

## Science of Happiness Practices of MAPEH Master Teachers: Basis for a Positive Psychology-Inspired Leadership Model

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### Abstract

This study examines the Science of Happiness practices among MAPEH master teachers at SDO Manila to develop a positive psychology-based leadership model tailored to music, art, physical education, and health educators. One hundred eighteen selected participants used a descriptive-quantitative method to complete a revised tool, approved by experts, that measured the frequency of their participation in eight activities related to happiness. The results showed that specific Science of Happiness practices were consistent across gender, age, education, marital status, length of service, and income, and that there were only weak to moderate associations between these practices and specific demographics. Notably, gender had a weak but significant association with spending time with friends and family. On the other hand, the practice of forgiving those who have wronged them showed a weak association with age, education, civil status, and length of service. Sonja Lyubomirsky's theory, which posits that life circumstances have little bearing on overall happiness, is supported by these results, highlighting the importance of intentional happiness practices for MAPEH teachers, regardless of external influences.

**Keywords:** Leadership Model, Master Teachers, Science of Happiness, Positive Psychology, and Life Circumstances

### INTRODUCTION

The educational system in the Philippines has experienced significant evolution, characterized by the integration of diverse strategies and methodologies aimed at empowering educators to achieve educational objectives effectively. This transformation seeks to equip students with adaptability in utilizing technology, fostering innovation, embracing global perspectives, and cultivating collaborative skills to navigate evolving academic circumstances (Carag, E. A., 2020). Central to this evolution is the cultivation of critical thinking and problem-solving abilities, foundational elements that highlight genuine education.

The purpose of this study is to develop a Positive Psychology-Inspired Leadership Model specifically tailored to MAPEH master teachers. This model aims to integrate positive psychology principles and Science of Happiness practices, highlighting the key role of



positive leadership in enhancing teacher well-being, optimizing instructional effectiveness, and fostering a positive school culture. Concurrently, the field of positive psychology has garnered increasing attention for its focus on understanding and promoting well-being, happiness, and flourishing in individuals and communities (Benevene et al., 2020). Within the realm of education, particularly in disciplines like Music, Arts, Physical Education, and Health (MAPEH), the integration of positive psychology principles holds vast potential to elevate teaching practices, student engagement, and overall educational outcomes.

Carag (2020) emphasizes the comprehensive role of teachers, especially MAPEH master teachers, encompassing not only the imparting of subject knowledge but also the cultivation of holistic well-being in students. Therefore, understanding the Science of Happiness practices among these educators is crucial for designing interventions that promote their well-being and, consequently, the well-being of their students. This study seeks to examine the Science of Happiness practices of MAPEH master teachers, exploring the strategies they employ to nurture their well-being amidst the challenges inherent in their profession.

By identifying these practices, the study aims to lay the foundation for the development of Positive Psychology-Inspired model tailored to the specific needs and contexts of MAPEH educators. Moreover, the study endeavors to contribute to the expanding literature on positive psychology in education, particularly within the Music, Arts, Physical Education, and Health (MAPEH) subject. The proposed Positive Psychology-Inspired model not only aims to sustain the well-being of MAPEH master teachers but also endeavors to catalyze positive effects within the educational system as a whole.

The pursuit of workplace happiness and well-being has emerged as a focal point in academic and business domains, particularly within the framework of positive psychology (Kun et al., 2022). Organizations increasingly seek to understand the elements that create engaging and motivating work environments. In the context of teachers' well-being, the study underscores the importance of happiness and well-being in both personal and social growth, especially in environments characterized by safety, support, and respect.

This study seeks to illuminate the path towards fostering flourishing educational communities, with MAPEH master teachers serving as catalysts for positive change. By fostering collaborative efforts and a commitment to holistic well-being, the study aims to create nurturing environments where both teachers and students can succeed. The study addresses a notable gap in research by focusing on solutions-oriented strategies to promote teacher well-being, offering insights into the challenges faced by educators and the potential avenues for fostering resilience and happiness within educational settings. Through this exploration, the study aims to contribute to the discourse on positive psychology in education and advance understanding of the critical role of well-being in educational leadership and effectiveness.



## CONCEPTUAL AND THEORETICAL FRAMEWORK

The framework discussed emphasizes the principles of positive psychology, aiming to foster well-being, happiness, and flourishing among individuals and communities. These principles include cultivating positive emotions, leveraging personal strengths, nurturing positive relationships, and finding meaning and purpose in life. Sustainable happiness, a novel concept within this framework, redefines sustainability education to prioritize resilient well-being for all, suggesting that happiness should be a central educational goal despite resistance to change in the education sector. This vision extends to encompassing sustainable happiness and universal well-being, potentially reshaping education's role in the 21st century (Alam, A., 2022).

Within the framework, the Science of Happiness Practices component focuses on specific strategies used by MAPEH Master Teachers to enhance their own well-being and that of their students. These practices may include fostering gratitude, practicing mindfulness, promoting acts of kindness, nurturing positive relationships, and building resilience. MAPEH teachers can also leverage technology innovatively to enhance teaching quality and participate in seminar workshops to develop as mentors (Carag, E. A., 2020). The framework underscores the importance of teacher well-being, noting that happy and fulfilled teachers are better positioned to create supportive learning environments and engage effectively with students.

Moreover, the framework proposes a Positive Psychology-Inspired Leadership Model tailored to MAPEH Master Teachers, highlighting the role of positive leadership in fostering teacher well-being, enhancing instructional effectiveness, and cultivating a positive school culture. Transformational and transactional leadership styles are identified as positive contributors to teachers' professional well-being, whereas laissez-faire leadership may have negative effects. Therefore, adopting transformational and transactional leadership behaviors is recommended to improve teachers' job-related affective well-being, ultimately contributing to teacher retention and satisfaction (Van der et al., 2020). The researcher emphasizes the significance of integrating these leadership qualities, recognizing that logical reasoning alone may not suffice, and that unchecked laissez-faire leadership can negatively impact professional well-being.

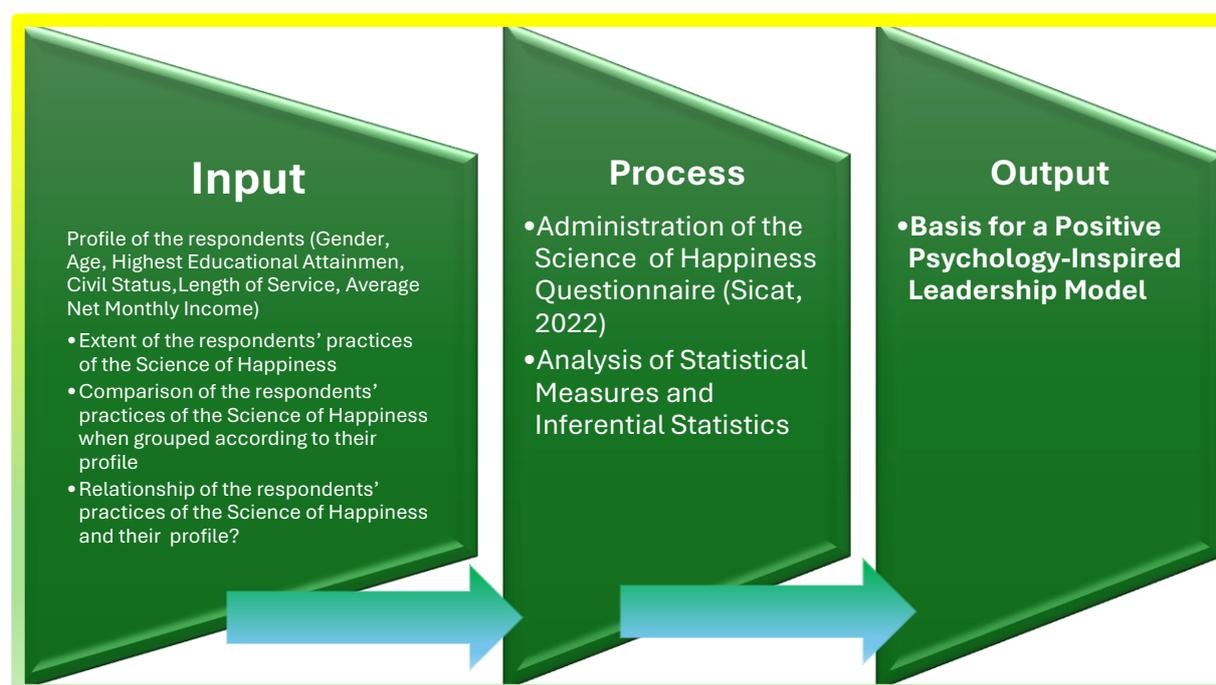
Empirical studies in positive psychology support the researcher's focus on investigating the happiness of MAPEH master teachers, given their experiences with burnout and stress. The researcher seeks to enhance master teachers' well-being by refining their teaching approaches, methods, and strategies based on positive psychology principles. Ultimately, the aim is to create a more supportive and flourishing educational environment by prioritizing teacher well-being and leveraging positive psychology insights to inform



educational practices (Ortan et al., 2021). This comprehensive framework underscores the transformative potential of integrating positive psychology and sustainable happiness principles into educational contexts, advocating for a holistic approach to well-being and leadership within the MAPEH discipline.

Figure 1 offers a comprehensive visual representation of the systematic methodology employed throughout the entirety of the study, elucidating each step from inception to conclusion in a clear and organized manner.

