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Assessing Special Education Teachers' School-Related Happiness during Covid-19 Pandemic

Esmeralda J. Esperanza[1], Lovely F. Bancale[2], Jaren J. Mates[3], Raymond Espina[4], Vicente Igot[5], Reylan Capuno[6], Rosein Ancheta[7], Rebecca Manalastas[8]
Cebu Technological University

Abstract: ***This research aimed to determine the significant relationship between the profile and the level of happiness of the respondents. It utilized a descriptive correlational method. The respondents were 45 SPED teachers of three identified division in Cebu City, Cebu, Philippines. A teacher's questionnaire forschool happiness scale was used to describe teachers' happiness during the COVID-19 pandemic. The level of happiness was categorized into three namely; physical equipment, collaboration and school management. In physical equipment, a three-item questionnaire was used to describe teachers' happiness with school facilities. For collaboration, eight-item questionnaire. And for school management four-item questionnaire. Overall, there are 15 questions for school happiness scale. The frequency counts, means, percentages and chi-squarewere used to treat the data. For the relationship between the respondents' profile and their school-related happiness in terms of physical equipment has no significant difference. While for the relationship between the respondents' profile and their school-related happiness in terms of collaboration has no significant. And for the relationship between the respondents' profile and their school-related Happiness in terms of school management has no significant difference in terms of their gender and length of service. However, the relationship between the respondents' profile and their school-related Happiness differed significantly based on their Civil status and academic rank.***

Keywords: Teaching Special Education, Happiness, descriptive-correlational method, Cebu City, Cebu, Philippines

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I. THE PROBLEM AND ITS SCOPE

A. Introduction

1) Rationale of the Study

Most people desire happiness (Diener, 2000), and that they are trying to find happiness in a whole lot of ways- by way of reaching more earnings or different prestigious careers, residing in walking distance to the ocean, or shopping for a dazzling new car. Evidence suggests, however, that converting one's life's circumstances (e.g. marital, career, location, and earnings) isn't always the maximum fruitful route to increased well-being (Sheldon & Lyubomirsky, 2006). Instead, it was shown that simple cognitive and behavioral approaches that humans may implement in their daily lives regularly increase happiness (Sin & Lyubomirsky, 2009), as well as its signature positive emotions (Diener, Sandvik, & Pavot, 1991; Urry et al., 2004). These techniques do not include making fundamental shifts to human modern-day situations and may be utilized by anyone, irrespective of their genetic makeup. Although owning the ability to elevate one's personal happiness might sound too good to be true, the improvement and knowledge of happiness-boosting techniques have come a long way on account of that of Fordyce (1977, 1983), who posted his first successful endeavor at deliberately growing happiness levels in his classrooms.

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Since that time, studies have accrued to convincingly endorse that a massive part of happiness can be under human's countenance through the undertakings they go for and the way they construe and respond to the conditions of their lives (Lyubomirsky, Sheldon, & Schkade, 2005).

In December 2019, a breakout of pneumonia of unknown beginning was declared in Wuhan, Hubei Province, China. Pneumonia occurrences had been epidemiologically related to the Huanan Seafood Wholesale Market. The ongoing outbreak of the unconventional coronavirus SARS-CoV-2 (coronavirus disease 2019; formerly 2019-nCoV), in Hubei Province of the People's Republic of China, has been transmitted to many different countries. On January 30, 2020, the WHO Emergency Committee declared a worldwide health emergency primarily based totally on developing case notification prices at Chinese and global locations.

The COVID-19 pandemic is a massive challenge to educational systems. This is the greatest challenge that the education systems have ever faced. Most governments globally have ordered institutions to stop face-to-face instruction for most of their students, requiring them to switch, almost overnight, to virtual teaching and online education. This makes it all the more difficult for the teachers- especially the Special Education teachers.

As countries across the globe succumb to COVID-19, Special Education Teachers found the new normal stressful and almost unbearable. The high virulence of the virus has called for self-isolation, physical distancing, and lockdowns to curb its spread. The unexpected guidelines significantly transformed the lifestyles and social relationships among and between this group of people. Though these guidelines have been proven effective in delaying the infectivity of the virus, these measures nonetheless can be overwhelming for them.

There may be an alarming increase in the mental health problems of teachers amidst the pandemic, specifically depression, anxiety, stress, and financial difficulties. With the ongoing threats of the pandemic to teachers' happiness, especially Special Education Teachers, measures and interventions should be implemented to better support these teachers during the pandemic to reduce the ill effects of the many restrictions on their psychological and physiological well-being.

In this premise, the researchers would like to assess the level of school-related happiness of Special Education teachers and how they sustain it. As of this writing, there are limited studies that examine how to support happiness for the well-being of Special Education Teachers.

2) Theoretical Background

This study is anchored on the Positive Psychology by Martin Seligman. It is a scientific study of human strengths and virtues and what constitutes a pleasant, engaged, and meaningful life. It stresses a person's good impacts in life. Character strengths, positive emotions, and constructive institutions are examples of these. This theory implies that emotional and mental factors determine happiness. (Team, 2018The Mental Health Act, or Republic Act 11036, also supports this study also supports this study.

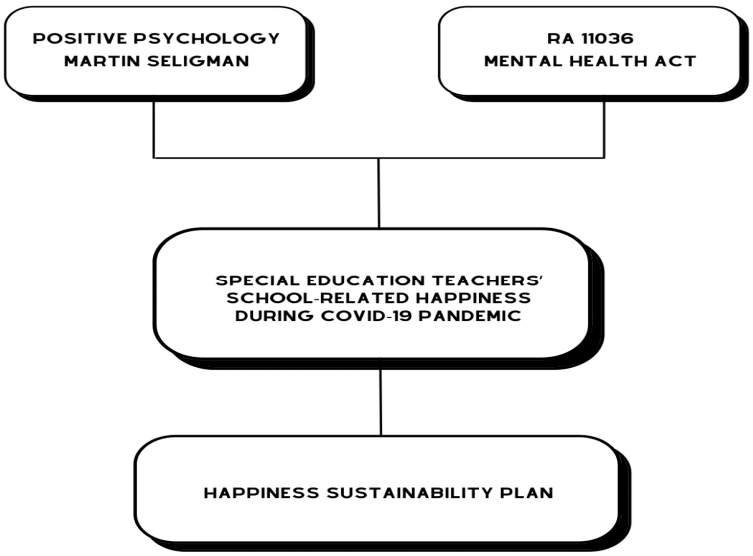


Figure 1. Theoretical Framework of the Study

Happiness is undeniably a fundamental human drive that people constantly pursue in various ways, as revealed in numerous studies. One development in happiness studies developed by Martin Seligman (2002) focuses on positive psychology. Psychology in general investigates not just one's disease, weakness, and damage but also one's strength and virtue. Positive psychology shifts its compass from fixing life's negative aspects to fostering positive ones, which is helpful to coaching, teaching, relationships, the workplace, and other life domains. This kind of psychology teaches Special Education Teachers how to harness the power of perspective shifts to maximize the potential for happiness in their daily activities in dealing with their environment, co-workers, and school administrators aside from their learners with educational needs they nurture.

The Mental Health Act of 2018, known as RA 11036, may guide in the happiness sustainability plan creation to sustain Special Educational Teachers' happiness. Under its provision under Chapter V, Sections 24 and 25 on Education, Promotion of Mental Health in Educational Institutions and in the Workplace states that a workplace must develop policies and programs for educators to raise awareness on mental health issues, identify and provide support and services for individuals at risk, and provide facility access, including referral mechanisms, for individuals with mental health conditions to treatment and psychosocial support. Employers must also embrace mental health policies and initiatives, eliminate stigma and discrimination, and connect individuals with mental health issues to treatment and psychological support.

The current pandemic and social restrictions make it harder for Special Education Teachers to adapt to the situation, as relationships with other people areessential to life. Through this law, concerned professionals in institutions should seek to include mental health in the education system by promoting related programs to develop growth and development among teachers. Hence, the Mental Health Act becomes the legal basis of this study to propose a happiness sustainability plan among Special Education Teachers.

B. The Problem

1) Statement of the Problem

This research assessed the level of school-related happiness of Special Education teachers and their strategies to sustain happiness at the Cebu Technological University in Cebu for the school year 2021-2022 as basis for propose Happiness Sustainability Plans.

Specifically, the study sought to answer the following specific problems.

a) What is the profile of the respondents in terms of:
- 1.1 age and gender,
- 1.2 civil status,
- 1.3 academic rank, and
- 1.4 length of service?

b) What is the level of school-related happiness of the respondents in terms of:
- 2.1 physical equipment,
- 2.2 collaboration, and
- 2.3 school management?

c) Is there a significant relationship between the profile and the level of happiness of the respondents?

d) What strategies are employed by the respondents to sustain their school-related happiness?

e) Based on the findings, what Happiness Sustainability Plans can be crafted?

2) Null Hypothesis

Based on the objectives of the study, the following null hypothesis will be tested at 0.05 level of significance.

Ho: There is no significant relationship between the profile and the level of school-related happiness of the respondents.

3) Significance of the Study

The results of the study will benefit the following:

1) *Department of Education:* Results of empirical studies on happiness particularly of the Special Education Teachers and their well-being can provide relevant inputs in the formulation and implementation of welfare-enhancing policies and public programs by the Department of Education.
2) *Department of Health:* Because of the continuing mental health impacts of the COVID-19 pandemic and other stressors such as financial problems and relationship problems, the outcomes of this study will serve as a basis for intensifying community mindfulness across the country, especially in the implementation of RA 11036 or the Mental Health Act.

3) *School Administrators:* The school administrators will balance their priorities, taking into account the well-being of their teachers by exhibiting good leadership through having physical structures and programs that would help the teachers sustain happiness even in times of adversity.
4) *Educators:* This study will help educators awaken to the essence of life – happiness and will engage in self-help activities to promote well-being.
5) *School Psychologists and Guidance Counselors:* The outcome of this study will be the basis for the School Psychologists and Guidance Counselors in giving interventions to the teachers, especially Special Education Teachers.
6) *Community:* Knowing the adverse effects of the COVID-19 pandemic on the general public, the impact of the economic crisis, and the family problems it entails, the results of this study will help raise community awareness on coping with their life situation and finding true happiness in this time of adversity.
7) *Researchers:* This study will help the researchers to be aware of the grounds of school-related happiness and so will become an example of a fulfilled and happy special educator.
8) *Future Researchers:* The outcome of this study would serve as a springboard for accomplishing another research endeavor.

C. Research Methodology

This section presents the research design, the research flow, the research environment, the respondents or subjects of the study, the instruments to be used, the data gathering procedures, the statistical treatment of data to be employed, and the scoring procedure.

1) Design

According to (Richard & Margaret, 1990: 125), universal sampling refers to the selection of sample when not all persons in the population have the same profitability of being included in the model and each one of them, the chance of being picked is unknown. The researcher selected universal sampling to choose participants who currently taking up their master's degree in Cebu Technological University since they may supply relevant information to test the study hypothesis. A descriptive-correlational research approach was employed for the quantitative portion of the study. A descriptive-correlational study design, according to Quaranta (2017), defines a phenomenon, its characteristics, and the links between them. In this section, the quantitative data identified the various levels of school-related happiness of the participants in terms of physical equipment, collaboration, and school management and the significant relationship between the profile and the level of happiness. The quantitative data were collected with participants' responses generated through a google form link provided to them. They also offered their personal strategies in order to maintain happiness in the school environment. The quantitative data gathered identified the different happiness levels among these Special Education Teachers.

2) Flow of the Study

The study follows the Input-Process-Output [IPO] continuum. This flow serves as the structure and guidance for the direction of the study. The inputs of this study include the demographic profile, the levels of happiness, and the challenges encountered by Special Education Teachers taking up their master's degree at Cebu Technological University. These inputs obtained using a three-part survey questionnaire and a two-part interview protocol.

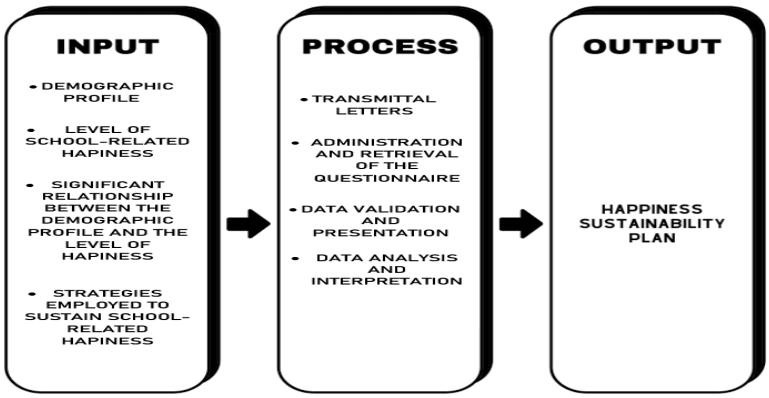


Figure 2. The Flow of the Study

The process of this study includes the administration and retrieval of the survey questionnaire and the administration of interviews. It also covers the validation, presentation, analysis, and interpretation of data.

The outputs of this study include recommendations and measures put forward to the Superintendent of the Lapu-Lapu City Division for possible adoption and implementation.

3) Environment

Cebu Technological University is a public, non-sectarian, coeducational state-funded higher education institution situated at Corner M.J. Cuenco Ave. & R. Palma St., Cebu City, Philippines.

