Happiness at Work, Organizational Climate, and Turnover Intention: Implications for Human Resource Management of Archdiocesan Schools

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Abstract - *This study aimed to address the rising trend of teacher's resignation in archdiocesan schools. Specifically, it sought to determine human resource implications from the relationship of the happiness at work and organizational climate with turnover intentions of teachers in archdiocesan schools. The study is a quantitative descriptive research which involved the use of self-administered questionnaires by 315 teachers who are full-time primary and secondary level teachers in the schools owned by the Roman Catholic Archdiocese of Lipa. Demographics were analyzed using frequency and percentage distribution statistics which notably showed a disproportionate ratio between female and male teachers. Meanwhile, data for the level of turnover intention, happiness at work, and perception of organizational climate were analyzed using simple mean and disclosed that the levels of happiness at work and organizational climate are high while turnover intention is low. Pearson analysis disclosed that a significantly moderate negative relationship between happiness at work and turnover intention existed. However, the relationship between organizational climate and turnover intention appeared to be negatively weak but insignificant. Implications on teaching workforce gender balance, benefits administration, reward and opportunities, access to digital resources, and relationship focused workplace were found. Recommendations addressing these implications were made in the study.*

Keywords: Happiness, Human resource, Organization climate, Turnover

INTRODUCTION

Teachers' resignation from work has been a pressing concern in the Philippines for a long time. Work opportunities abroad accounted for most resignation of teachers. Emotional exhaustion was noted to have teachers to move from one organization to another [1]. In other cases, interpersonal reasons drove teachers away not only from their employers but from the profession as well [2].

Migration of teachers to public schools is notably high in the past few years. News reports about the closures of private schools due to teacher's migration to public schools corroborated this. Better salaries and job security at public schools usually lure teachers from private ones [3]. This migration affects the archdiocesan schools across the country as well [4]. It is estimated that an average of 7 teachers per year transfers from local archdiocesan schools to public schools in the recent past. With this trend, the researcher believed that archdiocesan schools would eventually suffer tremendously from the declining number of teachers. In turn, this would inevitably result in the decline of enrolment and revenues for these schools. Closure of these schools are not far-fetched considering that the local parishes supporting them are usually dependent only on their members' goodwill and support.

Accordingly, interventions are imperative to prevent high teacher turnover from archdiocesan schools. Retention strategies must take bearing from other non-monetary motivations affecting teachers' disposition so that efforts to improve salaries and benefits maybe complemented. The researcher believed that inquiring into factors such as happiness at work and the perception of organizational climate which may exert strong influences on teachers' desire to stay or leave the organization is imperative in addressing these serious concerns.

Happiness at work pertains to employees' perception of their satisfaction, emotional attachment, and positive emotions towards their work and organization [5]. This term is closely related to the concept of subjective well-being at the workplace. As such, many studies used them interchangeably [6]-[9].

Relevant literature emphasized the affinity of happiness at work with other work-related variables which are treated either as its independent or dependent variables [10]-[12].

As mentioned, organizational climate can also affect employee's desire to stay in, or quit from, their work [13]. Organizational climate is understood as the relationship between the psychological and social factors of work such as the physical environment, organizational conditions, interactions of employees and superiors, support system, motivations, and employee belongingness in their organization [15]-[15]. Studies showed that organizational climate serves as a determinant of performance, commitment, and employees' turnover intention [16]-[18]. Consequently, retention strategies should include examination of employees' turnover intention in relation to their happiness at work and perceived organizational climate.

To address the trend in the teacher turnover from archdiocesan schools, this study investigated the relationship between turnover intention and happiness at work and that of organizational climate. Insights drawn from the results provided the basis for recommendations to improve human resource policies and programs aimed at preventing teacher's resignation from these schools.

OBJECTIVES OF THE STUDY

This study aimed to determine whether respondents' happiness at work and their perceived organizational climate have significant relationship with turnover intention. Specifically, it determined the demographic profile of respondents in terms of age, civil status, gender, highest educational qualification, year level handled, and average teaching hours per week; the level of respondents' happiness at work in terms of job satisfaction, work engagement, and affective commitment; respondents' perception of organizational climate in terms of collaboration, student relations, school resources, decision making, and instructional innovation; the level of respondents' turnover intention; whether respondents' happiness at work has significant relationship with turnover intention; whether respondents' perception of organizational climate has significant relationship with turnover intention; whether respondents' demographic profile significantly moderate the relationship between their happiness at work and turnover intention; whether respondents' demographic profile significantly moderate the relationship between their perceived organizational climate and turnover intention; and the implications of the results of the study on human resource management in archdiocesan schools.

