



PHILIPPINE
NORMAL
UNIVERSITY



Graduate Theses

CGSTER

December 2020

Design and Management of Teachers' Wellness Program

Emelito A. Ortillo

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Ortillo, E.A. & Ancho, I.V. (2020)
Design and Management of Teachers' Wellness Program
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1370

DESIGN AND MANAGEMENT OF TEACHERS' WELLNESS PROGRAM

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

Of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

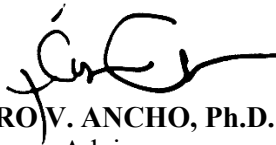
With Specialization in Educational Management

EMELITO A. ORTILLO

December 2020

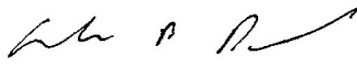
APPROVAL SHEET

This thesis entitled “**DESIGN AND MANAGEMENT OF TEACHERS’ WELLNESS PROGRAM**” prepared and submitted by **EMELITO A. ORTILLO** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN EDUCATIONAL MANAGEMENT**, is hereby recommended for approval and acceptance.



INERO V. ANCHO, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Master of Arts in Education** by the Oral Examination Committee.



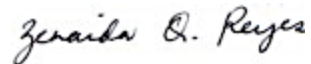
ADONIS P. DAVID, Ph.D.
Chairperson



TERESITA T. RUNGDUIN, Ph.D.
Member



CARIDAD N. BARRAMEDA, Ed.D.
Member



ZENAIDA Q. REYES, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Master of Arts in Education**.

Date

ANTRIMAN V. ORLEANS, Ph. D.
Dean,
College of Graduate Studies and
Teacher Education Research

DEDICATION

I wholeheartedly dedicate this to Almighty God, my source of inspiration, guidance, knowledge, and wisdom. He has been the reason and source of my strength in body, mind, and soul throughout this study.

I also dedicate this work to the most important persons in my life, my wife; Raissa N. Ortillo and my daughters; Ryella Elise N. Ortillo and Rhianna Erich N. Ortillo, who have been my source of inspiration and gave me the strength to finish this. Most importantly, for the love, understanding, and patience they have given me.

-EAOrtillo

ACKNOWLEDGEMENT

The researcher wants to express his sincerest appreciation and gratitude to those people who extend their assistance, guidance, time, expertise, immense knowledge and wisdom, and encouragement for this study.

To Dr. Inero V. Ancho, who gave his passion, kindness, time, expertise and guidance for this study. Indeed, his support as an adviser and positivity motivated me to write better and meaningfully. His positivity drives me to finish this study.

To Dr. Adonis P. David, Dr. Caridad N. Barrameda, Dr. Teresita T. Rungduin, and Dr. Zenaida Q. Reyes, members of my thesis committee for providing me some insightful and meaningful comments and professional guidance in conducting and writing this study.

To Dr. Cecilia F. Genuino, for helping me in the language editing of my thesis as well as giving me inputs on the proper ways of professional academic writing.

To different schools division superintendents in the National Capital Region, for allowing me to conduct my study on the different divisions under their administrations. For their time and accustom participation, they have given me. Also, for providing me the needed data and for maximizing the resources for the study.

To Maricar F. Nicdao, who gave her full support in all aspects from the beginning of this study. Her time, guidance and prayers beyond friendship and being my classmate.

Finally, to my wife; Raissa N. Ortillo, my sincere gratitude for her endless love, understanding, unfailing support and never-ending encouragement until the end of this study. Also, to my daughters; Ryella Elise N. Ortillo and Rhianna Erich N. Ortillo, my source of inspiration to reach the end of this journey and served as the main reason for everything. This accomplishment would not have been possible without them.

May the Almighty God richly bless all of you.

-EAOrtillo

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURE	vii
LIST OF TABLES	vii
ABSTRACT.....	ix
Chapter 1 The Problem and Literature Review	1
Background of the Study.....	1
Literature Review.....	6
Research Questions	23
Conceptual Framework	24
Definition of Terms.....	29
Chapter 2 Procedures	30
Qualitative Design and Methodology	30

Research Site.....	31
Selection Criteria and Participants.....	32
Data Collection	33
Data Analysis	34
Role of Researcher	35
Methods of Validation	36
Ethical Considerations	37
Chapter 3 Findings and Discussion.....	40
Findings and Discussion.....	40
Chapter 4 Summary, Conclusion and Recommendations.....	105
Summary of the Study	105
Summary of Results	106
Limitations.....	107
Conclusions	108
Recommendations	108
References	113
Appendices	126

Appendix A: Letters to the Validators of the	
Interview Guide Questions.....	127
Appendix B: Summary of Revisions of Interview Guide Questions	128
Appendix C: Letters to the Schools Division Superintendents	
of National Capital Region (NCR).....	130
Appendix D: Letters of Approval to Conduct the Study	
in the Divisions of National Capital Region (NCR)	131
Appendix E: Letters to the Principals/ School Heads to	
Conduct the Study	135
Appendix F: Consent to Participate in the Study	136
Appendix G: Interview Guide Questions.....	137
Appendix H: Transcript from the Interviews.....	138
Appendix I: Key Point Coding.....	221
Appendix J: Concepts/ Themes emerged in the Qualitative Phase.....	244
Appendix K: A Proposed General Guideline for the Design and	
Management of Teachers’ Wellness Program	248

List of Figure

Figure 1: Conceptual Framework	24
--------------------------------------	----

List of Tables

Table 1.1: Program Design by Process	41
Table 1.2: Program Design by Content.....	58
Table 2.1 Program Management by Process.....	75
Table 2.2 Program Management by Principles.....	93
Curriculum Vitae.....	265

ABSTRACT

Name : Emelito A. Ortillo

Thesis Title : Design and Management of Teachers' Wellness Program

Degree : Master of Arts in Education with Specialization in Educational Management

Key Concepts : Program Design

: Program Management

: Teachers' Wellness

: Guidelines

Adviser : Dr. Inero V. Ancho

This study was designed to identify how the school principals designed and managed a wellness program. Specifically, it aimed to develop General Guidelines for the Design and Management of Teachers' Wellness Program.

To attain the objectives of the study, a descriptive method has been utilized particularly a case study method of research. Five public elementary schools with implemented teachers' wellness programs were chosen as the participants of the study. Selected stakeholders from the participating schools particularly 5 school principals and 5 teachers who are part of the school planning team were the respondents of the study. Instruments used to gather data were prepared by the researcher and has been validated by the experts in the field of a wellness program. Participants were asked to answer questions through interviews. Results were organized and analyzed to answer the research questions of the study.

From the results of the interview, it was found out that in program design, different strategies emerged to make the program more effective and successful. As to the outcome of the program, happiness, a healthy lifestyle, positive attitude, professional growth, and dimensions of wellness should be considered. In program management, different strategies and best practices

emerged. Further, different management theories were used by various school heads. Monitoring and evaluation determine the effectiveness of the program and this can be done through feedbacking, sustainability, creating committee and revision. These best practices and different strategies were used in crafting Proposed Guidelines for the Design and Management of Teachers' Wellness Program.

-EAOrtillo

Chapter 1

The Problem and Literature Review

Background of the Study

Many studies have shown that lack of wellness programs can affect the lives of the teachers and the learners. It has an impact on the academic performance of the learners because the teachers could not give their best in the teaching-learning process (Khan et al., 2012; Swathi & Reddy, 2015). Thus, a wellness program plays a vital role in providing quality education.

According to Tambo (2012), teaching is providing education to others. It is usually performed and done in school, a place where not only teaching is being executed but also the learning of the students. According to Swathi & Reddy (2015), teachers are considered as the pillars of society. They mold, guide, assist, facilitate, communicate, and transfer knowledge to the students. Generally, teachers build and develop learner's personality and skills (Ayub et. al., 2018). Teachers serve as the light and path of the life of an individual. They make the lives of every person meaningful and purposeful. Moreover, teachers give an impact on the development and improvement of every individual. Teachers mold and produce new generations who will take care, manage well and develop new and modern communities. They prepare learners to face the reality and challenges of the future. Teachers are expected to produce well-educated and competitive learners who are, likewise, passionate, dedicated, committed, responsive, productive and responsible citizens in the community. Therefore, teachers deserve a stress-free environment that could make to give the best education to the students, community and the country.

Teachers should be encouraged to be aware of their health and well-being. They should always monitor their health status physically, mentally and spiritually. They must know how to

manage their time (including the number of hours to sleep), relationship and finances. They must join group organizations that will make them busy and provide a healthy lifestyle. A teacher should find time to relax or to travel to make them stress-free. They must be encouraged to join any program of wellness that involves physical, intellectual and emotional development.

A stress-free environment, internal and external, means being free from any sickness, illness or disease. Stress-free denotes "wellness" or the absence of any illnesses or diseases (Edlin & Golanty, 2010). It is the best way to promote good health that will improve the quality of life in the community. Practicing wellness can have a positive effect on the lives of every individual. It is maximizing the potential to show and use what an individual can do using different abilities or skills for the development and make a new face of the society in the hand of new generations of humane (Mackey, 2009). It includes the personality of a person specifically the physical, emotional and social being of an individual. Teachers deserve a stress-free environment that will enable them to perform the best they can. To make it possible, the academic institutions should organize and develop a wellness program that could guide, assist and educate the teachers to be physically fit, emotionally stable, spiritually involved, and have a healthy career as a professional (Harding & Parsons, 2011).

A wellness program can improve the morale of the teachers as well as their physical, mental and spiritual being. Moreover, it can help the teachers to be more productive in their work and to produce a responsible and responsive citizen of the community (Berry, Mirabito & Baun, 2010). The primary objective of a wellness program for the teachers is to make them fit or healthy in all aspects (Kipps-Vaughn, Ponsart & Gilligan, 2012). This means the teachers who are part of the program would follow the procedure to make them healthier like eating nutritious food

and exercising regularly. Teachers who are successful in their profession show wellness or good health in their work. Thus, they must be responsible enough to have a healthy lifestyle.

Since teachers are under the supervision of school leaders or school principals, the school principals are the persons responsible for initiating the wellness program. They should design, implement, and manage their wellness program in their respective schools. They should invest in the said program despite the possibility of encountering the problem among the teachers who might not want to participate (Goetzel & Ozminkowski, 2006).

Wellness programs are designed to improve the health of the employees. Proper motivation and educating them will encourage them to pursue their participation (Combs, 2011). The support from the internal and external stakeholders is very important for the successful implementation of the program. Hence, the design, implementation, and management of the program in an academic institution depend on the leadership of the principals. The willingness and continuous support and participation of the teachers may be dependent on the leadership of the school principals. Thus, good leadership plays a vital role in making the program successful for many years. Leaders with an effective wellness program strategy will make the teachers more productive in their tasks and leave an impact and legacy to the young minds of the new generation of education in the community and the country as a whole (Parks & Steelman, 2008).

Teachers need a wellness program to boost their morale in their profession and perform their best to deliver quality education. Indeed, a wellness program is a great help among the teachers; many have been abandoning the profession because of many reasons like compensation and different stressors from the environment around them. There are so many stressors that a teacher experience (Bowen, 2016). Many are shifting their work not aligned in their profession.

Some are working abroad to earn more for their selves and families' needs. This was further highlighted by Amalu (2014) that teachers experience a heavy workload because of numerous stressors. This stress increases as the work demand due to the numerous changes in the concept and delivery of education (Vij, 2014). Mostly, their workload is not tantamount to the salary they received. It is very evident that teachers experience stress in their profession; namely, time overload, students' attitude, paper works, administrative support, students and parents' bullying, integration of technology in teaching-learning process, co-worker's relationships and many more from the different aspects and areas of their expertise (Parihar & Mahmood, 2016). Moreover, work-related stress affects the quality of life of the teacher; both personal and professional aspects (Hans, Mubeen, Mishra & Al-Badi, 2015). The personal life of a teacher is affected as it is connected in their daily routine. Stressors affect the performances of the learners as it plays a vital role in the teaching-learning process. Teachers should identify their stressors in the workplace and how they are going to positively accept and address these. Acceptance will make the teachers better understand the characteristics of these stressors. How they change the lives of teachers for their benefits, learners and the community as well. Identifying and accepting would lead the teachers to think of strategies or techniques in managing stress (Skaalvik, E. & Skaalvik, S., 2015). If ever the techniques employed by the teachers did not go well, other institutional stress management programs implemented in the school can then be used. This is to ensure the safety and protection of the teachers through modifications.

One of the strategies a teacher or school principal could do in stress management is designing, implementing and managing a wellness program for teachers and all the stakeholders as a whole. This will help them identify and manage their stressors well. With the help of the

teachers' wellness program, teachers can do their best in their field of work. The satisfaction, happiness and healthy lifestyle aspects of their lives will be achieved. Further, the wellness program could help the teachers to be holistically fit and healthy. To make this happen, the school principals have a big role in taking care of their constituents on their personal and professional aspects. Moreover, they have the responsibility to identify and develop a program that could help their constituents to work with all their best. Many studies proved the importance of a wellness program in the school community. However, only a few schools have such programs, particularly in Metro Manila. Thus, the researcher advocates the formulation of such programs among the schools to assure the personal and professional aspects and growth of the teachers that would later lead in the delivery of quality education.

The researcher believes that school principals should realize the importance of wellness in their respective schools. They should make their constituents aware of the status of their health and be vigilant in participating in any wellness program. This will make the teachers more effective, efficient and productive in their profession. Likewise, designing, implementing and managing a program could make the school leaders more dedicated, committed, passionate, globally competitive and responsive to the needs of the 21st-century education.

Given the aforementioned reasons, the researcher proposed and developed general guidelines for the design and management of teachers' wellness program for public elementary schools. These general guidelines can be used by the school principals as a basis for developing their wellness program. Likewise, this could answer the issues and problems encountered by the school leaders relative to the teachers who refuse to participate and perform well in their work. This could lead to the attainment of the objectives of the program which could have impacts and

leave legacies to the community. Consequently, the stakeholders would strive harder to attain quality education that could produce responsive citizens of the community and the country as well.

Literature Review

This presents a variety of studies which are deemed significant to the study. The review is presented to provide readers a wider view of the problem analyzed.

Teacher Stress

Stress is one of the factors that affect the health of an individual (Swathi & Reddy, 2015). Stress can be found everywhere. It could be present at home and in the workplace. It is actually around the corner. This means that stress is inevitable because it has been part of daily lives. No one is free from being stressed regardless of status in life. Everyone can be challenged because of the different causes of stress or stressors. Each experiences stress when dealing with people, situations, and events. In some cases, stress can make people lose their confidence which is tantamount to courage. People who do not have confidence may not have the ability to accomplish tasks accordingly. Likewise, confidence is essential to face challenges. People who are working are more prone to stress (Parihar & Mahmood, 2016) particularly when they are in the workplace. Stress in the workplace may affect the personal life and the work performance of an individual. Consequently, it is important to identify and understand the factors that give stress to the person. According to Greenberg (2011), stress is composed of stressor, stress reactivity and strain. Stressors may come from the environment or maybe triggered psychologically. Stress reactivity is the activation of the stress response while a strain is the outcome of stress reactivity such as illness or behavioral change (Harris, 2011). Stressed people respond in different ways.

The "fight or flight" response is the most common conceptualization of activation where the nervous system becomes activated. The nervous system is the branch of the autonomic nervous system that is responsible for energy and getting ready for the body for a "fight or flight" response (Nolen-Hoeksema, 2004).

Stressors may come from financial, health, psychological, and family issues (Rajasekar, 2013). It can be an internal and external environment that will make a personal balance. Stressors affect the well-being of a person physically and psychologically. On the other hand, stressors may also bring a positive form of stress or the eustress to an individual. It has also a beneficial effect on health performance and emotional wellbeing. Stress is not always negative as many people always thought. It could be positive depending on how the people cope or manage the stressors. Stress can make people act and think fast when needed. It also keeps them away from being bored. Too much stress can bring a negative impact on the lives of every individual and mostly the health problems but moderate level stress brings a positive impact on the person. Stress can motivate a person to accomplish tasks in a short period. Hence, a person may seek the next step or things to do as the person wants to finish or accomplish everything on time. Stress can improve or destroy the lives of people depending on how they view it. In the workplace, stress can make a person alert depending on how far their capabilities will be (Singh, 2010).

Occupational stress is an individual's totality of stress from their work. Among the workers, occupational stress may deal with the health condition in a particular institution or organization. It is how long the workers are exposed to their workplace. Occupational stress is a condition of mind and body of an individual towards their working environment. Stressors may be imbalance depending on what a person needs. A person may be capable of giving what the

environment needs and what people demand. According to Bala (2013), occupational stress is common in the teaching profession because of the different stressful experiences encountered by the teacher in different aspects of their profession. Occupational stress in the teaching profession may be attributed to the increasing workload, insufficient resources, involvement of non-academic activities and poor rapport with the superiors, subordinates, colleagues and the learners (Walia & Kaur, 2006). Based on the study of Banerjee & Mehta (2016), occupational stress is the main contributor to the high-stress level in teachers. Teachers who experience stress in their work affect the performance of the school, the relationships with their colleagues and students and the performance output of the learners.

Stress is one of the factors that greatly affect the teaching-learning process of each school. It may be inevitable but it should be addressed to have a better school performance. Different stressors may be experienced by the teaching force but they need to be equipped on how to deal with these matters. Conditioning the mind and body of the teachers would produce a better working environment. Thus, the health and wellness program that addresses personal and professional stressors should be covered in the planning process of the school to provide quality work and education.

Teacher stress is the main issue in the teaching profession (Harris, 2011). This profession is also the most stressful occupation (Addison, 2015; Swathi & Reddy, 2015) because of the declining number of teachers, poor condition of facilities and inadequacy of budget from the agency or department (Ganguly, 2008). According to Nwimo (2015), teacher stress is considered as the most interesting among the researchers and practitioners around the world. Teachers stress refers to a situation where the teachers are experiencing internal and external environmental

factors that affect their daily routine and their performance specifically in the teaching process (Khan et al., 2012). Stress is the physiological and psychological reaction that affects teachers (Okeke & Dlamini, 2013). It can affect the wholeness of the teacher specifically his lifestyle, personal and professional life.

Stressors as the causes of stress may lead the teachers to experience the unpleasant and negative emotions like anger, frustrations, anxiety, and depression towards their colleagues and most especially to their learners. In the study of Torres, Lambert & Assistant (2009), the sources of stress among the teachers are time-related job tasks and excessive paperwork which was identified as the highest stressor. According to Addison (2015), work overload, personal development, interpersonal relations, and organizational climate are considered as the main causes of stress. Ayub, et al., (2018) revealed in his study that teachers experience stress because of problems in disciplining students particularly in the attitudes and managing different activities or programs related to teaching. In today's generation, disciplining students has been the main problem of the teachers.

In the teaching-learning process, discipline is considered as the main key to learning. For the learners to easily learn, being disciplined is enough for them to acquire knowledge because the endpoint of education is not merely the knowledge but the attitude. Based on the study of Roxas (2009), the primary sources of teachers' stress are the large class size, excessive paperwork or documentation, and insufficient resources and materials in the teaching-learning process. In the Philippine setting, large class size is common. Quality learning is declining because of the many students who should be assisted or managed. Likewise, because of bulk paper works, many teachers are giving up their profession or even their lives. According to Aydin & Kaya (2016),

teachers' stress can be attributed to the inadequacy of resources, constant supervision, being bored of the teachers in their profession, the competition that makes the teacher pressured, the behavior of the learners, the demands and high expectations from the superior. Multitasking of teachers makes them stressed. Parihar & Mahmood (2016) concluded in their study that the stress level of the teachers is high because of the workload as the main cause of the teacher's stress. Workload makes the teachers exhausted.

Aside from a load of teaching, teachers still need to do paper works like lesson planning, instructional materials for tomorrow's next lesson, school forms to be accomplished, narrative reports and many more. In the study of Africa & Dlamini (2013), the nature of the work of the teachers and the contractual problems are the main stressors. In Philippine education, contractualization, particularly in the private schools, is rampant due to the lack of power and influence, threat of being jobless, performance-related, low salary, lack of accommodation, changes, temporary contracts. Stress can cause a teacher's absenteeism, over fatigue and illness physically and psychologically.

Teachers can have a healthier lifestyle through a teaching-learning process where they can have an interaction with the learners. Mentoring which helps the teachers to build a good relationship with the students is a good sign of a healthier lifestyle. In the study of Butler & Dawkins (2007), positive interaction with the learners would create a deeper understanding and deepen learning between them. Moreover, the sense of involvement and belongingness plays an important role to build a good relationship between them. Through this, the teaching and learning process would become successful to attain the goal of education. Teachers with a healthy

lifestyle and healthy relationship could make the teachers and learners more productive and successful citizens.

Teachers' wellness can be influenced positively or negatively by the different factors like the organization itself, the leadership practices of the superior, internal and external environment, academic and disciplinary culture, workload conditions and unexpected situations.

Teachers can be trained through mindful skills to boost their sense of well-being and their efficacy. Based on the study of Desmond (2009), mindful skills are having an awareness of giving focus or paying attention to what is happening in the present moment. Through this, teachers can have better classroom management and develop a good relationship with the students. Also, Meiklejohn et al. (2012) found out that mindfulness increases teachers' health by reducing stress and even depression. A teacher who practices mindfulness can have a better lifestyle and build or foster a social connection. This means that thinking positively could bring a positive result to an individual's action. It connotes what we think is what we act or do. Likewise, being mindfulness help an individual to improve wellbeing (Huppert & Johnson, 2010).

The aforementioned studies present the current condition of teachers in the teaching profession and how stress affects them. These internal and external environmental factors affect their routine and performance in the profession. Indeed, it is important to identify and be mindful of these stressors to keep them in the tract and be more motivated to perform well in the workplace. Having such studies would help the school community in achieving their goal by giving more power and benefits among their teaching force. Prioritizing the well-being of the teachers leads to a positive environment thus leading to better management of schools.

Wellness

Wellness is about learning or defining oneself by making choices and taking care of one's body and mind (Travis, 2014). It is also about choosing the right and healthy decisions (Thompson & Porto, 2014). Koenig (2012) concluded in his study that wellness supports religious beliefs. It is about the faith that could also be helpful in personality. Faith provides a psychological mechanism believing that everything can be managed or coped up with the trials and problems in life. The connections of mind, body, and soul could improve health conditions. It will lead to build a foundation of core values and define what is important in our lives.

As a whole, having a health promotion means people are seeking ways to improve the quality of life. Travis (2014) defined wellness as a way of life that includes daily routine like eating, sleeping, thinking, working and communicating. It focuses on how the mind is processing and connecting to the environment (Scharmer, 2009). In the study of Dogan, Yildirim & Myers (2012), wellness is all about individual lifestyle. Thus, wellness should target person's development in all aspect of life. This is how you deal with the environment around you. Being healthy and fit is not coming from the individual alone but rather from the environment around him, which affects his personality like his relationship with his friends, family and even to the larger part of humanity. It may also refer to how an individual deal or interact with the environment or situations like problems and issues around.

In the study of Sorenson et al (2012), wellness is comprised of seven dimensions: physical, emotional, social, spiritual, intellectual, financial and environmental wellness. Physical wellness is about maintaining a healthy body and good looking. It includes proper exercise, proper nutrition and different habitual actions that make the body healthy and free from any

diseases or illnesses. Emotional wellness is being defined through the ability to express an emotion such as happiness, sadness or anger. It is about satisfaction or fulfillment in life. Being healthy is understanding the feelings and have the ability to cope up with the stress. Positivity and sharing of feelings are signs of being healthy emotionally. In social wellness, is the ability to interact with other people and to the community. Communication skills would help to develop and build good relationships with the people around you whether it is your friends, colleagues, co-workers and your family. With proper skills of socializing, you show respect and build a sense of belongingness. Spiritual Wellness involves different beliefs, principles, and values in life. It is how you share and portray to other people. It is about defining the true meaning and purpose of life. Intellectual wellness is being creative and mental activities. It is the ability to think. It is wellness with an active mind and can continue to learn. Also, it involves being open-minded for new ideas to innovate. Another dimension is financial wellness. It is the ability to learn in managing financial expenses. Being practical in expenses is part of being healthy in finance matters. Decision making is also considered in this dimension. Environmental wellness is being aware of your surroundings or environment. Retzlaff-Fürst (2016) revealed in her study that environment has a big role the way we live. It is how we interact with nature with harmony. It involves being responsible as a human to protect the environment. It is about the relationship between a personal environment and with nature. Awareness is the key to consciously promotes a healthy lifestyle.

All dimensions are interrelated to one another because they affect or influence one another (Esslinger, 2010). Each dimension also has effects on the body and mind interaction. In the study of Sorenson et al (2010), wellness is the totality of the whole personality of a person.

Wellness is about the lifestyle of an individual. It is the wholeness of being healthy in all aspects. Many people commonly understand wellness or being healthy only in physical appearance. They do not consider other dimensions of wellness like psychological factors.

Wellness is composed of different dimensions that are connected and interrelated; they affect and influence each other in our lives. These include physical, emotional, social, spiritual, intellectual, financial and environmental wellness. None of these should be left out, as all dimensions are important to our life. Thus, wellness should be a primary concern of the school as it affects not only the professional well-being of its people but also their well-being. The mind, body, and soul should be improved to have a better health condition. This will help the entire school community to build a foundation of core values and reflect on the things that are important in our lives. The school and its people should be holistically developed to better serve its community.

Wellness Program

The success of an organization depends on the positivity of the internal and external environment. It is a school with a positive culture and climate among the people involved in the organization. The effect of stress in an organization matters most as it will lead and decide whether the implementation of a stress management program for every individual of an organization is effective. Based on the study of Royal, Flammer, Borst, Huckle, Barter & Neel (2016), wellness program focuses on mental, emotional, social, cultural and physical aspects. Tammy (2009) revealed in his study that wellness strategies can develop and enhance the connection between personal and professional health. Wellness can produce a positive culture and climate of the school. Also, it will make a person balance everything in his life. Engaging in

the program could help to reduce stress from work and it will lead to a productive output and job satisfaction. Wellness program allows the organization or school to be more resilient to environmental pressure and depression. Indeed, strategies in a stress-free program would help to raise the awareness of every individual to give importance to it and help to make the program more successful. In today's modern technology, different strategies can be applied for a program to materialize. Many electronic gadgets like cellular phones and computers can be used in strategizing a program. In the study of Anenson, Brunt, Terbizan & Christensen (2013), sending electronic health messages to the employees which include facts, health tips and other information for the employees to escape from stress in their workplace considered as the most effective strategy despite being busy in works.

Swarbrick, D'Antonio & Nemec (2011) stated in their study that wellness program in the workplace brings positive change. Being knowledgeable in preventing health issues would help the companies or organizations to include wellness programs in their work environments. Implementing a wellness program does not support to rectify deaths of the participants. Drake (2010) believed that an effective wellness program can be measured or showed where the teachers experience a decrease in absenteeism and even tardiness. Also, some of the benefits of wellness programs are increased weight loss, decreased stress from work, increased job satisfaction and improvement in morale. Kolbe-Alexander et al. (2012) believed that wellness increases a positive behavior to the employees that would result in a standard and would help to decrease expenses for medication.

Kennedy (2015) stated in his study that a positive and supportive environment would make the implementation a successful one for the benefits of the teachers. Through this, a quality

of life, a productive profession, and a sign of being healthy would be attained by the teachers. According to the study of Harney (2008), a comprehensive wellness program decreases stress and has some strategies to cope with negative emotions like anxiety and anger.

After all, a positive result of the program will provide the school leaders or administrators a justification to invest money, time and resources in wellness programs for teachers.

Creating a program includes two phases: (1) Program Design and (2) Program Management.

Program design. A program must be designed according to its goal or objective. One reason for the organizations for designing a program is to improve their health. Also, some organizations design a program to reduce expenses in buying medicines, to cure different illnesses and other maintenance. There are other companies which are having fun in their wellness program to build relationship among the employees. In any form, the two kinds of wellness improve the personal life of an individual. Another reason is to develop and improve the lives of people. In the study of Dogan, Yildirim & Myers (2012), improving the lifestyle of every individual shows wellness. Individual lifestyle is a totality or holistic wellness that needs to develop or enhance to have a better life.

In designing a program, one must consider how long it will take, and whether or not it will be successful three years from the implementation. When planning a program, meeting with the concerned management team is necessary to talk about the possibilities, consequences and good output of the program. Doubts must be answered and supported by the cooperation of the team. There must be data and assigned tasks, which are properly disseminated, to the right persons.

A wellness program could be done outside the school or in other places for a change. This can be done through a team-building or outreach program. Having different places in conducting wellness help a lot for them to motivate and encounter something new. Geographic location should be considered in having a program. Different activities in the same workplace do not give impact the participants.

In the study of Owen & Celik (2018), providing wellness programs would help the employers to reduce the healthcare expenses of their employees. Instead of paying the bills of the employees in different hospitals, they can use it in paying or buying the needs of the program. Healthy living of the habits of an individuals can prevent many diseases. This means that the employer is paying the health of the employees. Through the help of the program, they can avoid different chronic diseases.

In the study of Mani & Smriti (2015), leadership maintains a conducive environment in both the leader and the employees. It is the understanding and support of the leaders to the constituents to motivate and follow. Leadership support is very important for the employees to motivate, pursue, and participate in the program. With it, strong leadership will be visible. Directing and guiding the wellness program with the leaders will be successful. Leaders who participate in the program such as campaigns, team challenges and have a personal intention to make the program successful. Thus, leadership support plays a big role in a wellness program. Indeed, the leaders decide whether to pursue it or not

Based on the study of Li (2013), workplace culture is considered as the biggest factor for the employees to have a worse lifestyle. Jobs which require spending more time on a chair has an impact on the health of the employees. Lack of time to do healthy activities contributes

to poor employee health. Without the workplace, culture change would be difficult for the employees to perform well and maintain their healthy behaviors. Workplace culture is pivotal to improve and boost the engagement of even the confidence of the employee in a wellness program. Positive words of the program make an encouragement.

When designing a wellness program, the welfare of the employees should be prioritized followed by the organizations or company. Likewise, the expenses of the employers to the employees will be lessened.

Program Management. In implementing the wellness program, several factors should be considered. First, there should be a wellness committee. Based on the study of Molaison, Carr & Federico (2008), adequate training among the committees or person-in-charge is important that makes it a foundation for the success of the implementation. The tasks should be equally divided among the committee members based on their capabilities. They have to build and sustain the wellness culture of the organization. Likewise, they will need to help the program to be more effective and to bring impacts to the participants. Some of the responsibilities of the wellness committee are evaluating the progress of the program, the services and policies whether it is effective, develop a health promotion considering the mission and vision of the program, and assessing the needs of the employees. Second, the employer should keep contacting and involving experts in the program. Soliciting is important through invitations to the volunteers for the progress of the program. Employers should determine the welfare of the committee. To avoid the burnout among the committee members, the employer should consider an alternative committee. They must be composed of a motivator and have a good relationship with their colleagues.

Budd, Schwarz, Yount & Haire-Joshu (2009) concluded in their study that implementing a wellness program in a longer time may be critical in ensuring effective implementation. Challenges and changes must be addressed immediately and accordingly. Hence, extravagance is discouraged. Employers should make sure that the objective or goal is sustainable and that the program should be simple. The simplicity of the program can have a big impact on the employees.

Schwartz et al. (2012) believed that lack of resources may cause a low level of implementation of the program. Teachers who would not join in the program would become the barrier for the success of the implementation. Scaccia et al., (2015) stated that the readiness of the organization and the leader may hinder the implementation of the program. According to Durlak & Dupre (2008), the success of the implementation is based on the outcomes or results of the program. Based on the study of Meyers, Durlak & Wandersman, (2012), the difficulties in the implementation phase are in evaluating how important the measures or evaluations of the outcomes are. It does not mean measuring success; it is measuring the degree of implementation of the program. Measuring is to identify how effective the implementation of the program is. Effectiveness would determine whether the program is strong enough to the participants and it would be the basis of whether to continue the program or not. The bottom line of the implementation is the positive impact and long-run of the program once implemented to the employees and the company or organizations.

Management is pivotal in an organization (Armstrong, 2006). Good management is considered as the skeleton of the body of an organization. Without it, the organization cannot stand alone and attain its objectives. Managing means attaining or getting something that the

organization wants to achieve. Management is needs planning, organizing, directing and controlling. It is a cycle to manage and maintain the process. It is also considered as the most critical stage particularly the challenges, hindrances, and effectiveness of the implemented program. In this stage, multiple problems that need immediate solutions arise to avoid inconsistency and unattainable goals or objectives. Its effectiveness may decline and participants in the program may also leave.

One benefit of the wellness program is not only to the reduction of the medical costs but also the reduce absenteeism. Besides, a wellness program can improve the effectiveness, efficiency, and productivity of an employee.

The Wellness program in a school makes its people more resilient to environmental pressure and stress in the profession. Having such kind of program would raise awareness on the importance of health in their work and life in general. Making them feel and appreciating their importance makes the program more effective and efficient. Program design and program management are very vital processes in a Wellness program. These processes should be followed and considered along with its implementation. Further, this kind of program is the focus of the current study; as the researcher advocate and believe that focusing on the health and wellness of the teacher could affect their level of motivation and performance in the teaching profession. Though they may be a lot of factors to consider in motivating the teachers; their total well-being as a person was focused on this study because it was believed that it will bring positive change in the delivery of quality education.

School Leadership

School leadership is the most important factor in implementing any policy or program of an organization (Budd et al., 2012; Longley & Sneed, 2009a, 2009b; Molaison et al., 2008; Sánchez et al., 2014). Leadership requires the ability to motivate constituents to participate in the process of any program. In the study of Mani & Smriti (2015), leadership empowers and changes how the environment will react to make it conducive for the leaders and to the followers. School leaders are the planners, decision-makers, and implementers in their schools. The primary role of the school leaders is to manage, support and train teachers in the teaching process. Similarly, they are accountable for any problems that might happen in the school. Scaccia et al., (2015), believed that school leaders prioritize issues or programs which they find more important than others. Indeed, effective leadership has the power to change the field of education which is common and repetitive. Leaders must be knowledgeable enough to be able to give impact to the participants.

School leadership does not prioritize any program like wellness among the teachers because they focus solely on what is most needed like the academic performance of the students and student safety. School leaders face many educational challenges that can affect the achievement of the students. Most of the school leaders focus on the demands rather than the inner needs of their constituents which is the value of the health of the teachers. Haynes et al., (2014) believed that stressed teachers might affect the learning outcomes of the students. They are busy in their role as a leader and they usually focus on the needs of the progress of the learners and not in the welfare instead. Also, leaders give more time to the curriculum to be implemented and the pedagogy of the teachers rather than of the personal needs of the teachers.

In the study of Rajbhandari et al., (2014), to implement any health or wellness program, educational leaders must have a sense of readiness and willingness to do it. Once the leadership of the school leaders is weak in the implementation of wellness among the teachers, it gives only a minimal impact on school-based practices and it will lead to a weak program. It may be due to the priorities of principals who consider other more important issues. Roberts et al (2009) stated that most of the school leaders view the wellness program as a hassle in their tasks.

School leaders should consider all the needs of the teachers, learners and non-teaching staff under his administration to maximize and avoid being bias among their constituents. School leaders should prioritize first the needs of the teachers and the welfare of the learners.

School leaders are the primary key in implementing different programs in a school as they are empowered to plan, make decisions, implement, manage, and monitor different school processes. They have the power to motivate and influence their teachers to the different issues and concerns in the entire school community. Thus, their roles and responsibilities should be clear and strictly followed as they greatly affect the school condition. In this study, they are the primary source of data with regards to how they implement their respective wellness program in their schools. These school leaders put into priority the wellness of their teachers by creating such type of program to better serve their school. This is the concern and focus of the current study, so other schools and leaders may adopt such practices in their respective schools. In this way, all the needs in creating wellness program of the teachers and other stakeholders under their administration will be addressed.

A number of studies showed that the teaching profession is one of the most stressful jobs. Teachers are experiencing different types of stress in their workplace and it results into a low

quality of work which directly affects the quality of education. With this, it can be said that addressing the needs of the teachers in terms of their total well-being would lead the school in achieving their goals towards education. However, in the Philippines, there's insufficient studies that directly answers and addresses the needs of the teachers in the workplace. Limited data are available to increase the well-being of the teachers that can be used by the school heads and policy-making body in making decisions. No specific policy on wellness program was available and followed. Some schools may have existing program that addresses the wellness of the teacher; however, they only focus and provide intervention on specific areas of wellness where there's a need. For instance, we know that environment is a big factor that affects the wellbeing of an individual but only few interventions was given unto it. Target and intervention was very limited. In the current study, it will help the teachers, school heads, and policy-makers to lessen the burden on the workload and provide a stress-free environment among each. This will help the entire school force better understand and consider wellness in their respective schools. Teachers' wellness program covers all the areas and domains of wellbeing that will addressed the needs of the teachers in all aspects of life. Moreover, this study may serve as a reference and add to the body of knowledge to better plan and implement programs that would help each school in providing quality education.

Research Questions

This study aimed to develop general guidelines for the design and management of a teachers' wellness program.

Specifically, the study sought to answer the following:

1. How do the school principals design the wellness program for the teachers?
2. How do the school principals manage the program?

3. What general guidelines for the design and management of the wellness program for teachers can be proposed?

Conceptual Framework

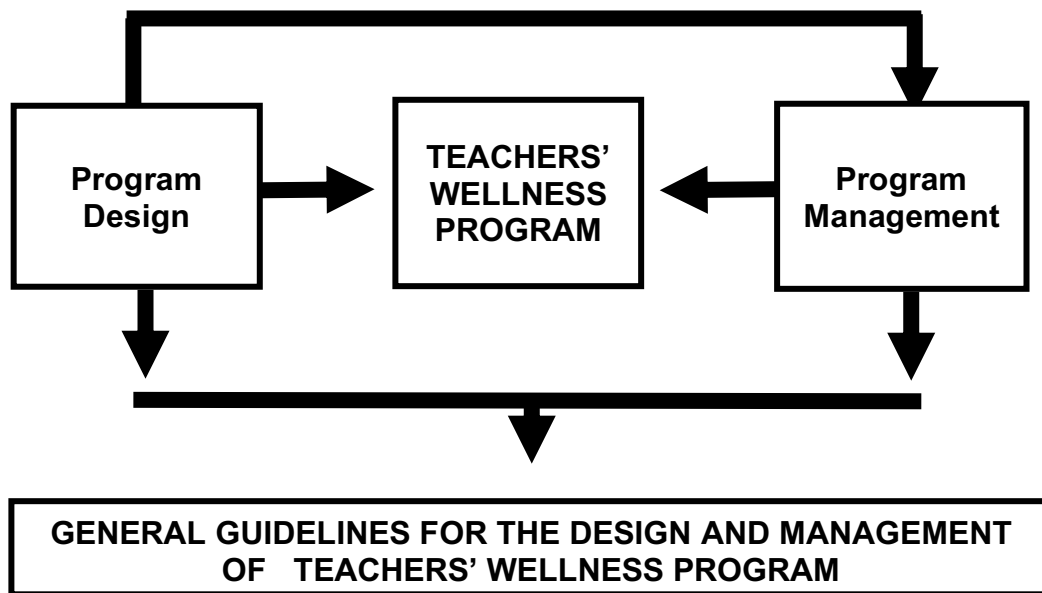


Figure 1. Conceptual Framework

The figure 1 shows that Program Design is directly related to Program Management. Program design is the process that an organization use to develop a program with different and strategies and techniques and program management is the process of executing what is being designed using different strategies following proper procedures (McGuire, 2016). In program management, there is a need of proper monitoring and evaluation to have a better results and determine its effectiveness. These two phases served as the platform in determining the effectiveness and success of teachers' wellness program. The plan and activities reflected on the design will be implemented and monitored in the program management phase. This will better determine how the objectives, process, needs in the program are being addressed during and after

the implementation. These program design and management lead in developing general guidelines for the design and management of teachers' wellness program.

The program design is a process to develop a program (Bowen, 2012). It must identify first the needs, interests, priorities, resources, planning of monitoring and evaluation of the program and of the participants to make it effective (Thomet & Vozza, 2010). It involves plans of action of different activities that need to coordinate and lead in attaining the main objective of the program. Designing a program depends on the objective or goal to be attained. Designing is a process of identifying goals, developing strategies and techniques and allocating budget to achieve goals and objectives (UNDP, 2009). Further, school heads should identify and organize the needs in the program like different strategies, techniques and things to consider in designing a program. The identified needs can significantly affect the program management as it materializes or strategizes depending on the process. Therefore, program design is a very significant concept in the study as it is considered as the starting point of the wellness program because it provides the structure of what has to achieve and how the progress will be identified and monitored. However, designing is the crucial phase because this is the foundation for the succeeding implementation and management (UNDP, 2009). The design phase has four steps namely program identification, program formulation, program budgeting and planning monitoring and evaluation (Thomet & Vozza, 2010). These steps will help design simple yet achievable target goals. Clear goals, objectives, and vision of the program will be presented. To make this happen, the commitment and motivation of all the stakeholders and clarity of the process should be observed to have proper management of the program.

On the other hand, program management is an overview of the entire program. In program management, different strategies, techniques, and best practices strengthen the achievement of desired goals and objectives of the program (Rongala, 2015). The program must support a higher level of vision, goals, and objectives. Making sure that the process is properly implemented by the stakeholders and the resources are utilized properly to address the needs of the school in terms of health and safety. Therefore, program managers should properly guide and see the entire process such as coordination and involvement of the stakeholders and teachers-in-charge together with the identification and address of needs and uses of resources. These managers are responsible for everything like identifying the needs, controlling and monitoring the process. Program management is also an important concept in the study as it materializes all the plans reflected in the design. Rongala (2015) added that program management is a comprehensive overview of the organization. It is also considered a crucial part as it strengthens the alignment of the elements in achieving the desired goals and objectives of the program. Program management ensures better control and provides more focus on achieving the objectives of the program.