The researchers aim to gather quantitative data from 45 Special Education Teachers using a complete enumeration. On the other hand, the researchers aim to collect qualitative data from these participants until data saturation is reached. The study conducted from April 2022 to May 2022 to Special Education Teachers currently taking their master's degree at Cebu Technological University from Cebu City Division, Cebu Province Division, and from other Divisions for School Year 2021-2022.



Figure 3. Location Map of the Study

4) Respondents

The research respondents are 45 Special Education Teachers from Cebu Ce with 16, Cebu Province with 13, and from Other Identified Divisions with 16 respondents who are currently taking up their master's degree at Cebu Technological University.

The researchers chose these Special Education Teachers as participants because like them they are currently enhancing their professional development in this institution. Moreso, they are one of the many teachers who are experiencing the greatest demand for work and battling the effects of the pandemic regarding their school-related activities since they are dealing with learners with special educational needs.

Table 1 shows the distribution of the research respondents.

Table 1
Distribution of the Respondents

School Divisions	N	%
Cebu City	16	35.56
Cebu Province	13	28.89
Other Identified Divisions	16	35.56
Total	**45**	**100.00**

5) Instrument

The quantitative data gathered in the student joined the participants to answer a three-part data gathering tool, which included the Consent Form, the Demographic Profile, the School Happiness Scale using Likert scale adapted from the Eurasian Journal of Educational Research's School Happiness: A Scale Development and Implementation Study by Senol Sezer and Ertug Can.

The School Happiness Scale adapted from the Eurasian Journal of Educational Research's School Happiness: A Scale Development and Implementation Study by Senol Sezer and Ertug Can underwent a careful procedure. It started with creating an item pool where 20 teachers were asked about the standards for school happiness and then analyzed using the content analysis technique, which determined the basic standards for school happiness. Scale items were rewritten after experts' opinions were consulted to determine the suitability level of each item to measure teachers' school happiness.

The validity and reliability of the School Happiness Scale (SHS) were tested and applied to 484 teachers working in different schools to determine their school happiness level. The results revealed that the scale could be applied to different participants. So, the school happiness levels of the teachers and the validity and reliability scores can be measured. Consequently, item analysis and explanatory factor analysis were carried out in the context of validity and reliability studies based on the data.

Consent Form. The first section of the data-gathering tool is reflected in the google form's front page (See Appendix B). It provides a background on who the researcher is and the purpose of the study and asks the respondents if they want to participate in the study voluntarily. It also explains the significance of the results of the study.

Demographic Profile. The demographic profile is on the second section of the data-gathering tool (See Appendix B, Part I). It gathered information about the respondents, such as age, gender, civil status, years of experience, and school type. This section of the data gathering tool answers specific problem number one.

A School Happiness Scale was answered by the respondents (See Appendix B, Part II). This instrument measures the levels of happiness of Special Education Teachers.

6) Data Gathering

The researchers submitted a Letter of Intent (See Appendix A) to allow them to administer their data-gathering tool to the teachers. The data gathering was conducted online (Google Form) due to the restrictions brought about by the pandemic. When the request is approved, the researchers will then administer survey questionnaires.

Before administering the data-gathering tool, the researchers established rapport through a brief personal introduction and a statement of the purpose of the research and the nature of the respondents' participation online.

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The respondents were allowed to take their time to complete the survey. The researchers gave specific instructions for each part, asked them for their honesty in answering the items, and assured them of the confidentiality of the data collected.
Respondents were allowed to give feedback about the survey items during the administration of the survey and enquire about it or seek clarification from the researchers.
Following the administration of the survey questionnaire, respondents gave informal written gratitude notes and assured of receiving the research results. Once the data collection tools were complete, data ran through and analyzed through statistics.

7) Ethical Considerations

A consent form for participation in the survey was given to the respondents to secure the confidentiality of their responses when it comes to data gathering and procedures as a participant in this research study. The consent assured that their involvement in the research project is entirely voluntary.

8) Statistical Treatment

For the quantitative aspect, descriptive and inferential statistics were used to aid in the analysis and interpretation of the data gathered. Computations were performed using appropriate software, particularly Microsoft Excel 2013 and SPSS Version 19.
For the first problem, which seeks to identify the respondents' demographic profile, frequency counts, means, and percentages computed. *Frequency counts* refer to the number of times a particular unit, event, behavior, or response occurs in a specific time. *Means* refer to the average of a particular set of numbers. *Percentages* are the rate or proportion of a specific set of numbers expressed as a fraction of 100.
For the second problem, which is intended to understand the relationship between the demographic profile and their level of happiness, a chi-square test used. A chi-square test is a statistical test that measures the relationship between ordinal and nominal variables.
For the third problem, which intends to analyze the level of happiness of the SPED Teachers, an adapted instrument from the "School Happiness: A Scale Development and Implementation Study" by Senol Sezer and Ertug Can be used.
For the fourth problem, aimed to investigate developing a "Happiness Sustainability Plan" that sustain the happiness of the SPED Teachers.

9) Scoring Procedure

The data obtained through the survey questionnaire is scored and described according to the following.

School-Related Happiness Scale. The respondents were asked to answer the items using a four-point scale ranging from 1 (Not Happy) to 4 (Extremely Happy). Specifically, responses from the items scored, as shown below.

Table 2
Scoring Procedure for the Level of School-RelatedHappiness of the Participants

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
4	3.25-4.00	Extremely Happy	The respondents strongly agree with statements describing their school-related happiness.
3	2.50-3.24	Happy	The respondents agree with statements describing their school-related happiness.
2	1.75-2.49	Somewhat Happy	The respondents disagree with statements describing their school-related happiness.
1	1.00-1.74	Not Happy	The respondents strongly disagree with statements describing their school-related happiness.

D. Definition Of Terms

Operational definitions are herein provided to ensure a firm grasp of the essential terms utilized throughout the study.

Enlightened. This is to differentiate from the commonly used word, "Self-Discovery". In truth, there is nothing to discover. The SELF has always been there, properly called BEING. And the nature of this BEING is HAPPINESS. Hence, happiness is not discovered nor a choice. It is innate.

Enlightened Model of Happiness Program. It is a 54-hour workshop-seminar using the perspective of the Enlightened Model of Happiness (Chopra and Tanzi. 2012)

Happiness. From the medical perspective, happiness is the state of mind in which our thinking is pleasant, a good share of the time (Maltz, Maxwell. The New Psycho-cybernetics. p.117). From the perspective of the perennial philosophy, happiness is a state of being filled with whatever occurs in life. Therefore, happiness is found in being fully present in the moment, without conditions (Fors, Greg. Why We Hurt. p. 370). Happiness is living in the now (Tolle, Eckhart. The Power of Now. 2004). Happiness is our natural state (Stroud, J. Francis Awareness: The Perils and Opportunities of Reality. New York: Doubleday 1992, p.38)

Happiness Sustainability Plan. The sustainability plan consists of programs, activities, and exercises designed to help the participants recover HAPPINESS which is their essence.

School-related Happiness. It is the emotional well-being that results when school expectations and the personal needs of teachers, school management, and other personnel are in accord.

Special Education Teacher. A Special Education Teacher is in charge of giving appropriate lessons and assistance to students with special needs. Students with special needs have different difficulties, may they be intellectual, emotional, physical, or behavioral. This special teaching job needs a "happy being".

Sustained Happiness. From the Enlightened Brain's perspective, it is the realization that one is a complete life, not a half-life. The awareness that one is in essence, HAPPINESS (Chopra and Tanzi. 2012)

II. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analyses and interpretations of the data gathered from the study which aimed to determine the profile of the respondents in terms of their age, gender, civil status, academic rank and their length of service. This also assesses the level of school-related happiness of the respondents in terms of physical equipment, collaboration, and school management. Furthermore, the relationship of the respondents' profile and their school-related happiness in terms of physical equipment, collaboration and school management were also considered. With the help of the respondents' answers to the survey questionnaire, the following results and findings are hereby presented and discussed as follows:

A. Results From Cebu City Division

This portion presents the data gathered from the identified schools in Cebu City Division. Below are the results of the data gathered and treated based on the objectives of the study.

B. Profile of The Respondents

This section presents the profile of the respondents in terms of their age, gender, civil status, academic rank and their length of service. These variables are important in the development of the study because these provide information about the background of the respondents.

1) Age and Gender

Age and gender are considered important variables that need to be determined in this study which could help in explaining the results of the study. Data gathered are presented in Table 2 below.

Table 3 Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
43 and above	3	18.75	1	6.25	4	25.00
38-42	3	18.75	0	0.00	3	18.75
33-37	1	6.25	1	6.25	2	12.50
28-32	2	12.50	2	12.50	4	25.00
23-27	2	12.50	1	6.25	3	18.75
Total	**11**	**68.75**	**5**	**31.25**	**16**	**100.00**

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As can be seen in Table 3, The respondents from Cebu City Division ages ranged from 23 and above. There were 16 respondents, and in terms of gender, 11 or 68.75 percent were females while 5 or 31.25 are females. It can be seen in the table above that the majority of the respondents are within the age range of 38-42 and 43 and above and that majority are female participants.

In adults between the ages of 23 and 40, mental health difficulties start throughout adolescence (Kiekens et al., 2021). Therefore, it is unsurprising that this age group experiences health issues like sadness, anxiety, and stress. Additionally, gender-based distinctions play a role in the incidence of depression, anxiety, and stress in both men and women. According to research, men find it difficult to admit they have mental health issues. Their mental health issues are frequently concealed.

On the other hand, females reported more internalizing problems such as stress, anxiety, and depression(Slewa-Younan et al., 2017). These distinctions between men and women could be explained by gender stereotypes and the socially prescribed roles of men and women, both of which result in stressors exclusive to each gender. Females are typically thought to be more emotionally sensitive, linked to a higher probability of mental health issues(Van Droogenbroeck et al., 2018).

2) Civil Status

Civil status is regarded as a key variable that must be identified in this study in order to explain the study's findings. Data gathered are presented in Table 3 below.

Table 4
Civil Status of the Respondents

Marital Status	f	%
Married	8	50.00
Single	8	50.00
Total	16	100.00

As shown in Table 4, eight out of sixteen respondents or 50 percent are married, while eight or 50 percent are single. It could be that the single participants were happy because they were free from responsibilities, while the married participants were happy because they have someone that they can share burdens with. Marital satisfaction is how people feel about love, passion, and commitment (Yoo & Joo, 2022). On the other hand, in the study of (Apostolou & Christoforou, 2022)found evidence that young adult prefers to be single for the following reasons "more time for myself," "focus on my goals," and "no one dictates my actions."

3) Academic Rank

The academic rank of the respondents is regarded as a significant variable that must be identified in this study in order to explain the study's findings. The collected data is shown in Table 4 below.

Table 5
Academic Rank of the Respondents

Academic Rank	f	%
Master Teacher II	1	6.25
Master Teacher I	1	6.25
Teacher III	4	25.00
Teacher II	3	18.75
Teacher I	7	43.75
Total	**16**	**100.00**

Table 5 shows that most of the respondents are Teacher 1, followed by Teacher III, Teacher II and the least are the Master Teachers I and II. This implies that respondents are equally distributed from Teacher I as a classroom up to Master Teacher III with administrative function. With the different academic rank of teacher respondentcaters different responsibility towards the learners in the classroom. According to(Toropova et al., 2021), the highest levels of job and professional satisfaction are typically found among full professors, and higher levels of productivity in terms of publishing are independently linked to higher levels of professional satisfaction.

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4) Length of Service

To help explain the study's findings, it is important to determine the length of service. Below, in Table 5, is a summary of the data gathered.

Table 6
Length of Service of the Respondents

Length of service (in years)	f	%
15 and above	5	31.25
9-14	3	18.75
3-8	4	25.00
Less than 3	4	25.00
Total	16	100.00

In Table 6, shows that majority of the respondents have 15 years and above in the length of service. This implies that teachers' respondents have been teaching for more than a year. The teacher who has been in the profession in a couple of year stayed for the following reason; sources of income, engaging and rewarding teaching experiences, school grounds, interpersonal connections, and physical and mental health are all factors that influence pleasure in the classroom (Casinillo et al., 2020). Hence, those who stayed long in the teaching profession can be said to be teachers who have experienced happiness in their career.

C. Level Of School-Related Happiness Of The Respondents

This section presents the level of school-related happiness of the respondents in terms of physical equipment, collaboration, and school management.

1) Physical Equipment

Table 7 shows the established indicators which articulate the level of school-related happiness of the participants regarding the matter of physical equipment.

Table 7
Level of School-related Happiness of the Respondents
in terms of Physical Equipment

S/N	Indicators	WM	Verbal Description
1	The school's physical environment is healthy	3.13	Happy
2	School is sufficient for healthy eating opportunities	3.19	Happy
3	School's physical equipment is sufficient for social activities	2.75	Happy
	Aggregate Weighted Mean	3.02	Happy

Legend: 3.25-4.00- Extremely Happy; 2.50– 3.24-Happy ;1.75 – 2.49-Somewhat Happy; 1.00 – 1.74– Not Happy

As illustrated in Table 7, shows that the respondents are happy in terms of their schools' physical equipment, having an aggregate weighted mean of 3.02 with a verbal description of happy.