**Figure 1. The Research Paradigm**

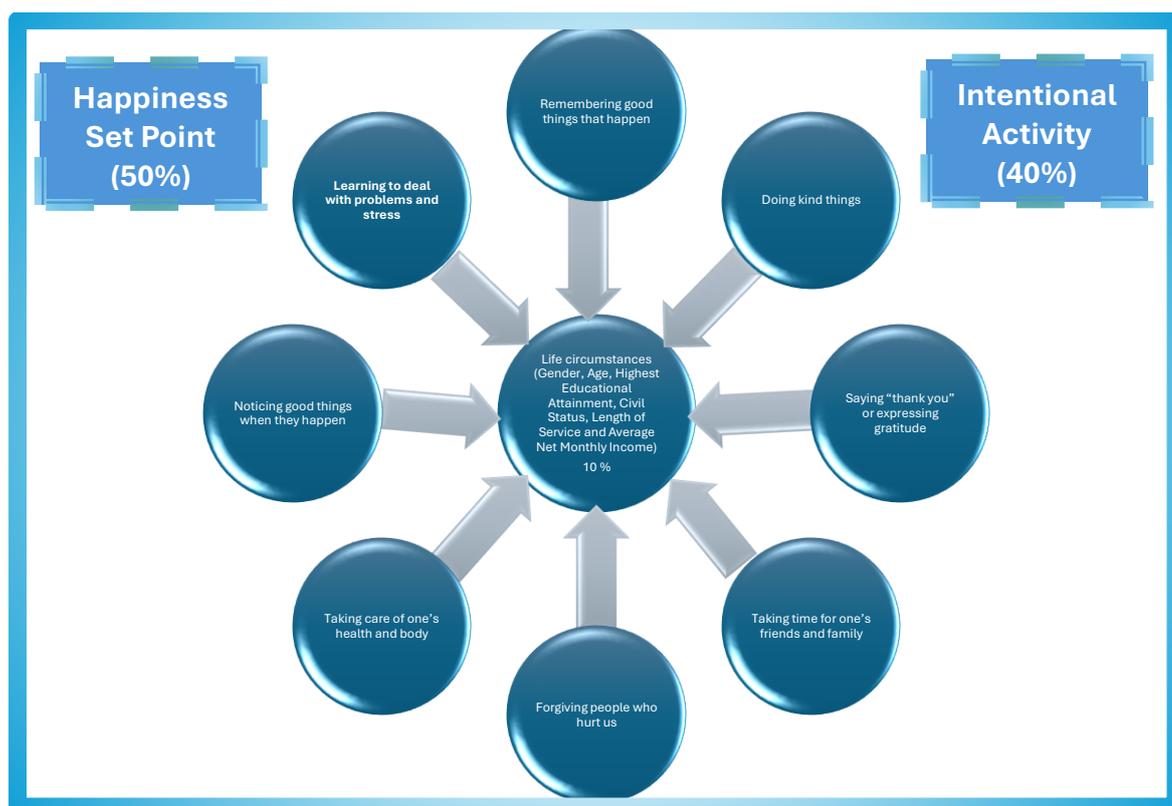


As illustrated in Figure 1, the investigation starts with the INPUT phase, which involves identifying various aspects of the respondent's profile, including gender, age, highest educational attainment, civil status, length of service, and average net monthly income. Additionally, this phase encompasses assessing the extent of participants' engagement in Science of Happiness practices, comparing these science of happiness practices based on respondent's profile, and examining the relationship between these practices and respondent's profile. Moving on to the PROCESS phase, it involves administering a researcher-adapted designed instrument and employing statistical treatment and methods to process the collected data before conducting analyses and interpretations. Finally, in the OUTPUT phase, the study provides valuable insights that inform the basis of a positive psychology-inspired leadership model.

The study is theoretically grounded in Sonja Lyubomirsky's (2007) concept of the "happiness set point," as discussed in her book, "The How of Happiness." According to

Lyubomirsky, approximately 50 percent of an individual's happiness is genetically predetermined, with 10 percent influenced by life circumstances, leaving 40 percent subject to one's own personal outlook. This suggests that a significant portion of happiness, 40 percent, is within an individual's control, determined by their thoughts, actions, and behaviors. Lyubomirsky identifies eight activities commonly practiced by happy and mentally healthy individuals, including (1) Remembering good things that happen; (2) Doing kind things; (3) Saying “thank you” or expressing gratitude; (4) Taking time for one’s friends and family; (5) Forgiving people who hurt us; (6) Taking care of one’s health and body; (7) Noticing good things when they happen; and (8) Learning to deal with problems and stress (as cited in Sicat 2019). Figure 2 provides a visual representation of these concepts and their interconnections within the study framework.

Figure 2: the Theoretical Framework from Lyubomirsky’s “Happiness Pie Chart”, as cited in Sicat 2019)



Pradhan et al.'s (2024) emphasizes the importance of deliberate positive activities in enhancing employee well-being and highlights the relevance of positive psychology in educational settings to foster increasing organizations. Specifically, it serves as a reminder for MAPEH master teachers to integrate happiness-promoting practices into their lives.

Recognizing the implications of this research, educators can create environments prioritizing well-being, benefitting both teachers and students.

The chosen theory aligns seamlessly with the researcher's objective of validating its applicability among various groups, particularly MAPEH master teachers. These educators are viewed as catalyst in promoting happiness and holistic well-being among their students and within educational organizations.

## Research Questions

This study aims to investigate the Science of Happiness practices of Music, Arts, Physical Education and Health (MAPEH) Master Teachers with the end result of developing Positive Psychology-Inspired Leadership Model.

In particular, it seeks answers to the following:

1. What is the profile of the respondents in terms of the following:
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Highest Educational Attainment
  - 1.4 Civil Status
  - 1.5 Length of Service
  - 1.6 Average Net Monthly Income?
2. What is the extent of the respondents' practices of the Science of Happiness with regard to:
  - 2.1 Remembering good things that happen
  - 2.2 Doing kind things
  - 2.3 Saying "thank you" or expressing gratitude
  - 2.4 Taking time for one's friends and family
  - 2.5 Forgiving people who hurt us.
  - 2.6 Taking care of one's health and body
  - 2.7 Noticing good things when they happen
  - 2.8 Learning to deal with problem and stress
3. How does the extent of the respondents' practices of the Science of Happiness compare when grouped according to their profile?
4. How does the extent of the respondents' practices of the Science of Happiness relate with their profile?
5. Based on the results of the study, what Positive Psychology-Inspired Model may be proposed?

## Literature Review



Employing positive emotions interventions can yield profound benefits, not only improving individuals' emotional states but also enhancing their learning skills. This statement is supported by Shafiee et al. (2023), who suggest that positive psychology interventions offer opportunities to enhance affective, personal, and educational gains. Studies exploring the Science of Happiness practices among MAPEH master teachers reveal intriguing connections to positive psychology-inspired interventions. By incorporating strategies like gratitude exercises, mindfulness practices, and strengths-based approaches, educators can boost their own emotional well-being while cultivating an environment conducive to improved learning outcomes for students. Shafiee Rad and Jafarpour (2023) highlighted the positive impact of these interventions on individuals' emotions and learning skills, highlighting positive psychology's potential to enhance both affective and educational gains.

Aydın et al. (2023) emphasize the significance of emotions in learning achievement and performance. Positive psychology interventions have demonstrated efficacy in increasing happiness, reducing anxiety, and enhancing overall well-being, as evidenced by research conducted by Marshall et al. (2020). These interventions offer promising avenues for enhancing the overall well-being of MAPEH master teachers, contributing to a more positive and supportive educational environment.

Furthermore, the connection between well-being and health is increasingly recognized in scientific literature. Kemp and Fisher (2022) assert that well-being causally affects health and longevity, even after controlling for baseline health and socioeconomic status. Hence, the importance of prioritizing well-being in educational settings, as the well-being of MAPEH master teachers not only influences their professional performance but also impacts their overall health and longevity.

Importantly, workplace well-being and happiness are closely linked to inner psychological resources such as hope and optimism, as noted by Kun and Gadanecz (2022). Fostering positive psychological traits among MAPEH master teachers can have profound implications for their overall well-being and job satisfaction. By incorporating positive psychology-inspired interventions into their professional development practices, educators can cultivate a more positive mindset and enhance their resilience in the face of challenges.

Thus, the findings on Science of Happiness practices among MAPEH master teachers highlight the potential of positive psychology-inspired interventions to improve emotional well-being, enhance learning outcomes, and promote overall health and longevity. By integrating these interventions into their daily practices, educators can create a more supportive and enriching educational environment that benefits both themselves and their students.



Various scholarly articles highlight the significance of gratitude in fostering flourishing and happiness. Watkins, McLaughlin, and Parker (2021) reveal that the strong correlation between gratitude and well-being, with experimental studies indicating that gratitude leads to increases in happiness. Given these findings, it is imperative to explore how gratitude can be cultivated and enhanced to promote overall well-being.

Moreover, research conducted by Przepiorka and Sobol-Kwapinska (2021) reveal that gratitude plays a mediating role between time perspectives and life satisfaction. This suggests that cultivating gratitude could have a profound impact on teachers' well-being and mental health, emphasizing the importance of further investigation into gratitude-enhancing practices.

In the context of noticing good things when they happen, Johnson (2020) notes the limited attention given to joy in psychology compared to other disciplines. However, integrating gratitude into daily life has been shown to yield numerous benefits, as highlighted in Hamilton's study (2024). Gratitude practices positively impact health and human functioning, contributing to overall well-being, particularly in today's society marked by stress and social isolation.

Despite MAPEH master teachers demonstrating strong gratitude practices, there is potential for improvement in finding time to share positive emotions derived from expressing gratitude. Bryan (2024) suggests that keeping a gratitude journal fosters connectedness with others, enhances pro-social behaviors, and builds resilience. Integrating gratitude practices into daily routines can cultivate a culture of appreciation and emotional well-being within the school community, benefiting both students and educators alike.

The enduring significance of family in modern society, as explored by Laura Angers in her journal titled "What Is The Importance Of Family In Modern Society?" (2024), highlights its critical role amidst technological advancements, shifting cultural norms, and evolving priorities. Despite these changes, the concept of family remains important for individuals from diverse backgrounds, providing a sense of belonging and support that contributes significantly to overall well-being.

In this light, social connectedness is recognized as essential for health and longevity, whereas isolation can exact a heavy toll on individuals and society, as noted by Kannan and Veazie (2023). Human beings are inherently social creatures, and maintaining meaningful connections with others is fundamental to our well-being. Strong social ties not only contribute to emotional and psychological health but also play a role in physical health outcomes. Individuals who have supportive relationships and a sense of community tend to experience better health and greater resilience in the face of life's challenges.

Considering the Science of Happiness practices of MAPEH master teachers, the importance of social connectedness and family support cannot be overstated. Master teachers



who cultivate strong social bonds and maintain healthy relationships within their families are likely to experience enhanced well-being and job satisfaction. These practices contribute positively to their overall resilience and effectiveness in their professional roles. Furthermore, promoting social connectedness and emphasizing the significance of family support can be integrated into the Positive Psychology-Inspired Leadership Model for MAPEH master teachers, fostering a holistic approach to well-being and leadership development.

The Science of Happiness practices of MAPEH master teachers and educators encompass a diverse range of strategies aimed at enhancing overall well-being and promoting positive mental health. Integrating gratitude into daily life has been recognized as a beneficial practice, as highlighted in Hamilton's study (2024). Gratitude practices contribute positively to health and human functioning, fostering a sense of connectedness with others and enhancing pro-social behaviors. For MAPEH master teachers, cultivating gratitude can serve as a powerful tool to enhance their resilience and job satisfaction, ultimately contributing to a positive school culture.