Program Design and Program Management should go hand in hand. In these phases, it is very important to consider many things like the unpredicted changes or problems that might encounter along with the implementation. The most important in the program is to achieve goals and objectives and identify the real needs of the participants. Design and management are both important in a program. Each has its crucial stage; they differ in the process or procedures but with the same vision of attaining the goals and objectives. Program design and program

management of a school's wellness program served as the baseline in the identification of the participating schools of the current study.

Teachers' Wellness Program is a very core concept in the study. It talks about the total being and health of the teachers in all aspects; physical, emotional, financial, intellectual, social, environmental, spiritual and occupational. As a whole, it improves morale and increases the performance of the teachers in the workplace. Such programs will be observed and analyzed in the study to provide more insights and a better understanding of its implementation and evaluation.

In the current study, program design and program management are considered as the platform to determine the effectiveness and success of teachers' wellness program. Such a program of different schools served as the source of data to formulate general guidelines of teachers' wellness program. Selected schools with teachers' wellness programs are the participants of the study. The assumption is program design and program management have a role in the success of the wellness program. The researcher believed that different best practices, strategies, and techniques applied make the program successful and effective through the collaboration of the stakeholders. Stakeholders' involvement and participation and different strategies and practices make the program effective and successful to the participants. According to Strasser (2020), consistent communication among the stakeholders makes the program design and program management execute properly and easily achieve the objectives. Program management is the more crucial stage in a program compare to program design because of unexpected situations, problems, and changes that might happen in the process (Rongala, 2015).

In designing and managing a program, the involvement of all stakeholders is highly encouraged for the program to be successful. Their involvement and roles were highlighted and given importance. Different training and seminars about the program make the teachers motivated. Intensifying the program with different activities make the goal or objective attainable and benefit the teachers. The researcher believed that what the school needs are the proper and strict implementation for the success of the program. Moreover, the researcher believed that with the full participation and commitment of the stakeholders in the program will help the teachers and the learners perform well and have a better output of learning. Teachers' wellness program is considered as the key to the good performance of the school and make the education quality.

The goal of the current study is to identify the different strategies, techniques and best practices of schools with a wellness program for teachers. These best practices and strategies in program design and management may be adapted by the schools without a wellness program for teachers.

The designed, implemented and managed wellness programs by the different schools served as the basis of the researcher in developing general guidelines for the design and management of a wellness program for the teachers. Moreover, this general guideline serves as the basis to help the stakeholders, internal and external, to develop and give the needs of the community for quality education and a better life.

Definition of Terms

The following terms are defined for a better understanding of the present study:

Design. It is a plan of action of activities that results from the process with different strategies, techniques, and benefits in which the teachers will be gained. It is the involvement of all stakeholders with different ways of participation or support with the same goal and objectives.

Guidelines. These are strategies, techniques, best practices and experiences that the current study suggests to involve all stakeholders in the process of designing and managing of teachers' wellness program.

Management. These are the strategies, best practices or procedures of the school principals to attain or achieve the objectives of a wellness program for teachers.

Program. It is a cluster of activities for the teachers to be free from any stress, depression or diseases.

Wellness. It refers to the satisfaction, happiness and healthy lifestyle of the teachers with a journey of balancing every facet of life: physical, emotional, financial, intellectual, social, environmental, spiritual and occupational wellbeing.

Wellness Program. It refers to a set of planned activities for teachers to become healthy in all aspects that will result in a higher level of overall wellbeing. Moreover, to increase their morale and improve their perceptions of how important wellness is at work.

Chapter 2

Procedures

This chapter concisely discusses the research methodologies and processes employed in the conduct of the study. Included here are the qualitative design and methodology, research site, selection criteria and participants, data collection and analysis, role of the researcher, methods of validation and ethical considerations.

Qualitative Design and Methodology

This study employed qualitative research particularly a case study method of research. A case study is an in-depth study of an individual or group of people. Also, it allows us to study some rare phenomena. This is not used to determine the cause and effect and they have limited use for making accurate predictions. Moreover, a case study provides an opportunity to explore and describe the experiences, opinions, and points of view of the participants (Creswell, 2011). It makes a better understanding of the perspectives of the respondents based on their real experiences. This study of qualitative analysis of data understands and interprets better the world in which humans exist and interact. The common data collection strategies or methods are individual interviews, focused group discussions, surveys, documentary analysis, and interactive techniques and observations. It gathers information from different opinions, points of views and experiences. The current study employs an interview method or conversation with the respondents in gathering the needed data. In gaining valid and reliable data, the researcher analyzed the different perspectives of the participants and their environment. Hence, a deeper understanding of the experiences of the participants will make the researcher react and begin to respond and understand why the participants acted and responded in such away. The method is

intended to discover established issues and current trends in thought and opinion. In this method, the researcher serves as an important part of the research process as it would develop a new body of knowledge in the field of research.

In the present study, different schools designed, implemented and managed wellness programs for teachers were included. Their school principals who served as the respondents were interviewed to gather needed data and to address the research questions and further validated by the teachers. During the data collection, it was ensured that the tool was bias-free to avoid the subjectivity both on the part of the respondents and the researcher. Consequently, the results of the study were made more comprehensive, meaningful and purposeful in the needs of the teachers, learners and of the community. The qualitative interview was done to make the respondents feel and think of their chosen profession.

Since the current study was not externally funded, no written agreement between the respondents and the researcher was executed to govern the management of the conduct of the project. Likewise, no collaboration among people or institutions were done. Data were collected and analyzed to develop general guidelines for the design and management of a wellness program for teachers.

Research Site

This study involved five selected public elementary schools in different divisions of the National Capital Region (NCR). The schools selected have a wellness program for teachers that were designed, implemented and managed by the school principals.

Selection Criteria and Participants

A purposive sampling method was used to select five public elementary schools in the National Capital Region (NCR) for the qualitative method of research. Schools with a wellness program for teachers were selected as the participants of the study. These schools have designed, implemented and managed teachers' wellness programs by the school principals. School principals were interviewed to gather needed data in the study. Thus, the selection was done with a purpose related to the teachers' wellness program to be studied by the researcher.

Purposive sampling is the most common sampling in qualitative research. It seeks information or data where the participants are being chosen according to their characteristics or expertise. An expert who has the mastery or broad and deep competence of knowledge, skills, and experiences in a particular field or area. Purposive sampling is considered as a non-probability sampling. It is a sampling procedure where the members or part of the study are chosen with a purpose to represent a location or type. It is also based on the characteristics of the participants. The sampling is also known as judgmental, subjective and selective sampling. Data from the sampling method will be protected for the privacy and confidentiality of participants' information.

Respondents in the study involved five public elementary school principals' who designed, implemented and managed a program in their respective schools. The school principals were interviewed. Also, five public elementary school teachers were interviewed to validate the responses of the school principals. In the process, consent and a proper protocol were observed in conducting an interview. Moreover, obtaining assent from children was not applicable because they were not part of the study. In other words, the process or procedure of

assent in this research was not conducted. The involvement of the children did not apply to this research as it only dealt with the school principals and teachers.

The study did not involve vulnerable populations like children, elderly, ethnic, racial minority groups, homeless people, prisoners, people with incurable diseases and the like. Only the school principals and teachers were the main persons involved in the study.

Data Collection

To gather needed data and information, the researcher sought permission from the Schools Division Superintendents. After receiving an endorsement from the superintendents, the researcher prepared and gave letters or documents needed to the school principals and teachers, who were covered in the study, informing them of the bias-free (gender, class, ethnic and cultural) data collection. A proper protocol was explained and observed in the study. Upon approval of the permission from the concerned officials, the researcher interviewed the respondents.

The researcher made sure that the respondents had fully read and understood the consent of participation in the study before conducting an interview. The consent was given and signed by the respondents before they participated or answered the questions in the interview. In this process, the manner or principle of respect to the respondents and ethical standards in the research were observed.

In this study, a set of questions (see Appendix G, p. 137) served as an instrument or data collection tool to gather data for the qualitative method of research. The questions were constructed according to research objectives and needs in the study. Questions formed were based on program design, implementation, and management of a school. In constructing an

instrument, the researcher made sure that the instrument or data collection tool was free from biases; no gender, class, ethnic and cultural issues in any form of data collection. Moreover, it made the study more meaningful and purposeful in the needs of the community. The use of a data collection tool was to answer the research questions of this study. Answers from the respondents using a set of questions as a tool and questionnaire served as a basis in developing a general guideline for the design and management of wellness programs for teachers.

After signing the consent as a principle of respect and protection of privacy and confidentiality of the respondents, answering a set of questions served as a questionnaire for the interview took an hour or less. The respondents were asked based on the experiences, performances or development of the program specifically in designing, implementing and managing teachers' wellness programs in their school.

In the process of gathering information, the identity, privacy, and confidentiality of information of the respondents were protected. No one was allowed to see, gather and use the data in any form of study. The data were kept strictly confidential. The name and other personal identities of the participants were not mentioned. All the data were stored and secured in a safe place.

Data Analysis

Data analysis is considered as a crucial part of the research. It summarizes the gathered data. It is the interpretation of the data with analytical and logical reasons to identify their relationships of ideas and patterns. The analytical procedure is providing inductive inferences from data and distinguish the interest of the respondents (Shamoo & Resnik, 2003). The form of the analysis is determined by the specific qualitative approach taken and the form of data.

The researcher used a data analysis procedure in analyzing the data (Creswell, 2009). The steps followed were: (1) organizing and preparing the data for analysis; (2) gaining a general sense of information and reflecting on the overall meaning of the data; (3) conducting analysis based on the specific theoretical approach and method which often involves coding or organizing related segments of data into categories; and (4) identifying themes from the coding and searching for these connections.

Role of the Researcher

The researcher served as the interviewer. An interview schedule was developed to know and better understand how the wellness program was designed, implemented and managed.

The researcher considered many aspects of the study especially in the collection of data. The data collection tool made by the researcher was free from any biases like gender, class, ethnic and cultural issues. The researcher constructed the tool and revised it after it was checked and validated by the experts. To ensure the professional integrity of the research design, experiences of the researcher and the respondents in conducting research were observed. The tool gave essential data to sustain the needs of the study. Likewise, this was considered as the basis to formulate an output in the research.

A qualitative researcher should know his role whether an emic or etic (Punch, 1998). An emic who is part of the activity or program and being etic is more on objective observant in the process of gathering the data. At first, the researcher will start as an outsider of the topic then, later on, become part of the group or activity to better understand the respondents' thoughts, opinions, and experiences. A qualitative researcher kept on asking questions, listens, thinks and give follow up questions to the respondents to form and get a deeper level of conversation. The

researcher used ideas and theories to come up with valid and reliable data. Likewise, a qualitative researcher considered and maintained the confidentiality of the participants. Personal information of the respondents was kept for privacy purposes. The data to be gathered will be secured in any form.

Methods of Validation

Validity in research follows different procedures to gain the level of worthiness and trustworthiness. Some of the procedures are observation, case analysis, personal subjectivity, and different data collection sites.

To ensure that the set of questions for an interview is valid and reliable, it was checked and validated by the experts in the field of this study. The experts were asked to validate sets of questions by revising or retaining each question. There were three sets of questions such as program design, program implementation, and program management. Since the study was focusing on program design and management, the majority of the validators revised it into two sets of questions, the program design, and program management, since the implementation is part of management. Program design questions were composed of strategies and considerations, the involvement of stakeholders through consultations and advocacy for the teachers as the output of the program. For program management questions, it is composed of best practices in a wellness program, management theories to support the process, revisions for the effectiveness of the program and its impact on the teachers. The result of the validation was consolidated from the experts and finalized as the interview guide questions.

The validity of data means producing a meaningful and with a sense of data that will be helpful in the study. This will lead the researcher to have a better conclusion that is being stable

or consistent in the data gathered (Creswell, 2014). The validators have knowledge about the study and not part of the participants to avoid subjectivity. Comments and suggestions were considered for the final revision of the set of questions for the interview. The researcher made sure that the questions validated were free from biases like in gender, cultural, and ethical issues. Also, the validators who are experts in the field of the study were requested by the researcher to avoid biases in any form. Gender, class, ethnic and cultural issues in validating the instrument were avoided to make it more valid and reliable.

Ethical Considerations

The research was conducted with ethical considerations to ensure the professional integrity of its design, the generation, and analysis of data. The data of the study were gathered from the respondents with ethical standards. Informed consent, the confidentiality of the data, and proper protocol were observed in this study. The mechanism of sharing the results of the study to the participants and the community were addressed properly by the researcher.

The confidentiality of data was ensured. The researcher made sure that the data collected from the interview were stored and secured in a safe place for the required time. It was not shown to anyone who was not part of the study. Also, the data from the respondents were not identified or revealed for security reasons. The results of the study were shown only to the participants without revealing their identity to other participants. Sharing the results of the study could be done through a forum or a conference. Furthermore, the community benefited from the study because the school principals, as well as the teachers and learners, developed and improved themselves for quality education. This makes every individual happier and has a better life. Furthermore, a meaningful and purposive life would be felt and shared.

The study did not involve ethical issues like partner violence, drug addiction or abortion. It focused more on developing a general guideline for the design and management of wellness programs for teachers.

Respect and confidentiality of information of the participants and the research locale are very important in the study. To ensure the safety and protection of the researcher and respondents, consent and voluntary participation were observed in answering the questions in the interview. Questions based on the objectives of the study include identifying the program design and management of the schools. They were all answered by the school principals and teachers. Also, an assent was not being observed because children were not part of the study. Respondents were free to refuse or withdraw their participation without any penalty at any time of the study.

The respondents were oriented about the purpose and procedures of this study. They were informed that no incentives or compensation would be given to them since it was voluntary participation. In other words, respondents did not receive any benefit or any mode of payment in participating in the study. There were no foreseeable risks to the participants or to the institution that could diminish their good image and reputation. Similarly, reimbursement of study-related expenses for the participants was not applicable.

At the start of the study, the researcher made a clear agreement to the participants that they fully aware and understand the design and management of the program. This made them more competitive and productive in their tasks as school principals through different strategies, techniques, skills and leadership styles. Leading and managing school would make it easier through the help of a stress-free program. They were, likewise, informed that the results of the

study could also help other school principals to better understand the importance of the wellness program for teachers and the betterment of their constituents as well as the community as a whole.

The conflict of interest of the researcher was avoided. The researcher did not compromise any financial or non-financial benefit from the respondent or participants. This means that no money or material things were involved in the study. Moreover, no employment matters, consultancies, and patent application or registration were observed.

Chapter 3

Findings and Discussion

In this chapter, the results of the study are presented and discussed in two phases:

(1) Program Design and (2) Program Management of Wellness of the Teachers.

Program Design

The program design is a planning stage where a certain activity will be identified and established. This is how you will organize the needs of the program such as different strategies, things to consider and targeted goals or objectives to be attained.

This study described how school principals design a wellness program for teachers. The interview with the five public elementary school principals and five public elementary school teachers revealed various general concepts and themes related to the wellness program for the teachers. During the qualitative phase, the following themes emerged: (1) needs assessment; (2) stakeholders' involvement; (3) listening to the stakeholders; (4) stakeholders' consultation; (5) establishment of committee; (6) gathering of resources; (7) happiness; (8) healthy lifestyle; (9) positive attitude; (10) professional growth; and (11) dimensions of wellness.

Table 1.1 *Program Design by Process*

The table below shows the themes and core findings emerged during the interview. Certain guidelines were proposed based on the findings about the program design. This includes the planning process in setting goals and objectives of the program and the different strategies to make the stakeholders to be involved and participate in the program.

PROGRAM DESIGN		
THEMES	CORE FINDINGS	GUIDELINES
Needs Assessment	a. Identification of needs, interest, priorities, and resources b. Setting of clear objectives and goals c. Gap analysis must be done d. Consultation among the teachers-in-charge	1. Identify the needs, interests, priorities and availability of the teachers, learners, community and of the program to determine if there are gaps that need attention and action. 2. Understand the full complexity of needs that will support the design and development of the program. 3. Consult with the school planning or committee to determine which strategies can be addressed in the gaps in designing a program. 4. Establish goals and objectives that are attainable and outcome-oriented based on the capability of the participants and of the program to make it successful. 5. Make the goals and objectives clear and attainable to the participants to make them motivated and perform their tasks accordingly.

Stakeholders' Involvement	a. Stakeholders involvement and participation affects the success of the program b. A collaborative effort among the stakeholders is needed c. Build good relationships and create a healthy environment among the stakeholders	1. Discuss the importance of stakeholders' participation in the success and effectiveness of the program and promote healthy living among them. 2. Involve all the stakeholders (internal and external) in all activities for better information, smoother process and a great chance to have a positive difference and better results of the program. 3. Form a committee based on their capabilities, skills, and expertise for more effective and more successful of the program. 4. Build a good relationship with the stakeholders with the same interest to set the same directions or goals of the program. 5. Educate all the stakeholders through focus group discussions and intellectual discussions like different kinds of meetings, consultations, brainstorming and learning action cells. 6. Ensure the participation of the stakeholders through communication to create a social culture where being healthy is valued. 7. Determine the important things to discuss with different points of view and opinions of the stakeholders about designing a program.
---------------------------	---	--

Listening to the Stakeholders	1. Consider teachers' factor specifically their attitude towards their willingness and acceptance of the program 2. Give everybody an opportunity to express their feelings and ideas towards achieving the goals and objectives of the program. 3. Create a pleasant work environment that could help all the stakeholders to have good behavior towards good relationships, collaboration and cooperation.
Stakeholders' Consultation	1. Initiate collaboration and partnership with the stakeholders to be led by the school principals and committee to make everybody motivated and involved. 2. Oblige the coordinators to seek and consult health experts for some suggestions and opinions necessary in designing a program. 3. Listen to stakeholders' expertise and feedback as the source of information to improve program design and a better outcome. 4. Make a good relationship with all the stakeholders as one of the best practices of all schools as it plays a vital role in designing a program.

Establishment of Committee	a. Proper distribution of tasks among the members of the committee.	1. Form a committee or school planning team including all the stakeholders, internal and external, for the task to easily finish and achieve goals and improve the effectiveness and efficiency of the program.
	b. Communication among the members is needed.	2. Properly distribute the tasks to the members of the committee according to their capabilities, skills, and expertise to make the program more effective and successful.
Gathering of Resources	a. Study and consider the available and needed resources such as equipment, raw materials, budget, and human resource.	1. Consider resources in designing a program because this is the hardest thing to allocate in implementation.
		2. Include the whole cost of the program like the incentives, materials, and equipment to be used, meeting provisions and other expenses.
		3. Look for funders like private sectors and local government units to support the program in terms of resources.
		4. Have a partnership with the health insurance carrier to have a better understanding of wellness in terms of financial aspects.

Needs Assessment

In designing a program, we should identify first the needs of the teachers. This will serve as the basis on what, where and how to start the program. Also, the objectives and goals of the

program will easily understand and achieved by the participants. This helps to determine if there are gaps that need to give attention and action. This will also serve as the data or basis in designing a program. Through these, it will determine which activities or strategies can be addressed. A needs assessment is a kind of evaluation that is conducted in determining what gaps are existing and it will determine what is the most appropriate ways in filling those gaps.

The following are the highlights of the interview;

Principal 2 said:

Principal 2: *In terms of strategies in designing a program, we do identify first the needs of the teachers and the program.*

It was further discussed by Principal 2;

Principal 2: *We conducted a need assessment test and consulted with the school planning team. Then, we have the deliberation to identify and choose which project or activity that can address the needs.*

Conducting a needs assessment is highly needed. This is to avoid duplication as a successful program may already exist or be underway. Moreover, it ensures the needs have not changed and the existing program is still addressing the needs of the target goal. Understanding the full complexity of needs will support the design and development of the programs. Principal 3 and Principal 5 highlighted the needs to be assessed in designing a program;

Principal 3: *When you design a program, the first thing to consider is the root cause of the problem and that's what we have learned in CIP (Continuous Improvement Plan)*

Principal 5: *The first thing to consider is to identify the needs.*

Teacher 5 supported the statement of Principal 5;

Teacher 5: Another is the data we have as our basis. After we assess, it will be determined if these are the needs of the teachers.

Identifying the needs through need assessment was observed to be common among the statements of the principals. In this way, the school heads look beyond and find the root causes of the existing problems of the schools regarding their wellness program.

In designing such a program, schools should consider many aspects to make it effective and meaningful. This further avoids delays and possible encounter of major problems during the implementation. It may be an inevitable occurrence but at least the school may lessen or prepare for possible damages. Thus, modification and adjustment on the plan may be done depending on the given situation. Every program starts with a situation analysis. According to Thomas and Voza (2010), the scope of background studies depends on the complexity of the issues to be addressed and the availability of the information. Therefore, it is a very important step to assess the participants' needs, interests, priorities, and resources available to better serve the teachers, learners and the community.

After gathering information about the needs of the participants and of the program, it is time to establish clear goals and objectives. The main goal is to improve teachers' health for their own benefits and of the community they serve. Objectives should be clear, time-bounded and attainable depending on the focus and need of the school.

The Department of Education may review the performance and needs of the teachers towards their works and for the development of teachers' professionalism. Moreover, the department may develop a wellness program for teachers that is fully designed and to be implemented to regions down to the divisions and to different schools. This will be managed

well by the administrators to make it successful. The program may integrate into all teachers' activities and in their working lifestyle. Giving priority to the needs especially to the needs of the teachers will motivate and perform well in their chosen profession.

Stakeholders' Involvement

After conducting a needs assessment, the school principals or leaders may now assign persons-in-charge to design and manage the program. It is the dissemination and distribution of responsibilities and tasks to different stakeholders, especially among the teachers. The formed committee will help build the organizational support and effectiveness of the wellness program.

To fully implement the program and make it successful, everybody should be involved and participate accordingly. Invite and involve more stakeholders in all the activities of the wellness program; make their presence important; thus, making them more accountable. Corbin, Kulima, Dean & Reeves (2013) discussed the involvement of the entire school community specifically the stakeholders, internal and external, to promote healthy living among them.

To properly involve and educate the stakeholders, the need of focus group discussion and intellectual discussion of the teachers and people concern can be conducted as highlighted by Principal 2 and Principal 5:

Principal 2: Aside from that, we also have a focus group discussion, LAC (Learning Action Cell) Sessions and suggestion box.

Principal 5: Also, a focus group discussion or FGD can be used as well as the collaborative just like brainstorming when we discuss or talk about anything in the school.

Different types of discussion with the stakeholders with different points of view in life specifically in the program help to determine what is important to achieve in designing a

program. It can also contribute in formulating and adapting guidelines for wellness. Communication is very important in any organization. This ensures the participation of the teachers. It helps to create a social culture where being healthy valued. This can be done in many ways like using well-established techniques and strategies.

Moreover, all assigned persons are expected and should do their part to materialize the program. The importance of stakeholders in the process was emphasized by Principal 1:

Principal 1: *The persons involved or the manpower in the program is really important. It is composed of teachers who are skilled and coordinators to manage and coordinate with all the teachers.*

Principal 3 agreed that stakeholders have a big part in designing a program:

Principal 3: *People involved in the program play a vital role in designing a program*

She further explained;

Principal 3: *Teachers are very helpful as it is considered as the manpower that you need to make the program successful.*

Teacher 3 validated the importance of stakeholders;

Teacher 3: *Also, the willingness of the teachers in the program should consider.*

Teacher 3 added;

Teacher 3: *Based on my observation, when we plan the program, it is indeed, teachers' willingness is very important.*

Involving all the stakeholders leads to better information, a smoother process and a great chance that a program will make a positive difference and results.

Principal 1 further believed that stakeholders' participation and support should be part of designing a program to make it successful. Stakeholders with the same interest in the program can largely contribute to the progress of the program.

Principal 1 stated:

Principal 1: *They invite persons from the TESDA and barangay officials.*

It was further elaborated Principal 1;

Principal 1: *Teachers invite the parents to join in Zumba and some parents lead the exercise. Also, teachers make letters and give it to the barangay and to any organizations like women's organizations for them to have a Zumba every day.*

Teacher 1 validated the participation of the stakeholders;

Teacher 1: *About the preferred venue, programs, activities, a delegation of tasks, expected outputs and other possible considerations that could relay by the coordinators to the teachers under his department.*

Collaboration among the stakeholders can be achieved through different ways and mediums. Thus, stakeholders' involvement should always be kept in the entire process. More participation provides different ideas and strategies making the program more successful and more effective. This too sets the same directions and goals for everyone. Priorities will be highlighted and more focused that would benefit all the stakeholders of the school.

Working with one goal and objective leads to the success of the program. These objectives should be clear to all the involved stakeholders to achieve a common goal. Working together makes the program better. Further, different people with different expertise provide a

better result and more effective outcomes for the program. More solutions and resources can be provided by these people as they become accountable in the process.

Focusing wellness as a mandate by the Department of Education would make all the teachers oblige to participate in all its activities. With this, teachers will realize the importance of wellness in their lives and in their workplace. In general, the program makes the teachers committed, dedicated and competitive in their noble tasks.

Listening to the Stakeholders

Teachers' behavior matters for the success of the program. This reflects the success of the program and of the good relationship among the teachers. Once a good relationship and good attitude portray among the teachers, everything will follow.

Principal 1 and Principal 4 believed that teachers' behavior also plays a big role in designing a program. It affects the process if the participants are not willing to cooperate and take their part. Their full participation and cooperation are very important. The Principals said;

Principal 1: *Teachers' attitude also matters most in the implementation. It is the participation and cooperation of the teachers towards the success of the program. The persons involved or the manpower in the program is really important.*

Principal 4: *In designing a program, we should consider the teachers' factor specifically their capacity and their attitude towards their willingness and acceptance of the program.*

Teacher 4 confirmed teachers' behavior should consider in designing a program;

Teacher 4: *In some ways but not all the time, the behavior is considered as the problem of the program.*

Moreover, understanding the feelings and attitudes of the teachers is under the human relation theory. This kind of theory helps to establish good relationships among the stakeholders. Principal 3 shared her human relation theory as the best practice in her school.

Principal 3: *Human relations theory could do so. A wellness program is for the people. They are the main concern or involved in this program. So, you need to establish a good relationship with them. The adherence of collaboration and cooperation is very important to make the program successful and effective.*

Teacher 3 agreed to the statement of Principal 3 about the feelings of the teachers as one to consider in human relation theory;

Teacher 3: *Human relations theory is important in managing a program. It is necessary to consider the feelings of the teachers*

Principal 5 agreed to Principal 3;

Principal 5: *I like this theory because it is more about the relationship of the people around you. When you have a good relationship, everything will follow.*

Teacher 5 supported the statement of Principal 5 that it is all about the good relationship of the teachers;

Teacher 5: *It's all about emotion. It's having a good relationship with colleagues. It usually happens when we have team building*

The teachers should do more; they should go beyond their ability for the team they belong to have a successful result of the program. The more motivated and productive they are in the entire process the higher the quality of their work. A number of studies attest that the motivation and production of teachers lead to quality education. Such factors should be the focus of the

wellness programs of each school. Aiming at the same goal; to provide quality education among our learners.

A wellness program should be grounded with different theories. As reflected among the statements of the principals during the interview, a number of them considered applying these theories in their respective programs. One of these is the human relation theory. Human relation theory is about the feelings or emotions of the teachers. Through a good relationship with their colleagues, everybody could improve their productivity which is their capability and skills in their work. Better behavior among teachers creates a pleasant working environment. Negative attitudes and behavior might cause misunderstandings and disputes because of their differences. These negative behaviors could lead to multiple problems to the leaders and to the teachers as well; like a low chance of success of the program and lower participation and motivation of teachers. The success of the program depends on a highly motivated workforce of all the stakeholders. Human relation theory would help all the teachers to attain the goals and objectives as well as the mission and vision of the Department of Education. Good leadership of the school principals could be utilized by giving everybody an opportunity to express their feelings and ideas towards achieving the goals and objectives of the program. Through this, the school gives freedom to all the teachers to voice out and communicate without hesitation. Thus, a good attitude creates a good relationship with colleagues. This will make the teachers motivated and inspired. They are considered as assets of the school.

Stakeholders' Consultation

There are so many factors to consider in designing a program. This will determine whether the program will become successful or not. The program will not materialize or run without these things. One of these is consulting the stakeholders as part of the program.

Interviewees had different ways of consultations with experts. Principal 2 and Principal 4 had different ways of consulting the experts.

Principal 2: *In terms of consulting health experts in designing a program, we seek for the doctor. The doctor is assigned to a barangay health center, the resident doctor.*

Teacher 2 supported the statement of Principal 2 about consulting experts in barangay;

Teacher 2: *In barangay, we have persons to ask about the things that need to do. We just keep on asking about a particular issue in our program. They advise on possible solutions or ideas.*

Principal 3 shared the same practice.

Principal 3: *We do consult health experts to identify the needs of the program. These are coming from the LGU (Local Government Unit) or barangay depending on the needs.*

Teacher 3 validated the statement of Principal 3

Teacher 3: *Consulted, yes but not evaluated after it was executed. But it should be evaluated because it's about teachers' health.*

Principal 4 added. She said;

Principal 4: *The coordinators are obliged to consult our barangay health office. In terms of confirming that the program is consulted by the health experts, we have the forms that are being checked.*

Consultation with the stakeholders involved generates buy-in diverse perspectives during the planning process. It must be genuine and responsive to be effective. Also, it should take place throughout the planning process. Health consultation was further discussed by Teacher 4;

Teacher 4: *Honestly, it is not a consultation but we have an orientation with all the wellness coordinators and other people concern.*

On the other hand, some stakeholders offer their expertise through different services. This also helps the teachers to be aware of their health status.

Principal 1 stated;

Principal 1: *Before, the LGU (Local Government Unit) has free vaccination about anti-pneumonia, anti-flu and so on that is good for three to five years.*

Principal 5 support the statement of Principal 1;

Principal 5: *Some agents are offering supplements for the teachers' health.*

Health experts will fill in the needs of the program through different ways of consultation. This will determine not only the needs of the teachers but also the appropriateness of the activities given to them. Their expertise would help the teachers be happy and satisfied with the activities given to them during the program.

Consultation leads to a good relationship among the stakeholders both internal and external. It will result in a positive and effective outcome of the program. Stakeholders' consultation involves a productive relationship. Listening to stakeholders' expertise and feedback is an important source of information that can be used to improve the program design and outcomes. Through consultation, it also helps to identify and control the risks. This relationship

is considered as the foundation for future collaboration and partnerships. An effective and successful output of the program can be attained.

The school principal and committee should initiate collaboration and partnership with different stakeholders. This will motivate these stakeholders to share their part on the success of the program; making them accountable in the process. The more people who work and participate in the different activities the more likely it would succeed. Since more workforce and resources will be given. This strategy should be considered as the best practice of all schools as it plays a vital role in designing a program.

Establishment of Committee

In planning, there should always be a purpose. There is a need to form a committee for the task to easily finish and achieve the goals. With established committee, it improves the effectivity and efficiency of the program. Moreover, this strategy allows everyone to focus and accomplish big issues and problems that might encounter. Li (2013) highlighted that wellness strategies really help to improve the program. It is a plan of action designed to help a program meet all its goals. Intensive planning and strategizing were needed in building such programs. Different strategies were used to have a successful program. The School Principals shared their strategies in designing a Wellness Program.

Principal 2 and Principal 5 both agreed that forming a committee is one of the strategies in collaborative planning.

Principal 2: *In designing a program, we form a committee in the wellness activity of the teachers. It includes the teachers and GPTA (General Parent-Teacher Association) officers.*

Principal 5: *There is also a committee initiated by the school and by the parents.*

Proper distribution of tasks should be based on their expertise, skills and capabilities. This make the program more effective and successful. Moreover, full participation of the stakeholders will be visible because of their reasonable participation and designation.

Moreover, Principal 1 and Principal 3 believed that having a committee as the school planning team is a great help that will work as the manpower to design a program.

Principal 1: *There is a committee assigned or in-charge of the activities and it's either the faculty officers or MAPEH teachers.*

Principal 3: *Also, in designing a program, there is a committee aside from the coordinators who are in charge of the wellness program*

There should be committee composed of the stakeholders whether it is internal of external. The participation of each has a big role to portray for the best results of the program.

Gathering of Resources

The need of resources is indeed important to run and materialize the program. Program can be effective only if the fund is sufficient and stakeholders give their full support (Turgeon, 2013). It was highlighted by Principal 1;

Principal 1: *Issue among the teachers being raised is the budget*

Teacher 1 validated the statement;

Teacher 1: *The usual problem we encounter in any program is the budget*

It was supported by Principal 2 and Principal 3;

Principal 2: *The number one thing to consider is the resources and it talks about the budget.*

Principal 3: *You should also consider the resources like human, material and financial.*

Teacher 3 validated the important things to consider;

Teacher 3: *Time and finances are the most things to consider because these are the hardest things to find and allocate in the implementation.*

Allotted budget for teachers' wellness may help improve more the program in many ways. This can also make the teachers motivated because they don't have to worry about the expenses of the program.

Establishing a budget is indeed a critical step in creating a wellness program. Without this, the program might be successful. In budgeting, it should be including the whole cost of the program like the incentives, materials and equipment to be used, meeting provisions and other expenses.

Any organization usually looks for funders like the private sectors and local government units. The school may have a partnership with the health insurance carrier to have a better understanding of wellness. This will help the program to make it more effective to the participants. This kind of funding strategy needs to consider and include start-up and long-term funding. Teachers' wellness program must be funded by the Department of Education or by the Local Government Unit as part of their programs to be developed in the community or system.

Table 1.2 *Program Design by Content*

The table below shows the themes and core findings emerged during the interview about program design which focus on outcome on the success and effectiveness of the program. Different strategies and best practices were also observed during the process. Thus, certain guidelines were proposed based on the findings about the program design.

PROGRAM MANAGEMENT		
THEMES	CORE FINDINGS	GUIDELINES
Happiness	a. Provide a happy, positive and healthy environment among the teachers	1. Make the teachers happy in their life, personal and professional aspects. 2. Provide the teachers with a wholesome environment that could improve their morale and motivation in the program. 3. Love your work with willingness, happiness, and satisfaction.
Healthy lifestyle	b. Boost the morale and motivation of the teachers c. Stress Management d. Provide and support professional growth among the teachers e. Develop all the aspects and dimension of	1. Don't make yourself stressed to the negativity of the environment. 2. Become more motivated and healthier in all aspects of life. 3. Have a balance in all aspects of life at work and in the home. 4. Make the teachers physically fit, mentally fit and all the domains of wellness and become competitive in their noble profession. 5. Form a forum on how to manage stress and how to produce a stress-free environment. 6. Make the teachers healthy and become the wealth of the school as health is wealth. Serve

	the teachers' wellness	as the main source to facilitate and share learning to the young minds.
Positive Attitude		1. Build and maintain a harmonious relationship among the teachers and be happy in their work. 2. Become kinder and more responsible teacher in their work and in their personal life. 3. Have a positive disposition in life. 4. Make all the teachers united as one family and become a good person to everybody. 5. Develop a good environment or workplace for teachers. 6. Improve teachers' morale, pedagogy, and teamwork for the more success of the program.
Professional Growth		1. Improve teaching strategies, relationships with colleagues and avoid stagnation in the career by pursuing their studies. 2. Make the teachers more effective and efficient in their work by becoming better at planning and stay organized 3. Hone the skills and capabilities of the teachers not only for their professional development but to easily adapt trends, issues and modernity of the rapid changes. 4. Make the teachers globally competitive for the 21st century of education.

Dimensions of Wellness	1. Physical Aspects - Have free services from different sponsors that would help and make the teachers healthy. - Coordinate with the stakeholders for the manpower in designing a program. 2. Emotional Aspects - Call the attention of the teachers and have a little talk, little sharing and a simple date or time with the teachers to understand their feelings. - Visit the principals in their office and have a heart-to-heart talk about the concerns or issues. - Have a buddy system with the teachers for a better relationship among the teachers. 3. Financial Aspects - Have lectures or seminars about financial literacy from the experts of different organizations or agencies. - Seek some advice for the colleagues who have good experience in finances. - Have a partnership with public or private companies on how to manage finances properly. - Invite insurance companies who would give a program on how to invest properly or offer financial assistance.
---------------------------	---

4. Intellectual Aspects.

- Have seminars about stress management to be conducted at the school level, division level or regional level.
- Integrate wellness activities in different training or seminars.

5. Social Aspects

- Have a buddy system with the teachers.
- Have a team-building regardless of their group, grade level, and position.
- Have a bonding moment with the teachers like hanging out.

6. Environmental Aspects.

- Have an environmental activity or project in school like Go Green clean up drive, "basura free" and gardening.
- Properly implement the environmental program of the Department of Education in school.

7. Spiritual Aspects

- Have a school-based project where all the stakeholders are involved.
 - Conduct different kinds of spiritual activities like mass every first Friday of the month.
-

-
- Institute religious quotations or lines to be posted every month in every classroom regardless of religion.

8. Occupational Aspects.

- Make sure that the working loads of the teachers are properly distributed according to their expertise and capabilities.
-

Happiness

In a program or any activity, advocacy is what we want at the end or what we want to be.

Principal 2 and Principal 3 stated happiness to their teachers;

Principal 2: *My advocacy to my teacher is just to be happy in life.*

Principal 3: *My advocacy in terms of wellness is the "Project SMILE" (Masayang Guro, Masiglang Magturo). I believe that it cascading the overall morale and motivation of a teacher.*

Teacher 3 validated that statement of Principal 3;

Teacher 3: *The principals want the teachers to be happy.*

Principal 5 agreed to Principal 2 and Principal 3;

Principal 5: *As a manager, I want to provide them with a wholesome environment and make my teachers happy*

Happiness can be found through love. Love for work. If you love what you do, nothing is impossible. Thus, loving your work matters most. If you love of what you are doing, everything will be alright. The willingness to give everything especially time and positive vibes,

healthy lifestyle would also follow. A happy and satisfied teacher are considered as asset of the schools. They are the one producing a good outcome of the school. A teacher with positive outlook in life will not only be an effective and efficient in the tasks but they will also motivate others to perform well. Happiness comes from good attitude. Teachers with good attitude influence their colleagues and many factors in designing a program.

Healthy Lifestyle

Being healthy in life especially in work make you productive and effective in your tasks. This will serve as your asset in all your activities.

Principal 1 and Principal 2 stated the overall wellbeing of their teachers;

Principal 1: *The goal of the program is actually to manage stress or to be stress-free.*

Principal 2: *The school can benefit from the program by making the teachers fit in everything. Then, once they are fit, teachers can teach well.*

Teacher 2 agreed to the statement of Principal 2;

Teacher 2: *Also, they become more motivated and healthier in all aspects.*

Teacher 2 added;

Teacher 2: *It's the health benefit of the teacher down to the learners. It's about the healthy lifestyle of the teacher.*

Principal 2 and Principal 4 highlighted healthy lifestyle of the teachers as their advocacy;

Principal 2: *Don't make yourself stressed.*

Principal 4: *My advocacy for teachers is to have a balance in life in spite of many works in the school.*

Teacher 4 further confirm the statement of Principal 4;

Teacher 4: *In terms of principal's advocacy for the teachers, from the word itself, "wellness", it is to become the teachers physically fit, mentally fir and all the domains of the wellness. This make the teachers competitive in their noble profession.*

Indeed, teachers who are healthy holistically, can perform and give their best to produce a better output and a better learner. It is then the responsibility of the school to create such wellness program that could help the teachers stay healthy in the workplace. Further, the schools may form forum on how to manage stress and how to produce a stress-free environment.

In the saying "Health is Wealth", healthy teachers are considered as wealth of the school as they serve as the main source to facilitate and share learnings to the young minds. Healthy teachers give healthy environment. Healthy environment gives healthy learners. With this, quality education can be easily attained.

Many researchers believed that healthy lifestyle can prevent health problems (Bree, Passchier & Emmen, 1990; Cagle, 2000; Cheng & Lam, 1997). Furthermore, unhealthy lifestyles are accompanying with physical, mental and other health issues that lower self-esteem and the morale of the teachers (Cramer, Neiman & Lee, 1991; Degges-White, Myers, Adelman & Pastoo, 2003; Rosenfeld & Richman, 1998). It is showed that health and wellness of the teachers are all about the lifestyles of an individual. Thus, all wellness programs are indeed for the all aspects of health of an individual especially the teachers.

Positive Attitude

In every program, there is a goal or objective to be attained at the end of the day. This are the benefits that a person will acquire or learn. What change or impact could leave behind in every activity or in the whole program.

The respondents highlighted the impact of the program in their schools.

Principal 2 shared the positive attitude of her teachers;

Principal 2: *They are happy with their work. To be specific, the impact of the program is the good relationship of the teachers in school.*

Principal 2 claimed;

Principal 2: *Another is; teachers don't abandon the learners that's why the quality of education is improving. Also, the teachers are becoming kinder and more responsible.*

She added;

Principal 2: *This can avoid the absences and maintain the harmonious relationship of the teachers and even to the learners.*

Teacher 2 supported the statement of Principal 2 about positive behavior of the teachers;

Teacher 2: *Also, they become more motivated and healthier in all aspects.*

Principal 5 further shared the impact of the program;

Principal 5: *The teachers are happy and have a positive disposition in life.*

Principal 5 added;

Principal 5: *Their relationship with their colleagues become better and improve their career path.*

Teacher 5 supported the statement of Principal that the teachers are stress free;

Teacher 5: *Then, you will see that the teacher is stress-free. You will see them that they are happy and there's an improvement.*

A kind of team building of going out of town with the colleagues could lead and make the teachers to become one as a group and become a good person to everybody. This is because

of the people around you. With your love and their love, you will feel the unity and family as one. It creates one love of one family.