This implies that their need to have a healthy physical environment, healthy eating opportunities, and physical equipment sufficient for social activities are met. If the school administration consistently provides this physical equipment, happiness can be expected to continue. But if the contrary will happen, the happiness of the participants will most probably not be sustained. It was established in the study of(Koc & Bastas, 2019), that there is a total increase in teachers' efficiency in addition to higher teacher performances, due to the physical equipment built under the leadership of school administrator that would cater to the needs of the teachers and learners.

2) Collaboration

It can be observed in Table 8 that in terms of Collaboration, the respondents are extremely happy with an aggregate weighted mean of 3.50. These indicators provided observation on the essentiality of the latter to nonetheless influence how the Special Education Teachers feel the joy of their interactions with their fellow human beings in terms of Collaboration.

Table 8
Level of School-related Happiness of the Respondents
in termsof Collaboration

S/N	Indicators	WM	Verbal Description
1	A cooperation and solidarity culture are prevalent in school	3.25	Extremely Happy
2	Teachers love their profession	3.63	Extremely Happy
3	Teachers motivate students to succeed	3.81	Extremely Happy
4	Teachers are sufficient in their profession	3.56	Extremely Happy
5	Open communication is prevalent in school	3.38	Extremely Happy
6	Mutual respect is prevalent in school	3.56	Extremely Happy
7	Mutual sensibility and tolerance are prevalent in school	3.38	Extremely Happy
8	Learning environment is more cooperative than competition	3.44	Extremely Happy
	Aggregate Weighted Mean	3.50	Extremely Happy

It implies that the respondents are extremely happy in terms of Collaboration. They have cooperation and solidarity culture in their respective school, teachers love their profession and motivate students to succeed. They are sufficient in their profession, open communication, have mutual respect, sensibility and tolerance are prevalent in school. That shows the learning environment is more cooperative than competition. When school administration consistently provides this collaboration, happiness can be expected to continue. According to (Calp, 2020), in his study teachers who foster trust work in a collaborative setting. They take into account the size of the student's physique, mind, and heart. Teachers in peaceful schools should be role models of love, respect, honesty, courage, empathy, and kindness. In these institutions, children are the focal point of a harmonious school community. Schools are regarded to be a peaceful and pleasant environment since they provide a place for students to receive an education.

3) School Management

The respondents' level of happiness in school, in terms of school management, is shown in Table 9. These indicators demonstrated the need for the latter to continue influencing how school management affects the happiness of the Special Education teachers.

Table 9
Level of School-related Happiness of the Respondents in terms of School Management

S/N	Indicators	WM	Verbal Description
1	School principal exhibits educational leadership	3.44	Extremely Happy
2	School principal appreciates employees	3.25	Extremely Happy
3	School principal exhibits fair attitude	3.25	Extremely Happy
4	School principal exhibits a democratic attitude	3.19	Happy
	Aggregate Weighted Mean	3.28	Extremely Happy

Table 9 shows that the respondents are extremely happy in terms of school-related happiness of the respondents in terms of school management, with an aggregated weighted mean of 3.28 with a verbal description of extremely happy.

It indicates that the respondents are extremely happy when the school principal exhibited leadership, appreciate employees, shows a fair attitude, and democratic attitude. The management skills of the principal in raising educational standards is important in the happiness among teacher, students, parents and community (Komalasari et al., 2020).

To summarize the results of the level of school-related happiness of the respondents, the data is presented in Table 10.

Table 10
Summary on the Level of School-related Happiness of the Respondents

Components	WM	Verbal Description
Physical Equipment	3.02	Happy
Collaboration	3.50	Extremely Happy
School Management	3.28	Extremely Happy
Grand Mean	3.27	Extremely Happy

Table 10 shows the summary on the level of school-related happiness of the respondents. With the grand mean of 3.27 and a verbal description of extremely happy. It implies thatin general the respondents were extremely happy among the three variables for the level of school related happiness.
In the study of(Sezer & Can, 2020), shows that school related happiness should be in cooperation and communication among school administrators, teachers, student, parents and community for effective school environment, physical equipment should be coordinated for talent education, learning environment should be organized considering multi-faceted development of the students to increase school happiness.

D. Test Of Relationship Between The Respondents' Profile And Their School-Related Happiness
This section presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment, collaboration, and school management.

1) Profile and Physical Equipment
The results of tests carried out by the researchers are shown in Table 11, to show the relationship between the profiles of the respondents and their level of school-related happiness concerning the physical equipment.

Table 11
Test of Relationship between the Respondents' Profile
and their School-related Happiness in terms of Physical Equipment

Variables	Test Statistic	p - value	Decision	Remarks
Age and Physical Equipment	r=-0.498*	0.049	Reject Ho	Significant
Gender and Physical Equipment	χ^2 =0.428	0.513	Do not reject Ho	Not Significant
Civil Status and Physical Equipment	χ^2 =0.291	0.590	Do not reject Ho	Not Significant
Academic Rank and Physical Equipment	χ^2 =0.042	0.838	Do not reject Ho	Not Significant
Length of Service and Physical Equipment	r=-0.371	0.157	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 11 presents that the relationship between the respondents' profile and their school-related happiness in terms of physical equipment at 0.05 level of significance. The computed test statistic revealed the following results: age (r=0.498, p=0.049), gender (χ^2=0.428, p=0.513), civil status (χ^2=0.291,p=590), academic rank (χ^2=0.2042,p=0.838), and length of service(r=-0.371, p=0.157). This means that gender, civil status, academic rank and length of service do not affect the of the respondent's happiness towards the availability of physical equipment in their schools. However, the age of the respondents affects on how they perceive their school-related happiness in terms of the availability of the physical equipment.

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It indicates that age would surely affect the respondent's happiness with regards to physical equipment and facilities in school. The age of the respondents would affect their motivation and towards school facilities that are related to aesthetic and cleanliness(Gatsinzi et al., 2014). In the study ofMaku & Begi 2017, reveals that young teachers will be destructed towards the teaching profession inadequate school facilities and administrative help.

2) Profile and Collaboration

The results of tests carried out by the researchers are shown in Table 12 to show the relationship between the profiles of the respondents and their level of collaboration-related school happiness.

Table 12
Test of Relationship between the Respondents' Profile
and their School-related Happiness in terms of Collaboration

Variables	Test Statistic	p - value	Decision	Remarks
Age and Collaboration	r=-0.322	0.224	Do not reject Ho	Not Significant
Gender and Collaboration	χ^2 =0.780	0.377	Do not reject Ho	Not Significant
Civil Status and Collaboration	χ^2 =0.254	0.614	Do not reject Ho	Not Significant
Academic Rank and Collaboration	χ^2 =4.390*	0.036	Reject Ho	Significant
Length of Service and Collaboration	r=-0.609*	0.012	Reject Ho	Significant

*Significant at p<0.05

Table 12 shows that the relationship between the respondents' profile and their school-related Happiness in terms of Collaboration at 0.05 level of significance. The computed test statistic revealed the following results: age (r=0.322, p=0.224), gender(χ^2=0.780, p=0.377), civil status (χ^2=0.254,p=0.614), academic rank (χ^2=4.390,p=0.036), and length of service(r=-0.609, p=0.012). The results suggest that there is no significant relationship between age, gender, and civil status and the school-related happiness of the respondents in terms of practicing collaboration with their colleagues. Thus, these imply that such profile do not affect the happiness of the teachers in terms of collaborating with others. Interestingly, the academic rank and length of service of the respondents have significant relationship with their collaboration practices in school. Hence, such profile contributed to the happiness experienced by the respondents in terms of collaboration. It implies that academic rank and length of service of the respondent affects their School-related Happiness in terms of Collaboration. In the study of (Wang, 2016), indicates that school administration and senior teachers leadership offers emotional bonds and shared accountability, teamwork that increased professionalism and collaboration. Collaborative efforts that would foster a collaborative learning culture that builds collective capacities.

3) Profile and School Management

The researchers tested the relationship between the respondents' profiles and school-related happiness in terms of school management.

Table 13
Test of Relationship between the Respondents' Profile
and their School-related Happiness in terms of School Management

Variables	Test Statistic	p - value	Decision	Remarks
Age and School Management	r=-0.601*	0.014	Reject Ho	Significant
Gender and School Management	χ^2 =0.097	0.755	Do not reject Ho	Not Significant
Civil Status and School Management	χ^2 =5.333*	0.021	Reject Ho	Significant
Academic Rank and School Management	χ^2 =6.857*	0.009	Reject Ho	Significant
Length of Service and School Management	r=-0.464	0.070	Do not reject Ho	Not Significant

*significant at p<0.05

Table 13 indicates that the relationship between the respondents' profile and their school-related happiness in terms of school management at 0.05 level of significance. The computed test statistic revealed the following results: age (r=0.601, p=0.014), gender(χ^2=0.097, p=0.755), civil status (χ^2=5.333,p=0.021), academic rank (χ^2=6.857,p=0.009), and length of service(r=-0.464, p=0.070). These results suggest that there is no significant relationship between gender and the length of service of the respondents in terms of the satisfaction to the school management in their school. However, the respondents' age, civil status, and academic rank have affected their happiness in school in terms of the school management. The study of Mertoglu, 2018, support the findings for it reveal that the teachers' happiness scores were generally higher than average and did not significantly differ based on variables including age, marital status, the number of children they had, seniority, and income.

E. Strategies Employed By The Respondents To Sustain Their School-Related Happiness

The following data was gathered from respondents in order to help researchers better understand the strategies used by them to maintain their academic success and their school-related happiness. Table 14 presents the data collected.

Table 14
Strategies Employed by the Respondents
to Sustain their School-related Happiness

Strategies	f	Rank
Maintaining healthy relationship with others	10	1
Maintaining positive outlook	5	3
Being open minded	5	3
Mastering one's craft	5	3
Being proactive	3	6
Find time to reflect	3	6
Have a leisure time	3	6
Practice time management	2	9
Trusting God	2	9
Loving one's work	2	9
Take time to rest	1	11.5
Being grateful	1	11.5

*multiple response

Table 14 states the strategies employed by the respondents to sustain their school-related happiness. It can be noted in the table that maintaining a healthy relationship with others ranked first in sustainability of happiness. Maintaining a positive outlook, being open-minded, and mastering one's craft came in next. Then, being proactive, finding time to reflect, and having leisure time follows in rank. Moreover, practicing time management, trusting God, and loving one's work came after. Taking time to rest and being grateful came in last in sustainability of happiness.

This indicates that there is growing evidence that thighs other than money motivate people to work. According to the study of(Ali & Anwar, 2021), reveals that job satisfaction is a prerequisite for increasing productivity, responsiveness, quality, and service recognition are as important the motivation of money

F. Results From Cebu Province Division

This portion presents the data gathered from the identified schools in Cebu Province Division. Below are the results of the data gathered and treated based on the objectives of the study.

G. Profile Of The Respondents

This section presents the profile of the respondents in terms of their age, gender, civil status, academic rank, and their length of service.

1) Age and Gender

Age and gender are thought to be significant factors that must be determined in this study to help explain the study's findings. The information gathered is shown in Table 15 below.

Table 15
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
43 and above	1	7.69	1	7.69	2	15.38
38-42	2	15.38	0	0.00	2	15.38
33-37	1	7.69	0	0.00	1	7.69
28-32	2	15.38	1	7.69	3	23.08
23-27	4	30.77	1	7.69	5	38.46
Total	10	76.92	3	23.08	13	100.00

As can be seen in Table 15, The respondents ages ranged from 23 and above. There were 13 participants, and in terms of gender, 10 or 76.92 percent were females while 3 or 23.08 are males. It can be seen in the table above that the majority of the respondents are within the age range of 23-27 and that majority are female respondents.

It indicates that the respondents are matured individuals who are prone to anxiety due to different responsibilities both in the family and work, which will make them unhappy.

According to (Garcia & O'Neil, 2021), mental health issues begin in adolescence in individuals between the ages of 23 and 40. The fact that this age group encounters health problems like depression, anxiety, and stress is therefore not surprising. Additionally, differences based on gender affect how frequently stress, anxiety, and depression occur in both men and women. Men struggle to confess they have mental health concerns, according to study. They usually hide their mental health difficulties.

However, internalizing issues like stress, anxiety, and depression were more prevalent among women (Slewa-Younan et al., 2017).Gender stereotypes and the socially imposed roles of men and women, both of which produce stressors unique to each gender, could be used to explain these differences between men and women. It is supported in the study of (Van Droogenbroeck et al., 2018), that reveals women are generally believed to be more emotionally sensitive, which is associated with a higher risk of mental health difficulties.

2) Civil Status

In this study, civil status is regarded as an important variable that must be determined and could aid in explaining the study's findings. Table 16 displays the data that were gathered.

Table 16
Civil Status of the Respondents

Marital Status	f	%
Married	5	38.46
Single	8	61.54
Total	13	100.00

As shown in Table 16, five out of 13 respondents or 38.46 percent are married, while eight or 61.54 percent are single. Majority of the SPED teacher in the said environment are single and are willing to be respondents of the study. but there are only few married SPED teachers in this environment, and few are willing to part of the said study.

