

Happiness Portrayal and Level of Self-Efficacy Among Public Elementary School Heads in a Division

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Abstract

Emotion such as happiness, greatly affects the school management processes. Satisfying the psychological needs is fundamental to being happy. On the other hand, self-efficacy is the belief of school heads in their own ability to perform their roles and responsibilities. Therefore, happiness portrayal and self-efficacy are vital for school heads to effectively deal with and meet the rapidly changing and challenging expectations among 21st century school leaders. The study aimed to investigate the relationship of happiness portrayal and level of self-efficacy among public elementary school heads in schools division of Zambales during the S.Y. 2020-2021. Descriptive-correlational design was utilized and the sample consists of 138 public elementary school heads with the application of convenience sampling technique. A 4-point Likert scale survey-questionnaire has undergone face and content validation by research experts, and was utilized to collect essential data, which was widely administered and retrieved online via Google Forms with adherence to RA 10173 or the Data Privacy Act of 2012 and analyzed using Percentage, Weighted Mean, Pearson Product-Moment Correlation, and Analysis of Variance (ANOVA) at 5% alpha. There was a positive significant correlation between happiness portrayal and self-efficacy level of school heads. It was shown that the more they feel happy, the more they demonstrate competences in administrative positions based on the Philippine Professional Standards for School Heads (PPSSH). There were significant variations on the happiness portrayal of the school heads when grouped according to their age, civil status, designation, and highest educational attainment. Likewise, there were significant variations on the overall self-efficacy level of the school heads when grouped according to their age, designation, and highest educational attainment. To increase the happiness portrayal of school heads, there must be a variety of enjoyable activities for them to participate in, such as team building activities, happy hour, school heads' day, retreat, mindfulness, and financial literacy training. While their self-efficacy can be sustained at a very high level through a consistent coaching and feed backing from superiors, colleagues, and subordinates and other forms of professional development activities such as trainings.

Keywords: Self-efficacy, Happiness Portrayal, Descriptive-Correlation, Educational Psychology, Zambales, Philippines

Introduction

One of the major problems to be investigated in this field is the association of happiness portrayal and level of self-efficacy among school heads. For decades, the idea that happiness is everyone's ultimate goal in life is one of the most common ideas in general literature. Various factors affect the happiness of every individual. According to some studies in the United Kingdom, individuals make happiness a live reality by pursuing it in one manner or another. Happiness is the most fundamental and natural need of mankind. Therefore, it can be said that the aim of life is to achieve happiness and well-being (Tversky & Griffin, 2019). Happiness, defined as pleasant moods and emotions, well-being, and positive attitudes, has gotten a lot of attention in psychological studies recently. The pursuit of happiness has spilled over into the job. The happiness of individual means that he/she feels some emotions such as excitement, joy, honor, confidence at a high level and such feelings as anxiety, sadness, frustration, fear at a low level (Lyubomirsky & Porta,

2010). In fact, there is no consensus on what constitutes happiness. While some authors define happiness as "pleasure," others choose to define happiness as a combination of "pleasure," "engagement," and "meaning," avoiding the definition of happiness and burying it under the umbrella of "well-being" (Moccia, 2016).

In the educational context, Marsh & Farrell (2015) states that emotional situations of school administrators affect the management processes given that emotions have an important place in people's lives. Individual happiness is dependent on meeting psychological demands that influence life perspectives. Thus, people feel happy in direct proportion to their needs in life. (Baumeister et al., 2013). Self-confidence, being stress-free, occupational and social considerations, familial support, and personal relationships were all significant to both men and women's definitions of happiness (Crossley & Langdrige, 2005). Happiness at work and the full engagement that comes with it are more important than ever in today's workplace. Work engagement, job

satisfaction, and emotional organizational commitment could all be included in a complete assessment of individual happiness. Based on extensive research and decades of experience with leaders, this study sheds new light on the powerful relationship of happiness to individual, team, and organizational success (McKee, 2018). McKee's research in the United States of America suggests that there are three important things that people need to be happy at work: Having a sense of purpose and being able to contribute to something greater than themselves; A powerful and personal vision that inspires true optimism; and resonant, friendly relationships. Workplace happiness necessitates a pleasant working atmosphere, which unquestionably boosts productivity.