Attitude really matters as it determines your willingness to join or not in the program. Also, your attitude towards your colleagues is a big deal when you work as a team. A positive attitude helps the school to develop a good environment or workplace (Clark, 2016). Moreover, this help to improve teachers' morale, pedagogy and team work for the more success of the program. According to Clark (2016), if you want a good and successful results, you need good people to work with. Indeed, positive attitude brings out the potential of all the stakeholders for the good outcome of the program. Projecting positivity can be infectious to others. Once infected, you will feel better when you are surrounded with positive people. This will result into a positive, effective, efficient and productive designing a program.

Professional Growth

Professional growth is gaining new knowledge, skills and even experiences. This helps you grow matured in a career. This brings you to a more responsibility and succeed with a greater challenge. Moreover, this avoid stagnation in your career and future-proofing yourself.

Principal 2 discussed about the professional growth of her teachers on the part of their job as the impact of the program;

Principal 2: *Another, teachers don't abandon the learners that's why the quality of education is improving.*

It was further discussed by Teacher 2;

Teacher 2: *Being self-care has an impact on their learners and to the school as a whole. The school will be performing. It's just a domino effect from the effectiveness of the program*

down to motivated and healthy teachers and then to the good output of the learners. The teachers are becoming active at work. You just enjoying every inch of your work and accomplishments.

Principal 3 and Principal 5 shared their impact of the program to their teachers;

Principal 3: *The goal of the wellness program, in general, a happy worker yields better output.*

Principal 3 further explained;

Principal 3: *If the teachers are happy, if they are motivated, there will be a better output.*

Teacher 3 supported Principal 3;

Teacher 3: *We need to have this program for the betterment of the teachers and the learners in terms of their physical, mental, social and all aspects of wellness. Also, through this, they can teach well the learners because they are healthy not only in their bodies.*

Principal 5 emphasized the impact of the program in terms of the development of their profession;

Principal 5: *They should be encouraged to continue their studies.*

She added;

Principal 5: *The teachers will improve teaching strategies, their relationship with their colleagues and become better and improved their career path.*

The program helps not only in the professional growth of the teachers but it also affects their personal aspects of life. Thus, school principals should understand that wellness is not only for teachers' professional growth but also in their personal life. Whatever happens in the school can affect their family at home and vice versa. There are factors to consider that may raise conflicts between personal and professional aspects. Personal and professional

aspect of the teacher are interrelated and it must be both healthy and it affects one another. It involves the wholeness or total personality of the teacher.

Indeed, professional development helps the teachers to become better at planning their time and staying organized. Also, this make the teachers more effective and efficient in their work. For teachers, professional development is very important not only for honing their skills and capabilities in their profession but also this helps to easily adapt trends and modernity because of rapid changes that happen around us. It is about making the teachers globally competitive for the 21st century education. Without accepting the changes and no development at all will cause you to be left behind compare to your other colleagues. Professional growth is very important for you to gain something that will make you grow in many ways and in any aspects of learnings. Furthermore, you will be the big asset or investment for the schools to perform and excel because they got the honed and best teacher in the house.

Dimensions Of Wellness

Positive impact of wellness program cascade positivity in all aspects like overall wellbeing of a person. Also, wellness can help lessen the depression as well as the improvement of life satisfaction. For the teachers feel happiness and have a disposition in life, they can have different activities or practices in each dimension of wellness.

Principal 1 and Principal 3 believed that having free services would help the teachers healthy in their physical aspect.

Principal 1: *They have a free massage, manicure, and pedicure, free haircut or beautification*

Teacher 1 supported the statement of Principal 1;

Teacher 1: *We coordinate with the TESDA (Technical Education and Skills Development Authority) when it comes to manpower. We benefit from them because of the services they offer and give to the teachers. Mostly, they do it in teachers' month, they offer services like a massage for the teachers.*

Principal 3: *Especially when it is teachers' day, there are sponsors for a free massage to the teachers*

Moreover, Principal 2 and Principal 3 discussed about the importance of exercise;

Principal 2: *In terms of best practices in physical aspects, we do have the Zumba*

Principal 3: *We do Zumba as part of the physical aspect of wellness*

Teacher 3 validated the statement of Principal 3;

Teacher 3: *In terms of physical, we have Zumba*

Principal 5 supported the statement of Principal 3;

Principal 5: *In terms of the physical program, aside from Zumba every morning, we have the exercise.*

Teacher 5 validated the statement of Principal 5;

Teacher 5: *Exercise happens after class. We like the activity of Zumba but we are just lacking time.*

In terms of emotional aspect, Principal 4 shared her best practices;

Principal 4: *So, what we do is a little talk, a little sharing and a simple date or time who were friends before but still have trusted for one another.*

This practice was supported by Principal 5;

Principal 5: *In emotional aspects, we cannot easily identify their emotions unless they will visit me in my office. They tell or share it with me.*

She added;

Principal 5: *When it comes to emotional aspects of the teachers, aside from heart-to-heart talk, we also have the buddy system.*

Teacher 5 confirmed the best practice in emotional aspect of Principal 5

Teacher 5: *For the teachers who do not participate in the program, the principal calls the attention and gives some time to talk to them.*

Principal 2 and Principal 3 shared their practices in financial aspects;

Principal 2: *The teachers have their lectures about financial literacy. I allow agents who discuss insurance.*

Teacher 2 supported the best practice in financial aspect of Principal 5

Teacher 2: *In the financial of teachers, we just advise because we don't have the cooperative.*

Principal 3: *In financial aspects, we have a partnership with Sun Life. They piloted us in their program on how to manage finances properly. We also invite insurance companies who would give them programs on how to invest properly.*

Different seminars were shared by Principal 1 and 2;

Principal 1: *They have seminars about stress management where they enjoy*

Teacher 1 supported the statement of Principal 1 about different seminars;

Teacher 1: *We also have different seminars conducted in the division and school.*

Principal 2: *In their intellectual aspects, we have different seminars like INSETs and LAC sessions*

Teacher 2 confirmed the statement of Principal 2 about different seminars;

Teacher 2: *There are seminars and INSET*

Wellness activities of the teachers may integrate in different trainings and seminars to intensify the program. Also, there must policy to support the program.

In social aspects, Principals shared their observation on their teachers. Principal 4 said;

Principal 4: *Also, we have here the buddy system. For example, to your best friend, when you feel mad, there's someone or somebody to talk about your feelings. Then, talk to the concerned person, have an open conversation. I want to hear that everything is all right already.*

Principal 5: *In their social aspects, it's the bonding moment of the teachers. The teachers are usually going out to hang out.*

Teacher 5 supported the statement of Principal 5 about socialization of the teachers;

Teacher 5: *If we have a team building, our principal doesn't like us to be in a group by grade level. She wants us to group regardless of grade level. This is to avoid the commonality of leadership from the grade level.*

Principal 4 and Principal 5 shared their practices about environmental.

Principal 4: *In terms of environmental, we have the Go Green and it is focused more on environmental and we have the farm. The waste segregation and the cleanliness of the environment. Also, we promote the so-called "basura-free". As much as possible no more garbage.*

Principal 5: *We do such activities like Clean Up Drive for the environmental aspects of the teachers. We also have the "gulayan sa paaralan". Even the pupils have the gardening and that is what we call the laboratory learning.*

Moreover, Principal 4 and Principal 5 also shared on what they do for spiritual aspect wellness in their schools.

Principal 4: *We have a spiritual project called "Project UNLAD (Una Lagi Ang Diyos)". So, we have our mass every first Friday of the month. Now, we try to institute the Bible Study. In UNLAD, we have the Bible Verse to be posted every month in every classroom.*

Principal 5: *In terms of their spiritual, we have speakers that I already mentioned. We accept other religions. Even if I'm a catholic, I don't question other religions. It is always voluntary and there is always a mass every first Friday of the month. We also have the baccalaureate mass and holy spirit mass. We also have catechists here. Our barangay is a religious community.*

Teacher 5 validated the statement of Principal 5 about masses.

Teacher 5: *We have masses every first Friday of the month*

In occupational aspect, Principal 1 emphasized her practices to make her teacher stress free. Principal 1 said;

Principal 1: *In managing the program, make sure that the working load of the teachers is properly distributed and they can do it properly with good outputs.*

In designing a wellness program, these strategies and best practices must be achieved and well-planned. It should be done based on the objectives of the entire program. Moreover, these are the outcomes or impacts that teachers should experience, feel and achieve.

Attention must be given to all dimensions of wellness; physical, emotional, social, spiritual, financial, environmental, intellectual and occupational (Stoewen, 2017). Sometimes these dimensions are not given the same attention among the teachers. We have different priorities, approaches, likes and dislikes, points of view, opinions, ideas and personalities that an individual portrays. We live our lives based on these sets of beliefs and character. Thus, a program should not be limited to a single dimension but should cope with all the aspects of life to better serve its people. Wellness is the holistic integration of all aspects of life; keeping the teachers to live their life to the fullest. It is a lifestyle that allows you to become the best version of who you are (Ardell, 1999). Moreover, wellness is a professional and personal responsibility where each of us should know how to take care of ourselves. We have the obligation to attend our own health and wellbeing. Sufficient self-care prevents us from negativity around us. As long as love and happiness go up and it results in the satisfaction of an individual.

Program design involves needs assessment, involvement and participation of stakeholders all through out the process, collaborative planning, appropriate use of resources, and tangible and better outcome as proof that the objectives and goals were attained. Identifying the needs in the program and of the participants is a very important step in the process as it will help the committee to formulate appropriate objectives for the plan. These objectives will lead the team in coming up with better techniques and strategies to address the needs of the teachers in their wellness. For the success and good result of the program, participation, and support of the stakeholders plays a big factor to make the program effective and successful. The school planning team should involve all the stakeholders who have inclined or expertise in a particular area of wellness. Collaborative planning includes different meetings, discussions and

brainstorming in designing a program. This will properly educate and orient the participants to the program. In designing a program, these elements would motivate the stakeholders to support and participate in the program. The school can't stand alone without the participation and support of the community or the stakeholders. In the same way, resources play an important role as they support and materialize the program. In planning any programs, there must be expected outputs or results as a basis on the effectiveness of the program.

Furthermore, the Department of Education may prioritize wellness programs to all the teachers and to all stakeholders as well. Through this, it can help and easily achieve the main goal or objective of the department, quality education.

Program Management

Once the program has been designed, it is time to roll out or implement it. Program implementation involves the allocation of resources, clarification of roles and responsibilities of the person involved, effective strategies and management of unexpected challenges that emerge after the program starts. Program implementation can be done in many different ways depending on the nature, objectives, size and social context of the program. Implementation is about ensuring processes, policies, participants and program activities that are aligned with the program's objectives. This is anticipating and responding to challenges that may occur in managing the program. After all, things are set and implemented, it is time to manage the program with different aspects and considerations to monitor and maintain the development.

Program management is the overall management of a program that includes different techniques or strategies to make it materialize and be functional. In this stage, problems may occur and changes may happen. There's no perfect program and contingency plan is needed.

Whatever the results of the program; may it be a success or a failure, it will help better improve the process and this may affect the effectiveness of the teachers towards their learners (Gulden, 2016). This means that teachers should be holistically healthy and ready to teach their learners whatever the results of the wellness program given to them.

In this qualitative study, responses on how to manage the wellness program emerged from the interviews with the five public elementary school principals and public elementary school teachers. The prominent themes included were: (1) stakeholders' orientation; (2) stakeholders' involvement; (3) selection of committee; (4) recognition and appreciation; (5) feedbacking; (6) sustainability; (7) evaluation; (8) revision; (9) engagement and motivation; (10) chain of command; and (11) leadership style.

Table 2.1 *Program Management by Process*

The table below shows the themes and core findings where the participation of the stakeholders, internal and external, is essential to do their duties and responsibilities in the process of program management. The assessment and involvement of the stakeholders on what the strategies, techniques and intervention can be used for the success and effectiveness of the program. Monitoring and evaluation helps to identify the most valuable and efficient use of resources. Thus, certain guidelines were proposed based on the findings of the interviews.

PROGRAM MANAGEMENT		
THEMES	CORE FINDINGS	GUIDELINES
Stakeholders Orientation	a. Ensure the participation and involvement of the stakeholders	1. Make sure that all teachers are well-informed and educated about the importance of wellness program in their workplace. 2. Give intensive training, seminars, and workshops about proper implementation and

	in the management of the program	management of wellness programs in different divisions down to different schools.
	b. Build a strong network of connection among the stakeholders	3. Intensify the implementation of the program that makes the teachers motivated and involved.
	c. Inform the teachers and other stakeholders	4. Pay attention to proper communication among the people involved in rolling out of the implementation and management of the program.
Stakeholders' Involvement	of the process through seminars, orientation, or workshops	1. Ensure that everybody is involved and give their full participation in all activities or programs. It should be one hundred percent participation.
	d. Engage and motivate the teachers to become part of the program	2. Build a good relationship and give importance to the stakeholders, internal and external, and make them part of the family since they are an integral part of the school system and of the school community.
	e. Monitoring and evaluation of the progress	3. Sustain the program through partnership and collaboration with the stakeholders as they play a vital role in program management.
	f. Appreciate and recognize the efforts of each	4. Invite stakeholders who can give and extend their help to school like giving their expertise in training and seminars.

Selection of Committee	stakeholder on the success of the program	1. Manage the program by selecting or appointing persons-in-charge or coordinators according to their capabilities, skills, expertise, and competency. 2. Oblige the coordinators or assigned persons to do their responsibility and make the activities successful. 3. Consult the school principals for some suggestions, ideas or opinions before the implementation. 4. Develop rules and policies for the quality and effectiveness of the program. 5. Create and maintain good communication among the participants and of the members of the committee to ensure that everybody is aware of what is the status or progress of the program. 5. The Department of Education may give items or positions of skilled and trained teachers who will lead or be part of the committee in the wellness program.
Recognition and Appreciation		1. Appreciate every effort of the teachers and this drives them to give their best in a very effective way in their work. 2. Form a praise committee to give importance and motivate more the teachers in their work.

Feed backing	a. Feed backing from the teachers and other stakeholders is necessary b. Communication is very important in the process c. Strict monitoring and evaluation of the program d. Sustain and maintain the best practices of the program e. Accept changes and revisions if needed.	1. There is regular feedback, during, in the middle of the process and at the end of the activity, from the teachers to maintain the effectiveness of the program. 2. Conduct regular meetings to monitor the progress of the program 3. Build a good relationship with the stakeholders and work with them as a team by giving time and opportunity to express their ideas and opinions about the program. 4. Maintain the effectiveness and be firm to the goals and objectives of the program through monitoring and evaluation. 5. Evaluate the effectiveness of the program not only in school-based but also in the division office to determine if the goals and objectives have been achieved.
Sustainability		1. Implement and manage the program with proper monitoring and evaluation every end of the year to assure the sustainability of the program. 2. Use a systematic process in analyzing the data to modify the status of the program. 3. Make the program more effective through commitment and passion in work. 4. Have a positive outlook in life to sustain and have a good output of the program

Evaluation

1. Have a baseline or bases to determine whether the program is effective by carrying out the planned activities through the results of the evaluation.
2. Strengthen the quality and development of wellness programs through evaluation.
3. Use different tools aside from paper and pen to measure the effectiveness of the program like through observation, online evaluation, and pre and post-assessment.

Revision

1. Align all activities according to the goals and objectives of the program
2. Have an adaptive capacity of the stakeholders where they can learn from and respond to changes in the internal and external environment.
3. Undergo an evaluation and have an adjustment at the end of the program.
4. Keep the activities that are very effective and modify those that need to be terminated.
5. Review the activities to determine if it is still effective to the participants or it needs revisions.
6. Integrate the program in subject areas to make the program improved.
7. Give more time to analyze the data from the evaluation if it needs revisions.

-
8. Involve everyone as a team approach in revising a program.
 9. Maintain the on-going involvement of the stakeholders and the strategies that give good results.
 10. Have strong support from the teachers, consistent feedback and continual opportunity for professional discussion and for a better revision of the program.
 11. Revise the program in a short period of time that may cause delays and may affect the procedure of the program.
 12. Accept changes for revision as it is inevitable in all aspects.
-

Stakeholders' Orientation

To motivate the teachers to participate, they must be well-informed or be educated well about the program. This is to prepare them for the events and what is expected from them along the process. Principal 5 shared her practice;

Principal 5: Another, the teachers must be educated well about the program.

She further explained;

Principal 5: All teachers are well informed that there will be an activity

Proper dissemination of information to the teachers would lead to active participation in the said activities. Paying attention to the communication with the stakeholders about rolling out the implemented programs would inform stakeholders about their efforts to engage them more in the program. Also, giving intensive training, seminars and workshops about

implementing and managing wellness in different divisions down to different schools is a big help to make the teachers be well informed and educated. This will help the teachers to identify and realized the importance of wellness in their workplace. Intensifying the implementation of the program makes the teachers and other stakeholders more motivated and involved. Through this, teachers will cooperate and do their tasks assigned to them.

Stakeholders' Involvement

Stakeholders are important as they are our partners in developing and attaining the goal of the program or activities. Their participation is indeed significant. They extend their support to our needs in any means. Principal 2 and Principal 4 shared their practices;

Principal 2: *We invite stakeholders who keep on helping our school*

Principal 4: *We invite the speaker to give their talk in our INSET and be part of the convergence. It is a program for all the best of the stakeholders. In terms of stakeholders who support our wellness program are the easiest person to contact and invite are the companies.*

On the other hand, different strategies were used by the respondents to involve their stakeholders and considered their best practice. Principal 1 and Principal 3 ensured that everybody is involved in the activity;

Principal 1: *The members are expected to cooperate with the leaders.*

Principal 3: *The number one best practice we have is to ensure that everybody is involved.*

This was supported by Principal 5;

Principal 5: *For me, if you want an effective program, you need a one hundred percent participation*

She added:

Principal 5: *It should be full participation of the persons involved.*

Teacher 5 supported the statement of Principal 5 about the participation of the teachers;

Teacher 5: *We don't experience teachers who don't like to join in the program. If they don't like it, they still try it because we need to do it.*

Stakeholders play a big role in managing a program. They are the partners of the school to make an effective and conducive in the teaching-learning process. Everybody should be involved and has a role to accomplish tasks according to their expertise and capability in managing a program. The school should build a good relationship with the stakeholders since they are part of an integral part of the school system and of the school community. This strengthens the development of the program. Making them feel that they are part of the system or family, they would be able to get their full support if they could see the development of the program. Thus, the school cannot stand alone itself with the people or community around it. Indeed, partnership, support, and involvement of the stakeholders play a big role to sustain the program.

Selection of Committee

School leaders should consider the persons-in-charge to look over the program. These are the coordinators or committee who lead the activities and monitor the progress or development of the program. They are the people who were given powers and responsibilities with due care and diligence by the participants of the program. Principal 1 and Principal 4 emphasized about it;

Principal 1: *In every activity, there is a person-in-charge to sustain it. Every month has its activity. So, there is in charge of every activity. The person should maintain it all year round. The coordinator is obliged to their responsibility and make all the activities successful.*

Principal 4: *I manage the program by selecting the best teachers to handle it. There is a committee to run the program*

Persons-in-charge should be according to their capabilities, skills, expertise, and competency. They oversee the development and maintenance of the program. They develop rules and policies for the quality and effectiveness of the program. Then, they have to consult first the school principal to implement it. The management committee is responsible for implementing the rules to ensure the attainment of the goals and objectives of the program. The powers and responsibility of the committee must be in accordance with the rules and policies of the school. In managing a program, it is the obligation of the committee to create and maintain good communication among the members and participants. This is to ensure that the members are aware of what is happening or the progress of the program. Moreover, the interest and motivation of the teachers will last. Through this, we sustain the effectiveness of the program. Likewise, we expect better outcomes or benefits at the end of the program.

Therefore, to manage the program properly with the right people and well-manage, the Department of Education down to the division offices may give items or positions to skilled and trained teachers who will be part of the committee of the wellness program. Teachers should be given extra consideration when being in-charge of better performance in the program.

Recognition and Appreciation

Leaders should always appreciate the efforts of the teachers. Recognition and appreciation for a great job matter most because it boosts the morale of the teachers. Likewise, this makes the teacher do better and give their best in their work. This practice belongs to scientific management theory. It is about an individual programmed to be efficient and motivated to assure that the task will be done completely and accurately. This theory talks about the common interest of the employers and of the employees.

Principal 2 discussed the importance of the reward system in scientific management theory;

Principal 2: *We do have a reward system as part of the scientific management theory. We have the praise committee. We have this because it serves as the consolation of the teachers coming from the management.*

Teacher 2 supported Principal 2 that teachers deserve rewards and recognition;

Teacher 2: *Every time you have won a particular contest; you have a reward. You are being recognized and sometimes you will be given cash incentives.*

Principal 4 and Principal 5 shared the same practice in scientific theory;

Principal 4: *The teachers work well and they receive incentives for a great job. We used to give certificates to recognize their efforts. I also used praises, the top praises.*

Teacher 4 attested the statement of Principal about the incentives of the teachers;

Teacher 4: *There are incentives or awards in return for our good service. Our principal gives us certificates. Even if it a piece of paper, the feeling of appreciation is very important to*

us. She also recognizes teachers who excel. Every little thing counts a lot for her. The teachers are just children who are happy and excited about rewards from our principal.

Principal 5: There should be a certificate of awards when you recognized in a particular accomplished work. It's not only the teachers receive awards but also the pupils and the stakeholders. This kind of recognition motivates teachers to do the same.

This statement was validated by Teacher 5 about recognitions that motivate;

Teacher 5: Giving recognition is very effective.

She explained further;

Teacher 5: This makes the teacher motivate more and become effective and efficient in their work.

The most important asset to any organization or company is its people. Employers should always look for ways to retain employees. In schools, it pertains to how to make the teachers more effective and efficient in the noble profession. School leaders are using different strategies and techniques to make the teachers engaged and motivated in every activity in the school. This is to make the teachers do their utmost best in response to the needs of the school and of the school community as a whole. This will happen and done through rewards and incentives from the management or school leaders. School Principals are considered transactional leaders as they are using a carrot and stick in approaching to influence their followers. Providing incentives and rewards, the leaders gain compliance from the constituents as they offer in change.

Incentives and rewards are an effective tool to motivate teachers. This will drive them to do their best in a very effective way. Also, this strategy could change the unhealthy behaviors of the teachers into a healthy and positive one. These increases participation rates in a program.

People are driven to act by the positive results that they expect to form their actions. Rewards and incentives can receive in any form like goods, gifts or monetary awards. It is not only in material things but it could be done through recognition by giving certificates or giving praise for a job well done. Effective incentives may result in an effective and positive behavior towards the success of the program. Moreover, when the teachers are recognized, their performance and productivity increase, as well as their morale, will be a boost. Likewise, a promotion waits for those who excel and shows wellbeing in their workplace. Rewards and incentives are just proofs of good results but it's the success and effectiveness of the program to the stakeholders that matter. Everybody benefits from the wellness program.

Feed backing

The success or failures of every activity will determine through the feedbacking of the stakeholders specifically the teachers. These are in the form of suggestions, giving ideas and opinions. In monitoring and evaluation, there should be regular feedbacking from the participants to maintain the effectiveness of the program. Principal 1 and Principal 4 shared their strategies;

Principal 1: *We conduct meetings and evaluate the activity. There's no such tool but only an evaluation through verbal.*

Principal 4: *In monitoring, we have the feedbacking during, feedbacking at the mid of the school year, feedbacking for the total evaluation every end of the school year.*

Principal 5 agreed that feedbacking should be coming from the stakeholders;

Principal 5: *Feedback is coming from the teachers, parents and even from the students.*

She explained further;

Principal 5: *I give them time and opportunity to express their ideas and opinions while in the meeting or sessions, not after the meeting you have ideas you do not like.*

Feed backing from the stakeholders is a vital part of managing a program. It helps to boost productivity and engagement, create a good output and better results of the program. Moreover, feedbacking positively influence communication among stakeholders. Unconsciously, this builds a good relationship among the stakeholders and work as a team. We even form better relationships through honest feedback. Usually, it is more on criticisms but when it is given in the right way, it can help them to accept and evolve. Transparency on what is going on and tracking the program is what feedbacking all about.

Feedback could be positive or negative. Either of the two, it is the best way to know the development of the program. Mostly, the reason for having feedbacking is to avoid major failures or mistakes. Giving of feedbacking could hurt people, lower teachers' self-esteem or make them feel unappreciated in their deeds. The school principals should be careful with the words that they are going to utter, avoid blaming or judging someone, let the people involved to understand the specific situation and let them encourage to provide feedback not only always the top management. Moreover, feedbacking should maintain and be firm to the objectives of the program.

Feedback should be present in every phase of the program. Showing more involvement and loyalty of stakeholders will become evident once feedbacking is conducting regularly. Likewise, this helps the stakeholders to promote and grow personally and professionally.

In addition, to identify the effectiveness of the program, there must be an evaluation from the division office not only from the school itself to check if the program has progressed and had better output in the end.

Sustainability

In sustaining a program, there must be monitoring and evaluation. It is a systematic collection and review of data that indicates the extent to which a program is achieving its intended objectives or goals. It was highlighted by Principal 3 and Principal 5;

Principal 3: *In assuring the sustainability of the program, there should be monitoring and evaluation at the end of the school year.*

She further added;

Principal 3: *So, there is feedback if what are the things that need to improve or to continue.*

Principal 5: *The program will be sustainable if the promoter has an evaluation so that the program will be better. Also, the program will not be omitted. The program if not properly monitored and evaluated, this will not be effective anymore.*

Monitoring and evaluation are used to determine what's working well and what is not. This leads to go back and review the original goals and vision. Using a systematic process in analyzing the data, this is a great step to modify and improve the program.

Furthermore, with a positive outlook on the life of the teachers, the program will sustain. Commitment and passion in assigned work are very important to make the program more effective. Indeed, proper implementation in all schools with proper monitoring and evaluation would sustain the program.

Also, the most important in all programs or activities is consistency. It will happen not only through the leadership of the school principals and strict implementation but also through the monitoring of the division offices.

Evaluation

The effectiveness of the program will determine through assessment and evaluation. Different tools are being used by the teachers to measure the effectiveness of the program. Effectiveness can be measured not only from paper and pen as an evaluation tool. This can be done through observation or any unique activities. Principal 2 and Principal 4 highlighted different tools for the effectiveness of the program;

Principal 2: *To support and determine whether the program is effective, we have the "quami" cell. It is a quality assurance and it is a monitoring and evaluation online.*

She further added:

Principal 2: *We have the pre and post-assessment among the teachers. Another thing is we could easily identify whether the program is effective through the attendance of the teachers.*

Principal 4: *The effectiveness of the program can be measured through evaluation.*

Principal 5 supported the statement;

Principal 5: *In terms of measuring if the program is effective or successful, there is always an evaluation.*

The effectiveness of the program can be determined through evaluation. This is to strengthen the quality and development of the program. Also, it improves the outcome and has a better result for the participants. Effectiveness can easily be identified by proper management and a clear vision of the program.

Evaluating the effectiveness is very important to sustain the support of the management and of the teachers. It is the basis of whether to revise or implement new strategies. Management should have baselines to determine the progress of the program. These are problems or changes that can be solved during management. Return of investment can be measured by the management. Regardless of the tools, evaluation in a wellness program is an important step in ongoing management of the program.

Evaluation is a process of collecting and analyzing the data, people, and situations on what is going on in the program. The result of the evaluation can determine whether the program is effectively carrying out the planned activities or goals and objectives. According to Martinez (2005), a well-run school and effective programs are those that demonstrate a good achievement of results. These results come from good management who has good decision making in planning and ongoing process. This decision making is based on good information or in-depth analysis of data. Thus, evaluation is the mirror of the effectiveness of the program.

Revisions

There's no perfect program. All programs need revision for some review and evaluation if there are flaws or problems encountered. This is to align everything according to the objective of the program. This makes the stakeholders clarify their goals and objectives. Also, stakeholders must have an adaptive capacity where they can learn from and respond to changes in the internal and external environment. It is all about the needs of the program and of the situations. Principal 2 and Principal 3 agreed;

Principal 2: *There are still things that need revision. Of course, there's no perfect program.*

Teacher 2 agreed to Principal 2 that the program needs revision;

Teacher 2: *Yes. It needs revision after the monitoring and evaluation in the program*

Principal 3: *Yes, all the programs need revisions. It has to undergo an evaluation and then an adjustment in the end. Keep those that are found to be very effective and modify those needs that will be terminated. Change is needed.*

Teacher 3 validated the statement of Principal 3 that in any program, revision is needed;

Teacher 3: *In any program, there's always revision for the improvement. You found out that the program is not successful, so do something that can make the program a successful one.*

Principal 4 supported the statement;

Principal 4: *Of course, all programs need revisions because nothing is permanent. Not always the program is always successful. Some things need to change and need to revise but some are not. Some teachers look for something new and exciting.*

Teacher 4 confirmed that the program always needs revision;

Teacher 4: *I think the program needs revision.*

The respondents shared their strategies or ways of giving reasons for the revision of the program. Principal 2 shared the problems encountered in the program;

Principal 2: *There are gaps if there are many activities already. The schedule of activities is overlapping because of many things to accomplish.*

Principal 2 positively stated;

Principal 2: *All your accomplishments must have narratives*

She added;

Principal 2: *Maybe more activities may suffice the program to make it more effective to the teachers.*

Teacher 2 supported the statement of Principal 2;

Teacher 2: *It needs to review to determine if it is effective enough for the participants or we need to revise it. Through the feedback of the teachers, we revise it.*

Principal 4 and Principal 5 shared their strategies in revising the program;

Principal 4: *To make the program improved, it must be integrated into subject areas especially in MAPEH*

Principal 5: *For the program to be improved, intensify more the program if the activities are not enough*

She added;

Principal 5: *Give more time because this is what is lacking in the program.*

Teacher 4 and Teacher 5 further supported the statement of Principal 4 and Principal 5 on how revision will be effective;

Teacher 4: *I think we need to add more programming. Our principal is good at programming. The program needs more activities.*

Teacher 5: *Also, for us to have a realization that we need something to change.*

In revising a program, it must be a team approach where everybody is involved. The school principal must maintain the on-going involvement of the stakeholders and the strategies that give good results. Teachers should have strong support, consistent feedback and continual opportunity for professional discussions for a better revision of the program. Different suggestions, ideas, and opinions will be heard to come up with the final decision. Stakeholders

should have the full support and continuous discussions throughout the entire process. Professional discussions, consistent reviews for the changes and evaluation could make the program more effective and successful. Moreover, when revising, it should be done in a short period of time because it may affect the procedure of the programs. It may cause delays that might result in an ineffective result. Identifying, experiencing, and reviewing is what the teachers need to do to have a more effective method in improving the program.

Revision is for improvement and meaningful results of a program. It is about the change that you need to adapt to. Any changes depend on the situations, on the needs of the program and of the participants. Accept change as it is inevitable in all aspects.

Table 2.2 *Program Management by Principles*

The table below shows the themes and core findings emerged where the roles of the school principals is important in program management. This includes different leadership styles to engage and motivate all the stakeholders especially the teachers to participate and be involved in the program for the success and effectiveness of the program. Certain guidelines were proposed about leadership style of the school principals in program management.

PROGRAM MANAGEMENT		
THEMES	CORE FINDINGS	GUIDELINES
Engagement and Motivation	a. Engage and motivate the teachers to become part of the program	1. See to it that there are already planned activities or set of activities for the teachers to be motivated and engaged. 2. Conduct an orientation or any form of meetings that could explain everything about the program.

		3. Monitor the progress of the performance of the teachers through the satisfaction result of the program.
Chain of Command	a. Set standards and procedure to be followed during the implementation b. Be transformational leader c. Contingency approach may be done during the implementation	1. Establish rules and regulations to properly execute the command of instruction from the head down to the teachers following the hierarchical position in the school and this will lead to the consistency of the program. 2. Have a system among the participants or assigned persons in the wellness program like their job description. 3. Coordinate one another to make the rules and regulations are in proper and avoid conflicts in the process.
Leadership Style		1. All school principals can be transformational leaders for the betterment of the teachers and of the school. 2. School principals lead the school on their best depending on the situation around them with a purpose to achieve goals and objectives. 3. Have a good relationship and connection with the stakeholders as they are partners for the development and progress of the program and of the school. 4. School principals may undergo intensive training and workshops in developing a program specifically about teachers' wellness together with the stakeholders.

Engagement and Motivation

One of the considered best practices that will make the program successful is how we engage and motivate the teachers to participate. Engaging the teachers increases the likelihood that the program will be successful. For the teachers to motivate, see to it that there is already a planned or set of activities. Then, conduct an orientation or any form of meetings that could explain everything about the program. Principal 3 shared her practices;

Principal 3: *In motivating and engaging the teachers, they know we have a plan for them and know you have already planned activities for them is motivation enough.*

This was supported by Principal 4;

Principal 4: *By engaging or motivating the teachers in a wellness program, we first see to it that we have a set of choices on where do they want to go with. We have a set of activities being planned by the master teachers together with the head.*

Engaging the teachers ensures that the program process has received input from the people involved. It is about understanding the priorities, concerns, and perspectives of a different program. This will be used to communicate and improve all aspects of the program.

To make this happen, this was explained through a different form of meeting. Principal 2 stated that;

Principal 2: *For the teachers engaged and motivated in the program, we first have the orientation. We conduct LAC sessions to explain everything. We also have the focus group discussion of what are the things to talk about not only in their professional growth but also on their personal growth in terms of their health.*

These make the participants to be holistically developed. A set of planned activities were applied to engage and motivate teachers in the program. Monitoring includes the progress of the performance of the teachers and of the program, quality control, budget expenditures, and participants' satisfaction. Monitoring and evaluation will help the program sustain and make it effective. Different leaders have their own ways of leadership style in managing their school.

Chain of Command

A theory that involves a chain of command is bureaucratic theory. This theory considered the organizational rules and hierarchical positions of the stakeholders involved. It is the chain of command from the top management down to the concerned people. Leaders should have a proper command of instruction from the head down to the teachers following the hierarchical position in a school. Establish rules and regulations to properly execute the command. These serve as the rule or guide to successful and meaningful goals. Principal 2 shared her practices in bureaucratic theory where it was applied in her school; Principal 2 said;

Principal 2: *The instruction will give to the master teachers than to the teachers. The command is from me down to the teachers.*

Teacher 2 validated the statement of Principal 2;

Teacher 2: *The principal sends an instruction or will give a command to the teachers through the master teachers.*

This theory was supported by Principal 3;

Principal 3: *Here, there should be a system among the members of the group. From the leader down to the coordinator then the teachers will just follow.*

Teacher 3 validated the statement of Principal 3 about the system in giving command;

Teacher 3: *It's about the designation in relaying an instruction from the head.*

The importance of rules and regulations of the theory that is being applied was discussed by Principal 3 and Principal 5;

Principal 3: *In managing a program, you should establish the rules and regulations on it. If not, the program might not be successful.*

Principal 5: *The bureaucratic theory is what I do. This is the rules and hierarchical position in an organization. Each member or teacher should have a job description.*

The statement was attested by Teacher 5;

Teacher 5: *To do this, there are also rules and regulations to make it proper, there are no conflicts will encounter in the process. In short, there is coordination.*

Theories contribute to the program as it helps the persons-in-charge to identify and adopt strategies or techniques in addressing the needs of the process. Also, it helps us better understand the concepts and ideas lying on the process, with this, we go beyond on a broader knowledge of research. This management theory helps us to properly design, implement and manage a school. It maintains the effectiveness and efficiency of the program. It is tasks or jobs that are broken into a simple and well-defined task (Armstrong, 1998). Bureaucracy is an administrative structure with legal authority from the management. There is a rule to follow by the officials. This hierarchy of authority clarifies who is in command (Robbins, 2010). On the other hand, without the proper chain of command, it will result in the unlocking of the contribution of suggestions or decisions from the people concerned as a whole. This may result in some errors or changes in the implemented programs. Further, problems may arise like delays and a lower impact on the result. However, it may drive the innovation and creativity of the committee or

experts. Without rules and procedures of the school, the program cannot function well since there is no order. Rules and regulations provide a set of standard operating procedures that will lead to a consistency of the program. Bureaucratic theory smooths the program with proper protocols in managing a program. This will help to have better communication with the stakeholders involved in the concerned persons.

Leadership Style

The willingness of the stakeholders is highly needed to strengthen the effectiveness of the program and the teachers will motivate more. This will happen through the leadership of the school principals to motivate and influence. All school principals must be transformational leaders for the betterment of the teachers as their constituents.

Principal 1 discussed the style of leadership that it depends on the needs of her teachers and of her school. This leadership belongs to a contingency theory of management. Here, a style of leadership should be applied. The leaders or principals fit their leadership style depending on the needs of the school environment.

Principal 1 said;

Principal 1: *Contingency theory is about leadership where I can use it. It's my style on how to deal with the needs of my teachers. Also, to the needs of my school.*

Teacher 1 further confirmed the statement of Principal 1;

Teacher 1: *Our principal uses her leadership style depending on the needs of the teachers and the needs of the school. Our principal always gives us our needs.*

On the other hand, Principal 1 and Principal 3 discussed their system theory;

Principal 1: *Another is the system theory, in our SIP, we should always have connected with the stakeholder because they are our partners for the development and progress of our school.*

This statement was further validated by Teacher 1;

Teacher 1: *In system theory, our principal is always looking for the stakeholders to help us with our needs. She is very good on that matter.*

Principal 3: *System theory is the external and internal environment. It is important to have a relationship with the stakeholders.*

Teacher 3 supported the statement;

Teacher 3: *I could say that system theory is also applicable in managing a program because we have many stakeholders.*

Leadership style of the school principals should depend on the situation around them particularly their constituents, the situations and the environment as a whole. It is how they use their power and authority to lead others and build a relationship with the stakeholders. It is how the school principal runs and manages the program with the help of the stakeholders to make it successful and effective to attain the goals and objectives. It should be the best and comfortable way of leading with a purpose to achieve goals and objectives. A leader can be democratic, autocratic or transformative leaders depending on the needs of the situations and of the behavior of the subordinates towards the program.

Theories should be used to build a relationship with the stakeholders and to the whole school community. The personal characteristics of the leaders can build a strong relationship among the stakeholders, internal and external. School principals may undergo intensive training

and workshop in developing a program specifically about teachers' wellness together with the stakeholders. Dedication and commitment of school principals are relevant to the performance of the teachers in the program.

Indeed, support from the management and from all the stakeholders is essential to make the program successful. They are considered as the core of the system. Without them, nothing will happen. This is the challenge among the leaders to value wellness programs for the sake of their constituents.

Program management provides a comprehensive view of the entire program. It is managing the structure, process, and procedure to control the operations to have a better result. Of course, the program must align with the goals and objectives with a high-level vision on it. Monitoring and evaluation should be done to guarantee the standards and alignment of the program to its goals and objectives.

School principals should have knowledge of managing a wellness program. They should ensure that every activity is working towards achieving the goals and objectives. Success does not only depend on the process but this greatly affected by the efficient use of time and resources in the program. Program management is a process of making the program successful.

In program management, different best practices, techniques, and strategies were discussed and used to make the program improved and be more effective. The involvement and orientation of the stakeholders motivate them to work. Their roles and responsibilities should be shared for a better understanding and clear process. Building a good relationship and network with these stakeholders create better results and outcomes on the program. This makes them feel their worth and importance in the school community and as part of the family. Better

participation and understanding of the entire wellness program prove a smooth flow of the process.

Different theories can be used by the different school leaders to make the program more meaningful and help the leaders to manage well the program. Bureaucratic theory, contingency theory, and scientific management theory are some of these management theories that will help and guide the school principals to manage well and achieve the goals of the program. These are constructs that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena. Such theories can be the basis for better management of the different program as it gives us a better understanding clearer view of the results and effects along the process and given situation. Practical solutions may be used then to solve existing or unpredicted problems. This will help us to have intended outcomes and results. Theories enhance the growth of the professional area to identify a body of knowledge with theories from within and without the area of distance learning. Theories give essence to the program as it maximizes the potentials of all the stakeholders and of the program.

The sustainability and effectiveness of the program can be determined through strict monitoring and evaluation. Schools may vary on how they monitor and evaluate the events like the tool they use or the schedule they follow. Different strategies can also be used in monitoring the program like interviews, focal group discussion, or meetings. There should be feedback from the stakeholders. This is to identify the problems encountered and look for immediate solutions. Moreover, it helps to boost productivity and create better results for the program. People as part of the committee who are assigned according to their skills and expertise should have a positive outlook in life to sustain the program. Commitment and passion of these people should also be

reflected in each step of the process. Evaluation and revision strengthen the quality and development of the program. Revision helps the leaders and the teachers to accept change and to adjust the unexpected situations. This change will make them improve more in managing a program. Likewise, it gives a better result to the stakeholders.

Different concepts explain different practices that could help the program more meaningful and useful to the participants. These enhance the professional growth and identify the body of knowledge from within. All schools in all divisions may adapt, apply and consider the practices reflected in the study to better understand and implement the program.

All schools should adopt a wellness program for the betterment of the teachers and of the learners. This kind of program could lead to a better and quality education. This will help the whole community to have a better living. This is the main goal of the Department of Education, to produce quality education for Filipino children. The quality learner is quality education. Children who will help in the progress of our country from different problems encountered. Schools may develop linkages with internal and external stakeholders in order to include in planning, implementing and managing teachers' wellness programs.