It shows that single participants were happy because they had no obligations, whereas the married participants were also happy because they had a partner with whom to share their burdens. According to the study of (Minghui et al., 2018), social support and family had an indirect effect on teacher efficacy for single and married teachers

3) Academic Rank

The respondents' academic rank is regarded as a significant variable that must be identified to explain the study's findings. Table 17 displays the collected data.

Table 17
Academic Rank of the Respondents

Academic Rank	f	%
Master Teacher I	1	7.69
Teacher III	1	7.69
Teacher II	1	7.69
Teacher I	10	76.92
Total	13	100.00

As shown in Table 17, there are ten respondents or 76.92 percent, whose academic rank is Teacher 1, one participant, or 7.69 percent, who is a teacher II, one Teacher III, and one Master Teacher I. It shows that mostly of the teacher respondents are fresh SPED teacher in the public school for teacher 1 is the entry level in public school. But it can also be seen that there are respondents from teacher ll up to master teacher l, a manifestation that they are leveling up with their chosen career. It is supported in the study of (Ismayilova & Klassen, 2019), that reveals in their study that teaching-efficacy differed by career stage and qualifications, but not by gender. Faculty members with master's degrees reported the highest levels of job satisfaction.

4) Length of Service

Length of service is a significant factor that must be determined in this study to help explain the study's findings. The information gathered is shown in Table 18 below.

Table 18
Length of Service of the Respondents

Length of service (in years)	f	%
15 and above	1	7.69
9-14	2	15.38
3-8	7	53.85
Less than 3	3	23.08
Total	**13**	**100.00**

As shown in Table 18, there were 7 or 53.85 percent out of 13 respondents have a length of service of 3-8 years, three or 23.08 percent are serving for less than three years, two or 15.38 percent have a length of service of 9-14 years, and 1 or 7.69 percent has a length of service of 15 and above years. It implies that the vast majority of participants have 3–8 years length of service. While in the study of (Pazim, 2021), Results demonstrate that the Length of Service is related with school working conditions and teacher job satisfaction. More specifically, teacher workload, teacher cooperation and teacher perceptions of student discipline in school were the factors most closely related to teacher job satisfaction.

H. Level Of School-Related Happiness Of The Respondents

This section presents the level of school-related happiness of the respondents in terms of physical equipment, collaboration, and school management.

1) Physical Equipment

The established indicators that express the respondents'level of school-related happiness in relation to the issue of physical equipment are shown in Table 19.

Table 19
Level of School-related Happiness of the Respondents in terms of Physical Equipment

S/N	Indicators	WM	Verbal Description
1	The school's physical environment is healthy	3.31	Extremely Happy
2	School is sufficient for healthy eating opportunities	3.15	Happy
3	School's physical equipment is sufficient for social activities	3.00	Happy
	Aggregate Weighted Mean	3.15	Happy

Legend: 3.25-4.00- Extremely Happy; 2.50– 3.24-Happy ;1.75 – 2.49-Somehwat Happy; 1.00 – 1.74– Not Happy

Regarding therespondents' level of school-related happiness in terms of physical equipment, the majority of the respondents are happy them are happy base on the aggregate weighted mean of 3.15 with a verbal description of happy. It indicates that their needs for a healthy physical environment, healthy eating opportunities, and physical equipment suitable for social activities are satisfied. Happiness can be anticipated to continue if the Administration consistently provides this physical equipment.

For the teachers to be happy with the physical equipment of schools school administrator are expected to increase the availability of school facilities and infrastructure, particularly facilities for teachers in the implementation of the learning process, in order to enable them to be truly happy with their profession and school environment, so that they will be more efficient in the teaching and learning process (Hamid et al., 2019).

2) Collaboration

Table 20 shows that the respondents are ecstatic about the collaborative effort. These indicators revealed the necessity of the latter to still affect how the Special Education Teachers experience the joy of their interactions with other peopleated Happiness of the Respondents in terms of Collaboration

Table 20
Level of School-related Happiness of the Respondents in terms of Collaboration

S/N	Indicators	WM	Verbal Description
1	A cooperation and solidarity culture are prevalent in school	3.15	Happy
2	Teachers love their profession	3.15	Happy
3	Teachers motivate students to succeed	3.62	Extremely Happy
4	Teachers are sufficient in their profession	3.31	Extremely Happy
5	Open communication is prevalent in school	3.23	Happy
6	Mutual respect is prevalent in school	3.15	Happy
7	Mutual sensibility and tolerance are prevalent in school	3.08	Happy
8	Learning environment is more cooperative than competition	3.08	Happy
	Aggregate Weighted Mean	3.22	Happy

In terms of collaboration, the aggregate weighted mean is 3.22 with a verbal description of happy. To the indicators that have made them extremely happy, are the following indicators: teachers motivate students to succeed, and teachers are sufficient in their profession are met. On the other hand, respondents are happy in the following indicators: cooperation and solidarity culture are prevalent in school, teachers love their profession, open communication is prevalent in school, mutual respect is prevalent in school, mutual sensibility and tolerance are prevalent in school and the learning environment is more cooperative than competition.

It implies if the school administration consistently provides this collaboration in schools, happiness can be expected to continue. Collaboration revealed that respondents job satisfaction was most strongly associated with perceptions of supportive school leadership and positive relationships with administrators and other personnel (Ansley et al., 2019).

3) School Management

The respondents' level of happiness in school, as measured by the school management, is shown in Table 21. These indicators demonstrated the need for the latter to continue to influence how the management in schools affects the happiness of the Special EducationTeachers in terms of School Management

Table 21
Level of School-related Happiness of the Respondents in terms of School Management

S/N	Indicators	WM	Verbal Description
1	School principal exhibits educational leadership	3.15	Happy
2	School principal appreciates employees	3.23	Happy
3	School principal exhibits fair attitude	2.92	Happy
4	School principal exhibits a democratic attitude	2.92	Happy
	Aggregate Weighted Mean	3.06	Happy

Table 21 presents that the respondents are happy in terms of school management with aggregate weighted mean 3.06 with verbal description of happy. It shows that when the school principal displayed educational leadership, appreciated employees, have a fair attitude, and democratic attitude, it will give happiness to the teachers who are respondents of the study.(Muliati et al., 2022), in their study shows that school management leadership improves teacher performance, competency, self-efficacy, and transformational improve teacher performance all at the same time.

The information on the respondents' level of school-related happiness is summarized in Table 22.

Table 22
Summary on the Level of School-related Happiness of the Respondents

Components	WM	Verbal Description
Physical Equipment	3.15	Happy
Collaboration	3.22	Happy
School Management	3.06	Happy
Grand Mean	3.14	Happy

Table 22 displays the respondents' level of happiness concerning their school. It shows that the participants were happy with the three factors, including the availability of Physical Equipment in schools, Collaboration, and the School Management. The result has a grand mean of 3.14 with a verbal description of happy.

This indicates that the respondents happy with their respective station. Teachers happiness was strongly and favorably correlated with students general attitudes and levels of motivation, as well as their attitudes toward their teacher and the learning process (Moskowitz & Dewaele, 2021).

I. Test Of Relationship Between The Respondents' Profile And Their School-Related Happiness

This section presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment, collaboration, and school management.

1) Profile and Physical Equipment

Table 23 presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment.

Table 23
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Physical Equipment

Variables	Test Statistic	p - value	Decision	Remarks
Age and Physical Equipment	r=-0.017	0.956	Do not reject Ho	Not Significant
Gender and Physical Equipment	χ^2 =1.311	0.252	Do not reject Ho	Not Significant
Civil Status and Physical Equipment	χ^2 =1.170	0.279	Do not reject Ho	Not Significant
Academic Rank and Physical Equipment	χ^2 =2.438	0.118	Do not reject Ho	Not Significant
Length of Service and Physical Equipment	r=0.014	0.963	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 23 presents that the relationship between the respondents' profile and their school-related happiness in terms of physical equipment at 0.05 level of significance. The computed values of the test statistic revealed the following results: age (r=-0.017, p=0.956), gender (x^2=1.311, p=0.252), civil status (x^2=1.170, p=0.279), academic rank (x^2=2.438, p=0.118), and length of service (r=0.014, p=0.963). Results suggest that the profile of the respondents are not related to their school-related happiness in terms of physical environment. This means that regardless of their age, gender, civil status, academic rank and length of service, their happiness towards the physical equipment in school is not affected. Notably, Widodo and Manurung (2022) found that effectiveness in the learning environment is influenced by the state of the school physical equipment. Physical upgrades, according to teachers, significantly improve the learning environment.

2) Profile and Collaboration

The results of tests carried out by the researchers are shown in table 24 to show the relationship between the profiles of the respondents and their level of collaboration-related school happiness.

Table 24
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Collaboration

Variables	Test Statistic	p - value	Decision	Remarks
Age and Collaboration	r=0.065	0.833	Do not reject Ho	Not Significant
Gender and Collaboration	χ^2 =0.012	0.913	Do not reject Ho	Not Significant
Civil Status and Collaboration	χ^2 =3.611	0.057	Do not reject Ho	Not Significant
Academic Rank and Collaboration	χ^2 =0.012	0.913	Do not reject Ho	Not Significant
Length of Service and Collaboration	r=0.099	0.747	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 23 shows that the relationship between the respondents' profile and their school-related happiness in terms of collaboration at 0.05 level of significance has no significant relationship in terms of their age (r=0.065, p=0.833), gender (x^2=0.012, p=0.913), civil status (x^2=3.611, p=0.057), academic rank (x^2=0.012, p=0.913), and length of service (r=0.099, p=0.747) with all p-values greater than 0.05. It implies that respondents' happiness level in collaboration is mainly unaffected by age, gender, civil status, academic rank, and length of service. Collaboration as a more effective strategy to enhancing educational standards, introducing better services, ensuring academic integrity, and promoting cooperation between teachers and school administrators (Mashuri et al., 2022).

3) Profile and School Management

Table 25 shows the results of tests conducted by the researchers to determine the relationship between the respondents' profiles and school-related happiness regarding school management.

Table 25
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of School Management

Variables	Test Statistic	p - value	Decision	Remarks
Age and School Management	r=-0.116	0.707	Do not reject Ho	Not Significant
Gender and School Management	χ^2 =1.170	0.279	Do not reject Ho	Not Significant
Civil Status and School Management	χ^2 =0.043	0.835	Do not reject Ho	Not Significant
Academic Rank and School Management	χ^2 =0.231	0.631	Do not reject Ho	Not Significant
Length of Service and School Management	r=-0.128	0.677	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 25 shows that the relationship between the respondent's profile and their school-related happiness in terms of school management at 0.05 level of significance has no significant relationship in terms of their age with r=-0.116, p=0.707, gender with x^2=1.170, p=0.279, civil status with x^2=0.043, p=0.835, academic rank with x^2=0.231, p=0.631 and length of service with r=-0.128, p=0.677 with all p-values greater than 0.05. It indicates that their happiness level in school management is mainly unaffected by age, gender, civil status, academic rank, and length of service. According to the study of(Maheshwari, 2022), it reveals that the findings point to that transformational leadership has a favorable impact on teachers' work happiness and performance. Job satisfaction was also found to be a mediator variable between the principal's leadership style and teacher performance.

J. Strategies Employed By The Respondents To Sustain Their School-Related Happiness

To better understand the methods employed by respondents to preserve their school-related happiness and their academic lives, researchers have gathered the following information from them. The information gathered is shown in Table 26.

Table 26
Strategies Employed by the Respondents to Sustain their School-related Happiness

Strategies	f	Rank
Maintaining positive outlook	9	1
Loving ones work	6	2
Maintaining healthy relationship with others	4	3.5
Being pro active	4	3.5
Trusting God	3	5
Being open minded	2	6.5
Being grateful	2	6.5
Have a leisure time	1	8
Taking care of oneself	1	8
Be professional	1	8

*Multiple response

The strategies respondents use to maintain their school-related happiness are listed in Table 26. According to the table, maintaining a positive outlook is the most essential to sustaining happiness. Following that came the importance of loving one's work. Maintaining a healthy relationship with others and being proactive came next, followed by trusting God. Being open-minded and grateful follows. Moreover, having leisure time, taking care of oneself, and being professional ranked last in terms of happiness and sustainability.

It implies that most of the respondents has positive outlook in life. It will develop positive relationships, awareness, reflection, and good practice. Positive attitude, which may be characterized as an improved sense of confidence, motivation, and positivity, are the advantage of having positive outlook in life (Warnock et al., 2022).

K. Results From Other Divisions

This portion presents the results of the data gathered from the different school divisions in Cebu Province. Below are the results of the data gathered.

L. Profile Of The Respondents

This section presents the profile of the respondents in terms of age, gender, civil status, academic rank, and length of service.

1) Age and Gender

This table presents the profile of the respondents from other divisions in terms of their age and gender.

Table 27
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
43 and above	2	12.50	0	0.00	2	12.50
38-42	2	12.50	0	0.00	2	12.50
33-37	7	43.75	0	0.00	7	43.75
28-32	2	12.50	0	0.00	2	12.50
23-27	3	18.75	0	0.00	3	18.75
Total	16	100.00	0	0.00	16	100.00

It can be seen in Table 27 that 100% of the respondents were female. Seven or 43.75 percent of them were 33-37 years old, followed by three or 18.75 of them were 23-27. Moreover, there were two or 12.50 percent of them whose age were 28-32 years old, 38-42 years old, and also 43 and above. In general, the average age of the respondents were 33-37 years old.