METHODS

Research Design

This study is a descriptive quantitative research involving work-related variables which are measurable and capable of being analyzed using statistical procedures. A survey questionnaire was used to determine the trends, attitudes, and opinions of respondents [19].

Participants of the Study

The participants in the study are full-time primary and secondary level teachers in the schools owned by the Roman Catholic Archdiocese of Lipa. There are more or less 400 full-time primary and secondary level teachers in the said archdiocese. 315 out of 400 questionnaires were returned by respondents, which was way above 0.99 confidence level.

Instruments

Three questionnaires were adopted to measure respondents' happiness at work. First, the study adopted the Job Satisfaction Scale by Nanjundeswarswamy [20] to determine respondents' happiness at work in terms of job satisfaction. The study adopted the following dimensions of the Job Satisfaction Scale: (a) Compensation, with Cronbach alpha of 0.917; (b) Promotion, with Cronbach alpha of 0.856; (c) Benefits, with Cronbach alpha of 0.829; (d) Recognition/Rewards, with Cronbach alpha of 0.815; (e) Training and Development, with Cronbach alpha of 0.898; (f) Career Development Opportunities, with Cronbach alpha of 0.911; (g) Work Life Balance, with Cronbach alpha of 0.912; (h) Job clarity, with Cronbach alpha of 0.906; and (i) Job Security, with Cronbach alpha of 0.813. Certain dimensions were not used to avoid duplication since that they were also covered in the Work Engagement and Organizational Climate Scales.

Second, the study used the Teacher Work Engagement Inventory by Kuok & Taormina [21] to determine happiness at work in terms of work engagement. The scale has the following dimensions: (a) Cognitive Work Engagement, with Cronbach alpha of 0.88; (b) Emotional Work engagement, with Cronbach alpha of 0.78; and (c) Physical Work Engagement, with Cronbach alpha of 0.88. And finally, the study used the adaptation by Rhoades, Eisenberger,

and Armeli [22] of the Affective Commitment Scale of Meyer & Allen's 1991 Affective Commitment Scale consisting of five items with Cronbach alpha of 0.83 to determine respondents' happiness at work in terms of affective commitment. Meanwhile, the study adopted the Perception of School Climate Scale by Johnsons & Zavock [23] with Cronbach alpha of 0.90 to determine respondents' perception of organizational climate. The scale has 5 dimensions which include: (a) collaboration, (b) student relations, (c) school resources, (d) decision making, and (e) instructional innovation. Lastly, study adopted the Intention to Quit Scale by Wayne, Liden & Shore [24] with Cronbach alpha of 0.93.

Data Gathering Procedure

Self-administered questionnaires were distributed to the respondents during the assembly of the Unified School of the Roman Catholic Archdiocese of Lipa. Sufficient time to answer the questionnaires was given to the participants. Completed questionnaires from 315 teachers out of 400 respondents were considered valid which constituted samples way above the required sample size for 0.99 confidence level.

Ethical Considerations

The study observed the APA reference and citation style throughout the paper. Acknowledgment of the authors of the Questionnaires used in the study was also done according to the accepted principles of attribution. In the gathering of data, the study observed the ethical rules protecting the privacy of respondents and the preservation of the integrity of the information secured.

Data Analysis

For the analysis of the demographics, the study used frequency and percentage distribution statistics. Meanwhile, the level of turnover intention, workplace happiness, and perception of organizational climate were analyzed using the simple mean. The mean scores for the response categories were interpreted according to the following: 1.00-1.75- Strongly Disagree; 1.76-2.50- Disagree; 2.51-3.25- Agree; 3.26-4.00 - Strongly Agree. The study used Pearson's r correlation with a level of significance of less than .05 percent to determine whether significant relationship exists between the independent and dependent variables. Meanwhile, the study used multiple regression analysis with significance value of less than .05 to determine whether the demographic variables have significant moderating effects on the relationship between the independent variables and dependent variables

In the tabulation of results for the demographic variable of age of the respondents, responses were grouped according to the following categories: (a) young adult (24 years old or below); and (b) adult (25 years old or above) [25] while data disclosing respondents' average teaching hours per week were grouped according to the following categories: (a) average teaching hours of 20 or less, (b) 21 hours to 25 hours, and (c) 26 hours or more. The study used SPSS software in the treatment of the data.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of Respondents