The data gathered in this phase of qualitative study lead to developing general guidelines for the design and management of teachers' wellness programs that would help and assist other principals in creating their own program.

A proposed general guideline for the design and management of wellness programs for the teachers was crafted based on the different strategies, best practices, and techniques used by the five public elementary school principals in designing and managing a program. This general guideline will help the teachers to lessen their burdens and to be stress-free despite heavy

workloads and the environment that affect their performance. Further, it will enhance the performance of the teachers to produce better learners as the end goal of the program. Through it, performing and quality teachers lead to better education.

The proposed general guidelines for the design and management of a wellness program for the teachers was developed based on the different strategies, descriptions, experiences, and statements obtained from the interviews. Different strategies and best practices of a wellness program for the teachers were presented and used to further impose wellness in various schools. The general guidelines may serve as a reference to add more knowledge to other school principals as regards the wellness of the teachers as a whole. Different stages with different strategies were mentioned to have a healthy environment. Different factors, problems, and possible solutions were enumerated to intensify the design and management of wellness programs to the teachers. It has been proven that the impact of stressed teachers on their colleagues and to the learners brings useless, meaningless and negative results on the learners as the clients and to the education system as a whole. Complete participation of the teachers can be ensured by giving them time, resources and skills that would make the program successful.

The proposed general guidelines for the design and management of wellness for teachers can be used as a guide or basis by the different schools, public or private, to achieve their goals reflected on their mission and vision. In developing a program, all stakeholders should be involved to share their responsibility and implement the program accordingly and effectively. Through this, the program will become more active and useful because everybody is involved and has different roles to make it happen. Thus, these stages of the program would help the school principals to design and manage well the program. This may serve as a guide for the

betterment of the teachers. The main goal of the program is to have a healthy teacher and a healthy environment for positive results. The leadership styles of the principals have a big role to make the wellness program happen and impose it on their school. The school invites more stakeholders to support the program and make it more active and effective.

Different strategies, best practices, and techniques were organized in the stage of the program based on the result of the interviews. These stages were proven to have a better output through the results of its measurement of effectiveness, the monitoring and evaluation tool and its impact on the performance of the teachers. Embracing changes and factors that affect the process of designing and managing a program would make it more effective and more realistic.

Once the consistency and attainability of the activities are neglected, it causes problems in the process. One reason is the inconsistency in the leadership styles of the school principals. This is how committed and passionate they are in their work as a leader and manager. Without proper monitoring and evaluation, the program may not be effective to the needs of the teachers and to the learners. The main goal of this study is to help and give knowledge to the school principals, teachers, all stakeholders and other people in the school community to identify the different strategies and techniques of making a program. Moreover, the study was designed to provide school principals adequate knowledge in a wellness program. Such a program will help the teachers effective, efficient, productive, committed and passionate in their noble profession. Also, as the endpoint that entails their positive output is teachers may produce quality, productive and responsive learners to the community and to the future generations.

See Appendix K (p.248) for the Proposed General Guidelines for Teachers' Wellness Program which include the program design and program management.

Chapter 4

Summary, Conclusion, and Recommendation

This chapter presents the summary and results of the study, the conclusion drawn from the findings and the corresponding recommendations.

Summary of the Study

Wellness plays a vital role in the professional and personal growth of the teachers. It includes physical, intellectual, social, environmental, financial, spiritual, occupational and emotional aspects. It is the wholeness of being healthy in the workplace. Making the teachers stress-free brings positive change, good performance, and good output to the agents of learning. This case study was conducted to identify how the school principals to design, implement and manage a wellness program. Public elementary schools with existing teachers' wellness programs were chosen as participants. Qualitative analysis of data particularly a case study method of research was employed. Participants were asked to answer questions through interviews. Different schools with a different design, implementation, and management of the wellness program were identified and used. Results were organized and analyzed to answer the questions of the study.

The study found out that school principals have different strategies and factors to consider in designing a program. These will help the school principal and teacher to better understand and implement the program. Identifying needs will set the goals and objectives of the participants and of the program. Moreover, stakeholders' involvement plays a vital role in designing a program. They serve as the working force of the wellness program. Consultations to the health experts are also needed in the implementation to better address the needs and solve

problems. The school principal should advocate the wellness of the teachers to better served the learners. Moreover, different best practices were observed to address the different dimensions of wellness reflected in the study. In managing a program, unique strategies, common, best practices and techniques were emerged and mentioned by the principal for the program to sustain the effectiveness of the wellness program. Management theories were shared to make the program more meaningful and useful to the stakeholders. School principals should also be ready and open for change as not all programs are expected to succeed. Revision may be required along the process through strict monitoring and evaluation of the program. These strategies, best practices, and experiences were used in crafting a Proposed Guideline for the Design and Management of Teachers' Wellness Program.

Summary of Results

1. In program design, different strategies emerged and were considered to make the program more effective and successful to the participants such as needs assessments, stakeholders' involvement, listening to the stakeholders, stakeholders' consultations, establishment of committee and gathering of resources. As to the outcome of the program, happiness, a healthy lifestyle, a positive attitude, professional growth, and dimensions of wellness should be considered. Different best practices on the development of the different dimensions of wellness emerged, particularly in the physical, emotional, financial, intellectual, social, environmental, social, environmental, spiritual and occupational aspects.
2. In program management, different strategies and best practices were observed such as stakeholders' orientation, stakeholders' involvement, selection of committee and

recognition and appreciation. Monitoring and evaluation determine the effectiveness of the program; this can be done through feedbacking, sustainability, creating committee, and revision. Further, different management theories were used by various school heads. Chain of command, leadership style, and engagement and motivation affect the progress of the program.

3. As an output of this study, general guidelines for the design and management of teachers' wellness was proposed by the researcher. The guidelines present actual experiences, strategies and best practices in designing and managing a program of the school principals.

Limitations

The study was limited to school principals who designed, implemented and managed a wellness program. Teachers were also part of the study as they validated the responses of the school principals. The participation of the children was not observed in the study. Thus, obtaining assent was not provided. Moreover, the vulnerable population was not involved. School principals were the main respondents who were interviewed and validated by the teachers who were involved in the program. School Principals were the ones who design, lead and manage the school. Their leadership style played a big role to make the program possible and effective. Good performance and a healthy lifestyle of the teachers were the main objectives of the study. Good health brought the teachers to make their best shot and do their noble task. It was measured through the positive outputs and good relationship with their colleagues and superiors. Different concepts, strategies, and practices were given and shared in the program. Thus, the researcher developed general guidelines for the design and management of teachers' wellness program.

Conclusion

Based on the result of the study, the following conclusions were drawn:

1. Stakeholders especially school principals understand the importance of wellness programs in the lives of the teachers and of the learners. This helps not only the professional growth of the teachers but also their personal growth. Moreover, proper planning makes the program improved. It is based on the expertise, skills, and willingness of the stakeholders. Commitment and passion to the program helps all the stakeholders and the whole community to grow and achieve the goals and objectives of the program. This helps to have a better education.
2. Stakeholders' involvement and their willingness make the program possible, successful and well-managed. Their expertise, time and commitment strengthen the program as well as the camaraderie of the stakeholders. The leadership style of the principals plays a big role to make the program properly designed, implemented and managed. They have the power to influence or make the teachers motivated and committed to their work. Thus, all the people behind this program are indeed important to make it more effective, more successful and more powerful to change every inch in the life of the stakeholders and of the quality in education.

Recommendations

In the light of the foregoing results and conclusion, the following are recommended;

1. Properly educate and involve all the stakeholders especially the teachers through different training and orientations for them to be motivated and committed to the wellness program. This led to better information, a smoother process and a great

chance that the program will make a positive difference and a better result. Intensive training, seminars, and workshops will be a great help in designing a program through the help and initiative of the school principals. The Department of Education may prioritize wellness programs not only for the teachers but for all the stakeholders, internal and external, in the education system. Through the help of the leadership style of the school principals, their initiatives and cooperation with the Department of Education officials, the wellness program will be part of the education system for teachers to comply with for a better result and a better education.

2. Intensify the program with different activities or unique strategies that satisfy the teachers to be happy and have a healthy lifestyle in work and in the family. Proper implementation and management make the program more effective for the participants. This will be done through intensive collaboration with the stakeholders who work according to their expertise, skills, and capabilities to easily achieve the goals and objectives of the program. Moreover, the leadership style of the school principals in managing the program has a vital role to make the program meaningful, effective and successful to the participants. Likewise, proper and strict monitoring and evaluation give feedback from the stakeholders for the improvement and positive change of the program. This makes the goals and objectives maintain to achieve. With developed monitoring and evaluation in the program make an immediate response if something needs changes. Moreover, make the program documented. All things that happen in the program should be written from designing to implementation and management. This helps to easily track the needs of the program

and its progress for better and quality results. This improves the quality and effectiveness of the wellness program for teachers.

3. The proposed General Guidelines for the Design and Management of Teachers' Wellness Program made by the researcher can be tried out.
4. It is recommended that future researchers may have broader scope including other stakeholders of the school like non-teaching staff or administrative staff to make the program more effective. Additional research regarding teachers' wellness programs can be conducted covering a wider scope.

References

- Addison, A. K. (2015). An investigation into how female teachers manage stress and teacher burnout: A case study of West Akim municipality of Ghana. *Journal of Education Practice*. 6 (10), 1–25. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081677.pdf>
- Africa, S., & Dlamini, C. C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland, *South African Journal of Education*. 33(1), 1–12. Retrieved from http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002013000100003
- Anenson, L. W., Brunt, A., Terbizan, D. J., & Christensen, B. (2013). Participation rates in a worksite wellness program using e-mail wellness messages. *Journal of Education and Training Studies*, 2(1), 44–52. <http://redfame.com/journal/index.php/jets/article/view/196>
- Ardell DB. Definition of wellness. Ardell wellness Report. 1999;18:1–5. https://scholar.google.com/scholar_lookup?journal=Ardell+Wellness+Report&title=Definition+of+Wellness&author=DB+Ardell&volume=18&publication_year=1999&pages=1-5&
- Armstrong, M. (1998). *Managing people. A practical guide for line managers*, Kogan Page Ltd, London. <https://www.amazon.com/Managing-People-Practical-Guide-Managers/dp/0749426128>
- Armstrong, M. (2006). *A handbook of human resource management practice*. 10th Edition. https://www.academia.edu/3414360/Armstrongs_handbook_of_human_resource_management_practice

- Aydin, B., & Kaya, A. (2016). Sources of stress for teachers working in private elementary schools and methods of coping with stress. *Universal Journal of Educational Research*, v4 n12A p186-195 2016. <https://doi.org/10.13189/ujer.2016.0413244>
- Ayub, A., Athar, M., Assistnat, H., Ghulamullah, N., Scholar, M. P., & Bahadar, S. (2018). Causes and impact of work stress on teacher's performance in urban primary schools. *Journal of Research in Social Sciences -JRSS January*, 6(1), 2306–112. Retrieved from <https://search.proquest.com/openview/a2972216ce60388a5a04ae846d30b23a/1?pq-origsite=gscholar&cbl=2030756>
- Bala, N. (2013). Extent of occupational stress among primary and secondary school teachers in relation to sex (male and female) in Sirsa, *International Journal of Education and Management Studies*. 3(2), 268–271.
- Banerjee, S., & Mehta, P. (2016). Determining the antecedents of job stress and their impact on job performance: A study among faculty members. *IUP Journal Organization of Behavior*. Vol.15, No.2
- Berry, J., Linney, J. A., & Fromewick, J. (2009). The effects of education accountability on teachers: Are policies too-stressed provoking their own good? *International Journal of Education Policy and Leadership*, 4(5), 1-14.
- Bowen, S. (2012). A guide to evaluation in health research. *Canadian Institute of Health Research*, http://www.cihr-irsc.gc.ca/e/documents/kt_lm_guide_evhr-en.pdf.

- Bree, V. M. B., Passchier, M. J., & Emmen, H. H. (1990). Influence of quality of life and stress coping behavior on headaches in adolescent male students: An explorative study. *Headache*, 30 (3), 165–168
- Budd EL, Schwarz C, Yount BW, Haire-Joshu D. Factors influencing the implementation of school wellness policies in the united states, 2009. *Prev Chronic Dis* 2012;9:110296. DOI: <http://dx.doi.org/10.5888/pcd9.110296>
- Butler, K.L.& Dawkins, P.W. (2007). Developing learning communities in health and human performance. *American Journal of Health Education*, 38(4), 230–236 7p. Retrieved from <http://ezproxy.ithaca.edu:2048/login?qurl=http%3A%2F%2Fsearch.ebcohost.com%2Flogin.aspx%3Fdirect%3Dtrue%26db%3Dcin20%26AN%3D105971136%26site%3Dehost-live%26scope%3Dsite>
- Cagle, B. (2000). *A survey of status of the life a time wellness course in Tennessee*. Unpublished doctoral dissertation, DA. Middle Tennessee State University.
- Cheng, S. K. & Lam, D. J. (1997). Relationships among life stress, problem solving, self-esteem, and dysphoria in Hong Kong adolescents: Test of a model. *Journal of Social and Clinical Psychology*, 16 (3), 343-355.
- Cheok, Mui & Ying, Chong & Wong, Edward. (2014). Critical theory in management research. *International Journal of Marketing & Management*. <https://pdfs.semanticscholar.org/a0d3/084a9be7d9a461d0a1b7f6ed51b0ef867450.pdf>
- Chona C. & Roxas, M. A. (2009). “Stress Among Public Elementary School Teachers”. *University of the Cordilleras Research Journal*, 1(4), 86 – 108.

<https://www.scribd.com/document/75912272/Stress-Among-Public-Elementary-School-Teachers>

- Clark, B. (2016). The benefits of a positive attitude in the workplace. Marketing, Personal development. <https://www.quillgroup.com.au/blog/benefits-positive-attitude-workplace/>
- Corbin, C. B., Kulinna, P. H., Dean, M., & Reeves, J. (2013). Wellness weeks: A total school approach for promoting physical activity and nutrition. *Journal of Physical Education, Recreation & Dance*, 84(6), 35–41. <https://doi.org/10.1080/07303084.2013.808128>
- Connecticut State Department of Education, Guidelines for a coordinated approach to school health. <http://portal.ct.gov/-/media/SDE/sec5sh.pdf?la=en>
- Cramer, S. R., Nieman, D. C., & Lee, J. W. (1991). The effects of moderate exercise training on psychological well-being and mood state in women. *Journal of Psychosomatic Research*, 35 (4–5), 437-449. <https://psycnet.apa.org/record/1992-02857-001>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications. https://www.researchgate.net/publication/225083951_Research_Design_Qualitative_Quantitative_and_Mixed-Method_Approaches
- Creswell, J. W. (2011). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th Ed). Upper Saddle Creek, NJ: Pearson
- Creswell, J.W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Los Angeles, CA: Sage
- Desmond, C. (2009). The effects of mindful awareness teaching practices in the wellness works in schools' program on the cognitive, physical and social behaviors of students with

- learning and emotional disabilities in an urban, low income middle school. Retrieved from <http://www.wellnessworksinschools.com/WWResearchReport2009.pdf>
- Dogan, T., Yildirim, I., & Myers, J. E. (2012). Adaptation of the wellness evaluation of lifestyle scale to Turkish. *Eurasian Journal of Educational Research*, (46), 23–40. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1057289&site=ehost-live>
- Drake, M. L. (2010). Employee perceptions of corporate wellness programs. Retrieved from ProQuest Dissertations and Theses database. (UMI No. 817513147)
- Degges-White, S., Myers, J. E., Adelman, J. U., & Pastoor, D. D. (2003). Examining counseling needs of headache patients: An exploratory study of wellness and perceived stress. *Journal of Mental Health Counseling*, 25 (4), 271–290.
- Denzin, N.K. & Lincoln, Y. (2003) (eds) *The Landscape of Qualitative Research: Theories and Issues*. Second Edition. London: Sage. <https://www.amazon.com/Landscape-Qualitative-Research-Theories-Issues/dp/0761926941>
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3-4), 327-350.
- Edlin, G., & Golanty, E. (2010). *Health and wellness* (10th ed.). Sudbury, MA: Jones & Education website: <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity>
- effectiveness of beginning teachers. Retrieved from Alliance for Excellent
- Esslinger, K. A. (2010). Physical and health educators' adherence to a wellness lifestyle.

- Ganguly, S.K. (2008). *Crisis in education*. PURTA Souvenir, 19-21
- Gargani, John. Blog about program design and evaluation, <http://evalblog.com/program-design-and-evaluation-abrief-description/>
- Glasgow, R. (2015). Teacher wellbeing in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 40. <https://doi.org/10.14221/ajte.2015v40n8.6>
- Greenberg, J.S. (2011). *Comprehensive stress management*. New York: McGraw Hill. <https://www.amazon.com/Comprehensive-Stress-Management-Jerrold-Greenberg/dp/0078028663>
- Gulden, İ. (2016). Effects of doctorate program on a novice teachers' conceptualization of an effective teacher: A case study. *Educational Research and Reviews*, 11(7), 411–419. <https://doi.org/10.5897/ERR2015.2619>
- Hale, B. D. (2016). A document analysis of Illinois school districts and federal wellness policies. *ProQuest Dissertations and Theses, Ed.D.* Retrieved from http://keelee-primo.hosted.exlibrisgroup.com/openurl/44KLE/44KLE_SP?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%2526+theses&sid=ProQ:Education+Database&atitle=&title=A+document+analysis+of+Illinois+school+district
- Harding, K., & Parsons, J. (2011). Improving teacher education programs. *Australian Journal of Teacher Education*, 36(11), 51–61. <https://doi.org/10.14221/ajte.2011v36n11.7>

- Harney, E. (2008). *Stress management for teachers*. New York, NY: Continuum International Publishing Group. <https://www.bloomsbury.com/us/stress-management-for-teachers-9780826496072/>
- Harris, G. E. (2011). Individual stress management coursework in Canadian teacher preparation programs. *Canadian Journal of Education*, 34(4), 104–117.
- Harvey, P. Baghri, S. Reed, B. (2002): Emergency Sanitation: Assessment and Programme Design. Loughborough: Water, Engineering and Development Centre (WEDC). [http://unicefinemergencies.com/downloads/eresource/docs/wash/emergencysanitation\(wedc\).pdf](http://unicefinemergencies.com/downloads/eresource/docs/wash/emergencysanitation(wedc).pdf)
- Haynes, M., Maddock, A., & Goldrick, L., (2014). On the path to equity: Improving the effectiveness of beginning teachers. <https://eric.ed.gov/?id=ED560250>
- Huppert, F.A., & Johnson, D.M. (2010). A controlled trial of mindfulness training in schools; the importance of practice for an impact on well-being. *The Journal of Positive Psychology*, 5(4), 264-274. doi: 10.1080/17439761003794148
- Jackson, S.L. (2009). *Research Methods and Statistics: A Critical Thinking Approach 3rd edition*. Belmont, CA: Wadsworth.
- Kennedy, P. (2015). *Words of wellness. keynote address presented at the wellness conference by the collaborative support programs of New Jersey Wellness Institute*, Freehold, NJ. <https://cspnj.org/news/>
- Khan A, Shah I M, Khan S and Gul S (2012), Teachers' stress, performance & resources: the moderating effects of resources on stress & performance, *International Review of Social Sciences and Humanities*, 2, (2)21-29

- Kim, D. (2018). A framework for implementing OER-based lesson design activities for pre-service teachers, *International Review of Research in Open and Distributed Learning* 19(4). <https://doi.org/10.19173/irrodl.v19i4.3394>
- Kipps-Vaughan, D., Ponsart, T., & Gilligan, T. (2012). Teacher wellness: Too stressed for stress management? *Communique*, 41(1). Retrieved from <http://0search.proquest.com.source.unco.edu/docview/1103076221?accountid=12832>
- Koenig H. G. (2012). Religion, spirituality, and health: the research and clinical implications. *ISRN psychiatry*, 2012, 278730. <https://doi.org/10.5402/2012/278730>
- Kolbe-Alexander, T.L., Proper, K., Lambert, E., Wier, M., Pillay, J., Nossel, C. Mechelen, W. (2012). Working on wellness (WOW): A worksite health promotion intervention programme. *BMC Public Health*, 12(1), 372-383.doi: 10.1186/1471-2458-12-372 ASC
- Li, H. (2013). How to improve departmental faculty wellness in the workplace. *Applied Mechanics and Materials*, 295, 581–585. <https://doi.org/10.4028/www.scientific.net/AMM.295-298.581>
- Longley, C., & Sneed, J. (2009a). Attitudes of school foodservice directors about the potential benefits of school wellness policies. *The Journal of Child Nutrition and Management*, 33(1).
- Longley, C., & Sneed, J. (2009b). Effects of federal legislation on wellness policy formation in school districts in the United States. *Journal of the American Dietetic Association*, 109(1), 95-101.
- Lyons, A.C., & Mark, G.T. (2010). Maori healers' views on wellbeing: The importance of mind, body, spirit, family and land. *Social Science and Medicine*, 70, 1756-1764.

- Mackey, S. (2009). Towards an ontological theory of wellness: A discussion of conceptual foundations and implications for nursing. *Nursing Philosophy*, 10(2), 103-112
- Mani, M. S. R., & Smriti, R. (2015). Leadership maintenance: Filling the gap for leadership competences. *Educational Research and Reviews*, 10(21), 2777–2788.
<https://doi.org/10.5897/ERR2015.2336>
- Martin, M., Harris, M., & Martin, D. (2013). The relationship between psychological well-being and perceived wellness in graduate-level counseling students. *Higher Learning Research Communications*, 3(2), 14. <https://doi.org/10.18870/hlrc.v3i2.91>
- Martinez C., (2005). The importance of evaluation. Centerpoint Institute.
<https://trust.guidestar.org/the-importance-of-evaluation>
- Mc Column, Bruce R.. (2010). "Principals' Leadership Styles and Their Impact on School Climate: Assistant Principals' Perceptions". Electronic Theses and Dissertations. 393.
<https://digitalcommons.georgiasouthern.edu/etd/393>
- McGuire M. (2016). Program Design and development resources.
<https://www.unitedwaygt.org/document.doc?id=538>
- Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology*, 50(3-4), 462-480.
- Michigan Department of Education (2012), School Staff Wellness Challenges and Recognition Ideas.
https://www.michigan.gov/documents/mdch/29._School_Wellness_Challenges_and_Recognition_Ideas_392989_7.pdf

- Miller, K. H., & Bice, M. R. (2014). The coordinated school health program: implementation in a Rural Elementary School District. *Health Educator*, 46(1), 20–24. Retrieved from <http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/1651863466?accountid=10406>
- Molaison, E. F., Carr, D. H., & Federico, H. A. (2008). School wellness policy implementation: Attitudes of school professionals and parents in elementary schools. *School Nutrition Association*, 32(2).
- Moyer, M. T., Foley, J. T., Hodges, B. C., & Pace, J. (2016). A practical approach to enhancing a healthy school community by adopting the WSCC model, 48(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1152987.pdf>
- No, V., & Magano, M. D. (2016). Research report: the academic wellness and educational success of juvenile offender learners in a Gauteng Correctional School. What theory did i use to explain my findings? How was the study conducted? What Did I Find Out? 5(1), 148–152. No. 305182820)
- Nolen-Hoeksema, S. (2004). *Abnormal psychology* (3rd ed.). New York: McGraw Hill.
- Nwimo, I. O. (2015). Stress among Secondary School Teachers in Ebonyi State, Nigeria : Suggested Interventions in the Worksite Milieu, 6(26), 93–101.
- Okeke, C., & Dlamini, C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal of Education*, 33(1), 1–12. <https://doi.org/10.15700/saje.v33n1a607>
- Oregon Education Association Trust, Blueprint for School Employee Wellness. <http://www.oeachoice.com/>

- Owen, F. K., & Çelik, N. D. (2018). Lifelong Healthy Lifestyle and Wellness, *10*(4), 430–443.
<https://doi.org/10.18863/pgy.364108>
- Parihar, S. S., & Mahmood, A. (2016). A study on determining factors that lead to stress among school teachers: evidence from India. *Romanian Review of Social Sciences**Romanian Review of Social Sciences*, *6*(11), 11–23. Retrieved from <https://search.proquest.com/openview/82494a7519c0071388463622b9845135/1.pdf?pq-origsite=gscholar&cbl=2036055>
- Parks, K., & Steelman, L. (2008). Organizational wellness programs: A meta-analysis. *Jan*;13(1):58-68. doi: 10.1037/1076-8998.13.1.58.
- Punch K.F. (1998) Introduction to social research: qualitative and quantitative approaches. Beverly Hills, CA: Sage Publications. <https://trove.nla.gov.au/version/46677024>
- Rajbhandari MMS, Loock C, Du Plessis P, Rajbhandari S (2014). Leadership Readiness for Flexibility and Mobility: The 4th Dimensions on Situational Leadership Styles in Educational Settings. *Academic Journals*. ED552915
- Resnicow, K., Davis, M., Smith, M., Baranowski, T., Lin, L. S., Baranowski, J., ... Wang, D. T. (1998). Results of the Teach Well worksite wellness program. *American Journal of Public Health*, *88*(2), 250–257. <https://doi.org/10.2105/AJPH.88.2.250>
- Retzlaff-Fürst, C. (2016). Biology Education & Health Education: A School Garden as a Location of Learning Camp; Well-being. *Universal Journal of Educational Research*, *4*(8), 1848–1857. <https://doi.org/10.13189/ujer.2016.040814>
- RMC Health Staff Wellness in the School. <http://rmc.org/category/topics/staff-wellness/>

- Roberts, S. M., Pobocik, R. S., Deek, R., Besgrove, A., & Prostime, B. A. (2009). A qualitative study of junior high school principals' and school food service directors' experiences with the Texas school nutrition policy. *Journal of Nutrition Education and Behavior*, 41(4), 293-299.
- Robbins, S.P et.al., (2010). *Organizational Behavior*, Pearson education.
<http://www.pearsonmiddleeastawe.com/pdfs/OB-SAMPLE.pdf>
- Rongala, Arvind. (2015). Why program management is essential for an organization. Retrieved from <https://www.invensislearning.com/blog/why-program-management-is-essential-for-an-organization/>
- Rosenfeld, L. R. & Richman, J. M. (1998). Low social support among at-risk adolescents. *Social Work in Education*, 20 (4), 245–260.
- Roxas, C. C. (2009). Stress among public elementary school teachers 1, *01*(4), 86–108.
- Royal, K. D., Flammer, K., Borst, L., Huckle, J., Barter, H., & Neel, J. (2016). A comprehensive wellness program for Veterinary Medical Education: Design and implementation at North Carolina State University. *International Journal of Higher Education*, 6(1), 74.
<https://doi.org/10.5430/ijhe.v6n1p74>
- Sánchez, V., Hale, R., Andrews, M., Cruz, Y., Bettencourt, V., Wexler, P., & Halasan, C. (2014). School wellness policy implementation: Insights and recommendations from two rural school districts. *Health Promotion Practice*, 15(3), 340-348
- Scaccia, J. P., Cook, B. S., Lamont, A., Wandersman, A., Castellow, J., Katz, J., & Beidas, R. S. (2015). A practical implementation science heuristic for organizational readiness: R=MC2. *Journal of Community Psychology*, 43(4), 484-501.

- Schwartz, M. B., Henderson, K. E., Falbe, J., Novak, S. A., Wharton, C. M., Long, M. W., Fiore, S. S. (2012). Strength and comprehensiveness of district school wellness policies predict policy implementation at the school level. *Journal of School Health*, 82(6), 262-267.
- Singh, A. K. (2010). Analysis Workplace Stress among Technical and Management Faculty – An Investigative Study. <http://www.publishingindia.com/drishtikon/8/workplace-stress-among-technical-and-management-faculty-an-investigative-study/95/684/>
- Smith, A., & Koltz, R. L. (2015). Supervision of School Counseling Students: A Focus on Personal Growth, Wellness, and Development. *Journal of School Counseling* v13 n2 2015 <https://eric.ed.gov/?id=EJ1051150>
- Shamoo, A.E., Resnik, B.R. (2003). Responsible Conduct of Research. Oxford University Press. <https://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195368246.001.0001/acprof-9780195368246>
- Shamoo, A.E. (1989). Principles of Research Data Audit. Gordon and Breach, New York.
- Stoewen D. L. (2017). Dimensions of wellness: Change your habits, change your life. *The Canadian veterinary journal = La revue veterinaire canadienne*, 58(8), 861–862.
- Strasser, J. (2020). Program Management: How to successfully manage programs. <https://www.theprojectgroup.com/blog/en/successful-program-management/>
- Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29(4), 311-314. <http://dx.doi.org/10.2975/29.2006.311.314>
- Swarbrick, M., D’Antonio, D., & Nemec, P. B. (2011). Promoting staff wellness. *Psychiatric Rehabilitation Journal*, 01 Jan 2011, 34(4):334-336 DOI: 10.2975/34.4.2011.334.336

- Swathi, V., & Reddy, M. S. (2015). Implications of stress on quality of work life among teachers: An empirical study. *Ipe Journal of Management*, 6(1), 46–53.
- Tambo, L.I. (2012). *Principles and Methods of Teaching*. Buea: Anucam Publishers.
- Terrace, K., McBride, D. L., & Ph, D. (2016). Increasing Adolescent Self-Esteem: Group Strategies to Address Wellness and Process, 58–67.
- Thomet, N. Voza, A. (2010): Project Design Manual. A Step-by-Step Tool to Support the Development of Cooperatives and Other Forms of Self-Help Organization. Geneva: International Labour Organization.
<http://www.ilo.org/public/english/employment/coop/africa/download/coopafricaprojectdesignmanual.pdf>
- Thompson, J. J., & Porto, S. C. S. (2014). Supporting wellness in adult online education. *Open Praxis*, 6(1), 17–28. <https://doi.org/http://dx.doi.org/10.5944/openpraxis.6.1.100>
- Torres, R. M., Lawver, R. G., & Lambert, M. D. (2009). Job-related stress among secondary agricultural education teachers: A comparison study. *Journal of Agricultural Education*, 50(3), 100-111. doi: 10.5032/jae.2009.03100
- Travis, J.W. (2014). The foundations of wellness. Retrieved from <http://www.thewellspring.com/flex/an-introduction/2260/the-foundations-of-wellnessjohn-w-travis-md.cfm>
- Turgeon, B. (2013). A District Wellness Policy: The Gap between Policy and Practice. *Journal of Education and Learning*, 2(3), 26–38. <https://doi.org/10.5539/jel.v2n3p26>
- UNDP (2009): Handbook on planning, monitoring and evaluation for development results. New York: United Nations development programme.

<http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf>

Van den Tooren, M., & de Jonge, J. (2008). "Managing Job Stress in Nursing: what kind of resources do we need?" *Journal of Advanced Nursing*, 63(1), 75–84.

Vij, R. (2014). A Study of Workplace Stress and the Stifling Productivity of Teaching Faculty of B-schools of National Capital Region of Delhi. *Drishtikon : A Management Journal*, 5(2). Retrieved from

<http://search.proquest.com/docview/1525629887?accountid=8630>
http://diglib1.bham.ac.uk:3210/sfx1cl3?url_ver=Z39.88-

<http://search.proquest.com/docview/1525629887?accountid=8630>
[2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:abiglobal&atitle=A+Study+of+Workplace+Stress+and+the+Stifling+Pro](http://diglib1.bham.ac.uk:3210/sfx1cl3?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:abiglobal&atitle=A+Study+of+Workplace+Stress+and+the+Stifling+Pro)

Walia, P., & Kaur, P. (2006). Emotional intelligence and occupational stress of college teachers. *Journal of Organizational and Human Behavior*.
https://www.academia.edu/32551315/Emotional_Intelligence_and_Occupational_Stress_of_College_Teachers.pdf

Wilkinson, Michael (2011). Why you need a Plan: 5 good reasons. Retrieved from
<https://managementhelp.org/blogs/strategic-planning/2011/10/18/why-you-need-a-plan-5-good-reasons/>

Woloshyn, V., & Savage, M. J. (2018). Sharing narratives to foster mental health literacy in teacher candidates. *Canadian Journal for the Scholarship of Teaching and Learning*, 9(2), 1–19. <https://doi.org/10.5206/cjsotl-rcacea.2018.2.8>

APPENDICES

Appendix A
LETTER TO THE VALIDATORS OF THE INTERVIEW GUIDE QUESTIONS

March __, 2019

Sir/Madam:

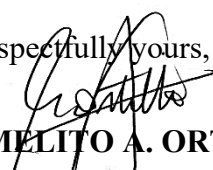
The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled “**A Model for the Design and Management of a Teachers’ Wellness Program**”. This study aims to identify the program design, implementation and management of teachers’ wellness of public elementary schools in National Capital Region.

With your expertise, I am humbly asking your permission to validate the attached self-made set of questions for this study.

I am looking forward that my request would merit your favorable response.

Thank you and God bless.

Respectfully yours,


EMELITO A. ORTILLO
Researcher

Noted:


INERO V. ANCHO, Ph.D.
Adviser

Appendix B

SUMMARY OF REVISIONS OF INTERVIEW GUIDE QUESTIONS

QUESTIONS	REVISED VERSION
A. PROGRAM DESIGN	A. PROGRAM DESIGN
1. What is a teachers' wellness program for you?	1. What are your strategies for designing a program?
2. What are the goals or objectives of the program?	2. What are your considerations when you design a program?
3. How will you engage or motivate the teachers in wellness program?	3. Did you consult experts in designing a program? Why?
4. What strategies can you apply in designing a program?	4. What is your advocacy for teachers?
5. How does the school benefit from the program?	
B. PROGRAM IMPLEMENTATION	B. PROGRAM MANAGEMENT
1. What are the important aspects to consider in implementing the program?	1. What are the best practices in managing a wellness programs?
2. Who are the persons involved in the implementation?	2. What management theories can incorporate or apply in managing a program?
3. What practical tools and resources do you supply to support its implementation?	3. Does your program need revision? Why?
4. How will you assure sustainability of the program?	4. What is the impact of the program on the teachers?
5. What school policies can support the implementation?	

C. PROGRAM MANAGEMENT
1. How do you manage the program?
2. How do you measure the effectiveness of the program?
3. How do you monitor teachers' satisfaction and how do you take it into consideration?
4. What is the impact of wellness program to the teachers' performance?
5. How can the program be improved?

Appendix C

LETTER TO THE SCHOOLS DIVISION SUPERINTENDENTS OF NATIONAL CAPITAL REGION (NCR) TO CONDUCT THE STUDY

March ___, 2019

Sir/Madam:

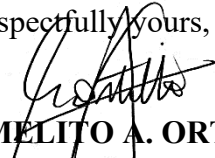
The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled “**A Model for the Design and Management of a Teachers’ Wellness Program**”. This study aims to identify the program design, implementation and management of teachers’ wellness of public elementary schools in National Capital Region.

In connection to this, may I request your good office to allow me to conduct an interview on the said research among the selected schools under your administration.

These data are vital part of my research as basis of information and academic purposes only. Rest assured that data collected will be treated with utmost confidentiality.

Thank you and God bless.

Respectfully yours,



EMELITO A. ORTILLO
Researcher

Noted:



INERO V. ANCHO, Ph.D.
Adviser

Appendix D

LETTERS OF APPROVAL TO CONDUCT THE STUDY IN THE DIVISIONS OF NATIONAL CAPITAL REGION (NCR)



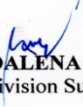
Republic of the Philippines
Department of Education
National Capital Region
SCHOOLS DIVISION OF PARAÑAQUE CITY
Victor Medina St., Barangay San Dionisio, Parañaque City

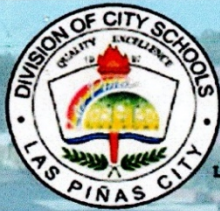
1st Indorsement
March 7, 2019

Respectfully returned to Mr. **EMELITO A. ORTILLO**, researcher, Philippine Normal University, Manila interposing no objection to the letter-request to interview the school heads of the two selected elementary schools in this Division, relative to his research on "**A MODEL FOR THE DESIGN AND MANAGEMENT OF A TEACHERS' WELLNESS**" provided that:

- a) the researcher shall communicate directly to the school administrators and properly coordinate administration so as not to disrupt classes;
- b) no government supplies or equipment shall be utilized; and
- c) a copy of the abstract and findings of the research shall be provided to this Office for its file and perusal.

Moreover, ethical considerations related to the conduct of this research shall be strictly observed by all persons involved in this study as stipulated in DepED Order No. 16, s. 2017, Research Management Guidelines.


MARIA MAGDALENA M. LIM, CESO V
Schools Division Superintendent



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
DIVISION OF LAS PIÑAS
Las Piñas City

LPESC, Gabaldon Bldg., Padre Diego Cera Ave., Real St., E. Aldana, Las Piñas City
835-9050 - 8223840



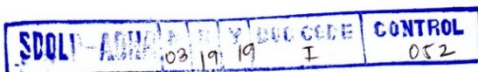
1st Indorsement

March 18, 2019



Respectfully returned to **Mr. Emelito A. Ortillo**, Researcher, Philippine Normal University, Manila to conduct a research among respondents as partial requirement for the Master of Arts in Education major in Educational Management, entitled, "**A Model for the Design and Management of a Teachers' Wellness**", granting approval thereon, provided that all persons involved in this study should strictly follow the D.O. No. 16, s. 2017, Research Management Guidelines.

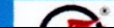

LORETA B. TORRECAMPO, CESO V
Schools Division Superintendent



doc 009113201903/

ISO 9001:2015

MEMBER OF MULTILAT





Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF TAGUIG CITY AND PATEROS
Taguig City



1st INDORSEMENT
March 19, 2019

DEPARTMENT OF EDUCATION DIVISION OF TAGUIG CITY AND PATEROS RECORDS UNIT	
RELEASED	
By:	DATE: MAR 22 2019

Respectfully referred to the School Heads of the following schools; the herein attached letter request of **MS. EMELITO A. ORTILLO**, Researcher, relative to her request for permission to conduct and administer questionnaires for her thesis entitled: **"A Model for the Design and Management of a Teachers' Wellness"**, interposing **NO OBJECTION** provided that the data gathered would be treated with strict confidentiality, no classes will be disrupted, and no school supplies will be utilized in the administration of questionnaires, provided further that a copy of the study for the Division Library Hub Collection will be submitted.

For: **ROMULO B. ROCENA, CESE**
Officer-In-Charge
Office of the Schools Division Superintendent

By: **CARLEEN S. SEDILLA, CESE**
Officer-In-Charge
Office of the Assistant Schools Division Superintendent



Republic of the Philippines
Department of Education
National Capital Region
SCHOOLS DIVISION OFFICE
City of Mandaluyong

Phone: 729-25-99

E-Mail Address: sgod.mandaluyong@deped.gov.ph
Official Website: www.depedmandaluyong.org



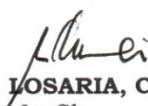
1st Endorsement

March 21, 2019

Respectfully referred to

_____, the attached communication on the request stated by **Emelito A. Ortillo**, Researcher, **PHILIPPINE NORMAL UNIVERSITY (PNU)**, interposing no objection to his request to gather data relative to his study entitled "**A Model for the Design and Management of a Teachers' Wellness**", provided that:

1. No office materials will be used;
2. There will be no disruption of school program or duties of the teachers and school administrators;
3. Ethical considerations related to this research shall be strictly observed by all the persons involved in this study as stipulated in D.O. No.16, s. 2017, Research Management Guidelines.
4. A copy of the research will be furnished to this office.


NERISSA L. LOSARIA, CESO VI

Officer In-Charge
Office of the Schools Division Superintendent

Appendix E
LETTER TO THE SCHOOL PRINCIPALS OF NATIONAL CAPITAL REGION
(NCR) TO CONDUCT THE STUDY

March __, 2019

Sir/Madam:

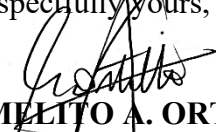
The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled “**A Model for the Design and Management of a Teachers’ Wellness Program**”. This study aims to identify the program design, implementation and management of teachers’ wellness of public elementary schools in National Capital Region.

In this line, I would like to ask your help to provide the necessary data for my study. Please feel free to answer the interview guide questions.

These data are vital part of my research as basis of information and academic purposes only. Rest assured that data collected will be treated with utmost confidentiality.

Thank you and God bless.

Respectfully yours,


EMELITO A. ORTILLO
Researcher

Noted:


INERO ANCHAO, Ph.D.
Adviser

Appendix F

CONSENT TO PARTICIPATE IN THE STUDY

The purpose of this research is to identify the program design, implementation, and management of teacher's wellness of selected public elementary schools in National Capital Region.

This study will take an hour or less for an interview. You will be asked based on your experiences, performances and development of the program specifically in designing, implementing and managing teachers' wellness in your school.

This is to inform you that this research is a voluntary participation. You may refuse or withdraw anytime you want without any penalty. Also, there are no anticipated risks or discomforts related to this research that would harm you as a respondent.

By participating in this study, you can help your teachers to be aware and vigilant with their health. Also, you can make the lives of the teachers more quality and more productive. As school principal, this will make you more competitive, effective and efficient in your tasks as a leader. Also, you may benefit other schools and divisions to better understand the importance of wellness program.

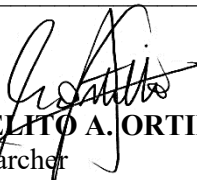
In the process of gathering information, your identity will be protected. The data is strictly confidential and your privacy will be carefully protected. In an interview, it will be recorded and it will be deleted once they have been typed up. Your name and other personal identity will not be mentioned. All the data will be secured in a safe place. All the data or information from you as the respondent of this study will be deleted after ten years.