It indicates that all respondents are matured individual. Matured individuals are most likely to experience depression due to different responsibility as part of the family and society, it would be the main reason for them to be unhappy. Adolescent depression can have far-reaching functional consequences for individuals and society, but these consequences can be mitigated with effective care and policy (Chang & Kuhlman, 2022).

2) Civil Status

This table shows the Civil Status of therespondents.

Table 28
Civil Status of the Respondents

Marital Status	f	%
Married	11	68.75
Single	5	31.25
Total	16	100.00

This table shows the Civil Status of the respondents. It shows that eleven or 68.75 percent were married and five or 31.25 percent were single. The table denotes that the majority of the respondents were married. It shows that the respondent of the different divisions is mostly married yet they are still studying at the said environment. Teachers who were married appeared to have stability in their personal life and the families they were raising. Their actions in the workplace reflect this stability (Cardona-Collado, 2022).

3) Academic Rank

This table shows the academic rank of the respondents.

Table 29
Academic Rank of the Respondents

Academic Rank	f	%
Master Teacher III	1	6.25
Teacher III	4	25.00
Teacher I	11	68.75
Total	16	100.00

It is noted in the table that 11 or 68.75 percent of the respondents were Teacher I, 4 or 25 percent were Teacher III, and 1 or 6.25 percent was Master Teacher III. It indicates that most of the respondents have an appointment as public-school teacher 1. Respondents are intensely aware of the importance of innovation, creativity, and communication in the workplaces. They have established a good professional ethics, flexibility, time management, teamwork, and adaptability (Bryson et al., 2022).

4) Length of Service

This table displays the length of service of the respondents.

Table 30
Length of Service of the Respondents

Length of service (in years)	f	%
15 and above	1	6.25
9-14	8	50.00
3-8	4	25.00
Less than 3	3	18.75
Total	16	100.00

As demonstrated in Table 30, eight or 50 percent of them were serving for 9-14 years. There were four respondents whose length of service was 3-8 years or 25 percent of the total respondents and there were three or 18.75 percent whose length of service was less than 3 years. The remaining 1 respondents or 6.25 percent had 15 and above years of service.

It is noted that the majority of the respondents had 9-14 years of service being a SPED teacher. Staying for more than a decade as a teacher is a manifestation of having been satisfied with the chosen career. In the study of (Mwesigwa et al., 2020), the findings demonstrate that work satisfaction mediates the association between leadership styles and organizational commitment

M. Level Of School-Related Happiness Of The Respondents

This section presents the results on the level of school-related happiness of the respondents in terms of physical equipment, collaboration, and school management.

1) Physical Equipment

This table presents the verified indicators which state the level of school-related happiness of the respondents in terms of physical equipment.

Table 31
Level of School-related Happiness of the Respondents in terms of Physical Equipment

S/N	Indicators	WM	Verbal Description
1	The school's physical environment is healthy	3.06	Happy
2	School is sufficient for healthy eating opportunities	3.19	Happy
3	School's physical equipment is sufficient for social activities	3.06	Happy
	Aggregate Weighted Mean	3.10	Happy

Legend: 3.25-4.00- Extremely Happy; 2.50– 3.24-Happy ;1.75 – 2.49-Somewhat Happy; 1.00 – 1.74–Not Happy

The respondents are happy in relation to the Physical Equipment. The result show that the aggregate weighted mean is 3.10 with a verbal description of happy. And all the three indicators have a verbal description of happy.
This indicates that their need to have a healthy physical environment, healthy eating opportunities, and physical equipment sufficient for social activities are met. If the school administration continuously provides these physical equipment's, the happiness of the respondent will be sustained. Teachers can perform better if there is a good working environment and functional facilities to cater the needs of the teachers and students (Hartinah et al., 2020).

2) Collaboration
This table shows the established indicators which set forth the level of school-related happiness of the respondents in terms of collaboration.

Table 32
Level of School-related Happiness of the Respondents in terms of Collaboration

S/N	Indicators	WM	Verbal Description
1	A cooperation and solidarity culture are prevalent in school	3.13	Happy
2	Teachers love their profession	3.38	Extremely Happy
3	Teachers motivate students to succeed	3.63	Extremely Happy
4	Teachers are sufficient in their profession	3.50	Extremely Happy
5	Open communication is prevalent in school	3.31	Extremely Happy
6	Mutual respect is prevalent in school	3.31	Extremely Happy
7	Mutual sensibility and tolerance are prevalent in school	3.38	Extremely Happy
8	Learning environment is more cooperative than competition	3.25	Extremely Happy
	Aggregate Weighted Mean	3.36	Extremely Happy

Table 32 shows the established indicators which set forth the level of school-related happiness of the respondents in terms of collaboration. According to this table, the respondents are extremely happy in terms of Collaboration. It has ang aggregate weighted mean of 3.36 with a verbal description of extremely happy.
The result indicates that the respondents are happy with the collaboration in their respective workstation. If the school administration continuously guarantees that these collaborations are present, happiness is expected to be sustained. Collaboration among the school administration, teachers, parents, students and community in the school can contribute to remarkably high performance both the teachers and students (Hargreaves, 2019).

3) School Management
The respondents' level of happiness in school, in terms of school management, is shown in Table 33. These indicators demonstrated the need for the latter to continue influencing how school management affects the happiness of the Special Education teachers.

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Table 33
Level of School-related Happiness of the Respondents in terms of School Management

S/N	Indicators	WM	Verbal Description
1	School principal exhibits educational leadership	3.44	Extremely Happy
2	School principal appreciates employees	3.38	Extremely Happy
3	School principal exhibits fair attitude	3.31	Extremely Happy
4	School principal exhibits a democratic attitude	3.31	Extremely Happy
	Aggregate Weighted Mean	3.36	Extremely Happy

Table 33 shows that the respondents are extremely happy in terms of school-related happiness of the respondents in terms of school management. The result show that the aggregate weighted mean is 3.36 with a verbal description of extremely happy. It indicates that the respondents are satisfied with the way the school administrators have manage their respective school. In the study of(Arop et al., 2020), reveals that principals' leadership strategies, school supervision, effective communication, instructors' effectiveness, and students' academic success are all strongly associated to effective school management.
To summarize the results of the level of school-related happiness of the respondents, the data is presented in Table 34.

Table 34
Summary on the Level of School-related Happiness of the Respondents

Components	WM	Verbal Description
Physical Equipment	3.10	Happy
Collaboration	3.36	Extremely Happy
School Management	3.36	Extremely Happy
Grand Mean	3.27	Extremely Happy

Table 34 demonstrates the summary on the level of school-related happiness of the respondents. It shows that the respondents were extremely happy with the two variables such as Collaboration and School Management, while they were happy with the Physical Equipment. It shows that the respondents are extremely happy in their workstation for the basic needs at school have been given.It was revealed in the study of(Hendrawijaya et al., 2020), thatleadership style of school heads, organizational culture of collaboration, school facilities and work ethics all had a direct impact on both teacher performance and job happiness.

N. Test Of Relationship Between The Respondents' Profile And Their School-Related Happiness

This section presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment, collaboration, and school management.

1) Profile and Physical Equipment

The results of tests carried out by the researchers are shown in table 35 to show the relationship between the profile of the respondents and their level of school-related happiness concerning physical equipment.

Table 35
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Physical Equipment

Variables	Test Statistic	p - value	Decision	Remarks
Age and Physical Equipment	r=-0.117	0.666	Do not reject Ho	Not Significant
Civil Status and Physical Equipment	χ^2 =1.571	0.210	Do not reject Ho	Not Significant
Academic Rank and Physical Equipment	χ^2 =0.950	0.330	Do not reject Ho	Not Significant
Length of Service and Physical Equipment	r=0.083	0.759	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 35 indicates that the relationship between the respondents' profile and their school-related happiness in terms of physical equipment at 0.05 level of significance which suggests that there is no significant relationship between the profile in terms of their age (r=-0.117, p=0.666), civil status (x^2=1.571, p=0.210), academic rank (x^2=0.950, p=0.330), and length of service (r=0.083, p=0.759). This means that regardless of their age, civil status, academic rank and length of service, their happiness towards schools' physical equipment is not affected by their profile. According to(Octavia et al., 2020), quality of a school's facilities can influence how well students learn and how well teachers perform. Therefore, by upgrading the school facilities, learning outcomes can be enhanced. As a result, it can raise the standard of education.

2) Profile and Collaboration

The result of the test carried out by the researchers is shown in table 36 to show the relationship between the profiles of the respondents and their level of collaboration-related school happiness.

Table 36
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Collaboration

Variables	Test Statistic	p - value	Decision	Remarks
Age and Collaboration	r=0.117	0.665	Do not reject Ho	Not Significant
Civil Status and Collaboration	χ^2 =0.291	0.590	Do not reject Ho	Not Significant
Academic Rank and Collaboration	χ^2 =0.291	0.590	Do not reject Ho	Not Significant
Length of Service and Collaboration	r=0.221	0.411	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 36 indicates that the relationship between the respondents' profile and their school-related happiness concerning collaboration at 0.05 level of significance revealed the following results: age (r=-0.117, p=0.665), civil status (x^2=0.291, p=0.590), academic rank (x^2=0.291, p=0.590), and length of service (r=0.221, p=0.411). This means that regardless of their age, civil status, academic rank, and length of service, their happiness toward collaboration in the workplace is not affected by their profile. According to the study of (Carty & Marie Farrell, 2018), reveals that both the new and senior teachers were considerably satisfied with collaborative practice in the school, which resulted in effective teaching.

3) Profile and School Management

The researchers tested the relationship between the respondents' profiles and school-related happiness regarding school management.

Table 37
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of School Management

Variables	Test Statistic	p - value	Decision	Remarks
Age and School Management	r=-0.206	0.443	Do not reject Ho	Not Significant
Civil Status and School Management	χ^2 =3.883*	0.049	Reject Ho	Significant
Academic Rank and School Management	χ^2 =1.667	0.197	Do not reject Ho	Not Significant
Length of Service and School Management	r=-0.156	0.564	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 37 indicates that the relationship between the respondents' profile and their school-related happiness in terms of school management at 0.05 level of significance with the computed test statistic as follows: age (r=-0.206, p=0.443), civil status (x^2=3.883, p=0.049), academic rank (x^2=1.667, p=0.197), and length of service (r=0.156, p=0.564). This means that the age, academic rank and length of service do not affect the respondents' happiness towards the school management. For it was discussed in the study of (Arias Gallegos et al., 2019), that female teachers experienced higher degrees of weariness and moderate levels of depersonalization, with negative associations seen between the number of children and the burnout syndrome.

O. Strategies Employed By The Respondents To Sustain Their School-Related Happiness

The following data was gathered from respondents in order to help researchers better understand the strategies used by them to maintain their academic success and their school-related happiness. Table 38 presents the data collected.

Table 38
Strategies Employed by the Respondents
to Sustain their School-related Happiness

Strategies	f	Rank
Maintaining positive outlook	4	1
Loving one's work	3	4
Maintaining healthy relationship with others	3	4
Trusting God	3	4
Being open minded	3	4
Being grateful	3	4
Being proactive	2	8.5
Be professional	2	8.5
Take time to rest	2	8.5
Find time to reflect	2	8.5
Taking care of oneself	1	12
Have a leisure time	1	12
Mastering one's craft	1	12

*Multiple response

Table 38 displays the strategies employed by the respondents to sustain their school-related happiness. It can be noted in the table that maintaining a positive outlook ranked first in sustainability of happiness. Next to the rank are loving one's work, maintaining a healthy relationship with others, trusting God, being open-minded, and being grateful. The variables being proactive, being professional, taking time to rest, and finding time to reflect succeed in rank. Lastly, taking care of oneself, having leisure time and mastering one's craft ranked lowest in rank.

It indicates that the teacher respondents are have positive outlook in life. The influence of positive outlook in life, is happiness and self-esteem on health conditions is greater when teachers identify their workplace as an environment in which they feel joyful (Benevene et al., 2019).

P. Results From All Identified Divisions

This portion presents the results of the combined data from the different divisions in Cebu Province which are treated based on the research objectives.

Q. Profile Of The Respondents

This section presents the profile of the respondents in terms of their age, gender, civil status, academic rank, and their length of service.

1) Age and Gender

Age and gender are considered important variables that need to be determined in this study which could help in explaining the results of the study. Data gathered are presented in Table 39 below.

Table 39
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
43 and above	6	13.33	2	4.44	8	17.78
38-42	7	15.56	0	0.00	7	15.56
33-37	9	20.00	1	2.22	10	22.22
28-32	6	13.33	3	6.67	9	20.00
23-27	9	20.00	2	4.44	11	24.44
Total	37	82.22	8	17.78	45	100.00

As shown in Table 39, The participants from All Identified Divisions in Cebu ages ranged from 23 and above. There were 45 respondents, and in terms of gender, 37 or 82.22 percent were females while 8 or 17.78 were males.

In adults between the ages of 23 and 40, Adolescent-onset mental problems continue throughout adulthood, causing long-term morbidity and placing a heavy strain on society. According to estimates, depression by itself will soon overtake all other disabilities. Therefore, it is unsurprising that this age group experiences health issues like sadness, anxiety, and stress (Odgers & Jensen, 2020).