Furthermore, social connectedness plays a crucial role in promoting happiness and well-being, as noted by Kannan and Veazie (2023). The informal social networks among MAPEH master teachers serve as a source of affective support, emphasizing the importance of healthy support systems for mental health. Similarly, Gao's research (2023) further highlights the positive impact of social media self-efficacy on reducing loneliness and enhancing happiness among educators. Leveraging social connections and support networks can enhance the overall well-being of MAPEH master teachers and contribute to their professional satisfaction.

Moreover, embracing self-compassion and forgiveness are essential aspects of promoting psychological health and well-being among MAPEH master teachers, as suggested by Maynard (2023) and Kaygas and Kılınc (2023). These practices foster balanced perspectives on mistakes, regulate negative emotions, and promote cognitive flexibility. By integrating self-compassion and forgiveness into their daily lives, educators can enhance their emotional resilience and overall mental health, contributing to a positive work environment and effective leadership.

Finding joy and beauty in everyday experiences is another key aspect of the Science of Happiness practices among MAPEH master teachers. Sarasso's (2020) and Elbaz's (2024) studies highlight the correlation between aesthetic experiences and cognitive processes, emphasizing the role of aesthetic emotions in promoting deeper learning and well-being. Similarly, adopting a perspective of wonder and engaging in reflective activities can enhance educators' sense of fulfillment and well-being, ultimately contributing to a positive school environment.



Likely, addressing work stress and promoting effective stress management are essential components of happiness practices for MAPEH master teachers. Montano et al. (2023) emphasize the prevalence of work stress across various professions, including education, and highlight the importance of proactive stress management strategies. By identifying stressors and implementing effective coping mechanisms, educators can enhance their resilience and overall well-being, leading to improved job satisfaction and performance.

Thus, the Science of Happiness practices of MAPEH master teachers encompass a comprehensive approach to promoting well-being and enhancing job satisfaction. These practices include cultivating gratitude, fostering social connections, embracing self-compassion and forgiveness, finding joy in everyday experiences, and effectively managing work stress. By integrating these practices into their professional and personal lives, educators can create a positive and supportive school environment that promotes holistic well-being and enhances overall happiness.

## Methodology

This study utilized a descriptive-correlational approach, aiming to gather relevant data necessary for addressing the research questions effectively. The primary objective was to explore the Science of Happiness practices among MAPEH master teachers and their potential implications for a Positive Psychology-Inspired Leadership Model.

## Respondents, Research Locale and Sampling Design

This study focused on MAPEH master teachers within the SDO Manila, employing a selective sampling method. A total of 118 MAPEH master teachers participated in the study. The research instrument used was a modified survey, which had undergone approval by specialists in the Science of Happiness, such as Sicut (2019). This approval ensured the validity and reliability of the survey instrument for capturing data on the Science of Happiness practices among MAPEH master teachers. The utilization of selective sampling allowed for a targeted approach in gathering insights from this specific group of master teachers, enhancing the relevance and applicability of the study's findings to the MAPEH teaching community in SDO Manila.

## The Research Instrument

The questionnaire was divided into two (2) sections: Part 1 was titled "Profile of the Student" and included information on gender, age, length of service, highest educational attainment, civil status, and average net monthly income. Section 2: The MAPEH master teachers' Extent of the Science of Happiness Practices included the following behaviors of content and mentally well individuals: (1) Remembering good (2) Doing Kind things (3) Saying "thank you" or expressing gratitude (4) taking time for one's friends and family (5) Forgiving people who hurt us (6) taking care of one's health and body (7) Noticing good things when they happen (8) Learning to deal with problem and stress. The responses were tallied using a 4-point Likert scale: (4-Great Extent; when practiced in approximately 90% of



the time in your life; 3- Moderate Extent; when practiced in approximately 60% of the time in your life; 2- Minimal Extent; when practiced in approximately 30% of the time in your life; and 1-Not at all; when not practiced at all in your life). (as cited in Sicat, Padua & Chi, 2019).

## Data Gathering Procedures

To initiate the investigation, authorization was obtained from the Schools Division Office Manila to conduct the research across schools in Districts I to VI. A total of 118 participants took part in the study. Upon receiving approval, the researchers collaborated with school heads and faculty members to distribute the questionnaires to the participants. The instruments were collected the following day as per protocol.

## Data Processing and Analysis

Specifically, frequency and percentage were employed to characterize the profile of MAPEH master teacher respondents, while mean and standard deviation were calculated to assess the extent of their Science of Happiness practices. Additionally, Analysis of Variance (ANOVA) was utilized to compare practices across different life circumstances. To establish relationships between practices and life circumstances, Pearson's correlation coefficient ( $r$ ) was employed. Quantitative data were analyzed using Jamovi, PSPP, and Microsoft Excel.

## RESULTS AND DISCUSSION

As gleaned in the following figures, analysis and interpretation of the gathered data were summarized in the following tables.

### 1. Profile of the respondents

Table 1

Profile Variable	F	%
Sex		
Male	41	34.7
Female	74	62.7
LGBTQ	3	2.5
<b>Total</b>	<b>118</b>	<b>100</b>
Age		
56-65 Years Old	9	7.6
46-55 Years Old	23	19.5
36-45 Years Old	61	51.7
25-35 Years Old	25	21.1
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Highest Attainment</b>		
Doctorate Degree	3	2.5
MA with Doctorate	6	5.0
Master's Degree	10	8.5



BS Degree w/ MA	38	32.20
BS Degree	61	51.7
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Civil Status</b>		
Married	74	62.7
Single	39	33.1
Separated	5	4.2
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Length of Service</b>		
6-10 Years	10	8.9
11-15 Years	23	19.5
16-20 Years	47	39.8
21-25 Years	14	11.9
26-30 Years	22	18.6
31-35 Years	2	1.7
5 Years below	0	0
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Monthly Net Income</b>		
5,000-9,999	5	4.23
10,000-19,999	48	40.67
20,000-29,999	18	15.25
30,000-39,999	45	38.13
40,000-50,000	2	1.7
<b>Total</b>	<b>118</b>	<b>100</b>

Out of the 118 participants, 41 respondents (34.7%) identified as male, 74 (62.7%) as female, and 3 (2.5%) as LGBT. Regarding age distribution, the 36-45 age attainment, the majority, comprising over 61 participants (51.7%), held a BS Degree, while the smallest group, with only 3 participants (2.5%), held a doctorate degree.

In relation to civil status, the majority group accounted for the highest number, with 61 participants (51.7%), while the 56-65 age group had the fewest participants, with only 9 (7.6%). In terms of educational of participants, numbering 74 (62.7%), were married, followed by 39 (33.1%) who were single, and 5 (4.2%) who were separated. Concerning length of service, the highest number of participants, 47 (39.8%), had 16-20 years of service, while the lowest number, only 2 (1.7%), had 31-35 years of service. Lastly, in terms of monthly net income, the most common range was 10,000 to 19,999, with 48 participants (40.67%), while the least common range was 40,000 to 50,000, with only 2 participants (1.7%).

**Table 2 Extent of the Science of Happiness Practices (Remembering good things that happen)**

Science of Happiness Practices	Mean	SD	V.I.
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2.1.1	I treasure the time when I felt very happy.	3.97	0.182	Very Great Extent
2.1.2	I recall the time when I felt very successful.	3.95	0.221	Very Great Extent
2.1.3	I recollect the moment when I felt so loved.	3.93	0.252	Very Great Extent
2.1.4	I appreciate the situation when I felt so lucky or blessed.	3.98	0.130	Very Great Extent
2.1.5	I reminisce about the moment when I felt so confident and proud.	3.92	0.280	Very Great Extent
2.1.6	I call to mind the time when I felt so peaceful.	3.97	0.182	Very Great Extent
<b>Overall Mean and Standard Deviation</b>		<b>3.95</b>	<b>0.163</b>	<b>Very Great Extent</b>

In general, MAPEH master teachers demonstrate a remarkable ability to recall positive experiences in their lives, as indicated by an overall mean score of 3.95 and a standard deviation of 0.163. Specifically, they excel in "appreciating the situation when they felt so lucky or blessed," with a mean score of 3.98 and a standard deviation of 0.130. These findings align with Sicat's (2017) study, which observed that master teachers make time to cherish moments of happiness and joy.

Research suggests numerous strategies to enhance happiness, including the practice of appreciating the little things in life. Empirical studies have shown that cultivating a habit of appreciation is associated with increased feelings of happiness. Moreover, adopting a positive appreciation style involves shaping one's perception of events and influencing emotional reactions and behavior (May 2024). Additionally, studies indicate a positive relationship between gratitude and the sense of meaning in life, suggesting that higher levels of meaning correspond to greater appreciation (Sulistio 2024).

However, there may be room for improvement in certain areas, such as reminiscing about moments when individuals felt confident and proud, with a mean score of 3.92 and a standard deviation of 0.280. The study "Holistic Recollection via Pattern Completion Involves Hippocampal Subfield," published in the Journal of Neuroscience, explores the phenomenon of episodic memories and holistic recollection. This research suggests that recalling memorized events comprehensively is akin to everyday experiences of recalling past life events and memories (Grande, 2019). Such recollection methods could be particularly beneficial for reliving happy moments, such as successes in various activities.

During informal conversations in training sessions, respondents expressed experiencing numerous successes in their lives and moments of confidence and pride. However, they noted spending less time reflecting on these moments, indicating a desire for greater happiness and fulfillment.

**Table 3 Extent of the Science of Happiness Practices (Doing kind things)**

Science of Happiness Practices	Mean	SD	V.I.
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1. I offer a helping hand to those in need (e.g. money or in-kind donations, helping an old man/woman cross the street, etc.).	3.92	0.267	Very Great Extent
2. I give away sincere compliments to most people I deal with.	3.89	0.314	Very Great Extent
3. I share my precious time with other people (e.g. listening to a friend who has a problem, free tutoring/advising, visiting the sick, attending a wake, etc.).	3.87	0.359	Very Great Extent
4. I greet the people I meet with a friendly or delightful smile including those who are not fond of smiling.	3.91	0.292	Very Great Extent
5. I volunteer for a worthy cause in school or community activities.	3.26	0.442	Very Great Extent
6. I influence other people to do kind things.	3.21	0.410	Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.68</b>	<b>0.197</b>	<b>Very Great Extent</b>

Based on the study's findings, MAPEH Master Teachers demonstrate a very great extent of doing things (Mean=3.68; S.D.=0.197). Specifically, they exhibit commendable behavior by offering assistance to those in need, such as through monetary or in kind donations support, helping elderly individuals in crossing streets, and similar actions.