Profile	F	%	M	Median
Age				
Young adults (24 yrs old or below)	115	36.51	30.49	27
Adults (25 yrs old or above)	200	63.49		
Civil Status				
Single	179	56.83	1.47	1
Married	136	43.17		
Gender				
Male	61	19.37	181	2
Female	254	80.63		
Highest Educational Attainment				
College	253	80.32	1.21	1
Master's Degree	58	18.41		
Doctorate Degree	4	1.27		
Average Teaching Hours				
20 hrs or below	73	23.20	26.01	24
21-25 hrs	142	45.10		
26 hrs or more	100	31.70		
Year Level Handled				
Elem and Pre-Elem	115	36.51	1.85	2
High School Level	131	41.59		
Senior High School	69	21.90		

Table 1 disclosed that 63.49% of respondents belong to adult group composed of teachers who are 25 years old or above. On the other hand, those who belong to young adult group composed of teachers who are 24 years old or below accounted only for 36.51% of the total population of 315. This implies that majority of respondents possess life experiences consistent with their age necessary for the carrying out of their mission as teachers at archdiocesan schools [26]. The choice of age, rather than teaching experience, in the demographic profile of respondents was justified by literature on job

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satisfaction, work engagement, happiness, and turnover intention [27]-[30].

Notably, the results showed that female teachers comprised 80.63% of the total number of respondents. It appears that difference between the genders is large which reflects the situation prevalent in Roman Catholic schools across the world [31]. McGarth and Sinclair [32] observed that this gender imbalance should be corrected to reinforce the needed positive male-role models for children in Catholic schools.

Table 2. Level of Respondents' Happiness at Work in Terms of Job Satisfaction

Factors	WM	VI	R
Compensation			
1. I feel that I am being paid a fair salary for the work I do.	3.15	A	
2. I am satisfied with my annual salary increments.	3.02	A	
3. I am satisfied with my allowances.	2.96	A	
Composite Mean	**3.04**	A	5
Promotion		A	
4. Our school follows a fair promotion policy.	3.10	A	
5. In our school, performance is one of the important factors for promotion.	3.18	A	
6. I am satisfied with my chances for promotion.	3.02	A	
7. People get ahead as fast here as they do in other places.	2.91	A	
Composite Mean	**3.05**	A	6
Benefits			
8. I am not satisfied with benefits that I receive.	2.23	D	
9. The benefits that we receive are as good as other schools offer.	2.86	A	
10. The benefit packages that I receive from my company are at par and comparable with those of my co-workers.	2.84	A	
11. I am satisfied with the benefits provided by the school to the accident victims.	2.91	A	
Composite Mean	**2.71**	A	3
Recognition and Rewards		A	
12. When I do a good job, I receive the recognition from my school.	2.78	A	
13. I do not feel that the work I do is appreciated.	2.27	D	
14. I don't feel my efforts are rewarded the way they should be.	2.33	D	
15. In our school, there is a mechanism to reward good work done by employees.	2.77	A	
16. Recognition and reward system in our company is fair and justified.	2.86	A	
Composite Mean	**2.60**	A	2
Training and Development		A	
17. The training and development programs have increased my confidence.	2.98	A	
18. My school arranges a sufficient number of training programs.	3.10	A	
19. The training and development programs have helped me in attaining better technical ability.	3.14	A	
20. The training and development programs have helped me in adapting to change easily.	3.16	A	
Composite Mean	**3.11**	A	7
Career Development Opportunities		A	
21. Our school provides ample opportunities for professional advancement for employees.	3.03	A	
22. I am satisfied with the career opportunities available in our school.	2.98	A	
Composite Mean	**3.01**	A	4
Work-Life Balance			
23. My job prevents me from giving time I want to my spouse or family or friends.	2.41	D	
24. I don't get much support from my organization which is most important to pay attention to family responsibilities.	2.16	D	
25. My job responsibility does not allow me to get enough sleep, exercise and healthy food.	2.26	D	
Composite Mean	**2.28**	D	1
Job Clarity			
26. I have a clear understanding of the goals and objectives of my school.	3.33	A	
27. My job/responsibility is clearly described.	3.27	A	
Composite Mean	**3.30**	A	9
Job Security		A	
28. I feel I am secured in this school.	3.21	A	
29. I feel quite secure about my job.	3.02	A	
Composite Mean	**3.12**	A	8
Overall Job Satisfaction	**2.91**	A	

The job satisfaction dimension of happiness at work included questions on respondents' satisfaction

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with their compensation. The satisfaction level of respondents for these items is considered high at 3.08 mean score. Notably, respondents were not asked about their actual compensation but whether they are satisfied with their compensation. McConnel III [33] claimed that such question embodied the distinction between employees with relatively low salary but are satisfied therewith and those who are earning much more but far from being satisfied with what they are getting.

