Design of Teachers' Wellness Program:
The Experience of Filipino School Principals

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Abstract: This study was conceptualized to identify how Filipino school principals designed a wellness program as basis for general guidelines for the design of teachers' wellness program. The researchers used descriptive method, particularly case study method of research. Five public elementary school principals with implemented teachers' wellness programs were chosen as the participants of the study. Instruments used to gather data were prepared by the researchers and has been validated by the experts in the field. Participants were asked to answer questions through interviews. From the results of the interview 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. 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 also 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.

Keywords: Guidelines, Principals, Program design, Stress, Teacher wellness

1.   Introduction

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.

A stress-free environment 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. 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).

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. 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.

With the help of a wellness program, teachers can do their best in their field of work. 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 (Royal, Flammer, Borst, Huckle, Barter & Neel, 2016; Swarbrick, D'Antonio & Nemec, 2011; and Anenson, Brunt, Terbizan & Christensen, 2013) proved the importance of a wellness program in the school community. However, only a few schools have such programs, particularly in Metro Manila, Philippines. According to Abanto (2019), concerns related to equipment and fiscal allocation hinder the success of the program. Sunga (2019) on the other hand looked at life quality and mental health of Filipino teachers and proposed that a wellness program be developed to address the issue. Similarly, human resource offices in Philippines schools are recommended to put up programs that record wellness and institutionalized incentives whenever employees keep their physical well-being in shape (Lope, 2019).

Stress is one factor that affects the health of an individual (Swathi & Reddy, 2015). It could be present at home and in the workplace. Stress is inevitable because it has been part of daily lives and no one is free from being stressed regardless of social status. It can be an internal and external environment that will make a personal balance.

Teaching profession is also the most stressful occupation (Addison, 2015; Swathi & Reddy, 2015) and according to Nwimo (2015), teacher stress is considered as the most interesting among the researchers and practitioners around the world. Stress is the physiological and psychological reactions that affect teachers (Okeke & Dlamini, 2013). It can affect the wholeness of the teacher specifically his lifestyle, personal and professional life. 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).

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. According to Mani & Smriti (2015), leadership maintains a conducive environment in both the leader and the employees.

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). Wellness also 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.

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.

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. According to Royal, Flammer, Borst, Huckle, Barter & Neel (2016), wellness program focuses on mental, emotional, social, cultural and physical aspects. 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.

A 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 (Swarbrick, D'Antonio & Nemec, 2011). Implementing a wellness program does not support to rectify deaths of the participants (Swarbrick et al., 2011). 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) stated 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 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 Harney (2008), a comprehensive wellness program decreases stress and has some strategies to cope with negative emotions like anxiety and anger.

This study aimed to develop general guidelines for the design 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. What general guidelines for the design of the wellness program for teachers can be proposed?

2.   Conceptual Framework

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).

Program Design as a phase is very important in considering 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. Program design 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 this 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 is 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 has a crucial role in the success of the wellness program.

The researchers 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).
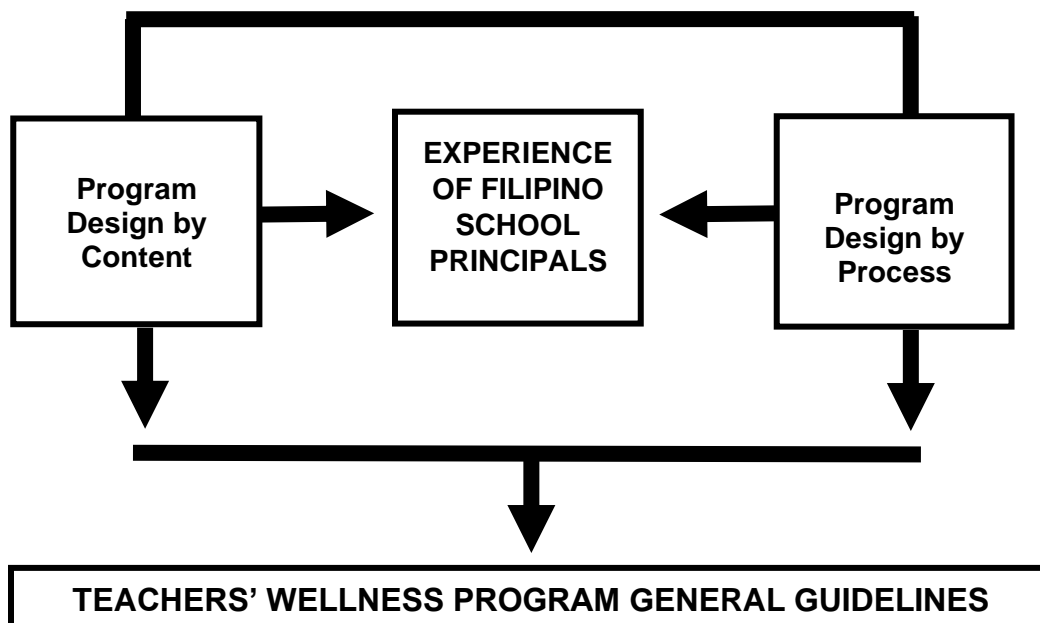

Fig. 1 Teacher Wellness Program

3. Methodology

This study employed qualitative research particularly case study design using interview as the primary data collection method. In the present study, five different public elementary schools in the Metro Manila, Philippines, which have designed, implemented and managed wellness programs for teachers were included with their school principals who served as the respondents.