In this context, the notion is intimately linked to social relationships, positive thinking style, wealth and power, doing good to others, and meaning and self-realization, are the most important variables influencing individual happiness. Innovative strategies to increase corporate well-being—organizational ethics—boost the school's image and assist all stakeholders understand the concept of "happy management" (Castellanos-Redondo et al., 2020). The belief of an individual that he can deal with problems or any obstacles or the persuasion that he will be successful can be defined as this person's self-efficacy belief. Purposive acts, like positive self-esteem, require self-efficacy beliefs, or the conviction that one can effectively employ ways to achieve desired outcomes. On the opposite, people who perceive themselves as helpless are unhappy and are not motivated for actions (Flammer, 2015). Between the 1940s and the 1980s, the idea of self-efficacy as we know it now was developed (Heider, Rotter, Seligman, Weiner, Bandura, E. Skinner). Self-efficacy is an individual's assessment of his or her ability to complete a task (Bandura, 1986). Bandura's Social Learning Theory provides the foundation for self-efficacy. According to his theory, the individuals' knowledge and skills are directly related to the confidence felt by themselves (Schunk & Pajares, 2002). Self-efficacy is a self-judgment of an individual as to whether an individual will be able to show necessary knowledge and skills at a certain level (W. Lee et al., 2014). From this perspective, self-efficacy can be defined as personal beliefs as to individuals' skills on any task (Schwarzer, 2014).

Decentralization of education is occurring in many developing countries. Authority for making decisions for school improvement is devolving to the school level which puts unprecedented pressure on school heads to be accountable for the quality of education

provided by their school. The educational value of decentralization lies in the decentralization of authority and responsibility for schools from the central-level administration to the schools themselves. Shifting decision-making to those closest to the school and community leads to decisions that are more responsive to local conditions and needs. If school heads have a low level of self-efficacy for this new level of authority and increased responsibility, then any educational value decentralization may hold is lost. In fact, "it is widely accepted that good school heads are the cornerstones of good schools and that, without a school head's leadership efforts to raise student achievement, schools cannot succeed" (Lovell, 2010). More emphasis is being placed on evaluating school head's work using a range of factors, such as building a positive culture, upholding high standards, and implementing a demanding curriculum (Deal & Peterson, 2016; Goldring et al., 2009).

Furthermore, Terry III (2007) identifies a trend that demonstrates a dramatic decrease in the school head's perceptions of effectiveness, authority, trust, and involvement. Additionally, Bandura stated that "when faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions (Lovell, 2010). Therefore, the self-efficacy beliefs of the school heads are vital to meeting the challenging expectations facing school administrators (Lovell, 2010). However, school heads can perform well in their roles and responsibilities if they are happy in their work and they have a high level of self-efficacy. School leaders must feel they have the power to generate the desired outcome in order to attempt to make it happen, hence efficacy beliefs are important determinants of educational institutions (Li, 2020; Takahashi, 2011). And to influence others to achieve happiness, school heads must realize their state of happiness vis-à-vis its self-efficacy level and its impact on other individuals under their supervision. Spitzer, S.J, R. (1999) issued an article about Aristotle describing happiness in four levels, such as happiness from material objects (laetus); ego gratification (Felix), happiness from doing good to others, and making the world a better place (beatitudo), and sublime or transcendent (beatitudo). Martin Seligman labeled three sources of happiness: pleasure and gratification, the embodiment of strengths and virtues, and the meaning and purpose of life (Scorsolini-Comin et al., 2013). Further, the research study of McMahan and Estes (2011) indicated well-being is defined as both pleasure attainment and pain avoidance (hedonic) or meaning and self-realization (eudaimonic).

The role of the school leader is changing even more rapidly than the changes in schools themselves (Goksoy, 2013; Rivard, 2011; Thomas, 2010). A recent national survey summed up findings by stating, “Most school heads say that their responsibilities today have changed compared to five years ago and that the job has increased in complexity” (Grant, 2011). How much more now in the 21st century, where everything is becoming progressive? The responsibilities of school leaders are getting wider and the demands are getting higher these days. It implies that school leaders need to gain more up-to-date knowledge and spend personal time advancing their skills as school leaders and managers. The upshot to this advancement, (Sahagun & Matriano, 2019) verifies that engaging in professional development activities can strengthen the personal competencies and their study revealed that self-efficacy theory emphasizes the belief of oneself to make a difference through creativity towards producing the desired outcomes in the school. In many developing countries like the Philippines, decentralization of education or known as school-based management (SBM) is creating new challenges for the school heads that few can meet (Şen & Bandyopadhyay, 2010). On this note, as school heads, the responsibility to train teachers under their care to positively hope and engage in their noble profession is a great mission to pursue. A school head is an educational leader who can actualize the school's aims and lead teachers, parents, and students, fundamentals of the educational environment to pursue the organizational culture. The school head might be considered a social engineer because school organizations have human as their raw material. The fact that school heads have high levels of self-efficacy beliefs, feel happy and have self-confidence can be considered as essentials for teachers and students since it is expected that a happy school leader with high level of self-efficacy beliefs will lead his organization better and positively contribute to the organizational climate. According to Bandura, perceived self-efficacy broadens the range of possibilities that leaders evaluate when making a decision. On the other hand, if leaders are exceptionally ineffective in some area of innovation or reform, they are inclined to disregard it as a viable choice when making judgments. He also claims that leaders' perception of a pleasant working environment and a favorable impression of the job are a source of resilient leader self-efficacy (Reichard et al., 2017).