Kindness among teachers promotes positive collaboration, trust, and mutual respect among colleagues, ultimately fostering a supportive and productive work environment. Teachers who demonstrate kindness inspire their peers to emulate similar behaviors, resulting in stronger relationships and increased effectiveness within teaching teams. Compliments have the ability to uplift spirits and encourage social bonding. Indeed, offering compliments can be seen as a form of leadership and influence, as positive individuals tend to attract and inspire others to emulate their behavior (Di Palma, 2024). Despite facing numerous challenges in their professional and personal lives, MAPEH Master Teachers derive happiness from these acts of kindness.

However, there is room for improvement in influencing other people to do kind things, as indicated by a lower mean score of 3.21 with a standard deviation of 0.410. The study likely explores the implications associated with influencing others to perform acts of kindness. The act of Kindness promotes positive team dynamics by encouraging collaboration, trust, and mutual respect among team members. Leaders who demonstrate kindness inspire others to follow suit, leading to stronger relationships and increased productivity within teams. Kindness plays a pivotal role in shaping organizational culture. When leaders prioritize kindness in their interactions and decision-making processes, it sets a precedent for compassion throughout the organization. A culture of kindness fosters higher levels of employee engagement, loyalty, and job satisfaction (Zu, L. (2023). This study underscores the significance of kindness in the context of teaching and educational



leadership. Furthermore, kindness plays a crucial role in shaping the culture of educational institutions. When school leaders prioritize kindness in their interactions and decision-making processes, they set a precedent for compassion throughout the school community. A culture of kindness not only enhances teacher morale and job satisfaction but also contributes to higher levels of student engagement and academic success. This in fact, integrating kindness into teaching practices and leadership approaches creates a nurturing and inclusive educational environment where both teachers and students thrive.

**Table 4. Extent of the Science of Happiness Practices (Saying "thank you" or expressing gratitude)**

Science of Happiness Practices	Mean	SD	V.I.
1. I express my gratefulness verbally and or non-verbally to the people who have done good things for me.	3.98	0.130	Very Great Extent
2. I find time to reflect on my contributions, others around me, and meaningful events in my surroundings (e.g. keeping a gratitude journal).	3.93	0.252	Very Great Extent
3. I appreciate and find pleasure in most of the good things that happen in my day-to-day life (e.g. counting one's blessings).	3.90	0.304	Very Great Extent
4. I find time to share among other people through brief conversations the positive emotions I have obtained from expressing gratitude.	3.88	0.325	Very Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.92</b>	<b>0.203</b>	<b>Very Great Extent</b>

As indicated in the table, MAPEH Master teachers consistently demonstrate a high level of gratitude, with a mean score of 3.92 and a standard deviation of 0.203. Specifically, they express gratitude verbally and non-verbally to those who have done good deeds, with a mean score of 3.98 and a standard deviation of 0.130. Expressing gratitude is indeed a fundamental aspect of human relationships, whether in professional or personal interactions.

In the recent article "Managing People With Compassion: Social Responsibility," the importance of expressing gratitude verbally, through phrases like "Thank you" or "appreciating your kindness," is emphasized. Non-verbal expressions of gratitude, such as smiling or nodding, are also highlighted. Additionally, the author suggests that writing thank-you notes or showing gratitude through actions, like offering assistance, can significantly uplift someone's emotions (Zu, L. (2023)). Integrating gratitude into daily life has been



shown to have numerous benefits, as highlighted in Hamilton's study (2024). Gratitude practices can impact health and human functioning positively, contributing to overall well-being. In today's society, characterized by stress and social isolation, promoting gratitude from childhood through adulthood can provide essential reinforcement for optimal health and well-being. Studies have shown that keeping a gratitude journal can foster a sense of connectedness with others, enhancing pro-social behaviors and resilience (Bryan, 2024).

While MAPEH master teachers demonstrate strong gratitude practices, there is room for improvement in finding time to share positive emotions obtained from expressing gratitude. Despite recording a high mean score, this aspect received the lowest ranking among respondents, suggesting potential discomfort with this practice. However, by integrating gratitude practices into their daily routines, MAPEH master teachers can cultivate a culture of appreciation and emotional well-being within the school community, benefiting both students and educators alike.

**Table 5 Extent of the Science of Happiness Practices (Taking time for one's friends and family)**

Science of Happiness Practices	Mean	SD	V.I.
1. I spend quality time with my friends and family while avoiding distractions such as texting, surfing the Internet, etc. when I am with them.	3.90	0.304	Very Great Extent
2. I communicate with my friends, family, and loved ones through any of the following means: phone calls, texting, or social media.	3.86	0.344	Very Great Extent
3. I maintain an active circle of friends or companions.	3.93	0.252	Very Great Extent
4. I express emotional and tangible support to my family, friends, supervisors, and colleagues.	3.88	0.325	Very Great Extent
5. I show my affection to the members of my family and loved ones verbally.	3.85	0.361	Very Great Extent
6. I show my affection to the members of my family and loved ones non-verbally.	3.84	0.369	Very Great Extent
7. I take delight in my friends', family members' or loved ones' triumphs or successes.	3.92	0.280	Very Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.88</b>	<b>0.247</b>	<b>Very Great Extent</b>

Overall, the happiness practices of MAPEH master teachers achieved an overall mean of 3.88 with a standard deviation of 0.247. Specifically, the master teachers excelled in maintaining an active circle of friends or companions (Mean= 3.93; S.D. = 0.252), indicating a very great extent of engagement in social interactions.

These findings align with Rabelo et al.'s study (2024), which highlighted the informal nature of social networks among MAPEH master teachers, serving as a source of



affective support through regular visits. Insufficient social support was associated with factors such as gender, dependence on daily living activities, and symptoms of anxiety and depression, emphasizing the importance of robust support systems for mental health. Gao's research (2023) further supported these findings, demonstrating a strong correlation between higher social media self-efficacy and positive outcomes such as increased informational use, reduced loneliness, higher self-esteem, and greater happiness. Leveraging social media platforms can potentially enhance social support and overall happiness among MAPEH Master Teachers.

However, MAPEH master teachers seem to lack opportunities to show affection to their family members and loved ones non-verbally (Mean=3.84; S.D.=0.369). Spending quality time with friends and family is crucial for mental well-being and relationship satisfaction, as emphasized by Sicat (2019). Duncan's study (2021) highlighted the significant health benefits of affectionate communication, including improved cardiovascular health, stress management, and mental well-being. Similarly, Floyd's research (2023) emphasized the positive correlation between affectionate communication and physical and mental health.

Hence, fostering strong social connections and engaging in affectionate communication are vital components of the happiness practices of MAPEH Master Teachers. Prioritizing time with loved ones and expressing affection can enhance overall well-being and resilience in both personal and professional life.

**Table 6. Extent of the Science of Happiness Practices (Forgiving people who hurt us)**

Science of Happiness Practices	Mean	SD	V.I.
1. I find time to seek forgiveness for myself for all my shortcomings or mistakes.	3.25	0.452	Great Extent
2. I reflect on the mistakes other people have made to me by examining my thoughts, feelings, and behaviors in detail.	3.31	0.676	Very Great Extent
3. I express my feelings in a peaceful means (non-threatening language) towards those people who hurt me telling them how their actions affected me (e.g. face-to-face or in writing).	3.32	0.693	Very Great Extent
4. I extend my heartfelt forgiveness to those people who hurt me.	3.29	0.693	Very Great Extent
5. I let go of the ill feelings such as hurt and anger I have for myself and those who have done me wrong.	3.30	0.671	Very Great Extent
6. I empathize with the people who hurt me by considering their thoughts, feelings, and intentions.	3.53	0.501	Very Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.33</b>	<b>0.485</b>	<b>Very Great Extent</b>



In the presented data, the overall practice among MAPEH master teachers scored an average mean of 3.33, with a standard deviation of 0.485, indicating a very great extent engagement in the measured activities. Particularly in their adeptness in empathizing with individuals who have caused them distress, scoring an impressive mean of 3.53 with a standard deviation of 0.501.

Martinsone (2023) underscores the importance of empathy in fostering positive school environments and enhancing teacher-student relationships, emphasizing effective communication and ongoing professional growth as key factors. Similarly, Tsitsas (2023) highlights the positive correlation between self-compassion, resilience, and subjective happiness, suggesting that cultivating self-compassion can enhance overall well-being, including that of teachers. However, MAPEH master teachers appear to face challenges in allocating time to seek forgiveness for their own mistakes or shortcomings, with a mean score of 3.25 and a standard deviation of 0.452, indicating a significant need for improvement in this area.

Maynard's (2023) research suggests that embracing self-compassion and forgiveness can positively impact psychological health by fostering balanced perspectives on mistakes and regulating negative emotions. Likewise, Kaygas and Kılınç (2023) highlight the role of self-forgiveness in predicting cognitive flexibility, which in turn influences psychological well-being. Their findings stress the interconnectedness of self-forgiveness, cognitive flexibility, and overall mental health, advocating for a holistic approach to promoting teacher well-being. Thus, these studies emphasize the importance of empathy, self-compassion, and forgiveness in enhancing the emotional resilience and subjective well-being of MAPEH master teachers, thus contributing to their overall happiness and fulfillment in both personal and professional spheres.

**Table 7 Extent of the Science of Happiness Practices (Taking care of one's health and body)**

Science of Happiness Practices	Mean	SD	V.I.
1. I exercise at least 3 times a week.	3.63	0.582	Very Great Extent
2. I practice proper hygiene.	3.78	0.416	Very Great Extent
3. I eat a well-balanced diet.	3.11	0.314	Great Extent
4. I refrain from eating junk food.	3.10	0.304	Great Extent
5. I get enough sleep.	3.14	0.353	Great Extent
6. I drink an adequate amount of water every day.	3.16	0.369	Great Extent
7. I visit the doctor for a regular medical examination.	3.15	0.361	Great Extent
8. I find time to smile and laugh.	3.90	0.355	Very Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.37</b>	<b>0.185</b>	<b>Very Great Extent</b>



The data from MAPEH master teachers reveals an overall engagement score of 3.37, with a standard deviation of 0.185, indicating a very great extent of involvement in the measured activities. Particularly noteworthy is their excellence in finding time to smile and laugh (Mean=3.90; S.D.=0.355), indicating a very great extent of involvement, indicative of their inclination towards happiness as a means of coping with stress and anxiety. This underscores the therapeutic benefits of laughter, as highlighted in various studies on well-being and happiness. Laughter not only improves mood and strengthens the immune system but also fosters connections with others, promotes forgiveness, and enhances overall mental and physical health (Robinson, Smith, & Segal, 2023). Similarly, Love, Bowler, & Bowler (2020) emphasize the positive impact of humor in the workplace, fostering creativity and positivity.

