadership traits of school heads and teacher organizational happiness (r = .956, p < .001). This strong association underscores the pivotal role school leadership plays in fostering a positive and fulfilling work environment for teachers. As Day and Leithwood (2020) emphasize, effective leadership is instrumental in creating school climates that nurture teacher well-being and job satisfaction. The data indicate that when school heads are perceived as exhibiting strong leadership qualities, teachers are more likely to experience higher levels of organizational happiness, which, in turn, can positively impact student outcomes (Yin et al., 2021). This correlation suggests that investments in leadership development programs aimed at enhancing school heads' abilities to create a culture of trust, collaboration, and support can yield significant returns in terms of teacher morale and job satisfaction (Robinson et al., 2021). Moreover, the findings empower teachers to actively engage in discussions with their school heads, fostering a collaborative approach to improving school culture and promoting teacher well-being (Hargreaves & Fullan, 2019). Ultimately, the study underscores that effective leadership is not merely an administrative function but a catalyst for a thriving educational ecosystem where both teachers and students can flourish.

The null hypothesis in a study is typically a statement of no effect or no relationship. In this case, the null hypothesis would be that there is no relationship between the perceived leadership traits of school heads and the level of organizational happiness among teachers.

IV. Conclusion

The study findings reveal a harmonious convergence of perceptions regarding the school heads' personal qualities and leadership traits. Both teachers and school heads alike acknowledge the presence of compassion, reliability, and a positive vision in their leadership, as well as a strong emphasis on collaboration, communication, and ethical behavior. While minor discrepancies exist in perceptions of workload and resource allocation, there is a shared understanding of the school heads' ability to foster a positive work environment. This alignment is further solidified by the strong positive correlation identified between both personal qualities and leadership traits and the overall level of organizational happiness among teachers. The data unequivocally demonstrates that the school heads' embodiment of these positive attributes not only resonates with the teaching staff but also significantly contributes to their well-being and overall satisfaction within the school community. This resounding affirmation underscores the critical role of school leadership in shaping a thriving and fulfilling educational environment. Based on the conclusions provided, the

following are the recommendations cultivated for the sustainability of high organizational happiness of teacher, to cultivate a thriving school environment, it is imperative to implement a multi-faceted approach that addresses both personal and professional development of school leaders. Begin by fostering open communication through quarterly one-on-one check-ins between school heads and teachers, ensuring that individual perceptions are understood and valued. Concurrently, establish a bi-annual forum where school heads transparently share their reflections on leadership traits, successes, and areas for growth, actively seeking feedback to gauge alignment and enhance communication effectiveness. To specifically tackle concerns related to workload and well-being, form a teacher-led task force to develop and implement a comprehensive action plan with measurable goals within a defined timeframe. Furthermore, invest in the development of school leaders through a comprehensive personal quality development program, encompassing workshops, coaching, and peer mentoring, aimed at enhancing qualities most strongly correlated with teacher satisfaction. Complement this with a series of interactive workshops focused on refining specific leadership traits, incorporating best practices and practical applications to elevate the overall leadership capacity within the school. Through these concerted efforts, we anticipate not only a measurable increase in teacher satisfaction and ratings of school head leadership but also a tangible improvement in the overall school climate, fostering a positive and collaborative environment for all stakeholders.

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