In other words, leaders' self-efficacy to manage the school increases when they regard it as peaceful, whereas seeing it as not conducive decreases their efficacy. At the same time, school heads' self-efficacy

may operate as a mediating factor, impacting their assessment of the organizational context and problem-solving processes, as well as the type and effectiveness of their practices. School administrators' self-efficacy levels also predict their ability to lead their schools effectively (Ata & Güçlü, 2018). Likewise, individuals who portrayed happiness were found to have better self-efficacy, a higher tendency to utilize positive reframing strategies and a predisposition for active action while coping with stress, as well as a reduced propensity for self-blaming and behavioral disengagement (Chudzicka-Czupała & Zalewska-Łunkiewicz, 2020). Many school heads were struggled to demonstrate what is expected to them as school leader due to the absence of a clear framework that describes what a school leader should have equipped, should have valued, and the scope of the numerous tasks to be done. As a consequence, these school heads were characterized as a person with low self-efficacy level. And this will affect their ability to effectively perform the tasks needed to attain their respective school's goal. The ability of schools to fulfill their pre-set goals is affected by a variety of factors, including the self-efficacy of the school head who are in charge of implementing educational programs and curricula. Administrators' self-efficacy visions influence their leadership style, and there is a link between self-efficacy belief and transformational leadership behavior display; the more efficient administrators feel, the more transformational leadership behaviors they exhibit (Cobanoglu & Yurek, 2018).

In response to this matter, the Philippine basic education system adopts and implements the Philippine Professional Standards for School Heads (PPSSH). PPSSH provides a clear vision to school heads of what they are expected to know, be able to accomplish, and value as they progress through well-defined career stages of professional development, which they must steadily and effectively embed in their practice. Consequently, it augments the school heads' confidence in their ability to effectively perform the tasks needed to attain goals and objectives as well as the execution of a plan of action in prospective situations. In the study of Clark et al., (2014), the competence of a professional teacher to follow national standards for education can be measured using self-efficacy. Self-efficacy (such as profession and experience, as well as trends and performance) is also found to have a substantial impact on quality of the job performed (S. C. Lee et al., 2016). The PPSSH framework displays the synergy between enhancing school performance and ensuring people effectiveness through a wide range of instructional and

administrative methods outlined in the PPSSH's five domains: (a) leading strategically; (b) managing school operations and resources; (c) focusing on teaching and learning; (d) developing self and others; and (e) building connections. For all school leaders, the five domains represent a large conceptual realm of leadership practices. The framework's placing of learners at the center stresses the critical role of school leaders in improving student achievement.

Therefore, the current research issue, which examines the relationship between school heads' happiness portrayal and level of their self-efficacy, can be considered an essential one to investigate. The findings of the study will help to address the need for improving school head's self-efficacy to assume roles and responsibilities as 21st-century school leaders in accordance with the PPSSH. This study investigates a fundamental question in organizational behavior and human resource management: do happy school heads have higher self-efficacy level? Specifically, the main goal of the research was to explore the association of happiness portrayal and beliefs of school heads in their ability to succeed in achieving organizational goals (self-efficacy level) in respect to the PPSSH's five (5) domains, which are made up of thirty-four (34) strands that refer to specific aspects of school leadership practices. An empirical study is presented to establish which aspects of school heads' happiness portrayal are associated with their self-efficacy level.

Methodology

A combination of descriptive and correlational designs of quantitative research method was utilized in this study. The researcher considered the entire public elementary school heads in the schools division of Zambales with a total number of 255 school heads to act as respondents. With this, a total of 138 school heads or 54.12 percent of the total population were actively responded to an online survey. Therefore, convenience sampling technique was applied in the process of selecting the respondents. The utilized survey-questionnaire was administered online through Google Forms. This includes the profile of the respondents, a 30-item questionnaire on school heads' happiness portrayal (adapted from Oxford Happiness Scale of Hills & Argyle, 2002), and a 34-item questionnaire on school heads' self-efficacy based on PPSSH. Happiness portrayal has five components: social relationship, positive thinking style, wealth and power, doing good to others, and meaning and self-realization. On the other hand, self-efficacy has five domains: leading strategically, managing school

operations and resources, focusing on teaching and learning, developing self and others, and building connections. Content validity and face validity were used to assess the instrument's suitability to answer the problems mentioned in this study. The ethical aspect of the research was followed very strictly in this study. Research ethics review clearance form was issued by the dissertation adviser, review committee, and the director of Research, Innovation and Knowledge Development Office (RIKDO), Columban College Inc., Olongapo City. Consent from proper authorities was taken and proper permission from participants is ensured for the usage of their provided data. The collected data were processed under RA 10173 or the Data Privacy Act of 2012. Therefore, confidentiality of the responses is maintained strictly. And before the final explication of the findings, the researcher returned the data to the respondents for final review and validation to ensure precision and verity of the outcome. The Google Forms link of the survey questionnaire was disseminated in each district with the approval of the schools division superintendent. The collected responses were checked, tallied, presented, analyzed, and interpreted using the SPSS 16.0 software. Moreover, observation and informal interviews were conducted to verify the accuracy and reinforce the data gathered from the survey. The data were analyzed using 4-point Likert scale, percentage, weighted mean, pearson product-moment correlation coefficient (pearson r), and analysis of variance (ANOVA) or F-test.