Furthermore, respondents also revealed a tendency to refrain from consuming junk food (Mean = 3.10, S.D.=0.304), indicating a very great extent of involvement, as highlighted in Mamir's study (2023), which underscores the importance of dietary habits in maintaining physical and mental well-being. Junk food consumption has been linked to adverse effects on children's mental and metabolic health, contributing to psychological distress and childhood obesity (Singh, 2021). These findings emphasize the interconnectedness of diet, physical activity, and mental health, underscoring the significance of healthy lifestyle practices among MAPEH Master Teachers to promote overall well-being and happiness.

**Table 8. Extent of the Science of Happiness Practices (Noticing good things when they happen)**

Science of Happiness Practices	Mean	SD	V.I.
1. I demonstrate mindfulness in my current life experiences.	3.90	0.304	Very Great Extent
2. I take delight in momentary pleasures, wonders, and moments that seem magical.	3.88	0.325	Very Great Extent
3. I savor and reminisce positive experiences with my family, friends, or loved ones by repetitively replaying in my mind my happiest life events.	3.92	0.280	Very Great Extent
4. I open myself to the beauty of the people and things around me.	3.93	0.252	Very Great Extent
5. I open myself to the excellence of the people and things that surround me.	3.89	0.314	Very Great Extent
<b>Overall Mean and Standard Deviation</b>	<b>3.90</b>	<b>0.262</b>	<b>Very Great Extent</b>

Overall, the MAPEH master teachers demonstrate a keen awareness of positive occurrences, as evidenced by a mean score of 3.90 with a standard deviation of 0.262, indicating a very great extent. Particularly noteworthy is their inclination to appreciate the beauty of people and their surroundings, as indicated by a mean score of 3.93 and a standard deviation of 0.252, reflecting a very great extent of engagement in this behavior. Recognizing



and embracing beauty in both individuals and their environment appears to be a common practice among them. Sarasso's (2020) and Elbaz's (2024) studies reveal a strong correlation between aesthetic experiences and cognitive processes, especially in the realms of learning and well-being. Sarasso proposes that experiencing aesthetic emotions serves as a mechanism for hedonic feedback, prompting individuals to pause and engage in deeper learning.

This theory finds support in neuropsychological and neuroimaging research, which illustrates the activation of dopamine-related reward circuits in response to aesthetic stimuli. Furthermore, Sarasso suggests potential applications of this theory in clinical and educational contexts, emphasizing its role in enhancing learning outcomes and promoting cognitive health. Similarly, Elbaz underscores the enduring importance of beauty throughout history, suggesting that appreciating beauty not only enriches our understanding of the world but also contributes to overall well-being. Together, these studies underscore the significance of incorporating aesthetic experiences into educational practices, particularly for MAPEH Master Teachers, as a means of fostering happiness, cognitive development, and holistic learning.

On the other hand, there is room for improvement in their ability to find joy in transient pleasures, wonders, and magical moments, with a mean score of 3.88 and a standard deviation of 0.325. Cultivating happiness and well-being entails embracing fleeting joys, marveling at the extraordinary, and cherishing magical moments. MAPEH Master Teachers stand to benefit from appreciating remarkable moments, embracing fleeting delights, and marveling at miracles in their pursuit of happiness and well-being. Smith and Kawabata (2024) suggest that finding pleasure in events can enhance overall life satisfaction by emphasizing the importance of resonant pleasure as a technique linking happiness with well-being. Similarly, Van de Goor et al. (2020) highlight the potential for meaning in every instant, advocating for awe-inspiring thinking that allows individuals to find significance in everyday life. Thus, MAPEH Master Teachers can uncover a wide array of meaningful moments by adopting a perspective of wonder and engaging in reflective activities such as the "wonderful life questions," ultimately enhancing their sense of fulfillment and well-being.

**Table 9. Extent of the Science of Happiness Practices (Learning to deal with problems and stress)**

Science of Happiness Practices	Mean	SD	V.I.
2.8.1 I find time to figure out where the problem or stress is coming from.	3.12	0.587	Great Extent
2.8.2 I seek advice from someone about what to do to solve my problems.	3.36	0.634	Very Great Extent
2.8.3 I treat problems as opportunities for learning and improvement.	3.14	0.603	Great Extent
2.8.4 I always bear in mind that the problems I encounter will simply pass.	3.18	0.564	Great Extent



2.8.5	I face my problems in life squarely.	3.31	0.700	Very Great Extent
2.8.6	I engage in pleasant activities (e.g. watching movies or picnics with friends).	3.25	0.602	Great Extent
2.8.7	I turn to my religious beliefs/practices.	3.17	0.617	Great Extent
<b>Overall Mean and Standard Deviation</b>		<b>3.22</b>	<b>0.537</b>	<b>Great Extent</b>

The participants' strong group problem-solving and stress-handling skills are demonstrated by their mean score of 3.22 and standard deviation of 0.537 indicating a great extent. Their skill in asking for help from others to deal with personal issues is especially impressive; they received an average score of 3.36 with a standard deviation of 0.634, indicating that this is a very common practice. It is commonly acknowledged that seeking advice from others is advantageous, supporting well-informed decision-making and ultimately improving the quality of patient care. The significance of cultivating a culture of efficient advice-seeking is emphasized by Akbari-Kamrani et al. (2024), particularly in hospital settings. Their research also emphasizes advisers' innate desire to improve their standing, which is especially clear in situations where there are social hierarchies.

Seeking guidance from others is a common practice among MAPEH master teachers, who acknowledge it as a useful approach to problem-solving within the framework of happy practices. Furthermore, with a mean score of 3.12 and a standard deviation of 0.587, the allocation of time to identify the source of stress or difficulties is critical for effective problem-solving and stress management. The abundant character of work stress in a variety of professions, including education, is highlighted by Montano et al. (2023), who attribute it to the stresses of the workplace and the demands of contemporary living. Similar to this, Pascoe et al. (2020) draw attention to the negative impacts of academic stress on long-term results and academic performance, highlighting the connection between academic stress and decreased accomplishment, motivation, and dropout risk. As a result, a key component of MAPEH Master teachers' happiness practices is figuring out the causes of stress or other problems. By facilitating efficient stress management and problem-solving, this proactive approach promotes resilience and general well-being.

**Table 10. Summary of the extent of the respondents' practices of the Science of Happiness**

Science of Happiness Practices	Mean	SD	V.I.
1. Remembering good things that happen	3.95	0.163	Very Great Extent
2. Doing kind things	3.68	0.197	Very Great Extent
3. Saying "thank you" or expressing gratitude	3.92	0.203	Very Great Extent
4. Taking time for one's friends and family	3.88	0.247	Very Great Extent
5. Forgiving people who hurt us	3.33	0.485	Very Great Extent
6. Taking care of one's health and body	3.37	0.185	Very Great Extent
7. Noticing good things when they happen	3.90	0.262	Very Great Extent
8. Learning to deal with problem and stress	3.22	0.537	Great Extent

Table 10 shows the extent of the respondents' practices of the Science of Happiness. As found in the study, MAPEH master teachers excel in remembering good things that



happen in their lives to a very great extent as evidenced by an overall mean of 3.95 and a standard deviation of 0.163. While forgiving people who hurt them has a mean of 3.33 with a standard deviation of 0.485, interpreted as very great extent also.

The Lindseth et al. (2022) study highlights how crucial it is to comprehend life's meaning in relation to our shared reality. The idea of the "life world" acts as a helpful reminder to approach this information without bias or preconceptions that can narrow our viewpoint. According to Lindseth, deeply ingrained societal habits of thought can occasionally mask the enormous difficulty of fully appreciating life's experiences. Relating this to the study of Science of Happiness practices among MAPEH master teachers, which serves as a basis for a positive psychology-inspired approach, we can draw parallels in terms of mindset and openness.

Similar to Lindseth's advocacy for a more nuanced view of life experiences, positive psychology urges people to develop a mindset that is open to happiness and well-being, including educators. Thus, teachers can take on the job of encouraging happiness and fulfillment in themselves, their pupils, and their colleagues by eschewing inflexible or constrained thought habits. The research conducted by Jangbar (2023) and Abbott (2024) provides insight into the notion of forgiveness in regard to interpersonal connections and cultural perceptions. While Abbott's research explores the complex mechanics of forgiveness in preserving, mending, or dissolving human relationships, Jangbar's research focuses on the broad premise that forgiveness is advantageous. These results demonstrate that forgiveness is a typical human interaction that sociologists have not given enough attention to.

For MAPEH master teachers, integrating forgiveness into their leadership model can have profound implications. By embracing forgiveness, educators can create supportive and inclusive learning environments that promote growth and resilience among students and colleagues. Forgiveness nurtures empathy, reduces conflict, and enhances collaboration, which are essential aspects of effective leadership within educational settings. In the perspective of a positive psychology-inspired leadership model, forgiveness serves as a cornerstone for building trusting relationships and promoting emotional well-being. MAPEH master teachers who embody forgiveness are better equipped to handle challenges, resolve conflicts, and foster a culture of compassion and understanding. This not only enhances teacher satisfaction and effectiveness but also contributes to a more positive and cohesive educational community.

Thus, the studies of Jangbar and Abbott underscore the importance of forgiveness in human relationships, a concept that resonates with the principles of positive psychology. Integrating forgiveness into the science of happiness practices of MAPEH master teachers can enrich their leadership model by promoting empathy, resilience, and harmonious relationships, ultimately contributing to a more supportive and flourishing educational environment.



**Table 11. Comparison of Respondent’s When grouped by Sex/Gender**

Dimension	Groups	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	Male (n=41)	3.95	0.1685	0.146	0.864	Not Significant
	Female (n=74)	3.95	0.1644			
	LGBTQ (n=3)	4.00	0.0000			
Doing kind things	Male (n=41)	3.72	0.2095	7.197	0.001	Significant
	Female (n=74)	3.64	0.1767			
	LGBTQ (n=3)	4.00	0.0000			
Saying “thank you” or expressing gratitude	Male (n=41)	3.87	0.2380	2.180	0.118	Not Significant
	Female (n=74)	3.95	0.1803			
	LGBTQ (n=3)	4.00	0.0000			
Taking time for one’s friends and family	Male (n=41)	3.79	0.2912	4.734	0.011	Significant
	Female (n=74)	3.93	0.2092			
	LGBTQ (n=3)	4.00	0.0000			
Forgiving people who hurt us	Male (n=41)	3.29	0.4250	1.114	0.332	Not Significant
	Female (n=74)	3.37	0.5209			
	LGBTQ (n=3)	4.00	0.0000			
Taking care of one’s health and body	Male (n=41)	3.46	0.2519	4.734	0.011	Significant
	Female (n=74)	3.31	0.1040			
	LGBTQ (n=3)	4.00	0.0000			
Noticing good things when they happen	Male (n=41)	3.86	0.2809	0.855	0.428	Not Significant
	Female (n=74)	3.92	0.2560			
	LGBTQ (n=3)	4.00	0.0000			
	Male	3.35	0.4630	1.978	0.143	Not



Learning to deal with problem and stress	(n=41)	3.16	0.5735	Significant
	Female			
	(n=74)			
	LGBTQ			
	(n=3)	4.00	0.0000	

As exhibited in the table 11, regardless of their gender, the respondents mostly did not differ in their Science of Happiness practices. Only taking care of one's body and health was deemed significant. This means that taking care of one's body and health based on gender entails acknowledging the intersection psychosocial, and healthcare access factors that influence health behaviors and outcomes.