The result of this study would be published or presented in any form like written or oral, your name or identity will not be revealed. The result will not be showed or presented to anyone who is not involved in this research. If you wish to receive a copy of the results from this study, you may contact the researcher from the given numbers and emails below.

I have read and understood the above research study and have had an opportunity to ask questions that have been answered my satisfaction. I voluntarily agree to participate in the study as described.

Participant's Name and Signature

Date


EMELITO A. ORTILLO

Researcher

Contact Nos.: 09176540727

09206243297

(02) 886-4529

E-mails: emil_bluerain@yahoo.com

emelito.ortillo@deped.gov.ph

Appendix G
INTERVIEW QUESTION GUIDE

A. PROGRAM DESIGN

1. What are the strategies for designing a wellness program?
2. What are your considerations when you design a program?
3. Did you consult health experts in designing a program? Why?
4. What is your advocacy for teachers?

B. PROGRAM MANAGEMENT

1. What are the best practices in managing a wellness program?
2. What management theories can be incorporated or applied in managing a program?
3. Does your program need revision? Why?
4. What is the impact of the program on the teachers?

Appendix H

TRANSCRIPTS FROM INTERVIEW

Principal 1

When we say wellness, it is where the teachers feel relaxed. If they want to have it or do it, just make a letter and request for any activity they wanted to do and I will approve it. There should be a committee to plan. Suggestions and ideas are welcome and come up with final plans. Wellness is very important that's why we need one person to supervise and manage it and it's the coordinator. If there is a program, I will give it to MAPEH department, to the coordinator. That's why I am not the one making the program, it's the coordinators. Whatever the high School department does, it's the same with the elementary since our school is integrated. If we have a team building, we all join in the same activities.

We have the Zumba and it is being planned by the teachers. They are the ones who manage the program. They invite persons from the TESDA and barangay officials. In barangay, there are many programs like Zumba. Teachers invite the parents to join in Zumba and some parents lead the exercise. Also, teachers make letters and give it to the barangay and to any organizations like women's organizations for them to have a Zumba every day. There is a committee assigned or in-charge of the activities and it's either the faculty officers or MAPEH teachers. I meet them and tell them to plan and set an activity like who are the persons involved, the venue and what are the things to do like in our LAC (Learning Action Cell) sessions, is it by department or by grade level and even the SLAC (School-Based Learning Action Cell). So, they will just invite me to join in their sessions. If there are problems that need help that will be given actions on it. There are also training from the division office like the Midyear INSET (In-Service-

Trainings). We also have staff meetings where I assigned for a specific task. They are responsible for the persons-in-charge of a particular activity that happens in our school.

Issue among the teachers being raised is the budget and this is being solved because there is MOOE (Maintenance and Other Operating Expenses). So, the problem of the budget is not a big deal and this can be easily solved. I always give what is due to the teachers. Some stakeholders are willing to help in our different programs. For instance, the barangay extends their help by giving free food and from the local government who supports the needs of the teachers and the students. Also, the budget from the canteen helps a lot to support the program. The needs when designing a program aside from financial are the time element and the overload activities. Some activities are happening simultaneously and yet there's no available venue or place. For example, the conference room, it is being used by the division office and sometimes by the barangay. The overlapping use of the venue makes us stressed. Another thing to consider in designing a program is the time of the teachers due to many paperwork to accomplish. Teachers' attitude also matters most in the implementation. It is the participation and cooperation of the teachers towards the success of the program. The persons involved or the manpower in the program is really important. It is composed of teachers who are skilled and coordinators to manage and coordinate with all the teachers.

Some people come to our school for wellness but they just offer a product for you to buy. It's all about business. If it is all about health, it's personal and they have their way to maintain it. Before, the LGU (Local Government Unit) has free vaccination about anti-pneumonia, anti-flu and so on that is good for three to five years. Teachers have their health care to take care of themselves. Some teachers are going home once they are done in their official time. They

preferred to go home rather than staying longer in school because of a tiring day in their respective classroom. About the experts, we don't ask for consultation regarding the program. Only the teachers organize and manage the program. It's within the school only.

My advocacy for my teachers is to be promoted. They pursue their studies in a master's degree and be promoted to a higher position. It is difficult to stay as a teacher 1 for a lifetime. Many new teachers are getting promoted ahead of them. Also, I asked them to get married so they have a partner in life. There is no particular advocacy for each domain or aspect of wellness just improve themselves professionally and even in their personal life.

I'm the kind of principal who let the teachers go home early as long as they completed their six hours working in the school. Other teachers still have their hang-ups with their colleagues. They eat outside and having selfies makes them stress-free. I push my teachers to look for a partner because they are not getting younger anymore. They live with a love that inspires them. Teachers are not stressed every day in their job. Through the help of technology, they don't need to write all the reports and lesson plans. There are laptops or computers to make the work easier. Also, making visual aids is not anymore a problem. I see to it that all classrooms have their television to make the teaching-learning process exciting and quality. Teachers enjoy wellness activities especially if it is teachers' month. They have a free massage, manicure, and pedicure, free haircut or beautification and they have seminars about stress management where they enjoy. So, with those activities, I don't need them to motivate. Once they hear about it, they are active. To support the needs of the activities, MOOE and canteen funds help the needs of the activity. But not all the needs should be coming from the school funds because there are still other expenses. We don't have cooperative and I don't encourage them to have it because it's

hard to manage it like the requirements they need to comply to make it legal. You should have your place, a building, you have your bills like water and electricity. We only have a faculty club.

In every activity, there is person-in-charge to sustain it. Every month has its activity. So, there is in charge of every activity. The person should maintain it all year round. The coordinator is obliged to their responsibility and make all the activities successful. The members are expected to cooperate with the leaders.

I would say that our school is performing because we have many awards and we won much contest. Last year we got a national level and it is somehow a way of stressing out. I support the teachers once there is an activity through the budget of MOOE.

In intellectual aspects, we do have lectures and seminars like the INSET (In-Service Training) yearly. We also have discussions with different topics. In spiritual, we have mass among the students together with the teachers. Only those who wanted to attend because of a different religion. we don't have masses only for teachers due to different religions.

In managing the program, make sure that the working load of the teachers is properly distributed and they can do it properly with good outputs. The success or effectiveness of the activity could determine through attendance of participation. We conduct meetings and evaluate the activity. There's no such tool but only an evaluation through verbal. Responses and suggestions would help the activity improve.

In managing a program, we don't practice bureaucratic theory because it is not about the positions. It is about the potential of the teachers. It's the forte or the expertise of every teacher that matters in accomplishing tasks. Contingency theory is about leadership where I can use it.

It's my style on how to deal with the needs of my teachers. Also, to the needs of my school. Do not be authoritative to the teachers. Lead with a heart. Another is the system theory, in our SIP, we should always have connected with the stakeholder because they are our partners for the development and progress of our school. Like our immersion, we should have a good relationship with the stakeholders. We have the scientific theory, teachers have rewards and recognition for their accomplishments they've done.

Usually, what we do before is every end of the school year, after graduation, or after the last day of classes, we go home to our provinces. This is a way of our stress-free.

Well, the revision depends on the situation of how successful or lousy the program is. If it is not fit for the teachers anymore, then it's time to revise and look for another one where the teachers will enjoy and change themselves totally. To make the program improved, it's stress management. For example, let's see if this Zumba is applicable every month or before they go home there is at least twice a week. For those who want to join, they can. Zumba is an activity that improves their physical. Stress management starts every school year of INSET.

About the impact of the program on the teachers, that's what they always wanted to happen. It is part of the reward that could give to the teacher. After one school year full of stress, at the end of the school year, there is a team building. Although everyone didn't see and even do not know each other, still, they are joining the activity. The goal of the program is actually to manage stress or to be stress-free.

The school benefits from the program by having many winnings not only at the division level and regional level, but we also strive and win at the national level. This shows how effective

or affect the school performance of the teachers down to the students. Also, the program makes the school produces quality and productive students of the future generation.

The impact of a wellness program on the teachers' performance is, they become sociable with their colleagues and spiritually active because every month there is a mass to be attended by the teachers and even the students. I encourage them to enroll in graduate school. This will help them to be promoted. They become helpful in their colleagues in terms of their works. That is very visible because you can see them, especially when making papers and forms. Teachers are being aware of the environment by going to a particular place where they render a clean-up drive or outreach program. Sometimes, they go on tree planting and have some pictures while working and put it in a portfolio. Teachers' satisfaction can be monitored through meetings where we evaluate the program if it is effective. Another is through verbal when we cross each other in the hallway by doing the same activities.

Principal 2

In terms of strategies in designing a program, we do identify first the needs of the teachers and the program. We have the L&D (Learning and Development) where the needs are being identified to be discussed. We conducted a need assessment test and consulted with the school planning team. Then, we have the deliberation to identify and choose which project or activity that can address the needs. It is not only the professional aspects of the teachers that are being considered but also their physical, emotional, social and emotional. In designing a program, we form a committee in the wellness activity of the teachers. It includes the teachers and GPTA (General Parent-Teacher Association) officers. Aside from that, we also have a focus group discussion, LAC (Learning Action Cell) Sessions and suggestion box. To make the teachers

more participative in the wellness program, the effective strategy is to memorandize the activities because they would not follow if it is not documented. Some teachers are asking if it is official or memorandized by the principal. Sometimes, they have an attitude towards it. And then, after which, we will give them an orientation during LAC sessions or focus group sessions.

Teaching is a stressful job and of course, it should not always work. They have to keep physically fit and mentally awake. That is why we need to implement this kind of program. In terms of considerations in designing a program, of course, it's the health condition of the teachers. Also, the needs of the teachers. It is identifying the needs of the teachers that need to address and the school can provide it. Another is the financial and resources to be used in the program. On the part of the parents, it's not a problem as they are willing to help and share what they have. Persons involved is being considered. These are the GPTA (General Parent-teacher Association) officers. It's the president who is always with me in crafting the program. Grade leaders play a big role as they are the ones disseminating the information among the teachers. We have a committee called SHIFT (School Health Innovative Force Team) to run and manage the program. The number one thing to consider is the resources and it talks about the budget. We have the perspective to purchase and yet until now, we don't have it. On the part of the teachers that refers to planning, they don't need to worry about because we collaborate that's why we always come up into one plan. We also have a school fund indicated in teachers' training and development. This is through a request to be indicated. So, resources and finances are some of the problems because there are things that we want to buy but it is not allowed if it's more than fifteen thousand in the financial report of the school. In terms of a proposal of activity and it is

good and inquired to the superintendent, it will be approved but we still need to seek ways for the budget.

In terms of the needs of the wellness program, our target is the mental health of the teachers. Since it is a stressful job, keep on telling them of "oh, happy lang" would do. Project Smile of DepEd would do with the line "Masayang Guro, Masayang Magturo." Also, in the aspect of the mental health of the teachers, their relationship as I can see, it's good. In their physical aspect, some teachers have undergone operations like breast cancer. There other teachers who recover little by little and they go back in teaching. In social aspects, there is no problem. No fighting happened. They are all good persons and act as a professional. I keep on telling them that if it is a professional discussion, let me join on you but if it personal, leave it to your home. Another is the time constraints among the teachers. There are teachers live from the other municipality or cities. They are far from school and it is a hassle for them to stay longer in school. Some are renting a house nearby.

In terms of consulting health experts in designing a program, we seek for the doctor. The doctor is assigned to a barangay health center, the resident doctor. Also, we coordinate with the GPTA officers to check the program or matrix. If there are lectures about the health of the teachers, we invite the doctor.

In evaluating action plans or proposal papers for the wellness of the teachers, we don't ask or disturb the doctor in the barangay because of her hectic schedule. We conduct a review of the document only with the master teachers, school planning team and GPTA officers. She is being tapped if we need her badly to discuss a certain matter on her expertise. With this, the teachers and parents can easily understand and believe with the expertise.

My advocacy to my teacher is just to be happy in life. Don't make yourself stressed. If they feel tired, then take a rest. In general, I just want them to be happy in their job and their life. Life is too short to make it shorter.

There is no particular part of the wellness which I look at as my advocacy. Just be happy in their work.

In terms of work, I am very strict. If it is work, let's work. Don't make me stressed or else I'll make them stressed too. All I want is do not ignore or abandon the needs of the children.

Being a principal is a difficult task. Making sure that everything is in order. Just work accordingly and everything is all right. In submitting documents or whatever, when I say submit it before the deadline, submit it. If they fail to comply, I'll give a memo. I am not as strict as that. They know what they are doing. The teachers are well-trained and well-informed about the system.

In terms of best practices in managing a wellness program, I often give empowerment to empower master teachers to become the committee of the wellness program. I do this by orienting them on what to do. I have my follow up to the persons-in-charge to check if there is a development in the assigned tasks. In terms of best practices, if there is a problem, we immediately find a solution to it. I usually call for a meeting to check and ask for some issues, concerns, and needs of the teachers. Behind it is I want to check the status of the relationship of my teachers.

In terms of best practices in physical aspects, we do have the Zumba but it is not anymore as active like that. This is due to bulk papers works to do. In their intellectual aspects, we have different seminars like INSETs and LAC sessions. The teachers have their lectures about

financial literacy. I allow agents who discuss insurance. Also, they have "paluwagan". We don't have a cooperative. It's just a money-saving. Planning a cooperative is quite difficult to comply like its registration. I allow them to put or send some food in the canteen for some income. The faculty club has its income from water. We do have the recollection once a year. We integrate it into GAD (Gender and Development). This is in the aspect of spiritual. In terms of their emotions, teachers are limited to sharing their lives and experiences. Maybe they are afraid of me as their principal. There are still teachers who share. I can hear issues from the group of teachers and it's more on a broken heart with their boyfriend or girlfriend. Also, with their family problem. In terms of encountering some stories about the relationship regarding the teachers, I just observe and let the teacher open it to me. Out of these problems, I decided to have an arrangement with the teachers. I reshuffle them in a particular grade level according to their friendship. I tried it if they are productive if they are together in one group or level. Then, they become more productive as they go to school every day. In occupational aspects, they know already my routine. They work accordingly. Teachers just got stressed in observation. I observe announced and unannounced. This is for the improvement of the teachers, especially to the new teachers. I rather go with the reality of classroom settings than the prepared. I focus on learning competence and it's not anymore on the flow of your lesson plan.

We would say that we are a performing school because we don't encounter any problem when it comes to academics. I see good results and we always get champion in many contests, division level and even regional. We reached the national level for sports.

In a leadership style, it is a big factor in a wellness program. If the leader is stressed, the members are also stressed. Sometimes, I ask a favor to stay for some work to accomplish and

we do it with happiness. You don't feel the stress because we do it wholeheartedly. Sharing of stories and experiencing while working is a good rapport among us. Also, for them not to feel the stress, I work with them until the end of the work.

For the teachers engaged and motivated in the program, we first have the orientation. We conduct LAC sessions to explain everything. We also have the focus group discussion of what are the things to talk about not only in their professional growth but also on their personal growth in terms of their health. Usually, in teachers' month, we have a free spa, manicure and pedicure, wellness discussions, optical, medical mission, dental and many more. We also have team-building activity at the end of the school year. In this activity, no one is excused except those who valid reasons like pregnancy or health problems.

To sustain the program, we can do the same activity if it is still applicable or fit. We can still add more activity if needed depending on the needs of the teachers and of the program itself. The common problem we encounter in conducting an activity is time constraints. Everything is already planned for the whole year. Sometimes, conflicts arise or it overlaps with the other activities.

To support and determine whether the program is effective, we have the "quami" cell. It is a quality assurance and it is a monitoring and evaluation online. It is downloadable through google. It's a form of graph and numerical. The committee on monitoring and evaluation are the master teachers. Quami Cell is a kind of survey to measure whether the teachers are satisfied with the program. Also, we have a health record filed in school to see the difference between before and after activity. We have the pre and post-assessment among the teachers. Another thing is we could easily identify whether the program is effective through the attendance of the

teachers. All the teachers are active in the program. In managing a program, consistency is very important in a program. This makes the program a successful one and it gives a good result.

The school disseminates the information about the program through SOSA (State of the School Address) and it was done every October and March. We invite the stakeholders who keep on helping our school and those who have the potential to be part of our program. Another one is through memorandum based on the set activity. Proper dissemination should be done in formal with teachers' signature. They cannot deny the fact that they are informed or received the memo. We also have a chat group on Facebook.

One of the theories that can apply in managing a program is bureaucratic theory. The instruction will give to the master teachers than to the teachers. The command is from me down to the teachers. I give a chance to those who have the potential to excel. But sometimes it's sad to hear for those who have potential, they decline my offer to them. Then, I don't insist on them if they don't like it. I remind them that they can use it in their promotion. Still, they have so many excuses. When it comes to programs, there is a focal person for each program and activity. It's not advisable that these activities are only one person to handle. Do you believe, I have a one-ring bind of committees for all the programs and activities? I applied the human relations theory. It is very important because as much as possible you build a good relationship with your teachers. Also, you have to be a good example to them. You should understand them in all aspects. Contingency theory is another one. We cannot avoid encountering conflicts. As a leader, you should give your best to look for a solution. The leader should fill in the needs of the school. I think the system theory would fit. I don't have problems with the stakeholders. Recently, we presented our school profile to a prestigious and international school just to be part of our school.

Luckily, we were approved. We do have a reward system as part of the scientific management theory. We have the praise committee. We have this because it serves as the consolation of the teachers coming from the management. Even in a simple paper would do. I shell out a thousand pesos as my prizes for them who will excel in a particular activity.

There are still things that need revision. Of course, there's no perfect program. Every time there's a program since we have an annual implementation, we have a review or feedbacking and evaluation after March. If we need to revise it, why not?

In terms of flaws or failures we encounter, of course, there are still gaps. There are gaps if there are many activities already. The schedule of activities is overlapping because of many things to accomplish. Which of those were not accomplish in SIP (School Improvement Plan)? I gave all of them an AIP (Annual Improvement Plan) to make some narratives. All your accomplishments must have narratives. I don't know how. With this, do I make myself a meticulous when it comes to working? What are the things which are not able to finish, then propose it? If you can't do it, put it on my table and I'll be the one to do it. They can't complain about me and those programs have a counterpart of action research to be made by the master teachers.

In improving the program, I think there are still more things to consider to improve the program because there is no such perfect program. Maybe more activities may suffice the program to make it more effective to the teachers. There are people offer wellness program because we send emails to the stakeholders that might help the school. We invite them to "brigada eskwela" to get some help in the preparation of the opening of the school year.

In terms of the impact of wellness programs on the teachers, I think it is well and good. In due time, we have the needs to be addressed in the program will be arranged. In work, it overrules the needs of the work compare to taking care of yourself. How could be happened if there are many reports to be submitted. A wellness program is actually to keep the teachers physically and mentally fit.

In terms of the benefits of the wellness program to the teachers, it enlightens their work. Every teacher is excited to go to school not because they have to and it is required and needed but they are happy to do it. They are happy with their work. To be specific, the impact of the program is the good relationship of the teachers in school. It's the school itself is not so much stress, it's coming from the people around you. If the school is stress-free, the absences of the teachers will be lessening like the attendance in INSET becomes one hundred percent. Through this, there is something good. They follow not because they have to or they are scared to be marked as absent or even obliged but they like it, they are happy. They know their part or job and it's their responsibility to the school. Another is, teachers don't abandon the learners that's why the quality of education is improving. Also, the teachers are becoming kinder and more responsible. I don't have problems with them. I just sustain whatever the previous principals are being imposed.

The school can benefit from the program by making the teachers fit in everything. Then, once they are fit, teachers can teach well. This can avoid the absences and maintain the harmonious relationship of the teachers and even to the learners. So, if you are healthy positive living, everything will go well. But of course, it is not one hundred percent, there are still conflict but at least, it's progressing.

Our relationship with the community is very healthy. This is a positive sign because when you teach well to the learners, the parents will be happy and satisfied with the service you are rendering to the community. Consistency of the lessons and learnings to the learners is not my problem. The community is extending their help to the school, so in return, it is the quality education to the learners. The school is producing quality, productive and responsible citizens in the future.

Teachers' satisfaction can be monitored through their participation in the activity. If they will not participate, they have to explain. If that is valid, usually old in age and service, I consider them. Some teachers are asking for permission not to participate. I will not say Yes and I will not say No. But as long as I can, I don't say yes because once you allow one teacher, it follows. It is your decision if you will join or not. It's their loss, not mine. I tell them that they have rights. Just explain to me the right thing, at least I have pieces of evidence if someone is questioning me or the teacher.

Of course, once in a while, you need to distress. You can have hangouts, dance activities. If I can just bring them to a comedy bar where everybody would laugh, why not? I am not strict with their time. If it is time to go home, I don't stop them. But if they are badly needed for some reports or important activity, they have to comply with a service credit.

Principal 3

Of course, number one is the data gathering based on what is existing. It's where are you now. So, the baseline is the data. Establish where you are right now and where you want to go, just like that. Then, address the gaps if what is missing. Analyze the data first then convene your teams. In this case, the Project Smile where the wellness of the teachers is being practiced. The

team is focusing on discussions and surveys to validate the data they gathered. Also, in designing a program, there is a committee aside from the coordinators who are in charge of the wellness program. It is in-charge in every domain of the wellness program like in spiritual aspects, physical, financial and so on. Some sub-committees are in charge of a particular activity. So, when planning a program for the entire year, they work as a team since there are many teachers involved.

In terms of effective strategies to make the teachers more participative in the wellness program are the benefits of the program for them. So, with that, the teachers will participate. The main objective of the program is to boost teachers' morale and motivation. So, the fact that they are the one who designs the program, they have the ownership. So, we assume that during the implementation, the whole participation and cooperation of the teachers will be captured because they are the one who designs and this is based on their needs. So, the assumptions are the teachers will be motivated as they are the ones who conceptualize, designs and implements the program.

In terms of teachers' behavior towards the program, maybe not in front of me, they refuse but I think the fact that they will benefit from it, why not participate in the program? I hope that they won't resist or complains since the data is coming from them and formulate a solution to it. My part in formulating the program is leading them to attain the goal or objectives. Although there is a team leader assigned, I still served as the overall chairman and the approval person. So, the findings and suggestions, as well as the interventions recommended, will be approved by me. As a manager of the finances of the school, I still need to check if it allowed for the additional expense of the school.

The common problem that we encounter in designing program is the time. Time for the program is considered as the add-on to their regular schedule. A survey is an additional load for them on top of their classroom duties. So, giving time is a common problem.

Of course, the basic answer as one of the considerations when you design is the needs. When you design a program, the first thing to consider is the root cause of the problem and that's what we have learned in CIP (Continuous Improvement Plan). So, determine first the root cause of the problem. Applying a solution depends on urgency, feasibility, and workability. Identify what do I expect to be the problem or what are the needs of the program. So, it's the needs where you will address the need or gap. In teachers' needs regarding the program and since they are approachable, it's easy to please just provide the needs or materials in an activity. Teachers are very helpful as it is considered as the manpower that you need to make the program successful. You should also consider the resources like human, material and financial. A wellness program is supported by practical tools and resources such as sponsorship. Mostly, it is the MOOE (Maintenance and Other Operating Expenses) and faculty fund. I don't know if other schools also get funds from MOOE but I think they do as long as it is acknowledged by the superintendent.

Another is we do a survey first on which is the most priority to address. It's not always physical aspects, meaning you should consider what is needed by the teacher. We analyze the data then identify which aspect we need to focus on and prioritize. For the past years, we focus on the intellectual aspect which is professional development due to many changes in the system. We strengthen it through LAC (Learning Action Cell) sessions. In terms of social aspects, we do twice a year the wellness activity by going out of town and enjoy having a teachers' break. In

spiritual, not so much because we have different religions and different beliefs. We are focusing on the intellectual and social aspects of wellness. With these two aspects, we can hit other aspects of wellness like environmental as they do tree planting together. Their emotional aspect is being hit through social as they develop a good relationship with another.

People involved in the program play a vital role in designing a program. Usually, these are the coordinators. They are not the MAPEH coordinator but the master teachers. I do the rotation of coordinators so everybody can experience being a leader in a particular program. We also have the sub-coordinator on a certain domain like emotional and intellectual. And this is based on the recommendations of the teachers as they see the potential on that person and then it is where I formulated a school planning team. Teachers recommend it because it's their co-teacher very well compare to mine. This is regardless of their positions.

We do consult health experts to identify the needs of the program. These are coming from the LGU (Local Government Unit) or barangay depending on the needs. For example, when you provide health education, you will be getting experts in that particular area. You will invite the medical personnel to provide medical advice. When it is in financial literacy, we invite experts for finance. We have a proposal that is being evaluated by the experts and has been approved. When it comes to monitoring and evaluation, it's only the school planning team that will do it. We submit the evaluation and it passes to the district and then to the division. There is personnel who evaluate to check the appropriateness of the program. It undergoes levels of quality assurance or monitoring.

The program is just designed and implemented in school. But the division has its wellness program as well as the district. We anchor on what we have; on what we are planning in the

division targets. This means that all the program designs must be anchored or based on the overall objective of division and the division should be based form regional and national.

My advocacy in terms of wellness is the "Project SMILE" (Masayang Guro, Masiglang Magturo). I believe that it cascading the overall morale and motivation of a teacher. It also translates into good teaching. If they are not satisfied with their aspect, it is hard to determine their performance in their professional life. So, I think this project would boost the morale of the teachers and turn it into a good performance towards the good output of the children.

The number one best practice we have is to ensure that everybody is involved. Imagine that you have a program and yet not all the teachers will participate. Their attendance and participation are important. Motivating teachers in an activity is a crucial stage to have a successful one. So, make the activity attractive by not burdening them with any financial constraints. Another one is allotting time to the program is important too. Aside from that, every grade level has its own identity. With the name of the group, they are encouraged to make themselves complete as a group or a team in any event or professional learning community.

A wellness program is one of the reasons why our school is performing. It helps the teachers to motivate them to work wholeheartedly. Also, the program translates the teachers into positive action to make the program successful. I would say that we are a performing school because of having several division awards. So, when it comes to Go Green Best Implementer, it involves a lot of preparations. You have a disaster and you have the canteen management. Also, feeding is present there as well as the eco-saver where it contributes to different groups that they need. So, programs are a big deal like reading programs and programs in ICT (Information and Communication Technology) Another is the Project SMILE which is a part of the wellness

program of the teachers. So, with all those recognitions coming from the division, I would like to say that we are a performing school. And when it comes to PBB (Performance-Based Bonus), our school is a better school where we got a higher rating.

We do Zumba as part of the physical aspect of wellness. Also, we have the annual checkup which is sponsored by the different groups. We have many sponsorships coming from different companies and even from the parents. Especially when it is teachers' day, there are sponsors for a free massage to the teachers. And there's one time that the barangay sponsored money for a teacher whom I think can contribute to their general wellness. In terms of their intellectual, teachers have continuing professional development. LAC session has been institutionalized already. We come together and discuss pedagogies. Also, different curriculum-based strategies that could improve their competency. In financial aspects, we have a partnership with Sun Life. They piloted us in their program on how to manage finances properly. We also invite insurance companies who would give them programs on how to invest properly. We are actually beside the parish church where we can ask for some masses and annual recollection activities. When it comes to emotional aspects together with social and environmental, we go out of town by having team building activities that foster fellowship to have and build a better relationship among the teachers. In occupational aspects, we have training on first aids, disaster management and we make sure that the school is safe and secure. Teachers are involved in hazard mapping together with the students. As much as possible, we stay away from the teachers from too much stress of work that could affect their performance. There is no too much occupational hazard school.

The leadership style of principals is a big factor in wellness programs or even any programs. In all programs, it takes a leader that would allow the members to follow and share the common vision that you have engaged in. A leader that could inspire in achieving the targets or objectives. Members also play a big factor because from the very beginning of conceptualizing the program, suggestions, and ideas of the members are important. They are also involved and this is what we call shared leadership and shared governance. That is the essence of a leader. You feel your co-workers feel they also contribute.

In motivating and engaging the teachers, they know we have a plan for them and know you have already planned activities for them is motivation enough. This means all areas are addressed to the teachers. If you don't have plans for them that they have something to look forward into a particular aspect of wellness, teachers might not well informed and participate. This is considered as their relaxation time where they are re-energizing. To make it more effective, all activities should be memorandized. Since it's part of school activities, it goes without saying that they are required to attend

We have school activities to be conducted but we still need to submit it to the superintendent for approval. We align our activities with the division development plan. Wellness is already institutionalizing in our division that we should have our plans but then, it varies within the schools and we are not the same or uniformity in plans. The extension of implementation is up to the school heads and what particular activities that we would like to give to our teachers. So, for example, here in school, I could only speak for myself, for my school because I don't know with the other school if what they are doing, we do have annual sports

activities with them. We have a bowling tournament and “palarong pinoy”. We change it yearly then we have the appreciation night where they can dress up. They also have costume parties.

In alignment with the GAD program, we do environmental wellness where we go out of town. Not all the teachers are joining but ninety percent of them are joining. Others don't participate with valid reasons like pregnancy and illnesses. I see to it that the majority of them will participate because this is funded by the MOOE so I don't like that this will not be used. This is acknowledged by the division office because you have to liquidate. I ask the superintendent first for her permission because we don't have financial independence in elementary. For example, we have projects to make, I make a letter to the superintendent. It should be indicated in AIP, SIP or else it will not be allowed. In preparation for our SIP, teachers' wellness is indicated. You need to indicate in the plan because there will be no budget allocation for a particular activity.

In assuring the sustainability of the program, there should be monitoring and evaluation at the end of the school year. So, during our year-end evaluation, the program coordinators give their report. So, there is feedback if what are the things that need to improve or to continue. Monitoring can also be paper-pen. We make use the google, so most of our survey tool is online where the teachers are answering.

I manage the program by seeing to it that there is a team behind every activity, the committees. I work with them but they are responsible to ensure the program is implemented. They do the planning although I'm present there. It's good that they are the ones planning because they will be motivated more as they own the program and their presence make the program successful especially those who are being challenged to lead a certain committee. So, having

teachers feel that they are the leaders, they have the responsibility for that program and I think that is management style. This style would fit particular teachers because there is a teacher who doesn't like to be dictated by the superior on what to do. The ownership of the program is best when shared. This is shared governance in SBM (School-Based Management). Shared leadership and governance are very important. It is not about having a program that is already planned without the presence and consultation from the teachers. In the first place, the teachers should be involved already in planning. Let the teachers decide and they will be the ones who will encourage their colleagues.

We measure the effectiveness of the program when the absences, fighting of the teachers, grievances, and issues are declining. I am being aware of that because I can feel and see what is happening to the teachers. In terms of being a principal, everything is difficult to handle. It's difficult when you are a classroom teacher, being in management and being on the instructional side. As a bottom line. We will know the effectiveness of the program based on the output of the students. Higher learning outcomes is what I always tell to the teachers, it's quality education. I measure it through data. So, in the indicators, no drop out. If there is, it should be reasonable and valid. As a school principal, I empower or strengthen our implementation by planning. From the planning stage, we are already there. They are not a problem for me. The usual problem and question in implementation are, "where are we going to get the funds?" This is always stressful. So, if they know that it is well budgeted, funded for them, it will not entail much expense to them. Also, from the very start, the school heads are involved. You do not let them do everything without your presence. Then, in every activity, I am always with them. Seeing through that all the programs are planned, it should be implemented. You should always hands-on because I am

the one who implemented it and lead the implementation. I also join in Zumba for teachers. In terms of measuring the success of the program we have implemented, we have the before and after basis like the measures of the waists. But of course, if the Zumba is only once a month, it is not as effective as we expect. If it is physical fitness, it should be regular. So, it is more on the personal choice of the teachers if they want to be physically fit. When it comes to physical wellness, we team up with the help of the workers and there is annual physical check-up. Then, if sponsors are coming with free medical and dental, teachers are included and the city government also gives support. In terms of Zumba activity, last year, the barangay gives funds for the instructor. But now there is no more sponsorship from them. We just have the video coming from social media. We just follow it. From the MOOE (Maintenance and Other Operating Expenses) support, when we have the teachers' training, there is a snack provided. We always have meals when we have gatherings. It's not only from the MOOE but also from the canteen. When we have activities outside the school, we pay for the venue and it comes from the MOOE. If the activity cannot support anymore by the MOOE, we ask from the canteen or faculty fund to shoulder some refreshments. Also, other facilities, for example, we have games for teachers, the barangay lend their gym for free.

The bureaucratic theory can be incorporated in managing a program. Here, there should be a system among the members of the group. From the leader down to the coordinator then the teachers will just follow. In managing a program, you should establish the rules and regulations on it. If not, the program might not be successful. Administrative theory, it's the designation of the right persons in a team. Some people oversee without my presence. They should know how to administer, how to manage people but of course with my guidance and consultation. Human

relations theory could do so. A wellness program is for the people. They are the main concern or involved in this program. So, you need to establish a good relationship with them. The adherence of collaboration and cooperation is very important to make the program successful and effective. We have the contingency theory. Here, you have to adjust your management style on whatever the situation is or to what the needs of the teachers are. Usually, the principals are being assigned to another school and that makes a different culture based on the leadership style of the principals. If the superintendent asks you to transfer, you have to transfer. There are times that you need to move for the exigency of the service. System theory is the external and internal environment. It is important to have a relationship with the stakeholders. In a community, every single member plays a role. The school cannot stand alone. It takes a village to educate a child. One of the programs of our school is praise. It's rewards and recognition. You recognize them in their good performance then reward those teachers with additional incentives. Through this, the teachers will know that their contribution is valued.

All theories can apply to manage a program. One theory could not fit everything. These theories are still dependent on the situations because you still need to make adjustments depending on the environment and the people that you handle.

Yes, all the programs need revisions. It has to undergo an evaluation and then an adjustment in the end. Keep those that are found to be very effective and modify those needs that will be terminated. Change is needed.

I do encounter failures or problems in managing a program. Not everything is perfect, there is no such perfect program. At the end of the evaluation, you will find out or discover the needs for the adjustment of the program to make it useful and effective. In terms of dealing with

it, there are supposed to be solutions to an existing problem already. Find out if it is effective. Are the needs addressed? If not, adjust it, modify it. We don't need to be stressed if the program is not successful. Just see to it that you have to go on and find the best fit for the organization you handle. Be flexible and adaptable.

The program can be improved in many ways. In terms of lectures, the five days INSET (In-Service Training), the three days are for academics and the remaining two days is for wellness. Sometimes, we have the spiritual because our parish church is just beside our school. We invite parish priest sometimes the pastor in Dating Daan. Our INSET is school-based and it is also division-based. Then, sometimes I insert financial wellness if there are people who want to give lectures.

However, for the program to be improved, it will come from the teachers themselves. In terms of other activities that can be added for the improvement of the program, they are creative. They give suggestions. Just like before, we rented the venue in MOA (Mall of Asia) and we're wearing masquerade. Then, they had group performances. There is a competition between them. This event is not even at Christmas. It's October, the teachers' month. That's the way how they suggest, then, let it fall. They also suggest other domains of wellness like in environmental wellness where they want to plan a tress. They are the ones who plan and organize to make the program happen and successful. There are still things that teachers can do but it's a step by step process.

When it comes to the impact of the program on the teachers, I think the target of schools under DepEd is high learning outcomes. So, if the teacher is performing, you would expect that the learners are also performing because of the wellness program. That's it, the performances

are good in both teachers and learners. Through this, it lessens the drop-outs, all learners will graduate and no one is left behind. It is an indicator that a wellness program contributes to the performance of the school. The goal of the wellness program, in general, a happy worker yields better output. If someone has stressful areas in life, it affects his work. We should provide activities that would cater to their different areas. If the teachers are happy, if they are motivated, there will be a better output. The ultimate goal of wellness is to have higher learning outcomes. The performance of the learners will be greatly determined by the teachers' performance. It's a teacher factor. Indeed, a teacher factor plays a big role in the learnings of the students.

In terms of external stakeholders, we do solicit their support, either in-kind or financial if they want to. The first stakeholder where we can ask for immediately is the barangay. So, we work with them. When we have stakeholder's night, one of our programs there is providing rewards for the perfect attendance. It is a monetary reward sponsored by the barangay. Then, some of the SK (Sangguniang Kabataan) kagawad also gives their sponsorship. About the giving back to the stakeholders or community, they have a big share expected to make it worth to the school.

In general, the good output of the children is considered as an understanding between the stakeholders once all the resources are pulled together. The teachers are producing quality and responsible citizens as a return of investments to the community. As a school principal, I give incentives to the teachers by recognizing their effort and participation. We do annual Appreciation Night where the teachers receive certificates, plaques and monetary rewards. We also have the Smile Awardee. We also have the Teachers' Choice Award and the Pupils' Choice Award. They will be given cash incentives and a framed certificate. With this, you are exhibiting

a lot of positives vibes. It is a challenge for all the teachers to do the same. Of course, if you are being recognized, it is also a sort of motivation for you to do better and for you to boost your confidence.

The satisfaction of the teachers boils down to their performance because if you are not satisfied with your work your performance is not good. Meaning, your performance will be determined your satisfaction. Although there are master teachers as raters and I'm the one approving, I can still see it. For the past three years, teachers want to improve their performance. If they are not happy enough with their work, their performance is not as good as that and so the rating. And if you are not happy, you will not comply with the requirements, you won't teach well. That's what I tell the master teachers that we do not to be biased or subjective with our performance rating. But our goal is an excellent performance. If we don't have outstanding in this school meaning the teachers are not happy with their profession. That's how I instruct them to be objective and yet at the same time, we give teachers enough belief that they need to make their performance high. The fact that they come to school every day and they are inside the classroom, this is already a prop to do better and make their performance high or even higher.

I consider that a wellness program has a big impact on the performance of the teachers and at the same time, of the whole school. This makes the teachers happy and satisfied their needs in their profession. It leads to a good performance down to the learners. And with that, quality performance, as the main goal of the school, will be achieved.

Principal 4

Well, we have the so-called “Identification of Improvement Areas”. Here, we look into delays especially for the good performance of the teachers. In terms of how we do it, we usually

conduct meetings. At the beginning of the school year, we have in-service training. Before that, we have the developmental needs being prepared by the teachers so we can find what the teachers want. So, part of that is their wellness. Developing oneself in terms of its physical, spiritual, financial and everything. In terms of planning with the teachers, we conduct meetings. I give agenda, some tools for the checklist and even evaluation measurement. It is more of a survey. Aside from those, we prioritize the most important thing that we have to install in the program, activity or project. When it turned out as the most important, we immediately plan at the right time. Right then and there, we can start planning. And once we started the planning, we can start to produce the goal or objectives. It's the terminal objective and then we are going to have a project plan. At the same time, prepare for one. And then identify either if it is good for one year, two years or three years.

In terms of having a conversation with the coordinators, we do not usually have the one-on-one talk, we usually do it with all the coordinators, a group meeting. If we already have the set of officers to handle the program, I usually communicate with them to be announced and to be discussed at the same time with the members and the rest of the group. We usually do it in a large group of meetings. When we present the project, we start the implementation and have their work. They are responsible for monitoring the program and then there is a feedbacking afterward. This evaluation usually happens and done at the end of the school year.

In terms of strategies to make the teachers more motivated or participative, I use the word "Discipleship". I make the teachers as leaders also. Once they were given a task, they feel that they have obligations. And once they are leaders, they knew that the success of the whole program is on their hands. So, they are obliged first but after knowing the things that they are

doing good and most especially if good effects or results are being heard during feedbacking, they become more motivated. They start their plans adding to their major objectives. And make sure that it is being implemented well.

The usual problems we encounter during planning a program are the materials that we will be used, space or venue because our school is very small. We don't have a wellness area to put what we want to display. So it's the place. The secondary is the budget but we have the stakeholders to help us.

In terms of things to consider during planning a program, first of all, is the availability of the individual to handle because not all teachers are very willing. This is due to occupied schedules and these active leaders have already their program or assigned tasks to run the school, the projects become doubled or even tripled tasks where they are obliged to monitor. So, the first thing is the willingness of an individual teacher to become a leader and be part of the planning team. It's a human resource. Second is the space or venue. The third is the time because of its overlapping activities and load of teachers. Once the teachers are fully loaded with the activities, the output is not good. We usually set aside the school activities if the activities are coming from the division and mandated by the region. So, the success of the school is being left behind. We have to pursue the DepED activities because we have to give reports to be submitted. In terms of time, we have so many projects and programs that are already cascaded in this school. The main problem is the overlapping so we priority which is the first thing to do. We need to comply with the division and regional as well. In terms of its budget, not all the programs and projects in the improvement plan before the opening of the school year are stated in the AIP (Annual Improvement Plan). So, there is no budget for a wellness program. With this, to make the

program successful, we have to find ways like the generous stakeholders. In terms of other needs to make the program work out. To make an immediate implementation, we have to schedule it properly because we have to observe time on task. Teachers are spending six hours teaching and they need to stay more hours for the preparations of reports and whatever to conduct to be observed by the supervisors.

When it comes to teachers' attitudes towards the program, most of the time we need to consider it. I gave them SLAC (School Learning Action Cell). I gave them a topic to discuss regarding attitude. Attitude about seeing themselves in a comfort zone but the question is how about their development.

My purpose as a leader and a manager, I motivate them to be good teachers as a whole that you just spend the minutes on the duty you have in teaching inside the classroom. They have to grow professionally and even personally. When you say professionally, it should be around the development, the whole approach or holistic approach. You should be good especially to the needs of the school. Also, you should know how to find stakeholders as your partners for the development of the school. You have to meet with other people. And wellness program is a very nice one if you want to be exposed.