Results and Discussion

Profile of the Respondents. The pertinent profile variables of the respondents in this study include age, sex, civil status, designation, and highest educational attainment. These variables are presented in Table 1. The sample included in this study is dominated by senior school heads aged 50 to 59, with sixty-three (63) or 45.65 percent of school heads falling into this age group, fifty (50) or 36.23 percent of them are in the middle ages of 40-49, fourteen (14) or 10.15 percent of school heads are in the age bracket of 30-39, ten (10) or 7.25 percent are from the retiring stage or ages 60 and above, and from the sample number of one hundred thirty-eight (138) public elementary school heads, only one (1) or 0.72 percent falls under the youngest age bracket of 20-29. In the study of Nieves Schade et al. (2019), older adults have a lower performance and a slight superiority in the perception of memory self-efficacy. On the other hand, in younger people's beliefs about their memory were

slightly lower, but they performed better. School heads in this study are dominated by women with a number of eighty-nine (89) or 54.49 percent. On the other hand, there are forty-nine (49) male school heads or 35.51 percent. Recently, when men and women were assessed on their overall leadership performance during the COVID-19 crisis (Zenger & Folkman, 2020), women were ranked as more effective leaders. Thus, it indicates that women tend to perform better in a crisis than men. In terms of civil status, majority of the school heads are married with a count of one hundred eighteen (118) or 85.50 percent, twelve (12) or 8.70 percent of them have no spouse or single. Unfortunately, six (6) or 4.35 percent of school heads have lost their life companion, while two (2) of them or 1.45 percent are said to be separated with their spouse. Studies have shown that people who are married appear to be happier than those who are not, including those who have never married (Gattig & Minkus, 2021). In the study of Pour Fard et al. (2016), self-efficacy of people help satisfaction comes true; in fact, marital satisfaction has significant correlation to self-efficacy. As shown in Table 1, a large number of school heads are designated as Principal I with a total number of thirty-eight (38) or 27.54 percent. Thirty-three (33) or 23.91 percent are classified as Head Teacher III, twenty-five (25) or 18.12 percent are Principal II, twelve (12) or 8.70 percent are Principal III, ten (10) or 7.25 percent are Head Teacher I, nine (9) or 6.52 percent are principal IV, eight (8) or 5.80 percent are Head Teacher II, and the least numbered positions are Assistant School Principal I, Assistant School Principal II and Assistant School Principal III with only one (1) or 0.72 percent respectively. The survey of Cafferata (1979) showed that leaders with higher position are happier than those who are in the lower rank. A promotion almost always entails a greater level of responsibility. It will demonstrate that you are not only searching for a raise in income, but also ready to take on a greater or more complex workload. To cope with wider goals, tasks, and challenges, a strong sense of self-efficacy is required. Seventy-seven (77) or 55.80 percent of the school heads are Master's Degree holder, and forty-four (44) or 31.88 percent have only attained bachelor's degree. However, only few of school heads who obtained their Doctoral Degree with a count of seventeen (17) or 12.32 percent. The role of school head is profound and extensive. Graduate degrees put them on the path to increased career potential and can increase their professional credibility in education and in many other professions. School heads who completed their master's degree and doctorate degree have more chances of being promoted. They are more equipped to perform such larger range of instructional and

administrative responsibilities in school (Regier, 2021). Moreover, an individual's self-efficacy beliefs are one factor influencing their decision to attend graduate school ("Influencing Factors on the Pursuit of Graduate Degrees in Agricultural Social Sciences," 2020).