The researchers 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 in the interview. In this process, the principle of respect to the respondents and ethical standards in the research were observed.

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

The researchers 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.

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.

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 researchers 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.

4.   Results and Discussion

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 interviews with five public elementary school principals 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); and (8) dimensions of wellness.

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.

Table 1. Program Design by Process

THEMES	CORE FINDINGS	PROGRAM DESIGN 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.

	PROGRAM DESIGN	
THEMES	**CORE FINDINGS**	**GUIDELINES**
		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.

PROGRAM DESIGN

THEMES	CORE FINDINGS	GUIDELINES
		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. b. Communication among the members is needed.	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. 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.

4.1 Needs Assessment

In designing a program, the needs of the teachers should be first identified. 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.

The following are the highlights of the interview;

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

4.2   Stakeholders' Involvement in the Design Process

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 and 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.*

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, saying: *People involved in the program play a vital role in designing a program. Teachers are very helpful as it is considered as the manpower that you need to make the program successful.*

4.3   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. According to the Principals;

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.*

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.*

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.*

4.4 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.*

Principal 3 shared the same practice: *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.*

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.

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.

4.5 Establishment of Committee

In the design phase, 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.

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 makes the program more effective and successful. Moreover, full participation of the stakeholders will be visible because of their reasonable participation and designation.

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 Physical Education 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.

4.6   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*

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.*

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.

The table below shows the themes and core findings emerged during the interview about program design which focuses 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.

Table 2 Program Design by Content

PROGRAM DESIGN

THEMES	CORE FINDINGS	GUIDELINES
Happiness	a. Provide a happy, positive and healthy environment among the teachers b. Boost the morale and motivation of 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	c. Stress Management d. Provide and support	1. Don't make yourself stressed to the negativity of the environment. 2. Become more motivated and healthier in all aspects of life.

PROGRAM DESIGN

THEMES	CORE FINDINGS	GUIDELINES
	professional growth among the teachers e. Develop all the aspects and dimension of the teachers' wellness	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.
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.

PROGRAM DESIGN

THEMES	CORE FINDINGS	GUIDELINES
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.

PROGRAM DESIGN

THEMES	CORE FINDINGS	GUIDELINES
		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

4.7   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 as their main advocacy;

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" (Happy Teacher, Lively Teaching). I believe that it cascading the overall morale and motivation of a teacher.*

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*

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.

4.8   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.*

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.*

Indeed, teachers who are holistically healthy, can perform and give their best to produce a better output and a better learner. 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.

4.9   Positive Attitude

In every program, there is a goal or objective to be attained at the end of the day. These 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. 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. This can avoid the absences and maintain the harmonious relationship of the teachers and even to the learners.*

Principal 5 further shared the program impact: *The teachers are happy and have a positive disposition in life. Their relationship with their colleagues become better and improve their career path.*

Attitude really matters as it determines one's willingness to join or not in the program. A positive attitude helps the school to develop a good environment or workplace (Clark, 2016). Moreover, this helps to improve teachers' morale, pedagogy and team work for the more success of the program. According to Clark (2016), if you want good and successful results, you need good people to work with.

4.10   Professional Growth

Professional growth is gaining new knowledge, skills and even experiences. This helps one grow and be matured in a career, yielding more responsibility and to succeed with a greater challenge. Moreover, this avoids career stagnation in career and future-proofing.

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.*

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

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. 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.

4.11   Dimensions of Wellness

Positive impact of wellness program cascades 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*

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*

Principal 5 also expressed support in this matter: *In terms of the physical program, aside from Zumba every morning, we have the exercise.*

Principal 4 also shared her best practices in terms of emotional aspect: *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.*

Principal 5 also supported: *In emotional aspects, we cannot easily identify their emotions unless they will visit me in my office. They tell or share it with me. When it comes to emotional aspects of the teachers, aside from heart-to-heart talk, we also have the buddy system.*

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.*

Different seminars were shared by Principal 1 and 2;

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

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

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.*

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. 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 a lifestyle that

allows one to become the best version of oneself (Ardell, 1999). Moreover, wellness is also a professional and personal responsibility. It is crucial to attend to teachers' health and wellbeing.

5.   Conclusion

The principals employed strategies to make the program more effective and successful to the participants such as needs assessments, stakeholders' involvement, stakeholders' attitude, stakeholders' consultations, committee, discussions and proper allocation of materials and budget. 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.

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. Proper planning makes the program improved based on the expertise, skills, and willingness of the stakeholders.

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. Thus, all the people behind this program is indeed important to make it more effective, more successful and more powerful.

General guidelines for the design 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.

It is recommended to 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. They are in the position and have the power to influence to make all the programs in school successful and essential to the needs of the stakeholders. Likewise, proper and strict monitoring and evaluation give feedback from the stakeholders for the improvement and positive change of the program.

6.   Acknowledgement

7.   References

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