In the context of the Science of Happiness practices among MAPEH Master Teachers, gender serves as an independent variable that does not significantly influence their engagement in happiness-related practices, as indicated by the data presented in the Table. Ndoya et al. (2024) found similarities in overall life satisfaction between men and women, suggesting that gender does not inherently dictate levels of happiness. However, gender equality has been linked to increased happiness, with greater effects observed in democratic or high-income countries. Gender also plays a role in the psychological well-being of older adults, with men scoring higher in certain domains such as self-acceptance and autonomy. Notably, both masculine and feminine traits contribute to psychological well-being, albeit with a stronger effect observed for masculine traits. Additionally, education is associated with psychological well-being, particularly for females. Alkan and Kavalcı (2023) suggest implementing initiatives to enhance happiness levels for both genders, focusing on emotional support and improved healthcare.

On the other hand, Martin-Maria et al. (2023) found differences in subjective well-being levels and frequencies of healthy behaviors between women and men. This indicates that subjective well-being interventions should consider gender-specific differences in behavior frequencies. Despite these variations, the overall finding suggests that gender does not significantly impact the Science of Happiness practices among MAPEH Master Teachers, highlighting the importance of considering gender-specific factors when designing interventions aimed at promoting subjective well-being.

**Table 12. Comparison of Respondent's When grouped by Age**

Dimension	Age Groups	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	56-65	3.93	0.1690	0.725	0.539	Not Significant
	46-55	3.93	0.2175			
	36-45	3.95	0.1714			
	25-35	3.99	0.0333			
	56-65	3.78	0.1863			



Doing kind things	46-55	3.69	0.1966			Not Significant
	36-45	3.66	0.2205			
	25-35	3.67	0.1273			
Saying “thank you” or expressing gratitude	56-65	3.92	0.2500	0.446	0.720	Not Significant
	46-55	3.93	0.1352			
	36-45	3.91	0.2335			
	25-35	3.96	0.1561			
Taking time for one’s friends and family	56-65	3.95	0.1010	1.718	0.167	Not Significant
	46-55	3.84	0.2962			
	36-45	3.85	0.2754			
	25-35	3.97	0.1033			
Forgiving people who hurt us	56-65	3.17	0.4714	2.700	0.049	Significant
	46-55	3.16	0.4727			
	36-45	3.35	0.4506			
	25-35	3.52	0.5343			
Taking care of one’s health and body	56-65	3.35	0.1215	0.618	0.604	Not Significant
	46-55	3.42	0.2600			
	36-45	3.36	0.1827			
	25-35	3.37	0.1192			
Noticing good things when they happen	56-65	3.89	0.3333	0.424	0.737	Not Significant
	46-55	3.87	0.2991			
	36-45	3.90	0.2624			
	25-35	3.95	0.2023			
Learning to deal with problem and stress	56-65	3.22	0.8333	0.904	0.442	Not Significant
	46-55	3.09	0.4849			
	36-45	3.29	0.5612			
	25-35	3.17	0.3704			

The table shows that the Science of Happiness practices among MAPEH master teachers remain consistent not significant across different age groups, indicating a shared sense of happiness regardless of age. This observation underscores the resilience and stability of happiness practices within this demographic.

The long-term effects of certain life events on subjective happiness are discussed by Jung and Gil (2024), with a focus on males in their late 30s and early 40s. This emphasizes the significance of comprehending the trajectory of happiness over the lifespan by implying that early impacts, such as college experiences, can have long-lasting effects on happiness levels.

Similarly, Galambos et al. (2020) show that well-being generally follows a U-shaped curve throughout life, peaking in the 20s, falling in midlife, and then climbing once more in old age. Although there are differences in extrinsic drive between the sexes, this pattern is constant, with men scoring higher in younger age groups. In the context of MAPEH master teachers, these findings offer valuable insights into the dynamics of happiness across different stages of life. Understanding how happiness evolves over time and the factors influencing it can inform targeted interventions and support strategies to promote sustained well-being among educators. By recognizing the nuances of happiness practices across age groups and



genders, educators can tailor their approaches to better meet the diverse needs of their students and themselves, fostering a more supportive and fulfilling learning environment.

**Table 13. Comparison of Respondent’s When grouped by Highest Educational Attainment**

Dimension	Educational Attainment Groups	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	BS Degree	3.95	0.1620	0.2295	0.921	Not Significant
	BS Degree with MA	3.95	0.1737			
	Master's Degree	3.93	0.2108			
	Master's Degree with Doctorate Unit	4.00	0.0000			
	Doctorate Degree	4.00	0.0000			
Doing kind things	BS Degree	3.68	0.1740	0.0727	0.990	Not Significant
	BS Degree with MA	3.68	0.1935			
	Master's Degree	3.65	0.3375			
	Master's Degree with Doctorate Unit	3.69	0.2453			
	Doctorate Degree	3.67	0.0000			
Saying “thank you” or expressing gratitude	BS Degree	3.93	0.2158	0.2043	0.936	Not Significant
	BS Degree with MA	3.91	0.2207			
	Master's Degree	3.95	0.1054			
	Master's Degree with Doctorate Unit	3.92	0.1291			
	Doctorate Degree	4.00	0.0000			
Taking time for one’s friends and family	BS Degree	3.93	0.1962	2.2772	0.065	Not Significant
	BS Degree with MA	3.85	0.2864			
	Master's Degree	3.80	0.3313			
	Master's Degree with Doctorate Unit	3.69	0.2289			
	Doctorate Degree	4.00	0.0000			
Forgiving people who hurt us	BS Degree	3.52	0.4661	5.1454	0.001	Significant
	BS Degree with MA	3.13	0.4508			
	Master's Degree	3.17	0.4006			
	Master's Degree with Doctorate Unit	3.14	0.3401			
	Doctorate Degree	4.00	0.0000			



Taking care of one's health and body	Doctorate Degree	3.17	0.6006	1.8932	0.116	Not Significant	
	BS Degree	3.37	0.1604				
	BS Degree with MA	3.35	0.1825				
	Master's Degree	3.39	0.2390				
	Master's Degree with Doctorate Unit	3.56	0.3036				
	Doctorate Degree	3.33	0.0722				
	BS Degree	3.91	0.2795				
Noticing good things when they happen	BS Degree with MA	3.94	0.1855	1.5954	0.180	Not Significant	
	Master's Degree	3.72	0.4022				
	Master's Degree with Doctorate Unit	3.87	0.2066				
	Doctorate Degree	4.00	0.0000				
	BS Degree	3.26	0.4242				
Learning to deal with problem and stress	BS Degree with MA	3.17	0.6966	0.2683	0.898	Not Significant	
	Master's Degree	3.26	0.4249				
	Master's Degree with Doctorate Unit	3.12	0.4372				
	Doctorate Degree	3.10	1.0135				

As depicted in the table 13, respondents across various highest educational attainment categories demonstrate similar practices in the Science of Happiness, except for the aspect of forgiving people who hurt them. It was found that certain groups of respondents exhibited greater proficiency in forgiving the people who hurt them.

The study by Lee et al. (2020) underscores the importance of teacher qualification in educational outcomes, suggesting that highly qualified teachers positively impact students' academic success. This finding resonates with the exploration of the Science of Happiness practices among MAPEH master teachers. Just as teacher qualification influences student achievement, the well-being and positive psychology practices of teachers can significantly



impact their instructional effectiveness and, consequently, student engagement and holistic development.

Similarly, Abun's study (2021) highlights the correlation between self-efficacy and educational attainment and work experience. In the context of MAPEH master teachers, fostering positive psychology-inspired practices could enhance their self-efficacy and overall well-being, thus potentially improving their instructional competence and supervisory leadership. By integrating positive psychology principles into leadership models, educators can create environments that prioritize teacher well-being, ultimately fostering a positive school culture and enhancing educational outcomes. Therefore, understanding the relationship between teacher well-being, positive psychology practices, and leadership effectiveness is crucial for developing a comprehensive Positive Psychology-Inspired Leadership Model tailored to the unique needs of MAPEH master teachers. These findings underscore the multifaceted influences of education and professional experience on individuals' self-efficacy levels in the workplace.

**Table 14. Comparison of Respondent's When grouped by Civil Status**

Dimension	Civil Status Groups	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	Single	3.96	0.1698	0.2839	0.753	Not Significant
	Married	3.95	0.1658			
	Separated	4.00	0.0000			
Doing kind things	Single	3.69	0.1841	0.0776	0.925	Not Significant
	Married	3.67	0.2109			
	Separated	3.67	0.0000			
Saying "thank you" or expressing gratitude	Single	3.96	0.1467	1.6135	0.204	Not Significant
	Married	3.90	0.2301			
	Separated	4.00	0.0000			
Taking time for one's friends and family	Single	3.92	0.2043	1.6294	0.201	Not Significant
	Married	3.85	0.2706			
	Separated	4.00	0.0000			
Forgiving people who hurt us	Single	3.60	0.4149	3.4999	0.101	Not Significant
	Married	3.17	0.4309			
	Separated	3.67	0.7454			
Taking care of one's health and body	Single	3.37	0.1448	0.0365	0.964	Not Significant
	Married	3.37	0.2095			
	Separated	3.35	0.0559			
	Single	3.90	0.2748			
	Married	3.90	0.2653	0.3549	0.702	Not



Noticing good things when they happen	Separated	4.00	0.0000			Significant
Learning to deal with problem and stress	Single	3.27	0.3725			Not Significant
	Married	3.20	0.6220	0.2928	0.747	
	Separated	3.11	0.0639			

As depicted in the table, respondents across various civil status categories demonstrate similar practices in the Science of Happiness, except for the aspect of expressing gratitude. It was found that certain groups of respondents exhibited greater proficiency in saying thank you and expressing gratitude. While being in a relationship can contribute to overall happiness, human relationships play a vital role in promoting health and well-being. Caring and support from others have been linked to improved health outcomes. Pengpid et.al (2024).