Table 1.
Frequency and Percentage Distribution of the Respondents Based on Profile-Variables

Profile Variables	F (n=138)	%
Age		
20-29	1	0.72
30-39	14	10.15
40-49	50	36.23
50-59	63	45.65
60 & above	10	7.25
Sex		
Male	49	35.51
Female	89	54.49
Civil Status		
Single	12	8.70
Married	118	85.50
Separated	2	1.45
Widowed	6	4.35
Designation		
Head Teacher I	10	7.25
Head Teacher II	8	5.80
Head Teacher III	33	23.91
Assistant School Principal I	1	0.72
Assistant School Principal II	1	0.72
Assistant School Principal III	1	0.72
Principal I	38	27.54
Principal II	25	18.12
Principal III	12	8.70
Principal IV	9	6.52
Highest Educational Attainment		
Bachelor's Degree	44	31.88
Master's Degree	77	55.80
Doctorate Degree	17	12.32

Happiness Portrayal of Public Elementary School Heads. The perceived happiness portrayal of public elementary school heads examined in this study are social relationship, positive thinking style, wealth and power, doing good to others, and meaning and self-realization. In the overall result, school heads strongly agreed that doing good to others and finding meaning and self-realizations are the primary sources of their

happiness with a computed weighted mean of 3.46 and 3.41, respectively. Meanwhile, they agreed that they can also feel happiness in having positive thinking style, wealth and power and social relationship with a computed mean of 3.24, 3.19, and 3.15, respectively.

Self-Efficacy Level of Public Elementary School Heads. The self-efficacy level of public elementary school heads was assessed and grounded on the five (5) domains of the Philippine Professional Standards for School Heads (PPSSH): leading strategically, managing school operations and resources, focusing on teaching and learning, developing others, and building connections. These variables elicited the synergy between maximizing school effectiveness and ensuring people effectiveness through a wide range of instructional and administrative practices. Generally, school heads have a very high level of self-efficacy in managing school operations and resources, focusing on teaching and learning, developing self and others, building connections, and leading strategically with a computed weighted mean of 3.54, 3.44, 3.44, 3.43, and 3.34, respectively.

Correlation between the Happiness Portrayal and Self-Efficacy Level of Public Elementary School Heads. Table 2 reveals that the happiness portrayal of the school heads in terms of social relationship has significant high positive correlation with their self-efficacy on developing self-and others ($r= 0.811$) and has significant moderate correlation with their self-efficacy on leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections. The null hypothesis is rejected at 5% alpha. This is supported with the findings of Sabil et al. (2018), that social relationship has a remarkable influence to generate new ideas and to the attainment of professional growth and development. Healthy, and meaningful relationships with all stakeholder groups are vital for school leaders to strategically lead the complex environments in which today's schools operate (Lasater, 2016). There was proven connection among social skills and managerial positions and thus it can imply that social skills influence the success in the managing operations and resources and in the career growth of the manager (Host'ovecký, 2019). There is evidence in the literature (Sazak Pinar & Sucuoglu, 2013), that teaching social skills in the classroom improves students' problem-solving, interaction, and cooperative skills. Research suggests that social relationship is at the heart of resilient connection to communities and any strategy to increase community resilience must both harness and enhance existing social relationship, and endeavor to not damage or

diminish them (Ellis & Abdi, 2017).

Happiness portrayal of the school heads in terms of positive thinking style has significant high positive correlation with their self-efficacy on focusing on teaching and learning and developing self-and others with r -values of 0.807 and 0.816, respectively. It indicates that positivity increases the success rate of whatever goal you may have in the classroom, and optimism produces an excellent environment for happiness. The most common instructional leadership attributes of school heads were a focus on the school's educational achievement, motivation to learn, care for all students, creating an effective learning environment, leading to teaching, and appreciating student progress (O'Brien & Blue, 2018; Sezer, 2018). Positive thinking encourages you to take advantage of opportunities, including promotions and training programs, because you will feel more confident moving outside of your comfort zone (McGhee, 2000). It has significant moderate correlation with their self-efficacy on leading strategically, managing school operations and resources, and building connections. When school heads establish a positive culture, they enable their teachers to be more successful and effectively lead and manage the school (Dinsdale, 2017). Schools can build strong partnerships with parents and stakeholders through two-way communication, by collaborating on what's best for the school, and cultivating positive relationships among them (Zhou et al., 2016). The null hypothesis is rejected at 5% alpha.

In terms of wealth and power, the happiness portrayal of the school heads has significant moderate positive correlation with their self-efficacy on developing self and others and building connections with r -values of 0.605 and 0.626, respectively. The null hypothesis is rejected. According to Sahagun J.P & Matriano E.A. (2019), money can increase the participation of professionals in various professional development activities. Also, people in positions of wealth and power are mostly given the opportunity to be heard and establish extensive connections among potential partners (Hauer, 2017; Liu et al., 2020; Vedeld, 2000). However, wealth and power has a very low correlation with their self-efficacy on leading strategically, and has a low correlation with their self-efficacy on managing school operations and resources, with r -values of 0.213 and 0.319, respectively. Therefore, null hypothesis is accepted in these variables.