Table 2 created an impression that respondents have a poor work-life balance since the mean score for this dimension is 2.28 only. To the contrary, however, their work-life balance may be a good one since the items on work-life balance are couched in negative terms thereby justifying a reverse interpretation of the result. Other pressing concerns pertain to non-pecuniary factors such as recognition and rewards (rank 8), benefits (rank 7), career development and opportunities (rank 9). Implicit from these concerns is respondents' perception of equity in the workplace. Studies showed that employees with high perception of workplace equity also have high job satisfaction with their work [34].

Table 3. Level of Respondents' Happiness at Work in Terms of Work Engagement

Factors	WM	VI	R
Cognitive Work Engagement			
1. My mind is often full of ideas about my work.	3.15	A	
2. Wherever I am, things happen that often remind me of my work.	3.16	A	
3. My mind is fully engaged with my work.	3.10	A	
4. I rarely think about time when I am working.	2.96	A	
5. My thoughts are fully focused when thinking about my work.	3.09	A	
6. I gave a lot of mental attention to my work.	3.15	A	
Composite Mean	**3.10**	A	2
Emotional Work Engagement		A	
7. I feel very delighted about what I am doing whenever I am working.	3.13	A	
8. I am very eager to do my work.	3.19	A	
9. I am very happy when I am carrying out my responsibilities at work.	3.25	A	
10. I feel very good about the work that I do.	3.22	A	
11. I feel strong enthusiasm for my work.	3.24	A	
12. I feel a sense of gratification with my work performance.	3.20	A	
Composite Mean	**3.21**	A	3
Physical Work Engagement		A	

13. No matter how much I work, I have a high level of energy.	2.94	A	
14. I have a great deal of stamina for my work.	3.02	A	
15. I always have a lot of energy for my work.	3.01	A	
16. I am often physically driven by my work.	3.03	A	
17. I am frequently energized by my work.	3.02	A	
18. I find work to be physically invigorating.	3.01	A	
Composite Mean	**3.00**	A	1
Overall Work Engagement	**3.10**	A	

As shown in Table 3, respondents' work engagement is relatively high at composite mean of 3.10. This implies that the shares of work engagement in the overall happiness of respondents are more than negligible. The relevance of work engagement in respondents' happiness at work as one of its fundamental components may be inferred from Table 3. For instance, the high level of respondents' cognitive engagement shows the predominance of cognitive work engagement in their intellectual preoccupation while the results of their emotional and physical work engagement manifest the high psychological and physical energy that they are spending to meet work demands. Also, these results imply that respondents have not been suffering from emotional exhaustion in relation to their work. Klausmann, et al., [35] affirmed in their study that the high level of work engagement contradicts the presence of emotional exhaustion since that they are opposing psychological phenomena in the work domain. As such, it is tenable that employees with high level of work engagement have low stress, and anxiety levels.

Table 4. Level of Respondents' Happiness at Work in Terms of Affective Commitment

Items	WM	VI	R
1. I feel a strong sense of belonging to my school.	3.25	A	4
2. I feel personally attached to my school.	3.25	A	3
3. I am proud and tell others that I work at my school.	3.48	SA	6
4. Working at my school has a great deal of personal meaning to me.	3.41	SA	5
5. I would be happy to work at my organization until I retire.	3.10	A	1
6. I really feel that problems faced by my school are also my problems.	3.20	A	2
Composite Mean	**3.28**	SA	

As reflected in Table 4, the consistent responses to the 6 items of the Affective Commitment Scale showed respondents' devotion to their organizations. Notably, among the different factors constituting respondents' happiness at work, affective commitment ranks the highest with a 3.28 weighted mean. To what could this high affective commitment of respondents be attributed? One plausible explanation is the family-supportive culture animating their workplace, a distinct characteristic of Catholic schools [36]. Amad & Omar [37] affirmed this inference that employees who work in a family-supportive culture have greater sense of affective commitment to their employers.