For the teachers to be motivated, the best practice is to look for the best reasons, it is not merely a piece of advice. Best reasons why the teacher does or did this. I find them a good teacher and they are already good, they will become very good, and outstanding. So, giving the teacher an opportunity will be an instrument to become better and even the best teacher. With this, the teacher might be the candidate for the outstanding teacher in the school and the division.

I don't give a direct command to the teachers but rather by showing them the program first and talk about it. It just like proposing something and pointing their strength and this strength is the best words to use for the teacher to say yes. Seeing the potential among the teachers is one way to give or assign tasks.

In designing a program, we should consider the teachers' factor specifically their capacity and their attitude towards their willingness and acceptance of the program. Nobody wants to accept change. We are now in a modern-day with modern technology. Another to consider is resources. But the most important thing is the budget and attitude of the teachers. I prefer the attitude of the teachers to be number one. It talks about how the teacher participates through their willingness and interest. In resources, we have the stakeholders to support us. Then we just generate it with different fees and being resourceful is a big thing in finding ways to make the program a successful one.

In a program, the working committee is very important to run the program. Our technical working group is composed of all master teachers and all grade chairmen. I have a leader for the set of my non-teaching. In terms of the specific duty for the wellness program. There is a co-chairman and the rest are the members. Leading is regardless of their positions or grade level as long as the teacher can lead. The leader does the information dissemination and invitations if there are. The leader chooses his chairperson in each domain of wellness to properly run the program.

In terms of supplies and resources in designing a program, stakeholders provide some of the needs of the program like the parents. Also, the canteen fund does a big help like if there is

a celebration. We also do the solicitation to support our needs. The MOOE (Maintenance and Other Operating Expenses) also supports our needs.

In terms of consulting an expert with regards to planning or designing a program, it is the initiative of the school to make it part of the activities. The coordinators are obliged to consult our barangay health office. In terms of confirming that the program is consulted by the health experts, we have the forms that are being checked. In terms of having documented files and if it is evaluated, we have experts from our city health office. The persons-in-charge checked and evaluated the proposal of wellness.

My advocacy for teachers is to have a balance in life in spite of many works in the school. The best balance program that we have is the wellness program. Having this program is a helpful one as it affects the performance of the teachers. They must be active in different activities to balance everything. Balance in physical, intellectual, emotional and everything. We are not so spiritual because the activity in this aspect is very minimal. We have masses but it's not enough. It is good to have bible sharing. A sharing of a problem or express their feelings where it can help to solve problems and issues in life. Spiritual aspects should be the first thing to prioritize because it will make your life stable and it must be the healthiest. I want my teachers to be physically fit, emotionally stable and balance in all aspects of life.

About finances, there is someone who advocates and they are the teachers even the private insurances. In their job, I motivate them well. I keep on telling them that you have to grow, you have to develop and it should manifest through their achievement in their classroom not only because of their pupils but as an individual as a teacher. An example of this is you have to pursue your studies; we need a new brand of knowledge. Since we are sharing knowledge, we

have that brand knowledge, always new. I ask them to pursue their master's degree then next is a doctoral degree. Through this, it sharpens your mind and it helps your development in the classroom.

One of the best practices in managing the wellness program is I set my office always open. If anything happens, they have to share with me and then I used to have immediate action on it. I don't delay. I see to it that those weaknesses that I have discovered must be dealt with. It has to solve immediately. I am in full support. I have to see to it that the program is implemented very well. No excuses and no delay just stick on the program. That is where I am very conscious and very strict. What is planned should be pushed through no matter what. I cannot promise that the next day can pursue because there are other activities to do. This is avoiding the overlapping. In terms of having a scheduled wellness program on a certain day but then, it was interrupted by a certain visitor, they have to push through even without me. I am not the one who will conduct the program, it's the teachers. So, just execute the program, that's all. When it comes to managing, I manage a performing school. In terms of achievement, academically and non-academic has already unquestionable. When it comes to teachers' development, I should say that many teachers are already engaged professionally. And I think the programs and plans are very visible so I found it very entertaining.

A wellness program is one of the reasons that's why our school is performing. Yes, the teachers are physically well, spiritually well, should you say that the teacher is the least but emotionally well. We can overcome whatever. Through the help of wellness, the teachers become active and they perform at the same time while they are performing. They bring the name

of the school. If your workers are healthy, holistically healthy, so I don't think we will be facing any problem.

In terms of best practices when it comes to physical aspects, we usually talk about the practices that are being shared. Supposed that you are sick or whatever, whatever practices they have, I used to share and ask the teacher to share and it becomes the communication of all. So, once it is learned by the teachers, I am confident that they can take care of them even without the presence of the assigned person or coordinator. We do not even need many experts to have consulted. Then, immediately when they are sick as in totally sick, they have to inform the office so they can have immediate action. It is just like to call a friend. We call it a program "call a friend". For example, you are teaching in the afternoon, I'm going to swap my schedule with you. You are going to teach my class. Handle my class when I am sick or absent. In terms of mental aspects, we have prominent teachers. They are also members of the group. They have groups where they visit within the barangay. But they do it on Saturdays not weekdays. In terms of practices when it comes to finances, I am very strict about it. It's for the teachers' welfare. Very strict because of the issues coming out around you. There might have a wrong sharing or misinterpretation where the name of the school is being carried. It is very difficult to talk about financial that's why I'm very strict about it. It is very delicate. I manage it by telling them to spend wisely. Do not spend too much. In emotional, our best practices are, I never see problems that happened concerning emotional. There is no hysterical here. All the teachers are sweet; they are mellow teachers. I don't see any even in their family and even in their boyfriends. Even if I'm not feeling well and just went to the hospital, I always have the moves where I show them that I am happy. I still crack jokes to my teachers for them to be enlightened. They don't show

negative emotions towards me and the teachers. Also, we have here the buddy system. For example, to your best friend, when you feel mad, there's someone or somebody to talk about your feelings. Then, talk to the concerned person, have an open conversation. I want to hear that everything is all right already. After which, we will be giving them a little advice, but we will not deal with the extent of the problems. This might give more conflict in the problems because we are not experts in that area. So, what we do is a little talk, a little sharing and a simple date or time who were friends before but still have trusted for one another. Sometimes, they have a simple gathering with food to talk about the problem. In our work, another best practice that I do is by praising my teachers like saying "very good", "thank you", "that's good". I tell them to collate things that we might use it in the future opportunity. A lot of praise may help a lot to them. In social practices, we are always here. We used to gather and see to it that the moment is happy with some simple things to talk about. No negative things or complaints. We just share experiences and put it in a simple joke to make ease in their feelings. We have a spiritual project called "Project UNLAD (Una Lagi Ang Diyos)". So, we have our mass every first Friday of the month. Now, we try to institute the Bible Study. In UNLAD, we have the Bible Verse to be posted every month in every classroom. On considering other teachers who have different religions, we have set the mind of the teachers that we are not after the religion, but what God wants us to know is the real picture of who is our God through the book, our Bible. We will be learning our Lord Jesus Christ or whoever believes that there is a certain God that controls us, gives us this life, and give us everything that we need. Even the dirtiest air, He provides it by knowing the word of God. The picture of God is the word. So, if it is in the Bible-based that we believe and not with your religion because you believe this, you believe in Mary because you

don't believe in that. It not necessarily regardless of their religion but they can share what they are doing in the religion but it must be a deal, is it biblical? In terms of environmental, we have the Go Green and it is focused more on environmental and we have the farm. The waste segregation and the cleanliness of the environment. Also, we promote the so-called "basura-free". As much as possible no more garbage.

In terms of disseminating information about the program, aside from memorandum and verbal, we have Facebook. We have a group chat. In case the teacher who does not join our programs, I ask them. In the case of the worst attitude of the teachers, the worst is, I don't talk. I just stop talking to them but I always looking over you. If could not get you in words, I will touch your heart. I mean, I want you to feel also how I feel because you will not learn from me not unless you don't care. I don't have the intention to put your damage. All I need from you is support.

When it comes to incentives, at least I give them certificates. Through this, I encourage the teachers to join in the program. What aspires them is they have something to put in a portfolio that would help in their promotion. Another one is I give a token to them. It's just a simple token to recognize them. With this, it already a taste of greatness. You have to know the feeling of being satisfied. If you want them to work with you, make teachers satisfied. Teachers' satisfaction can be determined through happiness. Their story and observation. Teachers are the ones planning on what they want to do or achieve. Teachers are craving for another activity that is in the matrix.

Being a leader is a big factor in managing a program. I believe that once you are a leader, you're a leader. You always look like a model. So, if you are a model, what will you be modeling,

what will you model? Of course, it should be the best, so even at your worst moment, you should always be at your best, right? I'm also a human. I'm also an individual. I also have weaknesses but I keep doing it so it should be hard. Even if it's not good, you will say "ah, that's good" and "very good". Even if it is not acceptable, you are going to accept it. So, it's hard. And imagine, how many individuals you are handling, how many different personalities you will deal with. You have to learn every one, their strength and even their weaknesses. It's really hard but in this school, it is light.

By engaging or motivating the teachers in a wellness program, we first see to it that we have a set of choices on where do they want to go with. We have a set of activities being planned by the master teachers together with the head. We also have the coordinators plus the TWG (Technical Working Group). The side by side is the master teacher because it's planning. The in-charge for the execution of the implementation is the coordinator. The coordinator finds time for whatever the program needs to accomplish and that will be approved by me. He makes the matrix of activities for the teachers. The activities are being suggested by the committee called the TWG. There are choices of activities on what they want to do. Our coordinator is a teacher 1. She is a primary teacher, a grade 1 teacher. Our TWG is her sub-coordinator. They are working together in implementing the program. In terms of assigned tasks to the members of the TWG, they don't have it before. Again, in terms of engaging, we have a set of activities to be done every month. The teachers will just follow since it was set by the group and approved by me. So, it was given to all the information that it was posted. Through this, they know that there will be an activity for that day and for that month. They are not required but they were expected. It is difficult if you required them. You are expected and you are being observed.

I couldn't say that the sustainability of the program is 100%. It's the consistency because once you stop, the rest will follow to stop too. But once you are consistent, you always tap the concern people, reminding them and always present, that already a motivation. And I think that's a way of sustainability. It also depends on the leadership of the leader.

In terms of affecting the school culture, it's very simple, happy life is a good life. A good life reflects everyone. If the "aura" of a school is not good, and the most important is health, it affects all the teachers in school. With healthy teachers, we'll have healthy learners. And with that, you will have a healthy school and it will reflect the community wherein it will produce quality education. Even in the wellness of the pupils, start with the pupils, the performance still depends on the performance of the teachers. In terms of school culture, I actually can't explain before. They have the tradition that they believe that only master teachers are dependable, so much dependable. Dependable in everything they do inside the school. All the programs, all the activities, all the decision-makings, they all depend on these. TWG is a dependable one. Suppose you are the grade chairman; you need to consult first to the TWG where I am now trying to release that. You will not task everybody, you will be the director, the designer. Design the program, study it and execute it. The grade chairman needs to learn that they have to administer the program they are a concern. The TWG is already working and seniors. They are more experienced, have high educational achievement and their performance has already edge. For me, I don't care if you are a neophyte or not, just learn on your own. Study it and execute it. I'll mentor you if needed if I wanted to make it better. You have to follow first since you're still new in the field. I just want to remind the teacher that she is not "Darna" to do everything. You have

to know your committee. Set your committee and let your committee work for you. You will only be supervising it like me.

Since we have our wellness program, in terms of budget as number one, we are requesting from the SIP (School Improvement Plan) and MOOE (Maintenance and Other Operating Expenses) because it is already stated on it. Second, we always conduct a fund-raising.

I manage the program by selecting the best teachers to handle it. There is a committee to run the program. In monitoring, we have the feedbacking during, feedbacking at the mid of the school year, feedbacking for the total evaluation every end of the school year. If there are problems arise, they will consult me. So, it's time for me to manage it by looking for the solution that we can apply. We will make some interventions in between. We have the INSET (In-Service Training) where we talk about the programs that are not successful. Here, we look for some remediation or we change the program if needed. We will carry over whatever is very effective and still good for everybody.

If the teachers' needs are to promulgate the wellness program, they have parted because all the chairmen and all the program coordinator, I ask them to report to me. What are the needs of your program? Then, they are the ones who will search for it. We invite the speaker to give their talk in our INSET and be part of the convergence. It is a program for all the best of the stakeholders. In terms of stakeholders who support our wellness program are the easiest person to contact and invite are the companies. But the rest, we keep on insisting them.

On the parts of the teachers, what we do aside from Zumba, is we invite an available speaker. For example, on the first Friday of the month, we can have a mass even if the leader is a pastor. We requested everyone to understand. Everybody should believe that it's not the religion

that will save us from this world, it is our faith. So, why don't we open our minds and listen to other people who are assigned by God? It was already appointed to them to preach the word of God through the Bible. Let's look for something new. And what do you believe in that? God says that He is the Bible. It's not the lecture or open forum. It's just like a Bible study. There is no religion, it is learning from the word of God.

My approach as a school head, I may not be leaving you every day but my prayers are the benefits of this group. No exemption. In all domains, I am more focused on the spiritual. I am a Baptist. It's the responsibility to our God. I cannot go and preach because I am not a preacher. I am not as good as that when it comes to the Bible. The blessing I gave my faith that I am already saved. How about you? Also, if you feel and if you can accept that there is a certain word that God told us, we can be saved in this world. That's my conviction from God with my faith.

The effectiveness of the program can be measured through evaluation. These are questions formed by the committee. I usually ask about the questions being asked. It is more on qualitative questions. The attendance of the teachers and if the BMI (Body Mass Index) of the teachers is improving through their dance as part of the program. Here, only the persons in the feeding can monitor it. Usually, teachers only monitor the students who are recipients of our feeding program. It's the students are being monitored by the teachers who are assigned to feeding. We are focused on the students, not to the teacher. Anyway, teachers can do that already for themselves.

Evaluation as a tool to measure and support the implementation, we are using simple reports only. We have the matrix or the program of activities to be implemented for the whole

school year. In the end, there is a remark or an evaluation. Here, we put what happened, it's along the way, what problems they have encountered. It is not numerical; it is more literal. For example, the wellness of the teachers is every Friday. Is it well-accomplished? Is there a hundred percent attendance? It's a way of written form. Not exactly a narrative form but there will be questions that should be answered in a paragraph form. If complete attendance, what will be the average of that. What will be the most common effect of the program on the teachers? As simple as that with five questions only. The chairman will be the one preparing the questionnaires, sheets or reports. All the reports will be collected by the chairman and give it to the coordinator. It will be consolidated and to be reported on INSET. Once visitors are looking for the reports, there are reports ready to present. There will be an interview with visitors. It is not merely a survey. It is an evaluation because it comes in between, middle and at the end.

For me, human relations theory is important because you must have the ability to understand the feelings of your teachers. Another is the contingency theory. It's where the leadership is fit what is need by the situation. I always have an answer for them. If the plan doesn't work, I have another plan. We have a scientific theory. The teachers work well and they receive incentives for a great job. We used to give certificates to recognize their efforts. I also used praises, the top praises. Another is the affirmation; this is the best for me. Most of the time, always push your teachers.

Of course, all programs need revisions because nothing is permanent. Not always the program is always successful. Some things need to change and need to revise but some are not. Some teachers look for something new and exciting.

To make the program improved, it must be integrated into subject areas especially in MAPEH. Other wellness is not focused only on physical, it could be intellectual. We have wellness about the bible. I think the best in the Bible is to make it every day. The teachers will repeat the bible verses or words in the class. Every subject teacher keeps repeating those words in the Bible. And the ESP (Edukasyon sa Pagpapakatao) has to expound for at least five minutes then the rest will be the lesson of the subject. This is to strengthen the faith of the children. They are growing up with the fear of the lord because that's the only way for the child to behave. It is where the children will take away from drugs and that's the only way I know.

Now, in terms of Science, the anti-drugs, there might have a subject about drugs that will be explained to the children. The more you hide the truth about drugs, the others become curious about it. Let it be open enough to discuss for a few minutes. Make it daily to have an impact. Also, the aspect of wellness should be number one. It is what I am always that there is always an impact.

In terms of success, success here is very evident in our school. Their camaraderie. The term stress-free can hear from them.

In terms of being a leader, and one of the schools that implemented a wellness program, it is the best root of all the success. If the teacher is negative, unhealthy physically, don't expect a good performance from them. So if the teachers are well, they are all well, teachers can perform well, they can give me the best output that I expect. I don't expect from teachers; I give them my expectations. I used to look into the best. I don't settle for better, I always settle for the best. In terms of what do I like to happen to my teachers in having this wellness program, as a result, I want the best. I want the best performing teachers. The totality, all aspects. The academics and

non-academics. My aspiration is just the same as in my first school. My first school is just a four-year-old school and yet we are ready at the national level when it comes to academics and non-academics. Yes, I want the best.

In terms of the programs in the school, all the teachers are required. Their actions are compiled and I'll be giving them grades based on their implemented programs. I don't give high grades unless it's your program and it is not only evident. It should be your program, like wellness. How far have you implemented it and what are the success stories behind it? What is its contribution to the school's performance? I don't easily give grades and the teachers know about it.

The goal of the program is to reach out to personal aspirations. Your mindset should be healthy for every individual on what is your goal. It's what the teacher wants to pursue. Other than that, of course, a graduate of education, there are still other goals, other objectives especially when it is focused on the family. If the teacher could reach out with the use of this school, his goal with the family will be successful. The family has an impact on their work. Some teachers are not as happy as that may be because their relationship is not all right. This is maybe because their loved ones are working outside the country. Of course, the emptiness would affect their works. The challenge is, the teacher has many children, well at least, the school can be a second home for them.

The school benefit from the program by having a positive atmosphere. It lessens conflicts. There are challenges that burden in teachers' work in academics makes the teachers stressed. So the best way we can do is do something that could lessen their burden like making them feel satisfied. Exposure and participation in different activities could do.

In terms of benefits to the external stakeholders, well, the effect is simple, the happy aura. It is very communicable. So our parents, most of our parents, they feel free and they are being engaged in the said school activity. We can request anytime from them and best is the trust they developed to the teachers. The good aura of the teacher that could give to the parents is very evident. When they find out that we need help in our school, they immediately respond because of the trust. We can see their efforts even their children. And this is very communicable. We're building a relationship between the school and the community. So far, we're above average. We already built a relationship with the community. We gain many stakeholders. As a whole, in terms of the impact that we can give to the community, it is the good relationship we already started. I know it will still go a long way. And with that long way will also be building our pupils for generations. And with this, we are making good and responsible students in our school as in return to the community. The school can help the community by producing quality and responsible citizens in the future.

The impact of a wellness program on the teachers' performance is very minimal. It is usually conducted in the morning and it is not so appreciated. When you get into the classroom, they are already tired. As a whole, the most important activity for the teachers is keeping them stress-free, that's all. If there are many works to do, they are working together and this makes them relieve stress. It is the camaraderie among them. There is a time for them to laugh, have storytelling and sharing of experiences. As simple as that. They work as one disregard of their grade level.

Principal 5

First, we have a team composed of master teachers and grade leaders. This team has a survey before the beginning of the school year and that's before the INSET (In-Service Training). The survey is a set of questions about the needs of the teachers and it is being assessed. And the needs of the teachers are not only on its physical but also on other aspects of wellness like mental and emotional. It is the totality of the whole personality of the teachers. And this is the concept of wellness. So it is not on the teaching strategies that a teacher will focus on.

The effective strategy in designing a program is consultation. The chairmen will consult with me then gather all the teachers in the form of meeting and they will be the ones to discuss it. They give ideas on how to resolve their needs. Through this, proper dissemination is being observed. I do have monthly meetings with the teachers aside from my special meetings by the group and individually. All I can do to help them is by talking to them. My office is open to everybody who needs help in any aspect of personal and professional growth. Also, a focus group discussion or FGD can be used as well as the collaborative just like brainstorming when we discuss or talk about anything in the school.

In terms of methods or strategies to make the teachers more engaged, they participate through the help of the technical group. They have collaborative planning just like an intellectual discussion. They have this kind of planning aside from LAC sessions. The planning includes the needs of the teachers through the survey and it will have a continuous improvement plan for teachers as well as the SIP (School Improvement Plan) and AIP (Annual Implementation Plan).

The common problem in planning we encounter is the forum of the teachers, second is being the dictators or being autocratic from the teachers. As a leader, I would listen first to the

teachers because I don't want to be an autocratic leader to them. I like most of the collaborative way just like a transformative leader. I let them discuss and express their feelings or opinion so everyone will have a chance to speak. Some teachers want to plan so I let them speak. Sometimes in elementary, the teachers are not vocal unlike in high school. I am oriented in high school. They are very vocal and expressive. They wanted to be satisfied with the answers and if not, they can question you, to say something about you. At the elementary level, they are not as expressive as that. If there are teachers against in the opinion or majority suggestions, they may go on that program where they want to go. Let them depend on themselves until they become exhausted with the negative vibes. The conduct of meetings usually in the afternoon because I usually need the teachers who are in the morning sessions. I assign the master teachers to every grade level for the task. Sometimes, time is also the problem in designing a program because of the many workloads being assigned. There will be a team-building at the end of the school year. Here, the teachers are saving money for the activity. This is led by the faculty club. We also have a set of officers and this is being led by the GPTA (General Parent-Teacher Association) officers. There is also a committee initiated by the school and by the parents. The exact position of the chairman of the wellness program is the MAPEH coordinator. It is based on the capability and credibility of the teachers. It's the walk your talk as the main principle of the leaders. Also, in this kind of activity, camaraderie is very important. If one of the members can't go then everybody won't go.

Sometimes, I call the attention of the negative teachers and that is inevitable. I don't clash over you because if that is your principles in life then let it be. With that, you are not a good team player and because of that principle, there are no people will befriend you and they will stay away from you. As part of the administration, I will explain to my side that it is my duty to such

things. We should act as one group with the same goal to be achieved. Being pessimist has an impact on the group at least. This thing is what we call consultative, a heart to heart talk. It is about the time that you can offer to the teachers.

The first thing to consider should match the objective. Are these things aligning in mission and vision? Second, can we do it on time? Do we have finances or budgets? Whom are the persons involved and what is the time frame and its objectives?

In the long run of teachers in their profession, they are becoming lousy. There are master teachers who do the observations. There are a checklist and performance rating to determine the weaknesses and strengths of the teachers. Summarize the data then plan the program. With that, the first thing to consider is to identify the needs. You should have objectives, strategies, time table and the persons involved. Also, resources should be considered. Without these things, the program will not be more effective. Always remember that the reasons why we plan, implement and have a program are because you are aiming for an outcome.

In today's generation of teachers, they need more time in preparing their visual aids for their lessons, more time to relax and they need money management. Most of the teacher s have debts because of a low salary. Another thing to consider in designing a program is needs. Is it needed by the teachers? How important this program is in the lives of the teachers? Second, how are you going to implement it? How about the budget? Who are the people involved in the implementation and what is your time table? What will be your output in that program? These are questions that we should consider when we plan or design a program and we need to answer it to make the program successful.

We always seek a consultation with the supervisors only. And this consultation is very seldom. Mostly, we seek assistance for academic matters. But I have a friend of a pastor whom I can invite when it comes to spiritual. Also, legal experts from the division office since it has a lawyer. Accountants can be intact into the program. I just give tokens to them because if it is monetary, I can't afford it. Some agents are offering supplements for the teachers' health. I asked them first to present to me before they go to the teachers.

As a manager, I want to provide them with a wholesome environment and make my teachers happy. In return, I just want them to pledge by doing their job as a teacher properly and when you extend more than that, I am already happy. With that, I won't make you stressed. If sometimes I demand more than your working hours, that's your basic job to do and you need to accomplish it. But I won't limit you in doing it. I will give you the freedom to bring out your best. You can exhaust your immortal ability. I want everything our school is in order and the teachers can have the freedom to express themselves, excel and be happy while working. I don't want them fighting one another and make them stress because for sure it will affect the performance of the students. Whatever your mood every day it would be all right for me as long as it does not affect the children's performance. All I want is just a do your work with good output. I want my teachers to work with ethics. While working I will provide teachers with a wholesome and happy environment. For example, I let you go home after your six hours of working. If you stay beyond your working hours because you are doing your work related to your teaching, it's very good. I don't like my teachers to bring their work at home. If they that it is comfortable for them to do it at home, then be it.

For me, if you want an effective program, you need a one hundred percent participation. Another is, the teachers must be educated well about the program. And they know what and why they are doing it. Everything should be clear to them for them to be aware of what will happen in the entire program. Also, when you impose it, they even five participants are enough, it shouldn't be. It should be full participation of the persons involved. The only exempted are people with valid reasons like emergency cases. If you are fifteen in the group or area and only two or three are absent with valid reasons, it's all right. I pursue having active participation where you were just sitting. I don't like the strategy where I am insisting them to do such things. I would rather let them understand why they need to do it. I do not like to say for the betterment of the work and our service. It is not just for me but for my teachers. That's is why they need proper education about the program like their participation, willingness because they feel that they needed it more. For example, if I have a program, I would present it first by explaining everything. I usually do this in our general assembly and by the monthly meeting. This is one of the agenda that we have, the proposal of any programs. Through this, teachers would suggest that would fit them where everybody would agree. Some teachers will oppose it. I give them time and opportunity to express their ideas and opinions while in the meeting or sessions, not after the meeting you have ideas you do not like. With this, I always emphasize to bring a team player. So, whether you like it or not and it is the majority's decision, you have to cooperate and participate.

Leadership style is a big factor in any program. If there is no manager, it only them? There is someone who needs to maintain the bond among the people. This person is the one who will monitor and evaluate. It's just like a bond in a broom, it needs to maintain everyone as one

working together. It is a kind of relationship that is important as you build a nation. That's what I like to my teachers that he or she builds a classroom that would benefit the students where they will attend the class for learnings.

I would say that this school is a performing school. When it comes to non-academics, we get rank in division level like the cleanliness, safest and most beautiful school in the whole division. Also, we reached the regional level for journalism and the Go Green Garden. So I would say that our school is a competitive one. In academics, we compete with different good schools that strive harder than us especially the science high school. The important is our school strive and always giving its best.

The practices when it comes to physical domains for teachers, I expose my teachers to those who visit our school for different kinds of wellness or health issues. I don't neglect those who want to endorse it. I let them in to promote wellness. Just make sure that it won't affect class hours. I welcome them and give ample time to meet my teachers. Then, afterward, we will have a meeting and talk about the program like having a Zumba. Also, we do have the outing not only to exercise but to make their mind relaxed. Also, the bonding among the teachers is being built. Another is, we also have culminating activity. Our faculty club is very active when it comes to different activities where the teachers can benefit. In emotional aspects, we cannot easily identify their emotions unless they will visit me in my office. They tell or share it with me. They have groups where I call their attention if there are problems among them. In intellectual aspects, there are a lot like LAC (Learning Action Cell), INSET (In-Service Training) and meetings. INSET twice a year and different seminars within the division make the teachers healthy intellectually. Every time that there are seminars, I am with the teachers to pursue them. Most of the time

elementary teachers have one hundred percent attendance in different seminars. Through this, teachers can spend time to unwind and they are happy in their groups. When you are happy, you will feel that you are relaxed. Also, you can do your best in your work. You upgrade you when it comes to teaching.

In motivating and engaging the teachers in the wellness program, there are LAC sessions when it comes to intellectual aspects. It could also be in INSET. And it's not always in intellectual aspects, there is also spiritual wellness. By engaging them, I assign teachers who are inclined to wellness. I permit them if they want to have any session. But before that, there is a survey to determine the needs of the teachers.

In terms of informing them about the topic or lecture to be discussed, I post it for information dissemination. The ones who will inform me are the grade chairmen and the master teachers. No one is allowed to be absent that's why you need to disseminate it through memo stated the date. If the teachers won't attend; they will be marked as absent since it is a program of the school. Some programs are optional where they can be absent like Zumba, prayer meetings, masses, and the catechist. I respect them when it comes to these activities. All teachers are well informed that there will be an activity. It is done through verbal, sometimes letter. It does not have to be a memo even a letter that invites speakers coming from outside the school. I'll make a letter, put it in a memo addressing the teachers then those who are interested may attend with a specific date and venue. Most of the time, our speakers are coming from different schools.

In terms of the benefits of the stakeholders, most of the teachers are becoming a good person towards their colleagues. Some teachers render their service in barangay like the feeding

program. They also help in maintaining the cleanliness of the community. We have that kind of program called "Operation Linis". I have teachers who rendered their service as a speaker or lecturer to other schools. There is no payment on this because we are a public servant. We have a lot of teachers who are always involved in the community outreach program.

In terms of the benefits among the children, it's a word of mouth how good the teachers are towards the children. The teachers are good people. Sometimes, some parents would request if their child can be in the class of a particular class or section. So, meaning, there is an indicator that teachers did something good to their children. As a return to the community, since the teachers are physically fit and emotionally stable, they can teach the child well and the teachers can produce quality and productive learners. This may consider as a big impact or big to the community. Donations and support of the community to the school also helps a lot to make it possible. The word wellness, the wellbeing, if that is properly monitored and evaluated, there will be a good product of teachers for the community.

The program will be sustainable if the promoter has an evaluation so that in the program it will be better. Also, the program will not be omitted. The program if not properly monitored and evaluated, this will not be effective anymore. We need to be hands-on and you should know your priorities. Also, if your goal for the specific activity is already achieved for the span of three or four years, then that's enough. Step by step. The teacher might be exhausted with many activities. Another is we have rules or set of standards to follow for the program not to fade or omit. There must be a time limit like weekly or monthly activity. Are we going to meet yearly or monthly? We have to follow rules so we can sustain the program. There must be also a discussion if this particular activity is still working or benefits the teachers. In managing a

program, there is always a follow-up and being hands-on on it. If there is a program, focus until the end so that it will not be terminated. If you want to terminate it, you must have a timeline when the program will last.

In terms of the physical program, aside from Zumba every morning, we have the exercise. Teachers are joining and they are the ones who lead in the exercise morning. We have a program where the teachers are dancing. Every Foundation Week, the teachers have their part. And on teachers' month, we are active. When it comes to emotional aspects of the teachers, aside from heart-to-heart talk, we also have the buddy system. Through this, we can open or someone could encourage and entertain their friends. In their social aspects, it's the bonding moment of the teachers. The teachers are usually going out to hang out. This happens every payday. I join them sometimes. If I have money, I pay for the food. In terms of their spiritual, we have speakers that I already mentioned. We accept other religions. Even if I'm a catholic, I don't question other religions. It is always voluntary and there is always a mass every first Friday of the month. We also have the baccalaureate mass and holy spirit mass. We also have catechists here. Our barangay is a religious community. In terms of their intellectual aspects, we have seminars, lectures, and INSET (In-Service Training). I always send my teachers in different seminars whether it is a division or regional and even national or international. I send teachers who are aligned or based on their expertise so that no complaints from the teachers. We do such activities like Clean Up Drive for the environmental aspects of the teachers. We also have the "gulayan sa paaralan". Even the pupils have the gardening and that is what we call the laboratory learning.

In monitoring whether the teachers are satisfied, teachers and parents would say to me personally how beautiful the program is beautiful. It's just verbal. Feedback is coming to form the teachers, parents and even from the students.

About the effectiveness of the program, to tell you honestly, I don't document it. But I've mentioned about the survey but we include that in INSET. Documentation is what you need to document then you have to pass it to Division Office. There's always an evaluation sheet. The data are usually paper and pen. In terms of observations, measuring the weight of the teacher after Zumba or whatever is not always. It's only verbal. In terms of measuring if the program is effective or successful, there is always an evaluation. Through paper and pen, they will answer the questions. For example, in INSET, each speaker will be evaluated. In INSET, it's not always about the lecture about wellness, there is also a workshop. We also have survey forms on our other activities. Some questionnaires are open-ended questions. This is to check whether the program is successful. Can we do the activity again or we need to terminate it? Questions to consider in a program. We have our evaluation sheet. Sometimes, we have the word of mouth or feedbacking.

We supply resources to support the implementation such as free water or a free meal. The usual is it is already automatic that those are given. Sometimes, we do solicit because the barangay, the alumni and even the PTA (Parent-Teacher Association) are supportive in our programs. If you say that we need resources like human resources, they voluntarily offer themselves. Indeed, parents are very active.

In terms of school culture, what I see here is the dominant culture is the collaboration, cooperation and participation of all the teachers. If there are tasks or work to finish, they work

as one. In terms of how the program can help the school culture, it's big actually. It boosts the morale of the teachers. Their confidence. Just like what I've said, just be happy in their work in spite of many stressful situations. Also, it will lift their morale if they are healthy. If they are active, mentally active, they can find a solution easily with all the problems.

In the classroom, they can manage it well because there is acceptance whatever the environment is. The working condition is all right. I also want to inculcate to them the love within the workplace. Love to your work and respect for other people.

The bureaucratic theory is what I do. This is the rules and hierarchical position in an organization. Each member or teacher should have a job description. You will work according to your job description. My work is five and these are to supervise, to coach, to mentor, to check the physical of the school and the funding. I implement that with the rules and regulations for us to be guided in all our actions. Since I am on top of management, the last word will be coming from me. Human relation theory is about the behavior of the teachers. It's the feelings and attitude. I like this theory because it is more about the relationship of the people around you. When you have a good relationship, everything will follow. I don't like too much closer to them because the tendency is the teachers are becoming abusive. For those who are abusive, they are defensive and might fight you back. I'd rather be calm instead of being hysterical. Don't give them a chance to fight you back. To avoid this kind of situation, I call the attention of his or her friends and talk to them. It can be having the contingency theory. Leadership style could be effective if you have a good relationship with the teachers and to the people around you. The system theory can incorporate into managing a program. It's the relationship with the stakeholders. We tap them for our needs. We work together for the improvement of the school

and most especially the development of the learners. Our GPTA (General Parent-Teacher Association) officers are very supportive. They are always present in all our activities. Scientific management theory helps our program. It is motivating the teacher to be motivated, effective and efficient in their work. We exercise this theory. It's about the promotion of the teachers. To be promoted, you should excel in many ways. Praises are not enough. There should be a certificate of awards when you are recognized in a particular accomplished work. It's not only the teachers receive awards but also the pupils and the stakeholders. This kind of recognition motivates teachers to do the same.

A program has a time table. Sometimes, before you implement it as a whole, you immediately revise it together with the group to check the needs or loopholes of the program because it's still a proposal. Then it is time to approve and implement it. The time it is approved, it is time to implement and once it is implemented since it is not needed for next year, you have to design a new program. There is a three-year program like in SIP (School Improvement Program), long-range program, short term program and long term program. The AIP (Annual Implementation Program) is good for one year and the SIP is good for three to five years' program like Project Pag-asa

When it comes to failures in the program, it happens. It doesn't mean that the program didn't follow but it's just a matter of delay due to time constraints on teachers' works. Also, some teachers are not available, it's the availability of the teachers. Knowing DepEd's works, there are always seminars, sometimes calling for meetings. Mostly, we cannot understand anymore the system. Before, the traditional way of teaching, teachers are just focused on teaching, check the assignment, check the test papers and compute the grades of the students. Also, we just check

the performance of the children. Nowadays, bulkier works that a teacher needs to accomplish aside from the main job of the teachers, the teaching.

For the program to be improved, intensify more the program if the activities are not enough. For example, the program is lack of emotional. In elementary, content-wise, they can do it. In physical, everything is fine. Emotional is what I need to improve. Another one to consider is time. Give more time because this is what is lacking in the program. Attitude is not my problem among the teachers. They can easily motivate. In terms of budget, it is not merely a problem.

The impact of the program to the teachers is it inculcate to the minds of the teachers that they should not concentrate on the four walls of the classroom. They should be encouraged to continue their studies. Don't be contented and stagnant. They feel that if they will not perform and upgrade themselves, they will be left behind by the younger teachers in terms of promotion. So, there a lot of impacts. Wellness is being implemented properly and being supervised, the teachers are happy and have a positive disposition in life. The teachers will improve teaching strategies, their relationship with their colleagues become better and improve their career path. So they will have the idea of being stagnant. The important thing and advantage of the program to the teachers in terms of mental, physical, spiritual, the teachers are becoming better teachers holistically.

The goal of the program to the teachers if you are a teacher, it is always a mandate that you should stay healthy. To become healthy, there should be a wellness program to make it physically fit, mentally wise and emotionally balanced. If we are emotionally imbalanced, we will not function and it can affect our work. Also, we cannot deliver our work to the maximum

level that we want to achieve. If this is our goal and if we are lacking something, it will affect the entire system as a teacher. For example, if you are handicapped, you are ill, usually, you will be absent most of the time. Another, if you are forgetful because of many things to do or accomplish, you have a problem physically, mentally, usually, you are always mad inside the classroom and the learners will be affected. So, there should be anger management.

The teachers will become healthy. If you are the principal and you have a happy disposition. If you are the head of the school and you have a happy disposition you will not stress them. As long as you believe in the ability of the teachers that they will do their task or job, there's no problem with that. There are different types of leadership. If you are a dictator one, your teachers are not well. Your members will just follow you. Democratic transformation is what I want to portray to my teachers. This kind of leadership would help the teachers to be stress-free. Here, everybody will work as one. This is all about giving suggestions and look for solutions to that. It is hard to commit mistakes as a leader. All the blames will be thrown to you. Being the principal, the hardest part is the decision-making.

In showing support to the program, I also join like the Zumba. Aside from that, I invite a resource speaker. There is a saying "Masayang Guro, Magaling Magturo". If the teacher is sad meaning he is not healthy. This will affect the performance of the learners. Teachers are considered as the source of sunshine. If the pupils are under the bad weather, the teacher should be the sunshine.

In managing the teachers who do not participate in the program, observe them first. Once there is evidence, it is time for you to talk to the teacher. My office is always open for any

concerns. If you want to open something like problems in school or even in the family, I'll try to help.

Teacher 1

Usually, in designing a program, we have a consultation meeting with the department heads and coordinators. About preferred venue, programs, activities, a delegation of tasks, expected outputs and other possible considerations that could relay by the coordinators to the teachers under his department.

Those are the activities in MAPEH subject. If ever there are new activities that could fill into the needs of the teachers, it's just on the coordination of the MAPEH teachers that usually happens in elementary, junior high school and senior high school. They are the ones planning the activities where the three are involved depending on the subject they are going to focus on.

The usual problem we encounter in any program is the budget. From the beginning of the school year, in “brigade eskwela”, we already have the wellness activity which is the Zumba. We integrate it as part of the advocacy. Other departments have their program; they always involve the teachers. The need when formulating a program is the schedule or time. The schedules of the program are overlapping. Even if you want to do your specific activity, still it overlaps with other activities.

Experts are being invited but with their benefits, there is a business behind. But, if you are going to realize it, still there is wellness involved but there is something in return. If it is about health, it's subjective.

Usually, if we can insert in our schedule, it's the time of going home because that's their relaxation. If it is INSET (In-Service Training), it's more on professional talk. Usually, "personal

days" happen only in private schools. There are activities set for teachers but they should go home and take a rest. Sometimes, if it is teachers' day, the faculty gives their sponsorship.

We are very blessed for having a very kind principal because aside from the welfare of the students, her top consideration is the teachers. Usually, she doesn't like the teachers to be stressed. That's why she never holds us into a longer meeting, additional tasks and so on. If it is dismissal time, as much as possible, the teachers can go home and take a rest. Wellness programs and activities are always included in her plans. She always allotted a budget for our capacity building and GAD (Gender and Development) so the teachers can have more knowledge about current issues. We also enjoy and feel relaxed in different places.

We coordinate with the TESDA (Technical Education and Skills Development Authority) when it comes to manpower. We benefit from them because of the services they offer and give to the teachers. Mostly, they do it in teachers' month, they offer services like a massage for the teachers.

We have intellectual activities like consulting or mentoring among the teachers and some advice from the principal. We also have different seminars conducted in the division and school. In financial, we don't any budget aside from the MOOE (Maintenance and Other Operating Expenses). We don't have a cooperative. We conduct masses once a month for spiritual activity but mostly only students only. Teachers are just joining but not compulsory for them.

Our school is also performing because of the awards and winning we receive from any contest.

I think we have the contingency theory. Our principal uses her leadership style depending on the needs of the teachers and the needs of the school. Our principal always gives us our needs.

In system theory, our principal is always looking for the stakeholders to help us with our needs. She is very good on that matter.

Our capacity program is very good and it doesn't need revision. Dispose of the implementation of our activities. Maybe, something to revise is the teachers who are not joining in team-building for those who have children because the activity is usually overnight.

Yes. The program has an impact on the teachers because we are always involving in all activities like in “brigada eskwela”, team building and of course in teachers’ day. These are the days of our relaxation where you don't mind about your paper works in school and everything. There is the right time for work and the right time for being stress-free. In other words, we are not suffocated in paper works, we are doing the works in working time. You can use it in work time.

Teacher 2

Strategies in designing a program on the part of the teachers, we include it in GPTA (General Parent-Teacher Association). The GPTA conducts Zumba early in the morning. We design programs through discussion, memorandum and information dissemination like a room to room to make sure that every teacher is well informed. Through meetings, the grade leader or master teachers will disseminate what is being discussed about the program. If ever the teacher is not participating, we tap him and tell the main objective of the program. At the beginning of the school year, there is a proposal to be submitted together with the action plan for us to have a guide to how and who will conduct the program. If facilitation is needed, we invite resource persons or anyone who has expertise in a particular activity. For example, in Zumba, someone who has the passion or skills in dancing can be tapped. The result is being determined through

feedbacking. It is not as formal as that, it's just a sharing of thoughts and opinions. From that, you can hear from them the need to maintain and to change in the program.