Table 2.
Correlation Matrix of Happiness Portrayal and Self-Efficacy

<i>Self-Efficacy</i>	<i>Happiness Portrayal</i>				
	<i>Social Relationship</i>	<i>Positive Thinking Style</i>	<i>Wealth and Power</i>	<i>Doing Good to Others</i>	<i>Meaning and Self-Realization</i>
Leading Strategically	0.762	0.640	0.213	0.784	0.698
Managing School Operations and Resources	0.639	0.611	0.319	0.333	0.757
Focusing on Teaching and Learning	0.688	0.807	0.337	0.230	0.718
Developing Self and Others	0.811	0.816	0.605	0.788	0.766
Building Connections	0.719	0.682	0.626	0.757	0.790

Happiness portrayal of the school heads in terms of doing good to others has significant moderate positive correlation with their self-efficacy on leading strategically, developing self-and others, and building connections with r-values of 0.784, 0.788, and 0.757, respectively. The null hypothesis is rejected at 5% alpha. Saġnak & Kuruöz (2017) found that doing good to others or the act of altruism improved leadership effectiveness. It gives teachers room to be more innovative and find new solutions to problems (Salas-Vallina & Alegre, 2018). Helping other colleagues and teachers to learn new strategies and improve teaching practices could also help school heads to develop their own skills in school management and leadership. It is supported with a theory of connectivism (Dunaway, 2011). It focuses on the idea that people learn and grow when they form connections. Individuals that are more likely to be altruistic are better-connected members of their social networks (Curry & Dunbar, 2011). On the other hand, when doing good to others was correlated to their self-efficacy on managing school operations and resources, and focusing on teaching and learning, results are not significant with r-values of 0.333 and 0.230, respectively. Therefore, it fails to reject the null hypothesis.

Furthermore, the happiness portrayal of the school heads in terms of meaning and self-realization has significant moderate positive correlation with their self-efficacy on leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The null hypothesis is rejected at 5% alpha. The null hypothesis is rejected since the computed r-values of 0.698, 0.757, 0.718, 0.766, and 0.790 are all significant at 5% alpha. The role of self-

realization within the learning organization is vital. The ability as a leader and manager is important in the realm of expectations. Self-realization was originated with Abraham Maslow's discovery of the Hierarchy of Needs Theory, which included the concept of self-actualization. Maslow identified five basic needs, including self-actualization as the fifth (Özaslan, 2018). School heads with self-realization are constantly looking to improve themselves and everything under their supervision. They recognize their own strengths, weaknesses and hidden biases and take accountability for them (Tjan, 2012), and they consistently ask for feedback in order to improve. Moreover, they invest in various continuing professional development programs (Sharma, 2012) to address various issues in school and in the classroom, and to improve leadership, managerial, and instructional practices in school. Thus, with self-realization, school heads recognize the value of continuous learning and growth.

Significant Variations on the Happiness Portrayal of School Heads when Grouped According to Their Profile Variables. Table 3 reveals that there are significant variations on the happiness portrayal of the school heads when grouped according to their age, civil status, designation, and highest educational attainment. The computed F-values of 11.325, 6.318, 2.109, and 9.377 are all significant at 5% alpha, thus the null hypothesis is rejected. Happiness varies with age, but there is no consensus on what causes the fluctuation. Many investigations have discovered that it is U-shaped, such that there is a minimum level between approximately 40 and 50 years of age (Laaksonen, 2018). The findings support the theory of Beja (2018), that happiness follows a U-shaped trend throughout life. That is, happiness drops from a high point in young adulthood to a low point in middle age, then rises to a new high point in old age. The findings suggest that happiness in old age is lower than happiness in young adulthood. Another simplified truth in the link between happiness and age is that happiness does not return to its initial high-point after falling to a low-point in midlife. It is well established in the literature that married people are happier than the never married, widowed, or divorced/separated (Lawrence et al., 2019; Mastekaasa, 1993; Ndayambaje et al., 2020). Studies have shown that having a higher position at work has a significant impact in increasing happiness. When people are satisfied with their job position and promotions, they are also happier socially, and vice versa (Diao, 2020; Zarehabadi, 2013). These findings are in line with proposed ideas in research such as Herzberg's two-factor theory of motivation-health, Adams' equity

theory, and Maslow's requirements hierarchy theory. According to Jeffrey Arnett, a developmental psychologist and professor of psychology at Clark University, "education is probably more strongly correlated with future happiness throughout adulthood than any other variable" (Chen et al., 2020; Cuñado & de Gracia, 2012). Therefore, the more education you have, the happier you are. People with a higher education level have higher income level and a higher probability of being employed, and thus, report happier.

On the other hand, the null hypothesis is accepted when grouped according to sex with F-value of 0.685 which is not significant at 5% alpha.

Table 3.