During the survey, respondents expressed positive views regarding the expression of gratitude. They emphasized the importance of addressing gratitude and consistently expressing thanks as a form of appreciation. Whether single, married, or separated, individuals demonstrated an ability to manage challenges positively. Furthermore, research indicates that perceived gratitude is a unique aspect of couple relationships, with levels generally lower in more established relationships. However, engagement in life activities can enhance perceived gratitude within relationships. Barton et.al. (2024). Hence, despite life's challenges, everyone has the potential to express gratitude. Saying thank you is a common virtue that contributes to overall well-being and fosters positive relationships.

**Table 15. Comparison of Respondent's When grouped by Length of Service**

Dimension	Length of Service Group	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	6-10 Years	3.90	0.2629	0.975	0.436	Not Significant
	11-15 Years	3.94	0.1985			
	16-20 Years	3.97	0.1235			
	21-25 Years	3.95	0.1376			
	26-30 Years	3.97	0.1421			
Doing kind things	31-35 Years	3.75	0.3536	0.674	0.644	Not Significant
	6-10 Years	3.67	0.1111			
	11-15 Years	3.65	0.1734			
	16-20 Years	3.70	0.2104			
	21-25 Years	3.61	0.1056			
	26-30 Years	3.70	0.2516			



	31-35 Years	3.75	0.3536			
	6-10 Years	3.92	0.1687			
Saying “thank you” or expressing gratitude	11-15 Years	3.88	0.2704	0.360	0.875	Not Significant
	16-20 Years	3.93	0.2144			
	21-25 Years	3.93	0.2064			
	26-30 Years	3.95	0.0987			
	31-35 Years	4.00	0.0000			
Taking time for one’s friends and family	6-10 Years	3.80	0.3313	0.912	0.476	Not Significant
	11-15 Years	3.88	0.2878			
	16-20 Years	3.92	0.1972			
	21-25 Years	3.93	0.1221			
	26-30 Years	3.81	0.3098			
Forgiving people who hurt us	31-35 Years	3.86	0.2020	3.808	0.003	Significant
	6-10 Years	3.22	0.4910			
	11-15 Years	3.47	0.5016			
	16-20 Years	3.48	0.4843			
	21-25 Years	3.00	0.3203			
Taking care of one’s health and body	26-30 Years	3.17	0.4210	1.057	0.388	Not Significant
	31-35 Years	3.00	0.0000			
	6-10 Years	3.39	3.39			
	11-15 Years	3.34	3.34			
	16-20 Years	3.38	3.38			
Noticing good things when they happen	21-25 Years	3.29	3.29	0.751	0.587	Not Significant
	26-30 Years	3.43	3.43			
	31-35 Years	3.44	3.44			
	6-10 Years	3.88	0.3155			
	11-15 Years	3.94	0.2210			
Learning to deal with problem and stress	16-20 Years	3.94	0.2171	1.447	0.213	Not Significant
	21-25 Years	3.86	0.3631			
	26-30 Years	3.83	0.3042			
	31-35 Years	4.00	0.0000			
	6-10 Years	2.99	0.6152			
	11-15 Years	3.15	0.4649			
	16-20 Years	3.36	0.4983			
	21-25 Years	3.09	0.6077			
	26-30 Years	3.16	0.5679			
	31-35 Years	3.50	0.7071			

The table 15 reveals that respondents across various lengths of service demonstrate similar practices in the Science of Happiness, except in their ability to forgive those who have hurt them, where certain groups show greater capabilities in forgiveness. In the study, respondents demonstrate varying capacities to forgive those who have hurt them, with certain groups exhibiting greater abilities in forgiveness.

The act of forgiving those who have caused harm can have profound effects,



influencing both personal well-being and interpersonal relationships. Fincham et al. (2024) highlight the importance of forgiveness, especially when considering divine forgiveness, and propose that choosing to forgive can be the first step toward one's own well-being. This is the first study to investigate the effects of a process model of divine forgiveness on personal wellbeing.

Prayudi and Komariyah (2023) underscore the indispensable role of human resources in company operations. They emphasize the need for quality employees and urge companies to prioritize aspects related to human resources, including providing conducive work environments and investing in employee career development and motivation. In the context of the Science of Happiness practices of MAPEH master teachers, Gullon et al. (2024) emphasize the crucial role of tenure of employment. They highlight how longevity in a position signifies not only dedication but also the accumulation of valuable knowledge and skills over time. Longer-serving teachers are shown to enhance customer satisfaction, promote teamwork, and contribute to organizational stability. Additionally, their tenure reflects mutual loyalty and job satisfaction, ultimately fostering success and sustainability for both educators and educational institutions.

**Table 16. Comparison of Respondent's When grouped by Monthly Net Income**

Dimension	Monthly Net Income Groups	Mean	Std. Dev.	F-value	Sig. p-value	Interpretation
Remembering good things that happen	5,000-9,999	4.00	0.0000	1.226	0.304	Not Significant
	10,000-19,999	3.91	0.2004			
	20,000-29,999	3.96	0.1571			
	30,000-39,999	3.98	0.1242			
Doing kind things	40,000-50,000	4.00	0.0000	0.517	0.724	Not Significant
	5,000-9,999	3.67	0.0000			
	10,000-19,999	3.68	0.2000			
	20,000-29,999	3.66	0.2249			
Saying "thank you" or expressing gratitude	30,000-39,999	3.69	0.1945	2.269	0.066	Not Significant
	40,000-50,000	3.50	0.2357			
	5,000-9,999	4.00	0.0000			
	10,000-19,999	3.86	0.2867			
	20,000-29,999	3.97	0.0808			
	30,000-39,999	3.97	0.1011			
	40,000-50,000	3.88	0.1768			



	5,000-9,999	4.00	0.0000				
Taking time for one's friends and family	10,000-19,999	3.83	0.2630	2.113	0.084	Not Significant	
	20,000-29,999	3.92	0.2203				
	30,000-39,999	3.92	0.2230				
	40,000-50,000	3.57	0.6061				
Forgiving people who hurt us	5,000-9,999	3.67	0.7454	1.149	0.337	Not Significant	
	10,000-19,999	3.28	0.4351				
	20,000-29,999	3.36	0.5579				
	30,000-39,999	3.36	0.4753				
Taking care of one's health and body	40,000-50,000	2.92	0.3536	0.192	0.942	Not Significant	
	5,000-9,999	3.35	0.0559				
	10,000-19,999	3.36	0.2170				
	20,000-29,999	3.36	0.1762				
Noticing good things when they happen	30,000-39,999	3.39	0.1669	0.846	0.499	Not Significant	
	40,000-50,000	3.31	0.0884				
	5,000-9,999	4.00	0.0000				
	10,000-19,999	3.86	0.3141				
Learning to deal with problem and stress	20,000-29,999	3.91	0.2494	0.510	0.729	Not Significant	
	30,000-39,999	3.94	0.2158				
	40,000-50,000	3.80	0.2828				
	5,000-9,999	3.11	0.0639				
	10,000-19,999	3.25	0.5182				
	20,000-29,999	3.12	0.6145				
	30,000-39,999	3.25	0.5347				
	40,000-50,000	2.86	1.2122				

As seen in the table 16, MAPEH master teachers exhibit consistent engagement in activities associated with happiness and mental well-being, regardless of their monthly net income. Statistical analysis confirms this uniformity across income levels, with p-values exceeding .05.

Earning a higher income often correlates with increased happiness for several reasons. Firstly, it provides financial stability and security, alleviating stress and anxiety related to meeting basic needs and unexpected expenses. Additionally, higher income affords individuals access to more opportunities and experiences, such as travel, hobbies, and education, which can enhance overall satisfaction with life. Moreover, increased income may elevate social status and recognition, fostering feelings of achievement and success. Overall, higher income levels contribute positively to various aspects of life, promoting happiness and well-being for many individuals. Alananzeh et al. (2023).

Bartolome et al. (2023) underscore the importance of job satisfaction in enhancing overall well-being and fostering a positive work environment, aligning with the science of happiness practices among MAPEH master teachers. Job satisfaction not only boosts



productivity and reduces turnover but also mitigates job-related stress. This highlights the significance of prioritizing factors that enhance job satisfaction, such as work-life balance, professional development opportunities, and supportive leadership, to promote happiness and well-being among MAPEH master teachers.

**Table 17. Correlation on the extent of the respondents’ practices of the Science of happiness with their profile**

Practices		Profile					
		Gender	Age	Highest Educational Attainment	Civil Status	Length Of Service	Ave. Net Monthly Income
<b>Remembering good things that happen</b>	Pearson r	0.034	0.130	0.047	0.003	0.033	0.149
	Coefficient	Very weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.712	0.162	0.611	0.972	0.721	0.108
<b>Doing kind things</b>	Pearson r	-0.075	-0.071	-0.022	-0.036	0.050	-0.017
	Coefficient	Very weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.418	0.444	0.816	0.698	0.591	0.853
<b>Saying “thank you” or expressing gratitude</b>	Pearson r	0.190	0.052	0.030	-0.085	0.119	0.158
	Coefficient	Very weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.039	0.579	0.744	0.359	0.200	0.087
<b>Taking time for one’s friends and family</b>	Pearson r	0.273	0.092	-0.178	-0.064	-0.030	0.043
	Coefficient	weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.003	0.322	0.053	0.494	0.748	0.642
<b>Forgiving people who hurt us</b>	Pearson r	0.028	0.281	0.297	0.282	-0.219	-0.036
	Coefficient	Very weak	Weak	Weak	weak	weak	Very weak
	Sig. p-value	0.762	0.002	0.001	0.002	0.017	0.698
<b>Taking care of one’s health and body</b>	Pearson r	-0.287	-0.044	0.106	-0.009	0.085	0.043
	Coefficient	weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.002	0.634	0.252	0.921	0.358	0.646
<b>Noticing good things when they happen</b>	Pearson r	0.121	0.100	-0.056	0.031	-0.101	0.072
	Coefficient	Very weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.193	0.279	0.547	0.739	0.277	0.441
<b>Learning to deal with problem and stress</b>	Pearson r	-0.182	0.077	-0.071	-0.071	0.046	-0.020
	Coefficient	Very weak	Very weak	Very weak	Very weak	Very weak	Very weak
	Sig. p-value	0.048	0.407	0.443	0.446	0.620	0.830
		Significant	Significant	Not Significant	Significant	Significant	Significant



The Pearson  $r$  correlation results show that most life circumstances among MAPEH master teachers have no significant correlation with their Science of Happiness practices, displaying only very weak to weak linear relationships across demographics such as gender, age, education, civil status, length of service, and income. Slight but statistically significant weak positive correlations were found between specific practices—such as spending time with friends and family and gender ( $r = 0.273$ ,  $p = 0.003$ ), forgiving others and age ( $r = 0.281$ ,  $p = 0.002$ ), education ( $r = 0.297$ ,  $p = 0.001$ ), civil status ( $r = 0.282$ ,  $p = 0.002$ ), and length of service ( $r = 0.219$ ,  $p = 0.017$ ), as well as between taking care of one's health and gender ( $r = 0.287$ ,  $p = 0.002$ ). However, these relationships are weak, indicating minimal influence of life circumstances on happiness practices.