We encounter problems in the program like overlapping and so much school works. Sometimes, the first program is not yet done here comes another one. Overlapping makes the conflict in the program. Sometimes it's just about time management that we need. Sometimes teachers would think of taking a rest instead of joining different activities in the school. Yet, if they attended, they will have a realization that it is a good thing to perspire like in Zumba for example. As a whole, it is the time of the teachers as the main problem in the program. Some teachers do not like socialization but in the end, they enjoy the program. They can easily encourage and motivate. They are not as hard-headed as that. How could they enjoy so much the program, behind those smiles in their faces, there are bulk of paper works to accomplish. But still, teachers can participate.

Another is the program sponsored by the GPTA. This is usually happening in teacher's day like the free facial where all the teachers are happy and excited to avail it.

Of course, you consider the participants who will join and be part of the program. It is what benefits the teachers can get or gain from that program. It is about the betterment of all the teachers. Do they need it? We also get a suggestion from them. We evaluate online after the program. Once we have the seminar, they will suggest the things they want to see or improve. The main goal is to identify the needs of the teachers where they can use it for the benefits of the pupils and the school. Also, for their personal and professional growth of the teachers. About the resources, where are not as problematic as that. We will just tap the stakeholders especially GPTA Officers. They are very supportive of the needs of the school. Of course, there should be

the one who leads just like in our home, the parents lead. There should be a person who will guide to have unity and make it successful. Of course, you need to conduct the program and assess it. After the assessment, you will implement it with the policy so the teacher will be guided. Your policy should be clear to them because it explains the content of the program. Also, it will not deviate the persons involved even to the small details.

The possible needs of the teachers to make them stress-free is something recreational. After the stressful work, they look something space where they can distress. It's just a matter of changing their environment, the ambiance, just to relax. The common problems we encounter in the program are the person assigned or involved, being busy to the paper works in a school that needs to submit, family problems or emergency cases of the coordinator who lead or conduct the activity.

Yes. In barangay, we have persons to ask about the things that need to do. We just keep on asking about a particular issue on our program. They advise on possible solutions or ideas. Together with the master teachers, we plot the program then after that, we make a draft on it. It will present to the teachers then ask for some feedback or suggestions that could enhance the plan.

Consulting is not a formal way. It's just a casual talk asking for some suggestions. We invite health experts for a symposium to be attended by the teachers including the parents. It is a division-wide and it one of the DepED orders about wellness.

The program of the principal is about her study on ICT; it is more in ICT where everybody will become techie (good in technology).

She mentioned that if there is only available room, this guidance office will transfer. This room will have a television so that after the class of the teachers, they can rest here. There is also free coffee for them. That is to make all the teachers relaxed and distress from stressed work and the environment. We do have a team building. Here we enjoy the moments. This kind of activity is not just swimming but there is something to learn and build among the teachers.

In terms of intellectual, she let the teachers attend the seminars, In INSET (In-Service Training), she invites speakers outside. This is to ensure that the expertise will be shared with the teachers. Her emotional way of advocacy is being motherly to the teachers and the learners. The way she approaches is truly makes the teachers stress free. In a social aspect, she wants her teacher to be compassionate to their colleagues. She gave us an exam about socialization. It is an essay type where you will explain what is being asked. In a simple way of visiting your colleagues in a hospital for example for those who are sick and even who were just given birth. As simple as that. We have financial optimization. We conduct financial literacy. If it is work, work. There should be a balance in everything you do in life for you not to stress.

There is someone who is in-charged in the program. Then, there is a committee that will work. Each person in a committee has their task or responsibility. There are monitoring and evaluation during and after the program. It was done through observation and feedback from the teachers and the chairman of the program. Here, they can see the possible problem and things to terminate and maintain in the program. In conducting the program, there is already a plan, all they have to do is just to conduct it.

Our school is performing because we compete in any contest, we win and become champion at division level as well as at regional and national levels. Before our SBM is developing, now it's already level 2.

Wellness is very important in the lives of the teachers; this makes them stress-free. We always consider the health of teachers and that's number 1. They are becoming physically fit through the wellness program. We have the annual examination, medical examination and all teachers are required to have it. If the teachers need a rest, we grant this kind of request. This will be a deduction in their service credit.

In the mental health of the teachers, we attend seminars in the division office then we share it with our school. Another is we have the mentoring where the new teachers are being guided. We are also focusing on group discussion where we talk about important matters. There are seminars and INSET. In the financial of teachers, we just advise because we don't have the cooperative. We have the items, not inside the classroom, but we supply to the canteen. The teacher doesn't look like a seller in the classroom. Before it's by grade level but now it's direct to the canteen. We just give capital for the item then the canteen will give us the income. In terms of spiritual, before when we attend a spiritual seminar in Tagaytay. In ESP (Edukasyon sa Pagpapakatao) subject we invite priests. We also invite a person who is not a priest, not a catholic but he is religious. In the environment, we have the clean-up drive and this is initiated by the science teacher. We also have a program where the parents are involved. They are included in the action plan. We also have the "Gulayan Sa Paaralan". It is a garden where all the men are working.

We encounter problems in the program but we don't give more focus on it but instead, we give our support not to spread it and become a negative one, but to look for a solution. Mostly, we talk about work on how to accomplish it on time. Once the teachers are helping one another, there's unity, teachers become motivated although they are tired. For example, you are new in the grade level, we will help you with all the needs like the lesson plans, instructional materials and accepting new environment.

The leadership of the principal is having a big factor. If there is no guidance from the school head, of course, teachers will be misleading to their work. The principal leads the school to balance everything coming from the feedback of the stakeholders.

The principal sends an instruction or will give a command to the teachers through the master teachers. And that is I think a bureaucratic theory. Human relations theory is important because listening to the feelings and needs of the teacher plays a big role in the success of the program. If the teachers are not happy with what they are doing, there is no good result of their work. If the teachers are not good for one another, nothing will happen. We have the system theory where the teachers, parents and other stakeholders have a good relationship with one another. They motivate each other. Also, they work as one for the development of our main clients, the learners. Another one is a scientific theory. Every time you have won a particular contest; you have a reward. You are being recognized and sometimes you will be given incentive cash. In the classroom, if you have good decoration you will receive an award. The principal always provides a fund or budget for this kind of activity. In our work, we have an outstanding teacher. For those who are best in attendance, the principal gives us a certificate.

Yes. It needs revision after the monitoring and evaluation in the program. It needs to review to determine if it is effective enough for the participants or we need to revise it. Through the feedback of the teachers, we revise it. The objective is for their good so if it is not effective, it needs immediate revision. If this is effective, are there other things to add to retain the program and make it more effective? There are times where all the teachers are busy and we fail to inform them, the program is not being conducted. And sometimes some reports need to submit immediately in the division office.

The program gives impact to the teachers by making them successful in themselves. Also, they become more motivated and healthier in all aspects. Being self-care has an impact on their learners and to the school as a whole. The school will be performing. It's just a domino effect from the effectiveness of the program down to motivated and healthy teachers and then to the good output of the learners. The teachers are becoming active at work. You just enjoying every inch of your work and accomplishments. Everything you learned from the program can be applied to the pupils like the activity of dancing. It's the health benefit of the teacher down to the learners. It's about the healthy lifestyle of the teacher.

Teacher 3

In designing a program, of course, we do have the meetings with the master teachers. Here, we talk about what are the things to do with our colleagues to make them stress-free. With this, you are trying to get the suggestions and opinions of the body. The master teachers, coordinators, and even the grade chairmen, we plan for the activities. We do the matrix and strictly follow it. Aside from that, there are free services where the teachers can experience it. We do have meetings as one of the strategies. After the meeting, we are looking for some support

when it comes to budget. So, the stakeholders will support our program. In terms of effective strategies to make the teacher more participative, we have a tie-up of the local government. We are given experts on a particular activity. One of these is the trainer of an exercise. We invite instructors and that is free from the LGU (Local Government Unit).

In terms of problems during planning the wellness program, mostly our wellness in our school happens after the classes. Of course, not all the teachers will participate because of a different attitude and personality. You need to motivate them in many ways. It is indicated in the plan that all teachers are involved and since they part of the program, they are required to participate. So, they do not follow. Aside from teachers' attitudes during planning, another problem is their time to comply or participate. They want to go home early for their family.

We consider time as one of the considerations in designing a program. Also, the willingness of the teachers in the program should consider. Without this, the program might not be successful. Based on my observation, when we plan the program, it is indeed, teachers' willingness is very important. Attending the activities and put a heart on it and just enjoy is important to make the program successful. Teachers' attitude matters. We cannot avoid other people with different opinions and points of view in life. But still, we need to encourage them that this is good in their health and their work. Since it is for their health in physical so they should be encouraged. If they will not attend and participate, this might affect their work. That's why they need to join form themselves. Another is the budget. We are lack of budget that's why the stakeholders will be tapped on this matter. Time and finances are the most things to consider because these are the hardest things to find and allocate in the implementation.

Yes. You will not make any program about wellness without the approval of an expert. Our wellness here is in core values. I'm not sure if it is evaluated by the experts. Consulted, yes but not evaluated after it was executed. But it should be evaluated because it's about teachers' health. Maybe the activity is not appropriate for the teachers. But it is acknowledged by the division office.

In terms of advocacy of our principal about wellness is for the teachers to become health conscious. To make all the teachers healthy in all aspects. You cannot teach well if you are unhealthy. Having those domains, to sum up, the principals want the teachers to be happy. You can be happy if you have camaraderie with your colleagues. Your physical, mental and all the domains should be healthy. The reason why there is wellness is for you to be healthy holistically. Happiness in work and have good health are what the principal wants.

In terms of best practices when it comes to managing a program, you need to sustain the program. It's so hard to sustain a program. For example, I'm handling WINS (Wash In School) Program, that's a DepED program. All over the Philippines, it is hard to maintain the program if all the teachers won't cooperate. One of the problems is being the coordinator; you will do everything. You should distribute it to the master teachers down to the grade chairmen and the teachers and the learners. With this strategy, you are sustaining the project

In terms of physical, we have Zumba. It happens every afternoon of every other day together with the principal. In mental aspects, we have seminars in INSET. It happens twice a year. This is to gain more knowledge. They also integrate into our personality development. We don't have any financial aspects. We just tap the stakeholders for some budget in our program. For the emotional concerns of the teachers, they can go to our principals for some talk. The

guidance counselor also helps to assist the teachers to ease any conflicts. In our work, it is not stressful, we can still manage it. It is the pupils that make the teachers stressed. In spite of the stress work of the teachers, we cannot feel it because of the camaraderie, the bonding of all the teachers. We have socialization with the stakeholders. That is happening in our Stakeholders' Night. It is the awarding of the stakeholders, internal and external. For the environment, we have the project together with the junk foods, we collect wrappers and plastic and put in a proper place. They use it for their livelihood program. Through this, we lessen the wastes in our environment.

Our school is performing because we have many projects to launch. We also have the winnings in our division. I could say that a wellness program is one of the reasons why our school is performing because the teachers are very healthy. They do things for the good of the learners. They train the children to perform that's why they get winnings in a contest. So, if the teachers are healthy in all aspects vis-à-vis the children will be healthy also.

Indeed, leadership style is a big factor in any program. Our principal is very intelligent. Through the help of my principal, I was developed because of her. Once you were given tasks, that's because she believes in you. She is good at handling teachers. Not only in wellness programs but also in any activities.

The bureaucratic theory is being followed and incorporate in managing a program. It's about the designation in relaying an instruction from the head. And it applies to our program. Human relations theory is important in managing a program. It is necessary to consider the feelings of the teachers. In every situation, we need to consider their feelings before their relationship with others. You cannot control feelings unless you understand them. The leadership

style of our principal fits our school. Her behavior towards us effective. I could say that system theory is also applicable in managing a program because we have many stakeholders. A scientific theory is also applied because we have the stakeholders' night. Here, we are giving awards to those who excel, not only the teachers but also the non-teaching. Also, in recognition day awards and rewards were given to those who excel like the coordinators. Another is, if your pupils won and you're the trainer, you will receive certificates and incentives.

Management theories help to improve wellness programs. Anchor the theories so we can explain to the teacher that we need it. It's a protocol that you need to follow the rules and regulations.

In any program, there's always revision for the improvement. You found out that the program is not successful, so do something that can make the program a successful one.

In terms of flaws, failures or problems during and even after the program, we don't encounter any. Maybe there are but it's just a minor. The usual problem we encounter is the time of the teachers. Teachers want to go home early to take a rest. To cope with this problem, you still need to make a letter telling them that they are required to attend like in physical activity, the Zumba. In the letter, it stated the benefits of the activity.

In terms of the helpful impact of wellness programs on the teachers, they will have a positive outlook on life. If we do Zumba, we stressing out but we do not notice that we are already building camaraderie to our colleagues. Socialization is also being developed. Another impact is the unity of the teachers is becoming visible. Through the help of the activities, the teachers become livelier and more energetic. We need to have this program for the betterment of the teachers and the learners in terms of their physical, mental, social and all aspects of

wellness. Also, through this, they can teach well the learners because they are healthy not only in their bodies. I can feel the program because we attend the program, we become fitter then it improves your outlook in life.

Teacher 4

In terms of strategies in designing a program, first to consider is the planning stage. You consider the teachers' time. We are always pre-occupied with many paper works. So in planning, we consider the dimensions or domains of wellness. Then, we plan for what month it will conduct or run. We also consider the things that need to accomplish on that month and to where we will focus if mental or physical first. Then, we make action plans. We talk to the principal about the program. The principal will give some suggestions for a particular activity. The, then concern people will meet about the ideas and opinions of the principal. Mainly, it's the MAPEH teachers have a big part in the program. Aside from having meetings and orientation, we do the information dissemination to the teachers about the program. We have the eye to eye contact with the concern teachers. This happens by committee with members. In every committee, there is a leader and that is the grade chairman because they are the ones who will disseminate the minutes of the meeting. Mostly, time constraints are our problem in designing and organizing the program.

In terms of dealing with the kind of problems encountered, it's a personal talk. And the common problems we encounter in planning a program in the budget. We need an instructor that would motivate the teachers. If we do this only with the video, there is no proper routine. There is no focus and proper motivation for the teachers.

In of consideration during planning a program, first is the time and budget. Also, we consider the health status of the teachers because it is very important if they are capable of joining the program. From the beginning of the school year, medical missions are coming. There are tests for high blood, blood sugar, and high cholesterol. You cannot blame the teachers about their condition because the facility is not friendly, it is very hot. Before the construction of the buildings and the environment is still friendly, it is indeed the time of the teachers. I could say that time is the main problem and to solve this kind of conflict, I think it's about time management. Personal time management of every individual, every teacher. Allotting time for different activities should be amicable to the teachers' time. For example, more activities should be done on Friday so that the next morning is a rest day because it's Saturday. Another problem we encounter is the workload of every teacher. In some ways but not all the time, the behavior is considered as the problem of the program. Teachers are not always cooperative as very cooperative. Sometimes the main reason and it's inevitable is their situation at home. In terms of the needs of the program and make it more effective is the financial needs. Again, it is more time with proper management of it. I could say that time is the problem and yet time is also the solution. It's just a matter of proper management.

In terms of what the teachers need to make them more motivated or participative are the activities that could catch their attention. Seminars about physical awareness could do. It is good if the real professional will give words to the teachers because they are experts on it. They will speak based on their expertise and experiences about the proper diet. This is already knowing by the teachers but we just need to refresh and be reminded by the experts. This will be proven with the success stories. Just like the trending diet today, the keto diet. We tried it and I got slimmer.

The teachers are aware of diet and about eating the right food. Because of the stress at work, sometimes the teachers can't make it anymore.

In terms of consulting experts in line with the planning of the program, honestly, it is not a consultation but we have an orientation with all the wellness coordinators and other people concern. We haven't done any consultation with the experts. There are no health experts in the division office. I don't think that they are considered as experts but only in a particular area like a dietician. But an expert in all aspects of wellness, I think we don't have that. We only have the wellness ambassador who conducts a meeting to our wellness coordinator. Their focus is the Nestle Wellness for the children. We have the program and it is being evaluated only in our school. It's just a school-based although it is implemented division-wide. There is wellness for teachers. In terms of having a documented file, we submit it to the division office.

In terms of principal's advocacy for the teachers, from the word itself, "wellness", it is to become the teachers physically fit, mentally fir and all the domains of the wellness. This make the teachers competitive in their noble profession. Specifically, when it comes to physical, after the Zumba, we have a health drink. That's what the principal wants, there's a health drink to be given to everyone. She gives us ginger or lemon. Also, to be physically active. Generally speaking, our principal wants us to be holistically well. Our principal also focusses on the spiritual side. We have conducted masses together with the children. Everyone is welcome to attend because it is regardless of your religion. It is not religion. It is our faith. With these specific activities for every domain, the main target of the principal not only in physical but the holistic aspect of the teachers. Don't rely only on one or two aspects of wellness because it will not be effective.

In terms of best practices in managing a program, we have our standard. That is considered as our best practice in implementing the designed program. When we say best practices, you are unique. Here in our school, our best practice is to properly implement the program. There are integrations in the seminar like topics to be discussed. There are for mental and there are for financial literacy. Some visitors come to talk about finances. So, we have the practices for physical and financial. In emotional, we have seminars about stress management that are integrated into our INSET. Our principal is always involved, personally involved in any program

Our school is a performing school in terms of academics because we have so many winnings. Our principal is very active and very competitive in any aspect of the contest. She is good at programming. She practices the teachers in programming. She trains us to think and let us decide on what to do and not the spoon-feeding. So, that's proof that our school is performing. The principal is performing, so the teachers would do the same. Then, the learners will also perform.

Her leadership style has a big factor. Leadership style has always a factor in any organization. In leadership, we are motivated and we are inspired to do our work. If your leader is good with a heart, everything will be all right. A leader who is an influencer. All of us can say that our principal is the best. Our point of view in programming has changed. It is not only in a wellness program but in all aspects.

In terms of applying bureaucratic theory in all programs, there are committees. This bureaucratic theory is important because of the rules. This serves as a guide when you do your activity. The hierarchical position is important in a way that we should know our leaders for us

to believe and follow. Those leaders are the ones who will guide us on what to do. They are in the position because they are knowledgeable or they are experts in that area. That's only a position, what matters most is the unity and your participation in the program. There is an administrative theory. It is applied in a way of putting himself in the manager's shoes. It's empathy. This theory talks about the division of labor. It's a different area of work but with the same goal or objective to accomplish. Human relation theory is also being applied to managing our program. It is very important because it determines how successful an organization is. We have different behaviors, beliefs, experiences, and ideas but still, we should work as one, with one goal. For an organization to be successful, everybody should participate and no matter what differences or no matter your beliefs are, our goal is to make the activity or program successful. Many differences but one goal. And that's the most important. We have the contingency theory. It's how effective the leadership style of the principal is. She is very helpful. She will let you first to think and do. If she feels you cannot do it, she will assist you. She is not a kind leader who always gives a command. She will test your ability to decide. She is not an autocratic leader. Sometimes she does it but not all the time. I think it's normal for a leader to switch her leadership once in a while. She's more on leadership where you will inspire to be a leader too. System theory is also applicable in managing a program because we have a good relationship with the stakeholders and to the community. Scientific theory happens in our program. There are incentives or awards in return for our good service. Our principal gives us certificates. Even if it a piece of paper, the feeling of appreciation is very important to us. She also recognizes teachers who excel. Every little thing counts a lot for her. The teachers are just children who are happy and excited about rewards from our principal.

These management theories help the teachers to be effective and efficient in our work. Be an effective teacher not only in teaching but as an individual to work with others and to your administrators. Being healthy holistically is very important to us.

I think the program needs revision. I think we need to add more programming. Our principal is good at programming. The program needs more activities. We encounter failures such as schedule conflicts. Some activities cannot conduct because of the conflict in time but not all the time. If that so, we just do it better next time. Intensive planning will be done next time.

Wellness helps the teacher to develop the holistic aspects of his life. Then, once the teacher is developed, they change as an individual in terms of being effective in their work, effective in teaching. The impact of wellness on the teachers is it helps them to be aware of their physical, mental, emotional aspects and even other domains of wellness. This makes the teacher more effective. Teachers are considered physically fit by doing all the activities in the program. You will know if the program is effective and the activities are engaging if the teachers appreciate it. Once they like to do it for the second time around.

As the coordinator, I say that there is a program and it exists. Through this, I've learned so many things. It helps me to be more educated. It educates me by the things that I should know and learn as an individual and as a teacher. So, wellness is a totality or holistic. It is not only because you are physically fit, but you should also mentally awake, you manage well your emotion and so on. Even in financial, you should be wise in little things of activities in your life.

Teacher 5

We have the INSET (In-Service Training), so we do it depending on the focus. So, we have the focus whether on the learners or the strategies. If strategies, we talk about teachers. We

give ideas that are fit for teachers where it will benefit the teachers down to the learners. We consider if this is helpful to the needs of the teachers.

In designing a program, we plan on how to develop the program for teachers. The master teacher talks about the needs of the teachers, especially to the new teachers. We look for the weakness of the teachers then find a solution to it. Our basis for the design of the program is the weaknesses of the teachers.

The common problem we encounter in designing a program is the attitude of the teachers. Sometimes you need more encouragement and motivation just to join in the program. Another is time. We are lack of time because of the different schedule in class. You still need to pull out of the class. Another problem that we usually need is a budget. If there is no budget, it is hard to run the program. You can ask the stakeholders.

The number one consideration in designing a program is the budget. Also, the time and venue. The outside speaker is also considered as one of the needs. Connections are very important for the speakers. The budget is important because the food for the program makes the teacher motivated. This is not making the teacher problematic about their food in that activity. Without it, the teachers would not come because it is another expense for them. Since we cannot have a speaker because we do not have a budget, we get within the division because it is for free, just a certificate. Another is the data we have as our basis. After we assess it will be determined if this is the needs of the teachers.

Then, the attitude of the children today harms the teachers that makes them stressed. That's why we need to motivate the teachers to participate in the program to distress. This might affect the teaching strategies of the teachers and it will result in a low quality of the output. The

attitude of the children is always the problem of the teachers and it cannot handle it anymore. Teachers have no protection and they are always blamed for any problems in the classroom.

The teachers also don't like the very strict principal. This makes the teachers stressed. Our principal doesn't want to make the teachers stressed because if they are stressed, the teachers won't teach well or they will be absent.

We do have a wellness program but consulting with the health experts, we do not do that. We are the only one talks about the needs of the program. We don't consult anyone.

The advocacy of our principal to the teachers is to serve the pupils with passion. To be passionate in their profession. It is about teaching what is required to the learners. Teachers who work happy and love what he is doing in the classroom. Also, the principal wants the teachers to be stress-free despite many papers to accomplish. She doesn't like teachers who feel stress and the learners will be affected.

We don't experience teachers who don't like to join in the program. If they don't like it, they still try it because we need to do it. We don't have exercise after class. Exercise happens after class. We like the activity of Zumba but we are just lacking time.

At first, the majority of the teachers are participating but the others are not because they are already tired from work. All the teachers follow what is imposed or implemented and that's what good in my colleagues. For the teachers who do not participate in the program, the principal calls the attention and gives some time to talk to them. For example, if you have problems, the grade leader or grade chairman will inform the principal. Our principal is a former guidance coordinator.

I could say that our school is performing because of our winnings at different levels like in division levels, regional and even at the national level.

A wellness program is important because it motivates the teachers to do their task wholeheartedly. We are given awards and papers that can be used in our promotion. Nowadays, promotion is based on the papers or documented you accumulate unlike before if they see you that you are good, you will be promoted.

Of course, the leadership of our principal has a big factor. For example, you win in any contest, our principal gives a blowout on it. With that, you are pushed to perform well. Our principal is roaming around. She monitors the teachers and even the learners. If we have a team building, our principal doesn't like us to be in a group by grade level. She wants us to group regardless of grade level. This is to avoid the commonality of leadership from the grade level.

In the physical aspect of wellness, we only have the Zumba. With this activity, we see each other and have some bondings. We also have physical activity in INSET (In-Service Training) and that is Zumba before we start the session. In intellectual, we have the LAC (Learning Action Cell) session where professional topics are being discussed. Before we do it weekly but now, our principal make it once a month for us to have more time in our personal and professional life. This makes us teachers stress-free. In INSET, some speakers talk about financial literacy. Our principal allows them to promote about finances even if they are not scheduled. They are just given at least a thirty-minute talk. We have masses every first Friday of the month. We haven't tried having a recollection. We love to but the time is not enough. Also, we failed to insert values formation in our INSET because of time constraints. If ever, it should be one hundred percent attendance except those who are sick.

We do management theories. For example, I'm the master teacher, I delegate the work to the teachers according to their position from the leader down to the teachers. The master teacher will discuss to the grade leader then the grade leader will inform the teachers under his or her leadership. So, there is a process or procedure in disseminating instructions or commands. To do this, there are also rules and regulations to make it proper, there are no conflicts will encounter in the process. In short, there is coordination.

Human relation theory can incorporate and is applicable in managing the program. It's all about emotion. It's having a good relationship with colleagues. It usually happens when we have team building. The contingency theory can also apply because of the leadership style of our principal. If there is something lack to the teachers, she advises them on what to do. This is to avoid problems and conflicts. System theory can be applied to because our principal is good in it comes to stakeholders. She is good at dealing with the stakeholders. She talks and has an agreement. In scientific theory can be applied. Giving recognition is very effective. Just like me, I give recognition to those who have long service in teaching. This makes the teacher motivate more and become effective and efficient in their work.

We do revisions if needed. This is for the improvement of the program. Also, for us to have a realization that we need something to change.

Well, teachers will improve their teaching skills in terms of different strategies. They become more effective and efficient in their work. You will notice that in the observation if there are changes in the way they teach and handle the class. Then, you will see that the teacher is stress-free. You will see them that they are happy and there's an improvement. Indeed, you need the activities in the wellness program. The only problem is we fail to document it. Not all the

activities are documented. Since I'm old already in the service, I can see the big impact on the learners if the teachers are well motivated.

Appendix I
KEY POINT CODING

A. PROGRAM DESIGN

ID NO.	KEY POINT	CODE
1. STRATEGIES		
P1CP1	meet them and tell them to plan and set an activity	Collaborative Planning
P1CP2	have staff meetings	Collaborative Planning
P2CP1	have the deliberation to identify and choose which project or activity that can address the needs	Collaborative Planning
P2CP2	we form a committee in the wellness activity of the teachers	Collaborative Planning
P2CP3	have a focus group discussion	Collaborative Planning
P2CP4	LAC (Learning Action Cell) Sessions	Collaborative Planning
P4CP1	usually conduct meetings	Collaborative Planning
P4CP2	a group meeting	Collaborative Planning
P4CP3	there is a feedbacking	Collaborative Planning
P5CP1	consultation	Collaborative Planning
P5CP2	have monthly meetings with the teachers.	Collaborative Planning
P5CP3	a focus group discussion or FGD can be used	Collaborative Planning
P5CP4	collaborative	Collaborative Planning
P5CP5	like brainstorming when we discuss or talk about anything in the school	Collaborative Planning
P5CP6	like an intellectual discussion	Collaborative Planning
P5CP7	There is also a committee initiated by the school and by the parents.	Collaborative Planning
P1SPT1	There should be a committee to plan	School Planning Team

P1SPT2	need one person to supervise and manage	School Planning Team
P1SPT3	being planned by the teachers	School Planning Team
P1SPT4	There is a committee assigned or in-charge of the activities	School Planning Team
P2SPT1	consulted with the school planning team	School Planning Team
P3SPT1	convene your teams	School Planning Team
P3SPT2	there is a committee aside from the coordinators who are in charge of the wellness program	School Planning Team
P3SPT3	sub-committees are in charge of a particular activity	School Planning Team
P3SPT4	they work as a team since there are many teachers involved	School Planning Team
P5SPT1	we have a team composed of master teachers and grade leaders	School Planning Team
P2NA1	we do identify first the needs of the teachers and the program	Needs Assessment
P2NA2	We conducted a need assessment test	Needs Assessment
P2NA3	suggestion box	Needs Assessment
P3NA1	data gathering based on what is existing	Needs Assessment
P3NA2	focusing on discussions and surveys to validate the data they gathered	Needs Assessment
P4NA1	It is more of a survey	Needs Assessment
P5NA1	has a survey before the beginning of the school year	Needs Assessment
P1ST1	training from the division office	Seminars and Trainings
P5ST1	LAC sessions	Seminars and Trainings
P5ST2	There will be a team-building at the end of the school year	Seminars and Trainings

P1SPS1	invite persons from the TESDA and barangay officials	Stakeholders' Participation and Support
P1SPS2	Teachers invite the parents to join	Stakeholders' Participation and Support
P1SPS3	teachers make letters and give it to the barangay and to any organizations	Stakeholders' Participation and Support
P4SPS1	make the teachers as leaders	Stakeholders' Participation and Support
P5SPS1	I call the attention of the negative teachers	Stakeholders' Participation and Support
2. CONSIDERATIONS		
P1SIS1	The persons involved or the manpower in the program is really important	Stakeholders' Involvement and Support
P2SIS1	Persons involved is being considered	Stakeholders' Involvement and Support
P2SIS2	Grade leaders play a big role as they are the ones disseminating the information among the teachers.	Stakeholders' Involvement and Support
P2SIS3	We have a committee called SHIFT (School Health Innovative Force Team) to run and manage the program	Stakeholders' Involvement and Support
P3SIS1	A wellness program is supported by practical tools and resources such as sponsorship	Stakeholders' Involvement and Support
P3SIS2	Teachers are very helpful as it is considered as the manpower that you need to make the program successful.	Stakeholders' Involvement and Support
P3SIS3	People involved in the program play a vital role in designing a program.	Stakeholders' Involvement and Support
P3SIS4	have the sub-coordinator on a certain domain	Stakeholders'

		Involvement and Support
P1R1	Issue among the teachers being raised is the budget	Resources
P2R1	needs of the teachers	Resources
P2R2	financial and resources to be used in the program	Resources
P2R3	about the budget	Resources
P3R1	consider the resources like human, material and financial	Resources
P3R2	funds from MOOE	Resources
P3R3	faculty fund	Resources
P4R1	space or venue	Resources
P4R2	budget	Resources
P4R3	canteen fund does a big help	Resources
P4R4	solicitation to support our needs	Resources
P4R5	MOOE (Maintenance and Other Operating Expenses) also supports our needs.	Resources
P5R1	identify the needs.	Resources
P1SC1	persons involved or the manpower in the program is really important	Scheduling
P2SC1	Persons involved is being considered	Scheduling
P2SC2	Grade leaders play a big role as they are the ones disseminating the information among the teachers	Scheduling
P2SC3	We have a committee called SHIFT (School Health Innovative Force Team) to run and manage the program	Scheduling
P4SC1	the time because of its overlapping activities and load of teachers	Scheduling
P5SC1	time table	Scheduling

P1TB1	Teachers' attitude also matters most in the implementation	Teacher's Behavior
P4TB1	to teachers' attitudes towards the program	Teacher's Behavior
P4TB2	teachers' factor	Teacher's Behavior
P4TB3	attitude of the teachers	Teacher's Behavior
P3INS1	needs	Needs Assessment
P3INS2	determine first the root cause of the problem	Needs Assessment
P4INS1	stakeholders provide some of the needs of the program	Needs Assessment
P5INS1	Another thing to consider in designing a program is needs	Needs Assessment
P2TS1	the health condition of the teachers	Teacher's Status
P4TS1	load of teachers	Teacher's Status
3. CONSULTATIONS		
P1HCA1	Some teachers are going home once they are done in their official time.	Health Care
P1HCA2	They preferred to go home rather than staying longer in school because of a tiring day in their respective classroom.	Health Care
P1HCO1	About the experts, we don't ask for consultation regarding the program	Health Consultation
P1HCO2	Only the teachers organize and manage the program	Health Consultation
P2HCO1	we seek for the doctor	Health Consultation
P2HCO2	we coordinate with the GPTA officers to check the program or matrix	Health Consultation
P2HCO3	we invite the doctor	Health Consultation

P2HCO4	we don't ask or disturb the doctor in the barangay because of her hectic schedule.	Health Consultation
P2HCO5	We conduct a review of the document only with the master teachers, school planning team and GPTA officers	Health Consultation
P2HCO6	She is being tapped if we need her badly to discuss a certain matter on her expertise.	Health Consultation
P3HCO1	We do consult health experts to identify the needs of the program	Health Consultation
P3HCO2	when you provide health education, you will be getting experts in that particular area.	Health Consultation
P3HCO3	You will invite the medical personnel to provide medical advice	Health Consultation
P3HCO4	we invite experts for finance	Health Consultation
P3HCO5	We have a proposal that is being evaluated by the experts and has been approved.	Health Consultation
P3HCO6	When it comes to monitoring and evaluation, it's only the school planning team that will do it	Health Consultation
P3HCO7	We submit the evaluation and it passes to the district and then to the division.	Health Consultation
P3HCO8	It undergoes levels of quality assurance or monitoring.	Health Consultation
P4HCO1	In terms of consulting an expert with regards to planning or designing a program, it is the initiative of the school to make it part of the activities.	Health Consultation
P4HCO2	The coordinators are obliged to consult our barangay health office	Health Consultation

P4HCO3	we have the forms that are being checked.	Health Consultation
P4HCO4	In terms of having documented files and if it is evaluated, we have experts from our city health office.	Health Consultation
P4HCO5	The persons-in-charge checked and evaluated the proposal of wellness.	Health Consultation
P5HCO1	We always seek a consultation with the supervisors only	Health Consultation
P1HSE1	Some people come to our school for wellness but they just offer a product for you to buy	Health Services
P1HSE2	It's all about business.	Health Services
P1HSE3	the LGU (Local Government Unit) has free vaccination about anti-pneumonia, anti-flu and so on that is good for three to five years.	Health Services
P5HSE1	Some agents are offering supplements for the teachers' health	Health Services
4. ADVOCACY		
P2H1	just to be happy in life	Happiness
P3H1	"Project SMILE" (Masayang Guro, Masiglang Magturo)	Happiness
P5H1	make my teachers happy	Happiness
P1HL1	My advocacy for my teachers is to be promoted.	Healthy Life
P1HL2	asked them to get married so they have a partner in life	Healthy Life
P1HL3	improve themselves professionally and even in their personal life	Healthy Life
P2HL1	Don't make yourself stressed	Healthy Life
P4HL1	to have a balance in life in spite of many works in the school	Healthy Life

P4HL2	I want my teachers to be physically fit, emotionally stable and balance in all aspects of life	Healthy Life
P4HL3	to pursue your studies	Healthy Life
P5HL1	I want my teachers to work with ethics	Healthy Life
P5HL2	provide teachers with a wholesome and happy environment	Healthy Life

B. PROGRAM MANAGEMENT

ID NO.	KEY POINT	CODE
1. BEST PRACTICES		
P1PHA1	have a free massage, manicure, and pedicure, free haircut or beautification	Physical Aspect
P2PHA1	have the Zumba	Physical Aspect
P3PHA1	We do Zumba	Physical Aspect
P3PHA2	we have the annual checkup	Physical Aspect
P3PHA3	there are sponsors for a free massage to the teachers	Physical Aspect
P3PHA4	we do have annual sports activities	Physical Aspect
P3PHA5	We have a bowling tournament and “palarong pinoy”	Physical Aspect
P5PHA1	we have the exercise	Physical Aspect
P5PHA1	Zumba every morning	Physical Aspect
P4EMA1	we do is a little talk, a little sharing and a simple date or time	Emotional Aspect
P5EMA1	they will visit me in my office	Emotional Aspect
P5EMA2	heart-to-heart talk	Emotional Aspect

P1FIA1	MOOE and canteen funds help the needs of the activity	Financial Aspect
P2FIA1	The teachers have their lectures about financial literacy	Financial Aspect
P3FIA1	we have a partnership with Sun Life	Financial Aspect
P3FIA2	We also invite insurance companies	Financial Aspect
P4FIA1	telling them to spend wisely	Financial Aspect
P1INA1	have seminars about stress management	Intellectual Aspect
P1INA2	have lectures and seminars	Intellectual Aspect
P1INA3	have discussions with different topics	Intellectual Aspect
P2INA1	we have different seminars like INSETs and LAC sessions	Intellectual Aspect
P3INA1	teachers have continuing professional development	Intellectual Aspect
P3INA2	come together and discuss pedagogies	Intellectual Aspect
P5INA1	have a meeting and talk about the program like having a Zumba	Intellectual Aspect
P5INA2	like LAC (Learning Action Cell), INSET (In-Service Training) and meetings	Intellectual Aspect
P5INA3	different seminars within the division	Intellectual Aspect
P5INA4	we have seminars, lectures, and INSET (In-Service Training).	Intellectual Aspect
P5INA5	send teachers who are aligned or based on their expertise	Intellectual Aspect
P3SOA1	we go out of town by having team building activities that foster fellowship	Social Aspect
P3SOA2	we have the appreciation night where they can dress up	Social Aspect

P3SOA3	They also have costume parties	Social Aspect
P4SOA1	we have here the buddy system	Social Aspect
P4SOA2	program "call a friend".	Social Aspect
P4SOA3	share experiences	Social Aspect
P5SOA1	we also have the buddy system	Social Aspect
P5SOA2	the bonding moment of the teachers	Social Aspect
P3ENA1	we go out of town	Environmental Aspect
P4ENA1	we have the Go Green	Environmental Aspect
P4ENA2	we promote the so-called "basura-free".	Environmental Aspect
P5ENA1	We do such activities like Clean Up Drive	Environmental Aspect
P3SPA1	ask for some masses and annual recollection activities	Spiritual Aspect
P4SPA1	called "Project UNLAD (Una Lagi Ang Diyos)"	Spiritual Aspect
P4SPA2	mass every first Friday of the month	Spiritual Aspect
P4SPA3	try to institute the Bible Study	Spiritual Aspect
P4SPA4	we have the Bible Verse to be posted every month in every classroom	Spiritual Aspect
P5SPA1	We accept other religions	Spiritual Aspect
P5SPA2	there is always a mass every first Friday of the month	Spiritual Aspect
P5SPA3	We also have the baccalaureate mass and holy spirit mass.	Spiritual Aspect
P5SPA4	We also have catechists	Spiritual Aspect
P1OCA1	the working load of the teachers is properly distributed	Occupational Aspect
P2OCA1	They work accordingly	Occupational Aspect
P3OCA1	we have training on first aids, disaster management	Occupational Aspect

P3OCA2	we make sure that the school is safe and secure	Occupational Aspect
P1S1	that all classrooms have their television to make the teaching-learning process exciting and quality	Strategy
P1S2	there is person-in-charge to sustain the program	Strategy
P1S3	The coordinator is obliged to their responsibility and make all the activities successful.	Strategy
P1S4	members are expected to cooperate with the leaders	Strategy
P1S5	We conduct meetings and evaluate the activity	Strategy
P1S6	evaluation through verbal	Strategy
P1S7	Responses and suggestions would help the activity improve	Strategy
P2S1	give empowerment to empower master teachers to become the committee of the wellness program	Strategy
P2S2	call for a meeting to check and ask for some issues, concerns, and needs of the teachers	Strategy
P2S3	check the status of the relationship of my teachers.	Strategy
P2S4	The school disseminates the information about the program through SOSA (State of the School Address)	Strategy
P2S5	We invite the stakeholders who keep on helping our school	Strategy
P2S6	through memorandum based on the set activity.	Strategy
P3S1	we have is to ensure that everybody is involved	Strategy
P3S2	make the activity attractive by not burdening them with any financial constraints.	Strategy
P3S3	is allotting time to the program is important too	Strategy

P3S4	We align our activities with the division development plan	Strategy
P3S5	there is a team behind every activity, the committees	Strategy
P3S6	Shared leadership and governance are very important.	Strategy
P4S1	I set my office always open.	Strategy
P4S2	praising my teachers like saying "very good", "thank you", that's good".	Strategy
P4S3	selecting the best teachers to handle it	Strategy
P4S4	There is a committee to run the program	Strategy
P4S5	we have the feedbacking during, feedbacking at the mid of the school year, feedbacking for the total evaluation every end of the school year.	Strategy
P4S6	We invite the speaker to give their talk in our INSET and be part of the convergence.	Strategy
P4S7	have the matrix or the program of activities to be implemented for the whole school year.	Strategy
P4S8	memorandum and verbal	Strategy
P4S9	have Facebook	Strategy
P4S10	We have a group chat	Strategy
P4S11	encourage the teachers to join in the program	Strategy
P4S12	make teachers satisfied.	Strategy
P5S1	need a one hundred percent participation	Strategy
P5S2	teachers must be educated well about the program	Strategy
P5S3	should be full participation of the persons involved	Strategy

P5S4	teachers would suggest that would fit them where everybody would agree	Strategy
P5S5	give them time and opportunity to express their ideas and opinions while in the meeting or sessions	Strategy
P5S6	post it for information dissemination	Strategy
P5S7	teachers are well informed that there will be an activity.	Strategy
P5S8	done through verbal, sometimes letter	Strategy
P5S9	Feedback is coming to form the teachers, parents and even from the students.	Strategy
P5S10	We do solicit	Strategy
P2TEM1	we first have the orientation	Teacher's Engagement and Motivation
P2TEM2	conduct LAC sessions to explain everything.	Teacher's Engagement and Motivation
P2TEM3	We also have the focus group discussion of what are the things to talk about not only in their professional growth but also on their personal growth in terms of their health.	Teacher's Engagement and Motivation
P2TEM4	we have a free spa, manicure and pedicure, wellness discussions, optical, medical mission, dental and many more.	Teacher's Engagement and Motivation
P3TEM1	you have already planned activities for them is motivation enough	Teacher's Engagement and Motivation
P3TEM2	all activities should be memorandized	Teacher's Engagement and Motivation