ANOVA Table on the Significant Variations on the Happiness Portrayal of School Heads when Grouped According to Their Profile Variables

Variables	F-Value	P-Value
Age	11.325	0.000
Sex	0.685	0.432
Civil Status	6.318	0.000
Designation	2.109	0.045
Highest Educational Attainment	9.377	0.000

Significant Variations on the Self-Efficacy Level of School Heads when Grouped According to Their Profile Variables. It is shown in Table 4 that there are significant variations on the overall self-efficacy of the school heads when grouped according to their age, designation, and highest educational attainment. The computed F-values of 6.387, 8.792, and 11.634, respectively are all significant at 5% alpha. The null hypothesis is rejected. Self-efficacy is learned and could progress over age by means of positive social communication and right social support (Breyer et al., 2020; do Amaral Machado et al., 2021; Groeppel-Klein et al., 2017; Shaukat et al., 2019). School head self-efficacy beliefs in leading and managing a school tended to increase with the complexity of the job (Y. Fisher, 2020; Suarez Wilt, 2021). School heads, who are frequently assigned to large schools, are responsible for a wide range of obligations. And they are the higher-ranking school heads. Principals who held doctoral degrees were have higher self-efficacy in all aspects of school leadership (Helber, 2016; McBrayer et al., 2018). According to Callaghan (2014), self-efficacy may increase only when a school head has gained sufficient supervisory experience, in one way or another (doctoral or master's degree in

educational supervision).

On the other hand, when grouped according to sex and civil status, computed F-values are 0.925 and 0.449, respectively. These are not significant at 5% alpha, thus the null hypothesis is accepted.

Table 4.

ANOVA Table on the Significant Variations on the Self-Efficacy of School Heads when Grouped According to Their Profile Variables

Variables	F-Value	P-Value
Age	6.387	0.000
Sex	0.925	0.139
Civil Status	0.449	0.623
Designation	8.792	0.000
Highest Educational Attainment	11.634	0.000

Implications of the Findings towards Development of the Proposed Training Program to Increase Happiness and Improve Self-Efficacy Level. Happiness in schools is a serious issue in many educational systems, yet it is rarely addressed. Given the importance of the cognitive, emotional, personality, and social development aspects and skills that occur during this time period, attention to happiness should be emphasized as early as possible. Because early adjustments lay a strong foundation for long-term happiness ("Oxford Handb. Happiness," 2013; S. H. Park & Park, 2020; Scorsolini-Comin et al., 2013). Since one of education's most essential missions is to foster community vitality. Because of its significant impact on all aspects of human personality and how not one-dimensional beings and character of cognitive, emotional, physical, social, and spiritual formation, as well as mental and physical health due to all-round development and coordination of these dimensions, happiness is one of the leading variables to research. Consequently, happiness portrayal of school heads can increase their self-efficacy on performing their duties and responsibilities as quality manager and leader of their respective school. Self-efficacy was defined as "confidence in the merits of their overall ability to adopt effective practice that entails efficiency increases in all settings," or "perception in regarding their ability to operate effectively in all distinct situations" (Flammer, 2015). The result of this study proves that happy school heads are productive school heads. Therefore, there is a need for schools to increasingly invest in training methods aimed at enhancing happiness of school personnel which will eventually sustain their high level of self-efficacy.

A new study published in *Frontiers in Psychology* may offer the solution. A research team lead by Ad Bergsma of Erasmus University Rotterdam in the Netherlands examined the findings of 61 happiness training studies published between 1972 and 2019 (Munoz & Casallas, 2021). They discovered that the vast majority of these studies showed a favorable impact on employee's happiness. "From this perspective, the average 5% gain in happiness after having followed a happiness training course is impressive," state the researchers. What are the most effective techniques? More research is needed to address this question, but the researchers say that cognitive reframing, goal setting, laughter yoga, practicing retrospective sources of happiness, mood awareness training, and meditation are the most promising. This is in line with the beneficial outcomes of mindfulness-based interventions, which have become more popular in recent years. There's much to be said for exposing school heads to a variety of trainings within a single course. Various studies have revealed that happiness courses that trained employees multiple approaches rather than just one are more effective. Voluntary participation was also revealed to be a significant predictor of training efficacy. This argues that training providers should make such courses available to their employees but not make them compulsory. People who willingly participate in happiness trainings are more likely to be successful, due to their desire to increase their happiness and good attitudes toward psychological treatment.

On the other hand, self-efficacy develops over time as people learn new abilities, gain new experiences, take risks, and persevere in their efforts to succeed. Bandura identified four major sources of self-efficacy and claimed that the interaction of these elements is what causes people to develop considerable belief or disbelief among themselves. These elements are mastery, vicarious learning, observational learning, and present state. Building efficacy through self-mastery necessitates the ability to control success expectations and accept failure positively. Self-efficacy is influenced by the successes and failures of relevant people. In order to develop self-efficacy, role models are essential. Self-efficacy is heavily influenced by person's current mental and physical states. A person who is unhappy or experiencing a serious problem, for instance, is less likely to be confident and optimistic about oneself. Positive experiences and happiness make people feel good about themselves, but negative experiences and stress make them feel vulnerable.