Considering the three components of the Happiness at Work variable (job satisfaction with the weighted mean of 2.91; work engagement with weighted mean of 3.10; and affective commitment with weighted mean of 3.28), the overall happiness at work of respondents is considerably high at the composite mean of 3.10. This implies that respondents are highly satisfied with their job, well-engaged with their work, and psychologically committed to their organizations. Studies suggest that an employee's happiness at work may be more than momentary. In fact, Fisher [38] claimed that happiness at personal and unit levels is ordinarily considered stable over time. Nevertheless, administrators should be careful in introducing changes in the workplace to maintain employee's happiness and sense of stability.

Table 5. Respondents' Perception of Organizational Climate

Factors	WM	VI	R
Collaboration			
1. Classroom instruction is rarely coordinated across teachers.	2.64	A	
2. I have regular opportunities to work with other teachers.	3.09	A	
3. There is good communication among teachers.	3.10	A	
4. Good teamwork is not emphasized enough at my school.	2.32	Disagree	
5. I seldom discuss the needs of individual students with other teachers.	2.53	A	
6. Teachers design instructional programs together.	3.00	A	
Composite Mean	**2.78**	A	**2**
Student Relations		A	
7. Most students are well-mannered or respectful of the school staff.	3.07	A	
8. Students in this school are well-behaved.	3.01	A	
9. Most students are motivated to learn.	3.04	A	
Composite Mean	**3.04**	A	**4**
School Resources			
10. The equipment and resources are not adequate.	2.25	D	
11. Instructional equipment is not consistently accessible.	2.25	D	
12. Digital equipment, computers and internet access are readily available.	3.04	A	
13. The school library has sufficient resources and materials.	2.96	A	
Composite Mean	**2.63**	A	**1**
Decision Making		A	
14. Teachers are frequently tasked to participate in decisions.	2.91	A	
15. I have a very little say in the running of the school.	2.75	A	
16. Decisions about the schools are made by the principal.	2.88	A	
Composite Mean	**2.84**	A	**3**
Instructional Innovation		A	
17. We are very willing to try new teaching approaches in my school.	3.32	A	
18. New and different ideas are always being tried out.	3.23	A	
19. Teachers in this school are innovative.	3.27	A	
20. New courses or curriculum are seldom implemented.	2.69	A	
Composite Mean	**3.13**	A	**5**
Overall Organizational Climate	**2.88**	A	

Table 5 disclosed that respondents' perception of organizational climate is relatively good with an overall mean of 2.88. In general, a good school climate implies that important elements of school environment are functioning properly and contributing to a healthy atmosphere for students, teachers, and other stakeholders [39]. Respondents' perception of organizational climate may be attributed to the influence of the Catholic identity of their organizations. This is consistent with the findings of Hobbie, Convey, & Schuttloffel [40] which affirmed the role of Catholic

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identity of the schools to teacher's perception of organizational climate.

Notably, the School Resources component got the lowest mean score of 2.63 which implies the need for improvement on this area. Collaboration among teachers, students, and administrator should also be improved since it ranked second to second lowest factor. Improvement on technology and communications will address these concerns and raise the perception of organizational climate of respondents. Moreover, Decision Making appears relatively good but still need careful attention from the administrators so that teachers' participation may always be ensured especially for matters affecting them.

Table 6. Level of Turnover Intention

Items	WM	VI	R
1. I am actively looking for a job outside this school.	2.07	D	1
2. As soon as I find a better job, I'll leave this school.	2.11	D	3
3. I am seriously thinking about quitting my job.	2.08	D	4
4. I often think about quitting my job at this school.	2.16	D	4
5. I think I will be working with this school five years from now.	2.60	A	5
Composite Mean	**2.20**	D	

As disclosed in Table 6, the overall turnover intention of respondents does not appear to be alarming. Nevertheless, it does not imply that none of the respondents have intention to quit their job. Also, it does not imply that nobody would leave in the following term as some other factors may affect their predisposition to stay. This is consistent with studies enunciating employees' disposition to stay in their organizations are affected by various factors [41]. Accordingly, school administrators should always be on the lookout for anything that may give rise to employee's desire to resign from work.