Additionally, gender-based distinctions play a role in the incidence of depression, anxiety, and stress in both men and women. According to research, men find it difficult to admit they have mental health issues. Their mental health issues are frequently concealed. On the other hand, females reported more internalizing problems such as stress, anxiety, and depression (Griffiths et al., 2017). These distinctions between men and women could be explained by gender stereotypes and the socially prescribed roles of men and women, both of which result in stressors exclusive to each gender. Females are typically thought to be more emotionally sensitive, linked to a higher probability of mental health issues (Mo et al., 2018)

2) Civil Status

Civil status is regarded as an important variable that must be determined in this study and may aid in explaining the study's findings. The information gathered is shown in Table 40.

Table 40
Civil Status of the Respondents

Marital Status	f	%
Married	24	53.33
Single	21	46.67
Total	45	100.00

As shown in Table 40, 24 out of 45 respondents or 53.33 percent are married, while 21 or 46.67 percent are single. It indicatesthat the single participants were happy because they had no obligations, whereas the married participants were happy because they had a spouse with whom to share their burdens and responsibilities. According to(Nelson-Coffey, 2018), who conducted a study on the factors that predict happiness in married couples, marriage quality is the most powerful predictor. On the other hand, in the study of (Kislev, 2018), discovered evidence in his research that happier singles are more has positive point of view in getting married and are more likely are in a relationship..

3) Academic Rank

The academic rank of the respondents is thought to be a significant variable that needs to be found to explain the study's results. The information gathered is shown in Table 41.

Table 41
Academic Rank of the Respondents

Academic Rank	f	%
Master Teacher III	1	2.22
Master Teacher II	1	2.22
Master Teacher I	2	4.44
Teacher III	9	20.00
Teacher II	4	8.89
Teacher I	28	62.22
Total	**45**	**100.00**

Table 41 presents the academic rank of the respondents. As shown in the table, there are 28 Teacher I respondents out of 45, which comprises 62.22 percent. Nine or 20 percent are Teacher III, four or 8.89 percent are Teacher II, two or 4.44 percent are Master Teacher I, and one or 2.22 percent are Master Teacher I and Master Teacher II.
According to (Novozhenina & Pinzón, 2018), they were able to identify the areas that needed improvement for the new teachers' professional needs. Although there have been improvements in teachers' performance and reflection, there is still room for further development. On the other hand, job performance is strongly influenced by compensation, career promotion, and job satisfaction. Performance is positively and significantly influenced by job promotion. Job satisfaction has a significant and advantageous effect (Gopinath, 2020).

4) Length of Service

In order to better understand the study's findings, the length of service is a crucial factor that must be determined. Table 42 below summarizes the data that was gathered.

Table 42
Length of Service of the Respondents

Length of service (in years)	f	%
15 and above	7	15.56
9-14	13	28.89
3-8	15	33.33
Less than 3	10	22.22
Total	**45**	**100.00**

As shown in Table 42, there were 15 or 33.33 percent out of 45 respondents have a length of service of 3-8 years, 13 or 28.89 percent are serving for 9-14 years, 10 or 22.22 percent have a length of service of fewer than three years, and seven or 15.56 percent has a length of service of 15 and above years.
It shows that teachers who are happy to show up to work and those who are not in their happiness levels. Since they have found career happiness, long-tenured teachers are satisfied with their careers. In the study of (Ihtiyaroglu, 2018), shows that there is apositive relationship that exists between an appreciative classroom management profile and life satisfaction. Happiness and life satisfaction are strong predictors of appreciative and indifferent classroom management styles.

R. Level Of School-Related Happiness Of The Respondents

This section presents the level of school-related happiness of the respondents in terms of physical equipment, collaboration, and school management.

1) Physical Equipment

The established indicators that express the respondents' level of school-related happiness with the issue of physical equipment are shown in Table 43.

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Table 43
Level of School-related Happiness of the Respondents in terms of Physical Equipment

S/N	Indicators	WM	Verbal Description
1	The school's physical environment is healthy	3.16	Happy
2	School is sufficient for healthy eating opportunities	3.18	Happy
3	School's physical equipment is sufficient for social activities	2.93	Happy
	Aggregate Weighted Mean	3.09	Happy

Legend: 3.25-4.00- Extremely Happy; 2.50– 3.24-Happy ;1.75 – 2.49-Somehwat Happy; 1.00 – 1.74– Not Happy

In terms of school-related happiness in terms of physical equipment, with an aggregate weighted mean of 3.09 with a verbal description of happy.
It indicates that all of the respondents are satisfied and happy. Their needs for a healthy physical environment, healthy eating opportunities, and physical equipment sufficient for social activities are satisfied and met. School administration hasprovided the physical equipment, that gives happiness to the respondents. In the study of (Gyeltshen & Beri, 2018), shows that one of the reasons of unhappiness of teachersare physical environment of schools that is correlated with this lack of satisfaction and happiness.

2) Collaboration
The results of this study may be explained in part by collaboration, which is regarded as an important variable that needs to be determined. The information collected in Table 44 reveals respondents' levels of happiness in terms of collaborative effort in their schools.

Table 44
Level of School-related Happiness of the Respondents in terms of Collaboration

S/N	Indicators	WM	Verbal Description
1	A cooperation and solidarity culture are prevalent in school	3.18	Happy
2	Teachers love their profession	3.40	Extremely Happy
3	Teachers motivate students to succeed	3.69	Extremely Happy
4	Teachers are sufficient in their profession	3.47	Extremely Happy
5	Open communication is prevalent in school	3.31	Extremely Happy
6	Mutual respect is prevalent in school	3.36	Extremely Happy
7	Mutual sensibility and tolerance are prevalent in school	3.29	Extremely Happy
8	Learning environment is more cooperative than competition	3.27	Extremely Happy
	Aggregate Weighted Mean	3.37	Extremely Happy

Table 44 shows that the respondents have been extremely happy with specific collaborative indicators, with an aggregate weighted mean of 3.37 with a verbal description of extremely happy. It indicates that school administration consistently has fosters collaboration in the school.
When teachers and schools collaborate more effectively, students perform better. Additionally, to create a successful learning environment for students, educational leaders, teachers, and parents must have collaboration. Teachers performance and students achievement develop more quickly in environments that foster better collaboration (Solone et al., 2020).

3) Management
The respondents' level of happiness in school, in terms of school management, is shown in Table 45These indicators demonstrated the need for the latter to continue influencing how school management affects the happiness of the Special Education Teachers.

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Table 45
Level of School-related Happiness of the Respondents in terms of School Management

S/N	Indicators	WM	Verbal Description
1	School principal exhibits educational leadership	3.36	Extremely Happy
2	School principal appreciates employees	3.29	Extremely Happy
3	School principal exhibits fair attitude	3.18	Happy
4	School principal exhibits a democratic attitude	3.16	Happy
	Aggregate Weighted Mean	3.24	Happy

Table 45 shows respondents' school-related happiness levels in terms of school management. It has an aggregate weighted mean of 3.24 with a verbal description of happy.
It indicates that the respondents are not extremely happy with the School Management of principals in their respective school. According to (Hendrawijaya et al., 2020), reveals that leadership and communication principles should influence how principals behave. The traits that the principals need, regardless of their preferred leadership style, should most closely resemble are communication, empathy, initiative and focused on having a considerate administrative style and offering support to teachers.
To better understand the study, a summary on the level of school-related happiness of the respondents, the data is presented in Table 46

Table 46
Summary on the Level of School-related Happiness of the Respondents

Components	WM	Verbal Description
Physical Equipment	3.09	Happy
Collaboration	3.37	Extremely Happy
School Management	3.24	Happy
Grand Mean	3.23	Happy

Table 46 provides a summary of the respondents' level of school-related happiness. As can be seen, the participants are happy with the two components access to resources for physical equipment in schools and the school management. On the other hand, they are extremely happy with the collaborative aspect.
It indicates that the respondents are extremely happy with the collaboration in their workplace. But are only satisfied with the physical equipment and school management that they have in school. It was revealed in the study of (Bayraktar & Girgin, 2020), that teachers' evaluations of organizational happiness differed widely across management methods, attitudes toward the teaching profession, dedication, and economic provision.

S. Test Of Relationship Between The Respondents' Profile And Their School-Related Happiness
This section presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment, collaboration, and school management.

1) Profile and Physical Equipment
Table 47 presents the test of relationship between the respondents' profile and their school-related happiness in terms of physical equipment.

Table 47
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Physical Equipment

Variables	Test Statistic	p - value	Decision	Remarks
Age and Physical Equipment	r=-0.267	0.077	Do not reject Ho	Not Significant
Gender and Physical Equipment	χ^2 =0.016	0.899	Do not reject Ho	Not Significant
Civil Status and Physical Equipment	χ^2 =0.916	0.338	Do not reject Ho	Not Significant
Academic Rank and Physical Equipment	χ^2 =1.725	0.189	Do not reject Ho	Not Significant
Length of Service and Physical Equipment	r=-0.172	0.260	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 46 presents that the relationship between the respondents' profile and their school-related happiness in terms of physical equipment at 0.05 level of significance. The computed test statistic revealed the following results: age (r=-0.267, p=0.077), gender (x^2=0.016, p=0.899), civil status (x^2=0.916, p=0.338), academic rank (x^2=1.725, p=0.189), and length of service (r=0.172, p=0.260). All p-values of the test statistic are greater than 0.05 which means that the null hypotheses are not rejected. This means that regardless of their age, gender, civil status, academic rank and length of service, their happiness towards the school management is not affected by the profile. In the study of (Buyruk, 2020), shows that teachers will be happy with physical facilities, school's location, good relationships with school leaders and security in their respective workplace.

2) Profile and Collaboration

The results of tests carried out by the researchers are shown in table 48 to show the relationship between the profiles of the respondents and their level of collaboration-related school happiness.

Table 48
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of Collaboration

Variables	Test Statistic	p - value	Decision	Remarks
Age and Collaboration	r=0.005	0.973	Do not reject Ho	Not Significant
Gender and Collaboration	χ^2 =0.328	0.567	Do not reject Ho	Not Significant
Civil Status and Collaboration	χ^2 =1.736	0.188	Do not reject Ho	Not Significant
Academic Rank and Collaboration	χ^2 =1.420	0.233	Do not reject Ho	Not Significant
Length of Service and Collaboration	r=-0.095	0.536	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 48 shows that the relationship between the respondent's profile and their school-related happiness in terms of collaboration at 0.05 level of significance with the computed results of their age with r=-0.005, p=0.973, gender with x^2=0.328, p=0.567, civil status with x^2=1.736, p=0.188, academic rank with x^2=1.420, p=0.233 and length of service with r=-0.095, p=0.536 with all p-values greater than 0.05. Results show that their happiness level in collaboration is mainly unaffected by age, gender, civil status, academic rank, and length of service. In the study of (Vangrieken & Kyndt, 2020), results show that teachers shared attitude of collaboration will to suggest willingness to deep-level collaboration that will bring happiness to the work-place.

T. Test Of Relationship Between The Respondents' Profile And Their School-Related Happiness In Terms Of School Management

A test has been conducted by the researchers to determine the relationship between the respondents' profiles and school-related happiness in terms of school management.

Table 49
Test of Relationship between the Respondents' Profile and their School-related Happiness in terms of School Management

Variables	Test Statistic	p - value	Decision	Remarks
Age and School Management	r=-0.280	0.063	Do not reject Ho	Not Significant
Gender and School Management	χ^2 =1.572	0.210	Do not reject Ho	Not Significant
Civil Status and School Management	χ^2 =5.007*	0.025	Reject Ho	Significant
Academic Rank and School Management	χ^2 =4.771*	0.029	Reject Ho	Significant
Length of Service and School Management	r=-0.228	0.133	Do not reject Ho	Not Significant

*Significant at p<0.05

Table 49 indicates that the relationship between the respondents' profile and their school-related Happiness in terms of school management has no significant difference in terms of their gender and length of service. According to the study of (Yavuzkurt & Kiral, 2020), school management levels differed greatly according to civil status and professional rank.

U. Strategies Employed By The Respondents To Sustain Their School-Related Happiness

To better understand the methods employed by respondents to preserve their school-related happiness and their academic lives, researchers have gathered the following information from them. The information gathered is shown in Table 50.

Table 50
Strategies Employed by the Respondents to SustainSchool-related Happiness

Strategies	f	Rank
Maintaining positive outlook	18	1
Maintaining healthy relationship with others	17	2
Loving one's work	11	3
Being open minded	10	4
Being proactive	9	5
Trusting God	8	6
Mastering one's craft	6	7.5
Being grateful	6	7.5
Have a leisure time	5	9
Take time to rest	3	10.5
Find time to reflect	3	10.5
Practice time management	2	13.5
Be professional	2	13.5
Find time to reflect	2	13.5
Taking care of oneself	2	13.5
Be professional	1	16

*Multiple responses

Table 50 shows the methods and strategies employed by respondents to sustain their happiness in their workplace. According to the table, keeping a positive outlook is the most essential strategy for SpEd teachers to sustain their happiness at work.