P4TEM1	We have a set of activities being planned by the master teachers together with the head	Teacher's Engagement and Motivation
P4TEM2	We also have the coordinators plus the TWG (Technical Working Group).	Teacher's Engagement and Motivation
P4TEM3	We have the matrix or the program of activities to be implemented for the whole school year	Teacher's Engagement and Motivation
P5TEM1	assign teachers who are inclined to wellness	Teacher's Engagement and Motivation
P5TEM2	there is a survey to determine the needs of the teachers	Teacher's Engagement and Motivation
P2SU1	still add more activity if needed depending on the needs of the teachers and of the program itself	Sustainability
P2SU2	Everything is already planned for the whole year	Sustainability
P3SU1	there should be monitoring and evaluation at the end of the school year	Sustainability
P3SU2	there is feedback if what are the things that need to improve or to continue.	Sustainability
P3SU3	make use the google	Sustainability
P3SU4	most of our survey tool is online where the teachers are answering	Sustainability
P4SU1	It's the consistency	Sustainability
P4SU2	depends on the leadership of the leader.	Sustainability
P5SU1	has an evaluation	Sustainability
P5SU2	We need to be hands-on	Sustainability
P5SU3	you should know your priorities	Sustainability
P5SU4	we have rules or set of standards to follow for the program not to fade or omit	Sustainability

P5SU5	There must be a time limit like weekly or monthly activity	Sustainability
P5SU6	there is always a follow-up	Sustainability
P2EP1	we have the "quami" cell	Effectiveness of the Program
P2EP2	it is a monitoring and evaluation online	Effectiveness of the Program
P2EP3	we have a health record filed in school to see the difference between before and after activity.	Effectiveness of the Program
P2EP4	We have the pre and post-assessment among the teachers	Effectiveness of the Program
P2EP5	effective through the attendance of the teachers.	Effectiveness of the Program
P3EP1	based on the output of the students	Effectiveness of the Program
P3EP2	it's quality education	Effectiveness of the Program
P3EP3	empower or strengthen our implementation by planning	Effectiveness of the Program
P3EP4	the school heads are involved.	Effectiveness of the Program
P3EP5	should always hands-on because	Effectiveness of the Program
P3EP6	we have the before and after basis	Effectiveness of the Program
P3EP7	we team up with the help of the workers and there is annual physical check-up.	Effectiveness of the Program
P3EP8	sponsors are coming with free medical and dental, teachers are included	Effectiveness of the Program

P3EP9	the city government also gives support	Effectiveness of the Program
P3EP10	barangay gives funds for the instructor	Effectiveness of the Program
P3EP11	We always have meals when we have gatherings	Effectiveness of the Program
P3EP12	we ask from the canteen or faculty fund to shoulder some refreshments	Effectiveness of the Program
P3EP13	we have games for teachers,	Effectiveness of the Program
P4EP1	program can be measured through evaluation	Effectiveness of the Program
P5EP1	There's always an evaluation sheet	Effectiveness of the Program
P5EP2	It's only verbal	Effectiveness of the Program
P5EP3	The data are usually paper and pen	Effectiveness of the Program
P5EP4	there is always an evaluation	Effectiveness of the Program
P5EP5	We also have survey forms on our other activities	Effectiveness of the Program
P5EP6	we have the word of mouth or feedbacking	Effectiveness of the Program
P2LS1	ask a favor to stay for some work to accomplish	Leadership Style
P2LS2	we do it with happiness	Leadership Style
P2LS3	we do it wholeheartedly	Leadership Style
P2LS4	Sharing of stories and experiencing while working is a good rapport among us	Leadership Style

P3LS1	A leader that could inspire in achieving the targets or objectives	Leadership Style
P3LS2	what we call shared leadership and shared governance	Leadership Style
P4LS1	you should always be at your best	Leadership Style
P4LS2	You have to learn every one, their strength and even their weaknesses	Leadership Style
P5LS1	There is someone who needs to maintain the bond among the people	Leadership Style
2. THEORIES		
P2B1	The instruction will give to the master teachers than to the teachers.	Bureaucratic
P2B2	The command is from me down to the teachers	Bureaucratic
P3B1	there should be a system among the members of the group	Bureaucratic
P3B2	From the leader down to the coordinator then the teachers will just follow	Bureaucratic
P3B3	establish the rules and regulations	Bureaucratic
P5B1	the rules and hierarchical position in an organization	Bureaucratic
P5B2	You will work according to your job description	Bureaucratic
P3A1	designation of the right persons in a team	Administrative
P2HR1	you should give your best to look for a solution	Human Relations
P2HR2	The leader should fill in the needs of the school	Human Relations
P3HR1	you need to establish a good relationship	Human Relations
P3HR2	The adherence of collaboration and cooperation is very important to make the program successful and effective	Human Relations

P4HR1	you must have the ability to understand the feelings of your teachers	Human Relations
P5HR1	the rules and hierarchical position in an organization	Human Relations
P5HR2	You will work according to your job description	Human Relations
P5HR3	It's the feelings and attitude	Human Relations
P1C1	about leadership where I can use	Contingency
P1C2	my style on how to deal with the needs of my teachers.	Contingency
P1C3	the needs of my school	Contingency
P1C4	Lead with a heart	Contingency
P3C1	you have to adjust your management style on whatever the situation is or to what the needs of the teachers are	Contingency
P4C1	It's where the leadership is fit what is need by the situation	Contingency
P5C1	Leadership style could be effective if you have a good relationship with the teachers and to the people around you	Contingency
P1S1	we should always have connected with the stakeholder because they are our partners for the development and progress of our school	System
P2S1	I don't have problems with the stakeholders.	System
P3S1	the external and internal environment	System
P3S2	It is important to have a relationship with the stakeholders	System
P5S1	It's the relationship with the stakeholders.	System
P1SM1	teachers have rewards and recognition for their accomplishments they've done.	Scientific Management

P2SM1	We do have a reward system	Scientific Management
P2SM2	We have the praise committee	Scientific Management
P3SM1	It's rewards and recognition	Scientific Management
P4SM1	teachers work well	Scientific Management
P4SM2	We used to give certificates to recognize their efforts	Scientific Management
P4SM3	I also used praises, the top praises	Scientific Management
P4SM4	Another is the affirmation	Scientific Management
P5SM1	motivating the teacher to be motivated, effective and efficient in their work	Scientific Management
P5SM2	about the promotion of the teachers	Scientific Management
P5SM3	There should be a certificate of awards when you recognized in a particular accomplished work	Scientific Management
P5SM4	This kind of recognition motivates teachers to do the same.	Scientific Management
3. REVISION		
P1RE1	the revision depends on the situation of how successful or lousy the program is	Revision
P1RE2	If it is not fit for the teachers anymore, then it's time to revise and look for another one where the teachers will enjoy and change themselves totality.	Revision
P2RE1	There are still things that need revision	Revision
P2RE2	there's no perfect program	Revision
P3RE1	all the programs need revisions	Revision
P3RE2	It has to undergo an evaluation and then an adjustment in the end	Revision

P3RE3	Keep those that are found to be very effective and modify those needs that will be terminated	Revision
P3RE4	Change is needed	Revision
P3RE5	Not everything is perfect	Revision
P3RE6	find out or discover the needs for the adjustment of the program to make it useful and effective	Revision
P3RE7	find the best fit for the organization you handle	Revision
P3RE8	Be flexible and adaptable	Revision
P3RE9	There are still things that teachers can do	Revision
P4RE1	all programs need revisions	Revision
P4RE2	Not always the program is always successful.	Revision
P4RE3	Some things need to change and need to revise	Revision
P4RE4	Some teachers look for something new and exciting.	Revision
P4RE5	the aspect of wellness should be number one.	Revision
P5RE1	A program has a time table	Revision
P5RE2	immediately revise it together with the group to check the needs or loopholes of the program	Revision
P5RE3	the program didn't follow but it's just a matter of delay due to time constraints on teachers' works	Revision
P5RE4	the availability of the teachers	Revision
P1EV1	it's stress management	Evaluation
P1EV2	Stress management starts every school year of INSET.	Evaluation
P2EV1	we have a review or feedbacking and evaluation	Evaluation
P2EV2	there are still gaps	Evaluation
P2EV3	The schedule of activities is overlapping	Evaluation
P2EV4	All your accomplishments must have narratives	Evaluation

P2EV5	more activities may suffice the program	Evaluation
P2EV6	We invite them to "brigada eskwela" to get some help	Evaluation
P3EV1	the five days INSET (In-Service Training), the three days are for academics and the remaining two days is for wellness.	Evaluation
P3EV2	We invite parish priest sometimes the pastor	Evaluation
P3EV3	insert financial wellness	Evaluation
P3EV4	They give suggestions	Evaluation
P3EV5	They are the ones who plan and organize	Evaluation
P4EV1	it must be integrated into subject areas	Evaluation
P4EV2	Their camaraderie	Evaluation
P5EV1	intensify more the program	Evaluation
P5EV2	Give more time because this is what is lacking in the program	Evaluation
4. IMPACT		
P1PB1	they become sociable with their colleagues	Positive Attitude
P1PB2	become helpful in their colleagues in terms of their works	Positive Attitude
P2PB1	good relationship of the teachers in school	Positive Attitude
P2PB2	they are happy	Positive Attitude
P2PB3	teachers don't abandon the learners that's why the quality of education is improving	Positive Attitude
P2PB4	the teachers are becoming kinder and more responsible	Positive Attitude
P2PB5	maintain the harmonious relationship of the teachers and even to the learners.	Positive Attitude

P4PB1	it is the good relationship we already started	Positive Attitude
P5PB1	it inculcates to the minds of the teachers that they should not concentrate on the four walls of the classroom.	Positive Attitude
P5PB2	the teachers are happy	Positive Attitude
P5PB3	have a positive disposition in life	Positive Attitude
P5PB4	their relationship with their colleagues becomes better and improve their career path.	Positive Attitude
P5PB5	the teachers are becoming better teachers holistically	Positive Attitude
P5PB6	everybody will work as one	Positive Attitude
P2PG1	it enlightens their work	Professional Growth
P2PG2	the quality of education is improving.	Professional Growth
P2PG3	teachers can teach well	Professional Growth
P2PG4	This can avoid the absences	Professional Growth
P2PG5	the parents will be happy and satisfied with the service you are rendering to the community.	Professional Growth
P3PG1	a happy worker yields better output.	Professional Growth
P3PG2	there will be a better output.	Professional Growth
P3PG3	This makes the teachers happy and satisfied their needs in their profession	Professional Growth
P3PG4	It leads to a good performance down to the learners.	Professional Growth
P4PG1	teachers can perform well	Professional Growth
P5PG1	be encouraged to continue their studies	Professional Growth
P5PG2	teachers will improve teaching strategies	Professional Growth
P5PG3	improve their career path.	Professional Growth
P1OW1	to manage stress or to be stress-free	Overall Wellbeing

P1OW2	spiritually active	Overall Wellbeing
P2OW1	to keep the teachers physically and mentally fit	Overall Wellbeing
P2OW2	making the teachers fit in everything	Overall Wellbeing
P5OW1	The teachers will become healthy	Overall Wellbeing

Appendix J

CONCEPTS/ THEMES THAT EMERGED IN THE QUALITATIVE PHASE

A. PROGRAM DESIGN

No.	Concepts	Codes
1. STRATEGIES		
1	Collaborative Planning	P1CP1, P1CP2, P2CP1, P2CP2, P2CP3, P2CP4, P4CP1, P4CP2, P4CP3, P5CP1, P5CP2, P5CP3, P5CP4, P5CP5, P5CP6, P5CP7
2	School Planning Team	P1SPT1, P1SPT2, P1SPT3, P1SPT4, P2SPT1, P3SPT1, P3SPT2, P3SPT3, P3SPT4, P5SPT1
3	Needs Assessment	P2NA1, P2NA2, P2NA3, P3NA1, P3NA2, P4NA1, P5NA1
4	Seminars and Trainings	P1ST1, P5ST1, P5ST2
5	Stakeholders' Participation and Support	P1SPS1, P1SPS2, P1SPS3, P4SPS1, P5SPS1
2. CONSIDERATIONS		
1	Stakeholders' Involvement and Support	P1SIS1, P2SIS1, P2SIS2, P2SIS3, P3SIS1, P2SIS2, P2SIS3, P2SIS4
2	Resources	P1R1, P2R1, P2R2, P2R3, P3R1, P3R2, P3R3, P4R1, P4R2, P4R3, P4R4, P4R5, P5R1
3	Time	P1T1, P2T1, P2T2, P2T3, P4T1, P5T1
4	Teacher's Behavior	P1TB1, P4TB1, P4TB2, P4TB3
5	Needs Assessment	P3NA1, P3NA 2, P4NA1, P5NA1
6	Teacher's Status	P1TS1, P4TS1
3. CONSULTATION		
1	Health Care	P1HCA1, P1HCA2

2	Health Consultation	P1HCO1, P1HCO2, P2HCO1, P2HCO2, P2HCO3, P2HCO4, P2HCO5, P2HCO6, P3HCO1, P3HCO2, P3HCO3, P3HCO4, P3HCO5, P3HCO6, P3HCO7, P3HCO8, P4HCO1, P4HCO2, P4HCO3, P4HCO4, P4HCO5, P5HCO1
3	Health Services	P1HSE1, P1HSE2, P1HSE3, P5HSE1
4. ADVOCACY		
1	Happiness	P2H1, P3H1, P5H1
2	Healthy Life	P1HL1, P1HL2, P1HL3, P2HL1, P4HL1, P4HL2, P4HL3, P5HL1, P5HL2

B. PROGRAM MANAGEMENT

No.	Concepts	Codes
1. BEST PRACTICES		
1	Physical Aspect	P1PHA1, P2PHA1, P3PHA1, P3PHA2, P3PHA3, P3PHA4, P3PHA5, P5PHA1, P5PHA1
2	Emotional Aspect	P4EMA1, P5EMA1, P5EMA2
3	Financial Aspect	P1FIA1, P2FIA1, P3FIA1, P3FIA2, P4FIA1
4	Intellectual Aspect	P1INA1, P1INA2, P1INA3, P2INA1, P3INA1, P3INA2, P5INA1, P5INA2, P5INA3, P5INA4, P5INA5
5	Social Aspect	P3SOA1, P3SOA2, P3SOA3, P4SOA1, P4SOA2, P4SOA3, P5SOA1, P5SOA2
6	Environmental Aspect	P3ENA1, P4ENA1, P4ENA2, P5ENA1
7	Spiritual Aspect	P3SPA1, P4SPA1, P4SPA2, P4SPA3, P4SPA4, P5SPA1, P5SPA2, P5SPA3, P5SPA4

8	Occupational Aspect	P1OCA1, P2OCA1, P3OCA1, P3OCA2
9	Strategy	P1S1, P1S2, P1S3, P1S4, P1S5, P1S6, P1S7, P2S1, P2S2, P2S3, P2S4, P2S5, P2S6, P3S1, P3S2, P3S3, P3S4, P3S5, P3S6, P4S1, P4S2, P4S3, P4S4, P4S5, P4S6, P4S7, P4S8, P4S9, P4S10, P4S11, P4S12, P5S1, P5S2, P5S3, P5S4, P5S5, P5S6, P5S7, P5S8, P5S9, P5S10
10	Teacher's Engagement and Motivation	P2TEM1, P2TEM2, P2TEM3, P2TEM4, P3TEM1, P3TEM2, P4TEM1, P4TEM2, P4TEM3, P5TEM1, P5TEM2
11	Sustainability	P2SU1, P2SU2, P3SU1, P3SU2, P3SU3, P3SU4, P4SU1, P4SU2, P5SU1, P5SU2, P5SU3, P5SU4, P5SU5, P5SU6
12	Effectiveness of the Program	P2EP1, P2EP2, P2EP3, P2EP4, P2EP5, P3EP1, P3EP2, P3EP3, P3EP4, P3EP5, P3EP6, P3EP7, P3EP8, P3EP9, P3EP10, P3EP11, P3EP12, P3EP13, P4EP1, P5EP1, P5EP2, P5EP3, P5EP4, P5EP5, P5EP6
13	Leadership Style	P2LS1, P2LS2, P2LS3, P2LS4, P3LS1, P3LS2, P4LS1, P4LS2, P5LS1
2. THEORIES		
1	Bureaucratic	P2B1, P2B2, P3B1, P3B2, P3B3, P5B1, P5B2
2	Administrative	P3A1
3	Human Relations	P2HR1, P2HR2, P3HR1, P3HR2, P4HR1, P5HR1, P5HR2, P5HR3
4	Contingency	P1C1, P1C2, P1C3, P1C4, P3C1, P4C1, P5C1

5	System	P1S1, P2S1, P3S1, P3S2, P5S1
6	Scientific Management	P1SM1, P2SM1, P2SM2, P3SM1, P4SM1, P4SM2, P4SM3, P4SM4, P5SM1, P5SM2, P5SM3, P5SM4
3. REVISION		
1	Evaluation	P1EV1, P1EV2, P2EV1, P2EV2, P2EV3, P2EV4, P2EV5, P2EV6, P3EV1, P3EV2, P3EV3, P3EV4, P3EV5, P4EV1, P4EV2, P5EV1, P5EV2
2	Revision	P1RE1, P1RE2, P2RE1, P2RE2, P3RE1, P3RE2, P3RE3, P3RE4, P3RE5, P3RE6, P3RE7, P3RE8, P3RE9, P4RE1, P4RE2, P4RE3, P4RE4, P4RE5, P5RE1, P5RE2, P5RE3, P5RE4
4. IMPACT		
1	Positive Attitude	P1PB1, P1PB2, P2PB1, P2PB2, P2PB3, P2PB4, P2PB5, P4PB1, P5PB1, P5PB2, P5PB3, P5PB4, P5PB5, P5PB6
2	Professional Growth	P2PG1, P2PG2, P2PG3, P2PG4, P2PG5, P3PG1, P3PG2, P3PG3, P3PG4, P4PG1, P5PG1, P5PG2, P5PG3
3	Overall Wellbeing	P1OW1, P1OW2, P2OW1, P2OW2, P5OW1

Appendix K
A PROPOSED GENERAL GUIDELINES FOR THE DESIGN AND MANAGEMENT
OF TEACHERS' WELLNESS PROGRAM

A proposed general guideline for the design and management of wellness program for the teachers was crafted based on the different strategies, best practices and techniques used by the five public elementary school principals in designing and managing a program. This general guideline will help the teachers to lessen their burdens and to be stress-free despite of heavy workloads and the environment that affect their performance. Further, it will enhance the performance of the teachers to produce better learners as the end goal of the program. Through it, performing and quality teachers lead to a better education.

The proposed general guidelines for the design and management of a wellness program for the teachers was developed based on the different strategies, descriptions, experiences, and statements obtained from the interviews. Different strategies and best practices of wellness program for the teachers were presented and used to further impose wellness in various schools. The general guidelines may serve as reference to add more knowledge to other school principals as regards the wellness of the teachers as a whole. Different stages with different strategies were mentioned to have a healthy environment. Different factors, problems, and possible solutions were enumerated to intensify the design and management of wellness programs to the teachers. It has been proven that the impact of stressed teachers on their colleagues and to the learners brings useless, meaningless and negative results to the learners as the clients and to the education system as a whole. Complete participation of the teachers can be ensured by giving them time, resources and skills that would make the program successful.

The proposed general guidelines for the design and management of wellness for teachers can be used as a guide or basis by the different schools, public or private, to achieve their goals reflected on their mission and vision. In developing a program, all stakeholders should be involved to share their responsibility and implement the program accordingly and effectively. Through this, the program will become more active and useful because everybody is involved and has different roles to make it happen. Thus, these stages of program would help the school principals to design and manage well the program. This may serve as a guide for the betterment of the teachers. The main goal of the program is to have a healthy teacher and a healthy environment for positive results. The leadership styles of the principals have a big role to make the wellness program happen and impose it to their school. The school invites more stakeholders to support the program and make it more active and effective.

Different strategies, best practices and techniques were organized in stage of the program based on the result of the interviews. These stages were proven to have a better output through the results of its measurement of effectiveness, the monitoring and evaluation tool and its impact on the performance of the teachers. Embracing changes and factors that affect the process of designing and managing a program would make it more effective and more realistic.

Once consistency and attainability of the activities are neglected, it causes problems in the process. One reason is the inconsistency in leadership styles of the school principals. This is how committed and passionate they are in their work as a leader and manager. Without proper monitoring and evaluation, the program may not be effective to the needs of the teachers and to the learners. The main goal of this study is to help and give knowledge the school principals, teachers, all stakeholders and other people in the school community to identify the different

strategies and techniques of making a program. Moreover, the study was designed to provide school principals adequate knowledge in a wellness program. Such program will help the teachers effective, efficient, productive, committed and passionate in their noble profession. Also, as the end point that entails their positive output is teachers may produce quality, productive and responsive learners to the community and to the future generations.

The Proposed General Guidelines for Teachers' Wellness Program which include the program design and management are presented and discussed in this section.

What is Teachers' Wellness?

Teachers' Wellness is being healthy of teachers in all aspects and as a whole. Teachers' Wellness can be determined through positive result or condition of the learners. It aids in making learners healthy, fast and quality. If someone is healthy, everything will follow positively and productively. Teachers' wellness plays a very important on the performance of the learners. Whatever the teachers portray or perform, the learners will be affected.

Teachers' wellness can be influenced positively or negatively by different factors like the organization itself, the leadership style and practices of the superior, internal and external environment, academic and disciplinary culture, workload conditions and unexpected situations.

The proposed general guidelines for the design and management of teachers' wellness program is composed of two phases: (1) Program Design and (2) Program Management.

In program design, different strategies, different best practices of different domains of wellness and identifying the goals and objectives of the program are very important. It answers the questions: (1) what are the strategies for designing a program; (2) what are the considerations when you design a program; (3) did you consult health experts in designing a program; and (4)

What is the advocacy of the school principals to their teachers? These served as the interview questions for the school principals and teachers.

In implementing and managing a program, different strategies and best practices should be considered as the basis in managing the program properly. Different strategies and techniques maintain the effectiveness of the program as well as the success of the program until the end of the process. Teachers' engagement and motivation and sustainability leads to effectiveness of the program. Also, leadership style of the principals has a big factor that will greatly affect the whole program. Different theories of management help the leaders to be guide with their decisions. Wellness program should be grounded with the theories to make the it meaningful. Also, it increases the leadership of the principals in motivating and working collaboratively to the stakeholders. As a whole, theories make them to be effective in management roles.

Managing a program is crucial because it is the phase which maintains and monitors the needs and changes of the program. Participation and cooperation of all the stakeholders especially the school principals really matter as they are the one who will manage the program to run and make it successful. The effectiveness and satisfaction of the teachers would determine whether the program will revise or not. Moreover, it will determine the performance of the teachers based on the output of the learners. Also, managing the program is a cycle. If the problems occur, it can go back to the planning or designing phase whenever needed. Discrepancies might be discovered; hence, the need to talk about and change it. In program management, monitoring is important to see if the program is still functional and effective to the participants. Should problems arise at any given phase, management can go back either to program design or program implementation depending on the problems occurred. Monitoring

and evaluation are necessary for the development and success of the program. This make some changes that will enhance and improve the program. Change should be embraced a better and quality results of the program.

In this study, the following strategies, techniques and best practices emerged in two phases of wellness program for teachers.

1. Program Design

1.1. Needs Assessment

- 1.1.1.** Identify the needs, interests, priorities and availability of the teachers, learners, community and of the program to determine if there are gaps that need attention and action.
- 1.1.2.** Understand the full complexity of needs that will support the design and development of the program.
- 1.1.3.** Consult with the school planning or committee to determine which strategies can be addressed in the gaps in designing a program.
- 1.1.4.** Establish goals and objectives that are attainable and outcome-oriented based on the capability of the participants and of the program to make it successful.
- 1.1.5.** Make the goals and objectives clear and attainable to the participants to make them motivated and perform their tasks accordingly.

1.2. Stakeholders' Involvement

- 1.2.1.** Discuss the importance of stakeholders' participation in the success and effectiveness of the program and promote healthy living among them.

- 1.2.2. Involve all the stakeholders (internal and external) in all activities for better information, smoother process and a great chance to have a positive difference and better results of the program.
- 1.2.3. Form a committee based on their capabilities, skills, and expertise for more effective and more successful of the program.
- 1.2.4. Build a good relationship with the stakeholders with the same interest to set the same directions or goals of the program.
- 1.2.5. Educate all the stakeholders through focus group discussions and intellectual discussions like different kinds of meetings, consultations, brainstorming and learning action cells.
- 1.2.6. Ensure the participation of the stakeholders through communication to create a social culture where being healthy is valued.
- 1.2.7. Determine the important things to discuss with different points of view and opinions of the stakeholders about designing a program.

1.3. Stakeholders' Attitude

- 1.3.1. Consider teachers' factor specifically their attitude towards their willingness and acceptance of the program
- 1.3.2. Give everybody an opportunity to express their feelings and ideas towards achieving the goals and objectives of the program.
- 1.3.3. Create a pleasant work environment that could help all the stakeholders to have good behavior towards good relationships, collaboration and cooperation.

1.4. Stakeholders' Consultation

- 1.4.1. Initiate collaboration and partnership with the stakeholders to be led by the school principals and committee to make everybody motivated and involved.
- 1.4.2. Oblige the coordinators to seek and consult health experts for some suggestions and opinions necessary in designing a program.
- 1.4.3. Listen to stakeholders' expertise and feedback as the source of information to improve program design and a better outcome.
- 1.4.4. Make a good relationship with all the stakeholders as one of the best practices of all schools as it plays a vital role in designing a program.

1.5. Establishment of Committee

- 1.5.1. Form a committee or school planning team including all the stakeholders, internal and external, for the task to easily finish and achieve goals and improve the effectiveness and efficiency of the program.
- 1.5.2. Properly distribute the tasks to the members of the committee according to their capabilities, skills and expertise to make the program more effective and successful.

1.6. Resources

- 1.6.1. Consider resources as the number one thing to consider in designing a program because this is the hardest things to allocate in implementation.
- 1.6.2. In budgeting, include the whole cost of the program like the incentives, materials and equipment to be used, meeting provisions and other expenses.
- 1.6.3. Look for funders like private sectors and local government units to support the program in term of resources.

- 1.6.4. Have a partnership with the health insurance carrier to have a better understanding of wellness in terms of financial aspects.

1.7. Happiness

- 1.7.1. Make the teachers happy in their life, personal and professional aspects.
- 1.7.2. Provide the teachers with wholesome environment that could improve their morale and motivation in the program.
- 1.7.3. Love your work with willingness, happiness and satisfaction.

1.8. Healthy Lifestyle

- 1.8.1. Don't make yourself stressed to the negativity of the environment.
- 1.8.2. Become more motivated and healthier in all aspects of life.
- 1.8.3. Have a balance in all aspects of life, in work and in home.
- 1.8.4. Make the teachers physically fit, mentally fit and all the domains of wellness and make them competitive in their noble profession.
- 1.8.5. Form a forum on how to manage stress and how to produce a stress-free environment.
- 1.8.6. Make the teachers healthy and become wealth of the school as health is wealth. They serve as the main source to facilitate and share learnings to the young minds.

1.9. Positive Attitude

- 1.9.1. Build and maintain harmonious relationship among the teachers and be happy in their work.

- 1.9.2. Become kinder and more responsible teachers in their work and in their personal life.
- 1.9.3. Have a positive disposition in life.
- 1.9.4. Make all the teachers united as one family and become a good person to everybody.
- 1.9.5. Develop a good environment or workplace for teachers.
- 1.9.6. Improve teachers' morale, pedagogy and team work for the more success of the program.

1.10. Professional Growth

- 1.10.1. Improve teaching strategies, relationships with colleagues and avoid stagnation in the career by pursuing their studies.
- 1.10.2. Make the teachers more effective and efficient in their work by becoming better at planning and stay organized
- 1.10.3. Hone the skills and capabilities of the teachers not only for their professional development but to easily adapt trends, issues and modernity of the rapid changes.
- 1.10.4. Make the teachers globally competitive for the 21st century of education.

1.11. Dimensions of Wellness

1.11.1. Physical Aspects

- 1.11.1.1. Have free services from different sponsors that would help teachers healthy.

- 1.11.1.2. Coordinate with stakeholders for the manpower

1.11.2. Emotional Aspects

- 1.11.2.1.** Have a little talk, little sharing and a simple date or time to the teachers to understand their feelings.
- 1.11.2.2.** Visit the principals in their office and have a heart-to-heart talk about the concerns or issues.
- 1.11.2.3.** Have a buddy system with the teachers for a better relationship among the teachers.
- 1.11.2.4.** Call the attention of the teachers for those who do not participate in the wellness program and give some time to talk to them.

1.11.3. Financial Aspects

- 1.11.3.1.** Have lectures or seminars about financial literacy from the experts of different organizations or agencies.
- 1.11.3.2.** Give some advices for the colleagues who have the experiences about finances.
- 1.11.3.3.** Have a partnership with public or private companies on how to manage finances properly.
- 1.11.3.4.** Invite insurance companies who would give program on how to invest properly or offer financial assistance.

1.11.4. Intellectual Aspects.

- 1.11.4.1.** Have seminars about stress management to be conducted the school level, division level or regional level.
- 1.11.4.2.** Integrate wellness activities in different trainings or seminars.

1.11.5. Social Aspects

1.11.5.1. Have a buddy system with the teachers.

1.11.5.2. Have a team building regardless group by grade level and position.

1.11.5.3. Have a bonding moment with the teachers like hanging out.

1.11.6. Environmental Aspects.

1.11.6.1. Have an environmental activities or project in school like Go Green clean up drive, “basura free” and gardening.

1.11.6.2. Implement in school the environmental program of Department of Education.

1.11.7. Spiritual Aspects

1.11.7.1. Have a school-based project where all the stakeholders are involved.

1.11.7.2. Conduct different kind of spiritual activities like mass every first Friday of the month.

1.11.7.3. Institute religious quotations or lines to be posted every month in every classroom regardless of religion.

1.11.8. Occupational Aspects.

1.11.8.1. Make sure that the working loads of the teachers are properly distributed.

2. Program Management

2.1. Stakeholders’ Involvement

2.1.1. Ensure that everybody is involved and give their full participation in all activities or programs. It should be one hundred percent participation.

2.1.2. Build a good relationship and give importance to the stakeholders, internal and external, and make them part of the family since they are an integral part of the school system and of the school community.

2.1.3. Sustain the program through partnership and collaboration with the stakeholders as they play a vital role in program management.

2.1.4. Invite stakeholders who can give and extend their help to school like giving their expertise in training and seminars.

2.2. Stakeholders' Orientation

2.2.1. Make sure that all teachers are well-informed and educated about the importance of wellness program in their workplace.

2.2.2. Give intensive training, seminars, and workshops about proper implementation and management of wellness programs in different divisions down to different schools.

2.2.3. Intensify the implementation of the program that makes the teachers motivated and involved.

2.2.4. Pay attention to proper communication among the people involved in rolling out of the implementation and management of the program.

2.3. Engagement and Motivation

2.3.1. See to it that there is already planned activities or set of activities for the teachers motivated and engaged.

2.3.2. Conduct an orientation or any form of meetings that could explain everything about the program.

2.3.3. Monitor the progress of the performance of the teachers through satisfaction result of the program.

2.4. Chain of Command

- 2.4.1.** Establish rules and regulations to properly execute the command of instruction from the head down to the teachers following the hierarchical position in the school and this will lead to the consistency of the program
- 2.4.2.** Have a system among the participants or assigned persons in the wellness program like their job description.
- 2.4.3.** Coordinate one another to make the rules and regulations are in proper and avoid conflicts in the process.

2.5. Leadership Style

- 2.5.1.** All school principals can be transformational leaders for the betterment of the teachers and of the school.
- 2.5.2.** School principals lead the school on their best depending on the situation around them with a purpose to achieve goals and objectives.
- 2.5.3.** Have a good relationship and connection with the stakeholders as they are partners for the development and progress of the program and of the school.
- 2.5.4.** School principals may undergo intensive training and workshops in developing a program specifically about teachers' wellness together with the stakeholders.

2.6. Recognition and Appreciation

- 2.6.1.** Appreciate every effort of the teachers and this drive them to give their best in a very effective way in their work.
- 2.6.2.** Form a praise committee to give importance and motivate more the teachers in their work.

2.7. Feed backing

- 2.7.1. There is regular feedback, during, in the middle of the process and at the end of the activity, from the teachers to maintain the effectiveness of the program.
- 2.7.2. Conduct regular meetings to monitor the progress of the program
- 2.7.3. Build a good relationship with the stakeholders and work with them as a team by giving time and opportunity to express their ideas and opinions about the program.
- 2.7.4. Maintain the effectiveness and be firm to the goals and objectives of the program through monitoring and evaluation.
- 2.7.5. Evaluate the effectiveness of the program not only in school-based but also in the division office to determine if the goals and objectives have been achieved.

2.8. Sustainability

- 2.8.1. Implement and manage the program with proper monitoring and evaluation every end of the year to assure the sustainability of the program.
- 2.8.2. Use a systematic process in analyzing the data to modify the status of the program.
- 2.8.3. Make the program more effective through commitment and passion in work.
- 2.8.4. Have a positive outlook in life to sustain and have a good output of the program

2.9. Committee

- 2.9.1. Manage the program by selecting or appointing persons-in-charge or coordinators according to their capabilities, skills, expertise and competency.
- 2.9.2. Oblige the coordinators or assigned persons to do their responsibility and make the activities successful.
- 2.9.3. Consult the school principals for some suggestions, ideas or opinions for before the implementation.
- 2.9.4. Develop rules and policies for the quality and effectiveness of the program.

2.9.5. Create and maintain good communication among the participants and of the members of the committee to ensure that everybody is aware of what is the status or progress of the program.

2.9.6. The Department of Education may give items or positions of skilled and trained teachers who will lead or be part of committee in wellness program.

2.10. Evaluation

2.10.1. Have a baseline or bases to determine whether the program is effective by carrying out the planned activities through the results of the evaluation.

2.10.2. Strengthen the quality and development of wellness programs through evaluation.

2.10.3. Use different tools aside from paper and pen to measure the effectiveness of the program like through observation, online evaluation, and pre and post-assessment.

2.11. Revisions

2.11.1. Align all activities according to the objectives of the program

2.11.2. Have an adaptive capacity of the stakeholders where they can learn from and respond to changes in the internal and external environment.

2.11.3. Undergo an evaluation and have an adjustment at the end of the program.

2.11.4. Keep the activities that are very effective and modify those that need to be terminated.

2.11.5. Review the activities to determine if it is still effective to the participants or it needs revisions.

2.11.6. Integrate the program in subject areas to make the program improved.

2.11.7. Give more time to analyze the data from the evaluation if needs revisions.

2.11.8. Involve everyone as a team approach in revising a program.

- 2.11.9.** Maintain the on-going involvement of the stakeholders and the strategies that gives good results.
- 2.11.10.** Have a strong support from the teachers, consistent feedback and continual opportunity for professional discussion and for a better revision of the program.
- 2.11.11.** Revise the program in a short period of time that may cause delay and may affect the procedure of the program.
- 2.11.12.** Accept changes for revision as it is inevitable in all aspects.

Stakeholders involvement and strong leadership of the school principals are big factors that can make the program successful and more effective. The end point of the program is not only for the benefits of teachers but also for the better output of the learners which is quality education for them. It benefits not only the teachers and learners but also the whole school community and other stakeholders. This kind of program ignites the needs of the community and of the country. Indeed, quality education is tantamount to a quality and developed nation. All the stakeholders, internal and external, should work together to make the program happen and be an instrument to build a better humanity as a whole.

The guidelines of teachers' wellness provided are based on the actual experiences, practices and strategies given by the different schools of different divisions in National Capital Region. Data were collected from the interviews among the public elementary school principals who implemented teachers' wellness program. Different concepts, strategies and practices emerged during the study.

The guideline will serve as the basis realizing the importance of wellness to the teachers, the learners and the school community. Participation and collaboration are highly needed among the teachers and school principals. With positive outlook in life, good lifestyle and positive attitude towards the program, it could strengthen the harmonious relationships of the teachers and make a better results or output from the learners.

CURRICULUM VITAE

EMELITO A. ORTILLO

San Guillermo St., Bayanan, Muntinlupa City, Metro Manila
Contact Nos. 09176540727 / 09156724298 / 09206243297 / (02) 8886-4529
Email Addresses: emil_bluerain@yahoo.com / emelito.ortillo@deped.gov.com



EDUCATION

LEVEL	SCHOOL	YEAR
Graduate Studies	PHILIPPINE NORMAL UNIVERSITY – Manila Master of Arts in Education (MAEd) Specialization: Educational Management Taft Avenue corner Ayala Blvd., Manila Thesis Title: Design and Management of Teachers' Wellness Program Thesis Adviser: Dr. Inero V. Ancho	2015-2020
College	PHILIPPINE NORMAL UNIVERSITY – South Luzon Bachelor of Elementary Education Specialization: English Brgy. Magsaysay, Lopez, Quezon Province	2002-2006
Secondary	LOPEZ NATIONAL COMPREHENSIVE HIGH SCHOOL Brgy. Magsaysay, Lopez, Quezon Province	1998-2002
Elementary	SAN ANTONIO ELEMENTARY SCHOOL Brgy. San Antonio, Los Baños, Laguna	1992-1998

TEACHING EXPERIENCE

TEACHER III	BAYANAN ELEMENTARY SCHOOL UNIT- I Bautista St. Extension, Baywalk Bayanan, Muntinlupa City, Metro Manila June 2012 – Present
PART-TIME FACULTY	PAMANTASAN NG LUNGSOD NG MUNTINLUPA University Road, NBP Reservation Poblacion, Muntinlupa City, Metro Manila June 2017 – March 2018

TEACHER**SCHOLA DE VITA**

Blk.7 Lot 2B &3 B7 Rosal St.,
Mother Earth Subdivision
Talon 2, Las Piñas City, Metro Manila
June 2010 – March 2012

TEACHER**OUR LADY OF THE LAKE SCHOOL**

51 Viñalon St., Cupang, Muntinlupa City, Metro Manila
June 2009 – March 2010

TEACHER**INFANT JESUS MONTESSORI CENTER**

Annex 1 Blk. 213 – 214 Lots 1-43 Ph.2
Mabuhay City, Mamatid, Cabuyao, Laguna
June 2007 – March 2009

SPEAKERSHIP**Effective Teaching Using Information and Communication Technology (ICT)****2019 School-Based Summer In-Service training for Professional Teachers**

Bayanan Elementary School Unit-1
Bayanan, Muntinlupa City
May 30, 2019

Constructing Creative and Appropriate Instructional Materials Using ICT**2019 School-Based Summer In-Service training for Professional Teachers**

Bayanan Elementary School Unit-1
Bayanan, Muntinlupa City
May 30, 2019

Pagtatapos 2018**Paaralang Elementarya ng San Antonio****Tema: Mag-aaral ng K-12: Handa sa Hamon ng Buhay**

San Antonio, Los Baños, Laguna
Abril 03, 2018

Pagtatapos 2017**Paaralang Elementarya ng Talolong**

Talolong, Lopez, Quezon
Abril 06, 2017

SKILLS

Computer Literate
Writing Articles / Dancing

TRAININGS/SEMINARS ATTENDED

RESEARCH CAPABILITY PROGRAM

“CODING: Workshop for Analyzing Data in Qualitative Research”

Philippine Normal University-Manila
Taft Avenue corner Ayala Blvd., Manila,
February 17, 2018

UNIVERSITY RESEARCH FORUM 2018

Philippine Normal University-Manila
Taft Avenue corner Ayala Blvd., Manila,
January 27, 2018

DIVISION K TO 12 MASS TRAINING FOR GRADE 6 TEACHERS

DepEd-NCR (Division of Muntinlupa)
City of Baguio
May 1-7, 2018

DIVISION TRAINING FOR DEPED EMAIL SCHOOL ACCOUNT, EHRIS SCHOOL ACCOUNT, POLICIES ON THE MANAGEMENT OF THE IP CAMERA SYSTEMS, NETWORK ADMINISTRATION, RFID DAILY ATTENDANCE MONITORING SYSTEM, AND WEB APPS AS LEARNING RESOURCES

Tagaytay Haven Hotel
DepEd-NCR (Division of Muntinlupa)
City of Tagaytay
March 2-4, 2017

DIVISION MIDYEAR IN-SERVICE TRAINING FOR INFORMATION AND COMMUNICATION TECHNOLOGY(ICT) COORDINATORS

Tagaytay Haven Hotel-Ulat
DepEd-NCR (Division of Muntinlupa)
City of Tagaytay
October 24-27, 2016

2016 DIVISION IN-SERVICE TRAINING FOR ELEMENTARY SCHOOL TEACHERS

Alabang Elementary School – Main
DepEd-NCR (Division of Muntinlupa)
Alabang, City of Muntinlupa, Metro Manila
June 06, 2016

SCHOOL LEARNING RESOURCE MANAGEMENT AND DEVELOPMENT SYSTEM COMMITTEE DIVISION ORIENTATION

Schools Division Office
DepEd-NCR (Division of Muntinlupa)
City of Muntinlupa, Metro Manila
February 29, 2016

REFERENCES

INERO V. ANCHO

Professor
Philippine Normal University-Manila
Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines
(02) 8317-1768

EDGARDO S. VILLASENOR

Professor
Philippine Normal University-South Luzon
Lopez, Quezon Province
(042) 8302 - 5329

MARY GRACE A. CUENCA

Directress
Schola De Vita
Mother Earth Subd., Talon II, Las Piñas City
8872-0787 / 8875-6416