The uni-dimensional turnover intention scale is impressed with nuances. For example, the statement "*I think I will be working with this school five years from now*," (rank 1), conveys that an employee will be working for more than 5 years in the organization. On the other hand, the statements: "*As soon as I find a better job, I'll leave this school*" (rank 3) and "*I am seriously thinking about quitting my job*," (rank 4) present serious disposition on the part of respondents. Accordingly, administrators should not be too

confident of the survey results when designing management programs aimed at ensuring stability of human resource of the school.

Table 7. Correlations between Happiness at Work and Turnover Intention (TI) of Respondents

		TI	VI
Happiness at Work	r-value	-.368**	Moderate
	p-value	0.00	Significant

** Correlation is significant at 0.01 level (2-tailed)

Table 7. shows a negative correlation between the happiness at work and turnover intention, which was statistically significant (r = -.368, n = 315, p =.000). This negative relationship implies that the higher the level of the happiness at work of respondents, the lower their turnover intention will be. Table 7 disclosed that the correlation coefficient between workplace happiness and turnover intention is only (-0.368). Nevertheless, Brace, Kemp & Sneglar [42] claimed that correlation coefficients between 0.3 to 0.6 are moderate. Moreover, Akoglu [43] clarified that for behavioral studies such as the present one, the correlation coefficient of 0.3 is deemed moderate. The results disclosed in Table 7 are consistent with the findings of Omar and Noordin [44] which showed that work happiness and the intention to quit were significantly negatively correlated.

Table 8. Correlations Between Perceptions of Organizational Climate and Turnover Intention (TI) of Respondents

		TI	VI
Organizational Climate	r-value	-.091	Weak
	p-value	0.105	Not Significant

Level of significant at 0.01 level (2-tailed)

Table 8 shows that organizational climate and turnover intention has a very weak negative correlation, which was not statistically significant (r = -.091, n = 315, p = .105). This shows that no linear relationship between organizational climate and turnover intention exists. This is consistent with the findings of Johnston & Spinks [45] which showed that organizational climate was not significantly related to turnover intention. Nevertheless, administrators should look into the factors which could have likely resulted to the negligible effect of organizational climate on respondents' turnover intention for a comprehensive assessment of teacher's retention policies or programs.

After treating the demographic variables as moderating variables, results showed that no significant effect on the direction and strength of relationship between respondents' happiness at work and turnover intention. The same results were generated insofar as the effect of the moderating variables on the direction and the extent of the relationship between organizational climate and turnover intention.

Implications on Human Resource Management

1. The large discrepancy between the ratio of female and male teachers in archdiocesan schools implies the need to correct the gender imbalance in the teaching workforce of the schools.
2. The need for the improvement in areas of human resource development, administration of rewards and recognition, and the dispensing of benefits is imperative.
3. Concerns on physical, emotional, and cognitive engagement of respondents should be addressed properly.
4. Family and relationship-centered atmosphere of the schools should be maintained and considered in the administration of the workplace to ensure the high affective commitment of teachers.
5. Access to digital technology, collaboration between teachers and administration, and decision-making should be improved to raise teacher's perception of organizational climate.
6. While the turnover intention of respondents is generally low, school administrators and HR managers should always be ready to deal with incidents and consequences of resignation of teachers.
7. The significantly moderate negative relationship between happiness at work and turnover intention of respondents implies that retention strategies must aim at improving the factors which contribute to the happiness at work of teachers in archdiocesan schools.

CONCLUSION AND RECOMMENDATION

The level of respondents' happiness at work and their perceived organizational climate are high while the level of turnover intention across archdiocesan schools is low. However, the findings disclosed that only happiness at work has a significant moderate negative relationship with turnover intention. Organizational climate has a negligible insignificant negative relationship with turnover intention.

Based on the study, school administrators should ensure gender balanced teaching workforce. Assessment of factors contributing to teacher's job satisfaction, work engagement, and affective commitment, as well as their overall workplace happiness, in crafting and carrying out policies, programs, and activities should also be ensured. These policies may include the adoption of clear standards in the dispensation of benefits and the equitable distribution of rewards and recognition. Programs to improve digital technology and the holding of regular consultations with teachers to ensure their participation in decision-making may also be carried out. Moreover, spiritual and community formation activities for teachers and administrators should be continued to maintain their high affective commitment.

Finally, administrators should cultivate an atmosphere of openness and adopt sensible processes whereby teachers may be encouraged to communicate their desire to leave the organization so that timely intervention and precautionary measures aimed at addressing consequences of expected resignation of employees may be made.

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