Following that came the importance of maintaining a healthy relationship with others and loving one's work. Next in rank are being open-minded, being proactive, trusting God, mastering one's craft, being grateful, having leisure time, taking time to rest, and finding time to reflect. Practicing time management, being professional, finding time to reflect, and taking care of oneself came next. Moreover, being professional ranked last in terms of sustaining the school-related happiness of Special Education Teachers. According to the research of(Kun & Gadanecz, 2022), the primary pillars of teachers' workplace happiness were maintaining positive outlook, goal accomplishment, feedback, finding significance in work, and social ties.

III. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the integral parts of the research. It summarizes the study, reveals the findings based on statistical analysis and arrived impartial conclusions. Furthermore, the researcher provides certain recommendations for the utilization of the research findings and suggestions for future related studies.

A. Summary

The research assessed the special education teachers' school-related happiness during covid-19 pandemic at state university in Cebu province school year 2022-2023 as basis for happiness sustainability plans.

Specifically, vital questions were answered relative to the study such as the students' demographic profile, level of school-related happiness and significant relationship between the profile, the level of happiness of the respondents. Furthermore, the study assessed the strategies employed by the respondents to sustain their school-related happiness. Wherein, based on the findings, a happiness sustainability plan was created for the purpose of sustaining the happiness of the teachers.

The researcher used a quantitative descriptive-correlation research design and data were gathered through an adapted questionnaire. This study addressed the significant relationship between the profile and the level of happiness of the respondents in terms of physical equipment, collaboration, school management and strategies employed by the respondents to sustain their school-related happiness.

B. Findings

Based on the collected, organized, presented, and statistically analyzed and interpreted data, the following significant findings are revealed that ages of respondents ranged from 23 and above. There were 45 respondents, and in terms of gender, 37 or 82.22 percent were females while 8 or 17.78 were males.

In addition,24 out of 45 respondents or 53.33 percent are married, while 21 or 46.67 percent are single. For the academic rank of the respondents there are 28 Teacher I respondents out of 45, which comprises 62.22 percent. Nine or 20 percent are Teacher III, four or 8.89 percent are Teacher II, two or 4.44 percent are Master Teacher I, and one or 2.22 percent are Master Teacher I and Master Teacher II. For the length of service of the respondents there were 15 or 33.33 percent out of 45 respondents have a length of service of 3-8 years, 13 or 28.89 percent are serving for 9-14 years, 10 or 22.22 percent have a length of service of fewer than three years, and seven or 15.56 percent has a length of service of 15 and above years.

On the other hand, measurement of significant relationship between the profile and the level of happiness of the respondents. In terms of school-related happiness in terms of physical equipment, it has an aggregate weighted mean of 3.09 with a verbal description of happy. For school-related happiness in terms of collaboration, the respondents have been extremely happy with specific collaborative indicators, with an aggregate weighted mean of 3.37 with a verbal description of extremely happy. While school-related happiness levels in terms of school management. It has an aggregate weighted mean of 3.24 with a verbal description of happy. As to respondents' level of school-related happiness. As can be seen, the participants are happy with the two components access to resources for physical equipment in schools and the school management. On the other hand, they are extremely happy with the collaborative aspect.

Meanwhile, in the determination whether there is a significant relationship between the profile, the level of happiness of the respondents. For the relationship between the respondents' profile and their school-related happiness in terms of physical equipment has no significant difference.

While for the relationship between the respondents' profile and their school-related happiness in terms of collaboration has no significant.

And for the relationship between the respondents' profile and their school-related Happiness in terms of school management has no significant difference in terms of their gender and length of service. However, the relationship between the respondents' profile and their school-related Happiness differed significantly based on their Civil status and academic rank.

For the methods and strategies employed by respondents to sustain their happiness in their workplace. Following that came the importance of maintaining a healthy relationship with others and loving one's work.

Next in rank are being open-minded, being proactive, trusting God, mastering one's craft, being grateful, having leisure time, taking time to rest, and finding time to reflect. Practicing time management, being professional, finding time to reflect, and taking care of oneself came next. Moreover, being professional ranked last in terms of sustaining the school-related happiness of Special Education Teachers.

C. Conclusion

There are several factors associated with special education teachers' school-related happiness during covid-19 pandemic. there are three factors that would affect special education teachers' school-related happiness namely: physical equipment, collaboration, and school management. Like others studies (Meredith et al., 2022) this study also found a significant relationship between the profile, the level of happiness of the respondents. The profile of the respondents develops the collaborative culture, that is positively associated to school management commitment to sustain the physical equipment of the school for the happiness and job satisfaction of teachers.

D. Recommendations

Based on the significant findings and conclusions of the study, it is recommended that the output of the study which is happiness sustainability plans be used. For a sustainable happiness in the school environment.

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IV. THE OUTPUT OF THE STUDY

The sustainability plan consists of programs, activities, and exercises designed to help the Sped-Teachers recover HAPPINESS which is their essence.

A. Rationale

The plan is designed to provide practical and actionable insights so the Sped-Teachers can fully recover their nature which is HAPPINESS.

B. Description

The entire plan is anchored on Buuttherapy: Unveiling the Happiness Within by Dr. Vicente J. Igot. It is a 56-hour experiential process of unveiling BUUT as the true SELF whose essence is HAPPINESS.

C. Objectives

This happiness sustainability plan aims to:

1) Awaken the Sped-Teachers from the ignorance of what they are not so that they will stop behaving what they are not that resulted to unhappiness.
2) Enlighten them to what they really are in order to recover their true SELF which is happiness by essence.
3) Provide them necessary structures such as small community of Teachers with regular schedule of recollection/retreat and weekly meeting/fellowship.

D. Scheme of Implementation

For review and approval, this happiness sustainability plan will be forwarded to the approving body of the school. As soon as the approval has been obtained, preparation will begin while observing all school-related policies. Specifically, preparation will entail coordination with concerned parties, invitation of resource speakers, campus-wide dissemination of the upcoming activities, and preparation of other technical aspects involved in facilitating the happiness sustainability plan.

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Happiness Sustainability Plan

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Sate of Awareness	Quantify the state of awareness as the best place to start in the recovery of happiness as one's essence	Administration of the Pretest	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 1, 2023	Sped-Teachers willingly accept the truth of their life situation		
The Problem: Ignorance of one's true nature which is HAPPINESS	Demonstrate that unhappiness is the result of ignorance of one's true nature which is happiness	Story of the Chicken-eagle Focus Group Discussion	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 1, 2023	Sped-Teachers will have their 'aha' moments such as instantaneously seeing that they are LIVING in IGNORANCE.		
Disempowering beliefs: The barriers to the recovery of happiness	Distinguish empowering beliefs from disempowering beliefs	Story of the Devil and his friend Story of Carl Jung (His interview with Frederick Sands – Part 5	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 2, 2023	Sped-Teachers will realize and be aware of their disempowering beliefs that hinder the recovery of happiness		
The Five Phases of the Brain	Apply the awareness of the Enlightened Brain to the recovery of happiness	Read and answer that experiential guide on the Five phases of the brain	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 2, 2023	Sped-Teachers are awakened that they are gifted with Enlightened Brain for the recovery of their essence which is happiness		
Primary Experience versus Secondary Experience	Teachers can differentiate Primary Experience from Secondary Experience	Read and answer the experiential guide on Experience	Head Teacher/Principal Guidance Counselor Teachers	Php. 5,000.00	DepEd Fund	August 3, 2023	Sped-Teachers can easily shift from secondary experience to Primary Experience which is the domain of happiness		
What "I'(True Self) is not	Demonstrate that "I" is not a bundle of physical body, thoughts, and emotions --- the first step to ENLIGHTENMENT	Observe one's photos from infancy up to the present. Observe one's thoughts and emotions coming and going. View and make a reflection on the lecture of Eckhart Tolle on *Form* and *Essence Identity* On Youtube	Head Teacher/Principal Guidance Counselor Teachers	Php. 5,000.00	DepEd Fund	August 4, 2023	Sped-Teachers are awakened that they are not a bundle of physical body, thoughts, and emotions (though they need to take care of all of these domains)		
What "I" (True Self) Is (The Nature of "I")	Infer that BUUT the true SELF which humanity called "I" is permanent, stable, cannot be agitated	View and make 'aha' moments on the lecture of Rupert Spira on the Nature of "I" and its implications	Head Teacher/Principal Guidance Counselor Teachers	Php. 5,000.00	DepEd Fund	August 7, 2023	Sped-Teachers have experienced (not from beliefs) that they are BUUT (Consciousness) the TRUE SELF which humanity called "I"		

The Nature of Happiness	Illustrate that HAPPINESS is living in the present moment	Read the chapter on happiness by Dr. Greg Fors; Make a reflection paper on the lecture of Rupert Spira, and Francis Lucille on the nature of happiness	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 8, 2023	Sped-Teachers realized that "I" is HAPPINESS by nature		
"I" and Happiness	Demonstrate that "I" and Happiness are One	Relate the nature of "I" and Happiness Focus Group Discussion	Head Teacher/Principal Guidance Counselor Teachers	Php. 2,500.00	DepEd Fund	August 8, 2023	Sped-Teachers realized that if one is truly happy they can face challenges that they may encounter in their life situation		
Application of BUUT in day to day living	Show that the SELF is Buut and everybody can say NO to whatever destroys LIFE especially unhappiness	Answer Post-test	Head Teacher/Principal Guidance Counselor Teachers	Php. 5,000.00	DepEd Fund	August 9, 2023	Colonization of the FALSE SELF (KABUUT) which is the victory of BUUT = HAPPINESS		

Table 51. Happiness Sustainability Plan

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APPENDICES

Appendix A
LETTER OF INTENT

A Letter of Intent
April 4, 2022

DR. JOSEPH C. PEPITO
Campus Director
Cebu Technological University
Main Campus, M.J. Cuenco Avenue
Corner R. Palma Street, Cebu City, Philippines, 6000

Dear Dr. Pepito:
Good day!
The undersigned, Esmeralda J. Esperanza, former Teacher of Buaya Elementary School, Jaren J. Mates, Teacher III of Lo-ok National High School - Senior High School, Lovely F. Bancale, Teacher I of Abuno National High School, and are currently pursuing our Master's Degree in Special Education at the Cebu Technological University for our professional development and competence.

Presently, we are in the course of writing our Master's Thesis entitled, "ASSESSING SPECIAL EDUCATION TEACHERS' SCHOOL-RELATED HAPPINESS DURING COVID-19 PANDEMIC" as its fundamental requirement.
In connection with this, we are respectfully seeking your permission to allow us to conduct our study to Special Education Teachers taking their Master's Degree at Cebu Technological University. The gathering of data is scheduled for April 25-29, 2022. Attached is our sample survey questionnaire which we are going to use for all identified respondents. Rest assured that all gathered data will be kept confidential. We are gratefully looking forward to your approval and support. Thank you very much.

Sincerely,

ESMERALDA J. ESPERANZA
Researcher

LOVELY F. BANCALE
Researcher

JAREN J. MATES
Researcher

Contents Noted:

RAYMOND C. ESPINA, Ph.D.
Adviser

Approved by:

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REYLAN G. CAPUNO, Dev.Ed.D., Ph.d.
Dean, College of Education

Appendix B

CONSENT FORM AND RESEARCH QUESTIONNAIRE

B Consent Form and Research Questionnaire

Dear Special Education Teachers,

Good day!

This questionnaire will help us in the construction of a Enlightened Model of Happiness Program for Special Education Teachers. This survey provides you with the opportunity to provide input into the School Happiness Scale.

All information that is collected in this study will be treated with the utmost confidentiality. While results will be made available, you are guaranteed that neither you nor your school will be identified in any report. Participation in this study is voluntary.

Thank you, and God bless! This questionnaire will help us in the construction of a Enlightened Model of HappinessProgram for Special Education Teachers. This survey provides you with the opportunity to provide input into the School Happiness Scale.

All information that is collected in this study will be treated with the utmost confidentiality. While results will be made available, you are guaranteed that neither you nor your school will be identified in any report. Participation in this study is voluntary.

Thank you, and God bless!

ESMERALDA J. ESPERANZA
LOVELY F. BANCALE
JAREN J. MATES

Part I. Demographic Profile of Teachers

Below are questions related to the SPED Teachers' profile, please put a check (✓) mark, or fill in the data in the appropriate space.

District: _____

Age: ____ years old Gender: ☐ Male ☐ Female

Civil Status:

☐ Single ☐ Married

☐ Widowed ☐ Separated

Academic Rank: _____

Highest Educational Attainment:

☐ College Graduate

☐ Masters Level ☐ Masters Graduate

☐ Doctoral Level ☐ Doctoral Graduate

Years of Teaching in DepEd: _____

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Part II. School Happiness Scale

Below are indicators to scale School Happiness. Kindly answer the items by referring to a four-point scale ranging from 0 (Did not apply to me at all) to 3 (Applied to me very much or most of the time).