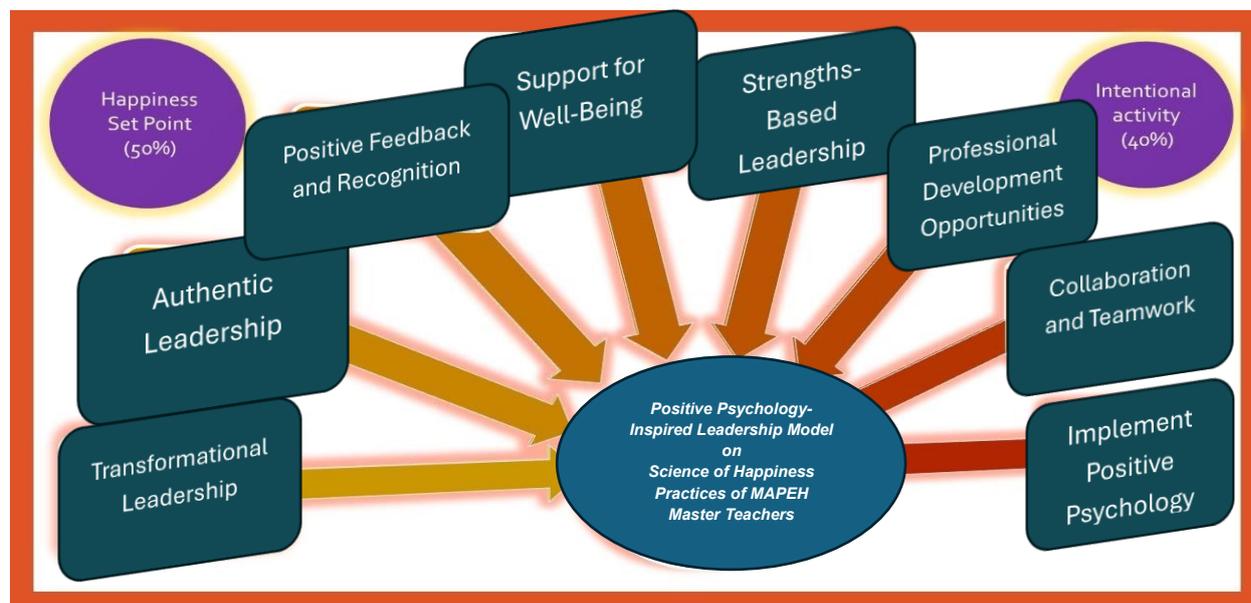
These findings align with prior research indicating that life circumstances contribute only about 10% to overall happiness, supporting Lyubomirsky's (2007) theory and echoing similar low correlations found by Sicut, Padua, and Chi (2019) among teachers. This suggests that Science of Happiness practices such as kindness, gratitude, forgiveness, and self-care play a significant role in fostering happiness regardless of demographic factors.

Moreover, emerging research highlights the importance of neurophysiological and genetic factors in happiness. Positive emotions linked to neurological processes contribute crucially to well-being, indicating that practices fostering gratitude and mindfulness may leverage these biological markers to enhance happiness and fulfillment. Genetic studies reveal complex interactions between inherited traits and environmental variables that affect individuals' happiness, underscoring the need to consider both biological and contextual influences in happiness research.

While life circumstances have a limited impact, happiness practices grounded in positive psychology, neurophysiology, and genetics appear to be key drivers of well-being, suggesting that happiness can be cultivated through intentional behaviors beyond external factors.

### Figure 3. Positive psychology-inspired leadership model





The significance of happiness cannot be overstated when considering the overall well-being, especially for individuals in roles such as MAPEH master teachers, who often face unique challenges in their life circumstances. Advocates of Positive Psychology, commonly referred to as the Science of Happiness, including prominent figures such as Albert Bandura, Sonja Lyubormirsky, Mihaly Csikszentmihalyi, Martin Seligman, and Barbara Fredrickson, have championed the importance of leading fulfilling lives. Their research, as highlighted by Sicat (2019), has made significant steps in influencing the educational landscape, offering educators numerous opportunities to foster a culture of happiness within teaching and learning environments, both inside and outside the classroom.

For example, Marc Helgesen, a professor in the Department of Intercultural Studies at Miyagi Gakuin Women's University in Japan, observed that "Happy individuals exhibit greater learning capacity, demonstrate increased productivity, and show heightened enthusiasm." The desire for happiness is universal, and there are additional advantages for those who prioritize their well-being. Consequently, Helgesen developed language activities rooted in positive psychology principles for English language instruction. His efforts have garnered positive feedback from educators worldwide, as he has traveled to five continents, including the Philippines, to promote his advocacy.

Based on the pertinent findings of this study, there arises a need to realign current teaching approaches, methods, and strategies with the principles of positive psychology. Given that respondents reported a "moderate to a great extent" level of engagement in practices associated with happiness and mental well-being, it is imperative for MAPEH master teachers to focus on sustaining or further enhancing their overall happiness to contribute to their professional success. To achieve this, teachers must familiarize themselves with the rationale and integration of positive psychology within the curriculum. One approach to consider is the implementation of positive pedagogy, which combines the science

of happiness with traditional educational practices. By incorporating positive pedagogy into teaching, educators can aim to prevent depression, enhance satisfaction, cultivate positive emotions, and foster happiness among students. Hence, in alignment with the findings of this study, a positive psychology-inspired leadership model has been developed to address the identified needs and promote a holistic approach to education.

Aligned with the study on Science of Happiness practices of MAPEH master teachers, which serves as the basis for a positive psychology leadership model, the influence of the positive psychology approach, as articulated by Mayer and Vanderheiden (2020), extends to various realms, including language learning. It is proposed that fostering well-being in educational settings can serve as a remedy for depression, enhance life satisfaction, and facilitate improved learning outcomes and creative thinking.

Theoretical frameworks and empirical research indicate that individuals can augment their happiness through deliberate engagement in positive activities, such as expressing gratitude and practicing kindness. Recent investigations have researched into identifying the optimal conditions under which these activities boost happiness and the underlying mechanisms driving their efficacy. According to the positive activity model, factors such as the nature and frequency of positive activities, individual characteristics, and the alignment between individuals and activities moderate the impact of positive activities on well-being.

Moreover, the model emphasizes the significance of positive emotions, thoughts, behaviors, and the fulfillment of psychological needs in promoting well-being. These elements are integral to the Science of Happiness practices discussed in this research, which can be effectively integrated into teaching and learning activities across various disciplines. Carr et al. (2021) provide further support for the applicability and effectiveness of positive psychology principles in educational contexts.

In developing a positive psychology-inspired leadership model for MAPEH master teachers, several key components can be integrated to promote their well-being and effectiveness in the educational setting.

## CONCLUSIONS

1. A safe and engaging workplace necessitates transformational and authentic leadership styles, which are characterized by sincerity, transparency, and adherence to core values. This leadership style promotes a positive and empowering culture by recognizing accomplishments, giving constructive criticism, and praising them. It also fosters new concepts and a common goal. Ultimately, this boosts morale, performance, and confidence.



2. To keep team members happy and healthy, programs that focus on work-life balance and stress management are essential. Developing an attitude of gratitude is also essential to improving overall health.
3. Organizations can show their dedication to lifelong learning by giving staff members chances to keep learning and growing throughout their careers. This gives people the tools they need to achieve more and grow in their professions.
4. By encouraging collaboration and integrating ideas from positive psychology into training and educational programs, peer education can create and present new ideas. This approach is advantageous to both individuals and their communities.
5. In the end, an organization cannot operate without a thorough plan. Examples include initiatives that guarantee employee satisfaction, funding ongoing professional development, transformational leadership that places a high value on honesty and creativity, and the prudent application of positive psychology and teamwork to advance health and personal growth.

## RECOMMENDATIONS

To enhance the well-being and effectiveness of MAPEH master teachers, several recommendations can be implemented:

1. Integrate Positive Psychology into Teacher Education Programs by incorporating modules on positive psychology into teacher training curricula. This ensures that future educators are equipped with the knowledge and skills to promote their own well-being and that of their students.
2. Foster Supportive School Environments by creating a culture of support and collaboration within schools. This can be achieved through open communication, providing resources for stress management, and encouraging peer mentoring and support networks among MAPEH master teachers.
3. Develop Positive Psychology-Inspired Activities tailored specifically for MAPEH master teachers. These activities should aim to promote well-being, enhance job satisfaction, and improve overall teaching effectiveness based on the findings of the study.
4. Establish Well-being Initiatives within schools such as mindfulness programs, wellness days, or wellness committees. These initiatives prioritize the mental, emotional, and physical health of MAPEH master teachers.
5. Conduct Longitudinal Studies to track the effectiveness of positive psychology interventions over time. This provides valuable insights into the long-term impact of these initiatives on the well-being and job satisfaction of MAPEH master teachers.



6. Collaborating with Positive Psychology Experts and researchers is also recommended to further explore the application of positive psychology principles in MAPEH education. This collaboration can lead to the development of evidence-based interventions tailored to the unique needs of MAPEH master teachers.
7. Promoting Work-Life Balance is essential, encouraging MAPEH master teachers to prioritize self-care and engage in activities outside of work. Schools can support this by offering flexible work arrangements and promoting a healthy work-life culture.
8. By implementing these recommendations, schools can create a supportive and empowering environment for MAPEH master teachers, ultimately enhancing their well-being, job satisfaction, and effectiveness as educators.

## BIO NOTE

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His academic contributions include presenting research at international conferences and publishing scholarly work internationally, notably in Bangkok, Thailand. His outstanding achievements have been recognized with prestigious awards, including the Outstanding Educator Award from SDO Manila in 2018 and the Outstanding Master Teacher Award at the school and district levels in 2024.

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