Therefore, it is imperative to provide more trainings to

increase the happiness portrayal of school heads and sustain their high level of self-efficacy. The proposed training program for school heads is shown in Appendix F. In developing the program, the researcher took into account the happiness portrayal of school heads based on the findings of this study as well as the four sources of self-efficacy based on the self-efficacy theory of Albert Bandura. To produce a quality, effective, and efficient school heads, the self-efficacy of school heads on their ability to perform what is expected to them based on the five (5) domains of PPSSH must be sustained at a very high level.

Conclusion

Based on the salient findings presented, the researcher was able to discover that public elementary school heads in a division are dominated by women at senior age and married. It can be said that these school leaders are experienced school heads, which are more likely to perform better. In terms of position, majority of school heads are principal I and they are master's degree holder. It implies that only few of them were able to obtain the highest position as school head, which is principal IV. And only a few of them were able to finish doctorate degree. In the overall result of the perceived happiness portrayal, school heads strongly agreed that doing good to others and finding meaning and self-realizations are the primary sources of their happiness. Meanwhile, they agreed that they can also feel happiness from being optimistic, being wealthy and powerful, and having positive connections and relations to society. It indicates that these elements are significant sources of happiness for school heads and these must be taken into consideration when developing programs or trainings for them. Generally, school heads have a very high level of self-efficacy in managing school operations and resources, focusing on teaching and learning, developing self and others, building connections, and leading strategically. It appears that school heads believe in their ability to ensure an enabling and supportive environment for effective teaching and learning through quality leadership and management. Moreover, it shows that school heads are responsive to the new demands due to the rapid changes in the educational landscape such as the K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing character of 21st century learners. Happiness from social relationship, positive thinking style, and meaning and self-realization are all predictors of school heads' self-efficacy on the entire or five (5) domains of Philippine Professional Standards for School Heads (PPSSH). Whereas, happiness from wealth and power is a

predictor of school heads' self-efficacy on three (3) domains of PPSSH, such as focusing on teaching and learning, developing self and others, and building connections. Likewise, happiness from doing good to others is a predictor of school heads' self-efficacy on three (3) domains of PPSSH, such as leading strategically, developing self and others, and building connections. Therefore, it can be said that there is a positive significant correlation between happiness portrayal and self-efficacy level of school heads. It indicates that the more they feel happy, the more they demonstrate competences in administrative positions based on PPSSH. There are significant variations on the happiness portrayal of the school heads when grouped according to their age, civil status, designation, and highest educational attainment. Therefore, these could be factors in designing programs or trainings among school heads to increase their happiness. However, how male and female school heads portray happiness is the same. There are significant variations on the overall self-efficacy of the school heads when grouped according to their age, designation, and highest educational attainment. It implies that school leaders of varying ages, positions, and degrees have various perceptions of their ability to undertake school leadership and management practices. And these could be factors in designing programs or trainings among school heads to sustain their high level of self-efficacy. It was statistically presented that happiness of school heads from wealth and power has no significant correlation with their self-efficacy in terms of leading strategically and managing school operations and resources. Likewise, their happiness from doing good to others has no significant correlation with their self-efficacy in terms of managing school operations and focusing on teaching and learning. On the other hand, there are no significant variations on the happiness portrayal of male and female school heads. Moreover, there are no significant variations on the self-efficacy level of male and female school heads in different civil status.

Based on the profile of the public elementary school heads, there is a need to level up the minimum qualification of school head position, which should require the aspiring school heads to have a doctorate degree due to the rapid changes and demands in the educational landscape. This will also help them to be easily promoted in higher administrative positions. To increase the happiness portrayal of school heads, there must be a variety of enjoyable activities for them to participate in, such as team building activities, happy hour, school heads' day, retreat, mindfulness, and financial literacy training. Self-efficacy of school heads can be sustained at a very high level through a

frequent and consistent coaching and feed backing from superiors, colleagues, and subordinates. Office awards banquet may also boost confidence, engagement and recognition among school heads. Community extension projects and various professional development activities like trainings may also sustain the very high level of self-efficacy of school heads. When the researcher evaluates this reciprocal relationship, the findings suggest that new policies or practices should be implemented in order to boost school heads' self-efficacy and happiness. Series of leadership trainings may be available to sustain very high level of self-efficacy. Social activities can also be planned to increase school heads' happiness portrayal. For other researchers, there are some suggestions as well. School heads' self-efficacy beliefs and happiness portrayal can be studied in depth using quantitative and qualitative research methods. Other variables that influence school heads' self-efficacy and happiness can be explored. Various variables that may have an impact on the self-efficacy beliefs of school administrators can be investigated.

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