A. Physical Equipment

Indicators	Applied to me very much or most of the time (3)	Applied to me to a considerable degree, or a good part of time (2)	Applied to me at some degree, or sometimes (1)	Did not apply to me at all (0)
1. The school's physical environment is healthy				
2. School is sufficient for healthy eating opportunities				
3. School's physical equipment is sufficient for social activities				

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B. Collaboration

Indicators	Applied to me to very much or most of the time **(3)**	Applied to me to a considerable degree, or a good part of time **(2)**	Applied to me at some degree, or sometimes **(1)**	Did not apply to me at all **(0)**
1. A cooperation and solidarity culture are prevalent in school				
2. Teachers love their profession				
3. Teachers motivate students to succeed				
4. Teachers are sufficient in their profession				
5. Open communication is prevalent in school				
6. Mutual respect is prevalent in school				
7. Mutual sensibility and tolerance are prevalent in school				
8. Learning environment is more cooperative than competition				

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C. School Management

Indicators	Applied to me very much or most of the time (3)	Applied to me to a considerable degree, or a good part of time (2)	Applied to me at some degree, or sometimes (1)	Did not apply to me at all (0)
1. School principal exhibits educational leadership				
2. School principal appreciates employees				
3. School principal exhibits fair attitude				
4. School principal exhibits a democratic attitude				

Part III. Happiness Sustainability
Please enumerate your strategies to maintain your happiness in school environment.

Thank you so much for your cooperation. God bless!

Appendix C
CONSENT FORM FOR THE PARTICIPATION IN THE INTERVIEW
C Consent form for the Participation in the Interview

I, _____ volunteer to be a part of a research project conducted by Lovely F. Bancale, Esmeralda J. Esperanza, and Jaren J. Mates, from Cebu Technological University. The research is designed to gather information about ASSESSING SPECIAL EDUCATION TEACHERS' SCHOOL-RELATED HAPPINESS DURING COVID-19 PANDEMIC.

1. My involvement in this research project is entirely voluntary.
2. Participation involves being interviewed by the researchers. Throughout the interview, notes will be taken, and a voice recorder of the interview and subsequent dialogue will be made.
3. I understand that the researchers will not identify me by name in any reports using information obtained from this interview. As a participant in this research study, my confidentiality will be secured.
4. I have read and comprehended the explanation given. I have satisfactorily answered all the questions and willingly consent to participate in this study.

_____
Signature over Printed Name

_____
Date

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Appendix D

PERMISSION LETTER TO JOURNAL AUTHORS

E Permission Letter to Journal Authors

April 13, 2022

SENOL SEZER and ERTUG CAN
Researchers
Eurasian Journal of Educational Research

Dear Mr/s. Sezer and Can:

Good day!

We, Jaren J. Mates, Lovely F. Bancale, and Esmeralda J. Esperanza, are currently pursuing our Master's Program in Special Education at Cebu Technological University to further our professional growth and expertise.

Presently, we are in the course of writing our Master's Thesis entitled Assessing Special Education Teachers' School-Related Happiness During COVID-19 Pandemic as its fundamental requirement.

In connection with this, we are writing to ask permission to use your Data Collection Tool which is the School Happiness Scale (SHS) in our research study from your study with the following details:

Title :Assessing Special Education Teachers' School-Related Happiness
During COVID-19 Pandemic
DOI : 10.14689/ejer.2019.79.8
Publisher : Ani Publishing Ltd.
Journal : Eurasian Journal of Educational Research 79 (2019) 167-190

Our study aims to dig deeper into how Special Education Teachers perceive happiness in line with their career, family, and community life and how this happiness is sustained.Rest assured that we will use the Data Collection Tool only for our research study and will not be used for other purposes. We await your approval with great anticipation. Thank you very much.

If you consider this acceptable, please notify us by email at lovely.bancale@deped.gov.ph, esmeralda.esperanza@deped.gov.ph, or jaren.mates@deped.gov.ph.

Sincerely,

ESMERALDA J. ESPERANZA
Researcher

LOVELY F. BANCALE
Researcher

JAREN J. MATES
Researcher

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CURRICULUM VITAE



LOVELY F. BANCALE
09155463784
lovely.bancale@deped.gov.ph
Block 6, Lot 25, Portville Mactan,
Buaya, Lapu-Lapu City

PERSONAL INFORMATION

Gender	: Female
Civil Status	: Married
Citizenship	: Filipino
Religion	: Roman Catholic
Height	: 5’4’’
Date of Birth	: August 18, 1987
Place of Birth	: Cebu City
Occupation	: Teacher I

EDUCATIONAL BACKGROUND

Graduate Studies : Master of Arts in Education
Major in Special Education
Cebu Technological University, Main Campus
M.J. Cuenco Avenue, Corner R. Palma Street, Cebu City, 6000
December 2022

College : Bachelor of Secondary Education
Major in English
University of Cebu, Lapu-Lapu and Mandaue
2004 - 2008

Secondary : Mactan National High School
Mactan, Lapu-Lapu City, Cebu
2000 - 2004

Elementary : Buaya Elementary School
Buaya, Lapu-Lapu City, Cebu
1995 - 2000

Eligibility : PRC Licensure Examination for Teachers
Registration No. : 1404011
Expiry Date : August 18, 2025

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WORK EXPERIENCE
Teacher I
Abuno High School
Pajac, Lapu-Lapu City
August 2012 - present

TRAININGS
Division Offline Module App Innovation
DepEd, Lapu-Lapu City Division
November 11-15, 2020

AWARDS/RECOGNITION
Member of DepEd Lapu-Lapu City Division Coders
Lapu-Lapu City Division Offline Module App Innovation
November 16, 2020

CURRICULUM VITAE



ESMERALDA J. ESPERANZA
09499966671
epj16epj16@gmail.com
Block 2, Lot 4, Happy Homes - Mactan,
Soong - Mahayahay Road, Mactan, Lapu-Lapu City

PERSONAL INFORMATION

Gender	: Female
Civil Status	: Married
Citizenship	: Filipino
Religion	: Roman Catholic
Height	: 4’11’’
Date of Birth	: February 16, 1988
Place of Birth	: Lapu-Lapu City
Father’s Name	: Esmeraldo P. Jumao-as
Mother’s Name	: Erotida P. Jumao-as

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EDUCATIONAL BACKGROUND

Graduate Studies : Master of Arts in Education
Major in Special Education
Cebu Technological University, Main Campus
M.J. Cuenco Avenue, Corner R. Palma Street, Cebu City, 6000
December 2022

Diploma in Professional Education
Cebu Technological University
M.J. Cuenco Avenue, Corner R. Palma Street, Cebu City, 6000
December 2022

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College : Bachelor of Science in Industrial Engineering
University of San Carlos - Technological Center
2005 – 2010

Secondary : Science and Technology Education Center
Science and Technology High School
Basak Lapu-Lapu City
2001 – 2005

Elementary : Lapu-Lapu City Central Elementary School
Poblacion, Lapu-Lapu City
1997 – 2001

: Asian Learning Center
Pajo, Lapu-Lapu City
1995 – 1997

Eligibility : PRC Licensure Examination for Teachers
Registration No. : 1257071
Expiry Date : February 16, 2025

WORK EXPERIENCES
Customer Proprietary Network Information (CPNI)
for Consumers (Verizon Wireless)
Accenture
Capitol Site Robinsons Cybergate, Don Gil Garcia St, Cebu City
January 2011 – August 2011

Client Service Associate
BDO Unibank, Inc.
Basak, Lapu-Lapu City
August 2011 – August 2013

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Teacher I
Buaya Elementary School
Buaya, Lapu-Lapu City
June 2014 – June 2019

Homeschooling Parent/ Stay-at-Home Mom
June 2019 – Present

CURRICULUM VITAE



JAREN J. MATES
09279844895
jaren.mates@deped.gov.ph
8th Street, Block 5, Lot 14, No. 7,
BF Town Homes, Abuno - Pajac, Lapu-Lapu City

PERSONAL INFORMATION

Gender	: Female
Civil Status	: Married
Citizenship	: Filipino
Religion	: Roman Catholic
Height	: 4’11’’
Date of Birth	: December 10, 1985
Place of Birth	: Cebu City
Occupation	: Master Teacher I
Father’s Name	: Esmeraldo P. Jumao-as
Mother’s Name	: Erotida P. Jumao-as

EDUCATIONAL BACKGROUND

Graduate Studies : Master of Arts in Education
Major in Special Education
Cebu Technological University, Main Campus
M.J. Cuenco Avenue, Corner R. Palma Street, Cebu City, 6000
December 2022

Master of Arts in Applied Arts & Design
Shu-Te University, Taiwan
2017 - 2019

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Bachelor of Education
Major in Elementary Education
University of the Visayas
2009 - 2010

Diploma in Professional Education
Cebu Technological University
2009

College : Bachelor of Fine Arts
Major in Advertising Arts
University of San Carlos
Technological Center
2002 - 2007

Secondary : Science and Technology Education Center
Science and Technology High School
Basak, Lapu-Lapu City
1998 - 2002

Elementary : Lapu-Lapu City Central Elementary School
Poblacion, Lapu-Lapu City
1997 - 1998

Asian Learning Center
Pajo, Lapu-Lapu City
1992 - 1997

Eligibility : PRC Licensure Examination for Teachers
Registration No. : 1044026
Expiry Date : December 10, 2024

WORK EXPERIENCES
Graphic and Fashion Designer
Futura Group Corporation
MEZ II, Basak, Lapu-Lapu City
May 2007 - October 2007

English Teacher
SS English
Lapu-Lapu City
May 2008 - September 2008

Executive Assistant
PERT, Inc.
Tingub, Mandaue City
September 2008 - June 2009

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Teacher I
Buaya Elementary School
Buaya, Lapu-Lapu City
September 2010 - June 2019

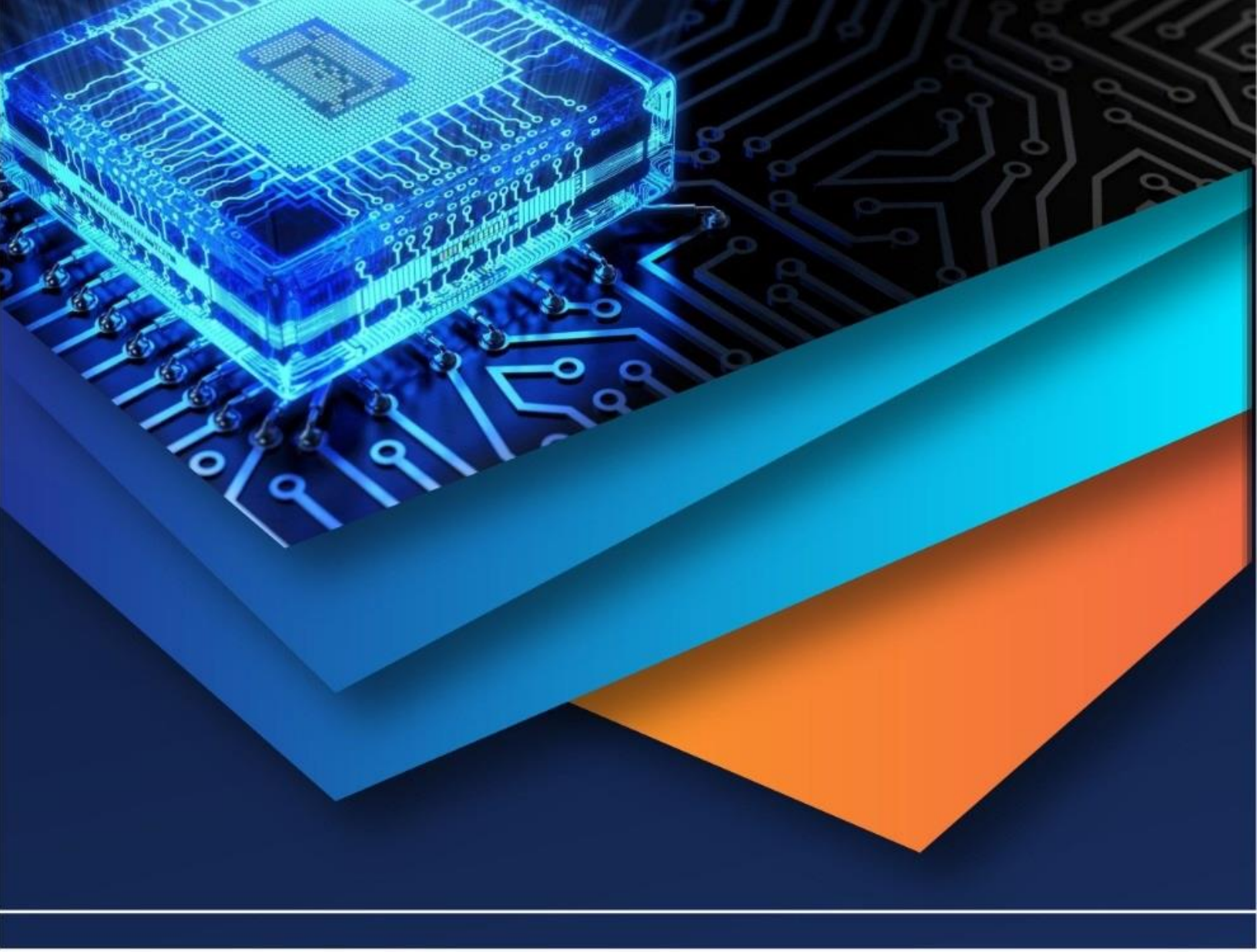
Teacher III
Lo-ok National High School
Senior High School
Looc, Lapu-Lapu City
June 2019 –August 2022

Master Teacher I
Lo-ok National High School
Senior High School
Looc, Lapu-Lapu City
August 2022 – present

TRAININGS
Division Offline Module App Innovation
DepEd, Lapu-Lapu City Division
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Lapu-Lapu City Division Offline Module App Innovation
November 16, 2020

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