***Original Research Article***

**CAPTIVATING LEADERSHIP AND TEAMWORK STRUCTURE IN RELATION TO MANAGERIAL WELLNESS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS**

ABSTRACT

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| This study aimed to determine the significant relationship between captivating leadership and teamwork structure in relation to managerial wellness among teachers in public elementary schools in Manay District, Division of Davao Oriental. A descriptive-correlational research design was employed, with a sample of 131 public elementary school teachers selected through universal sampling. Data were gathered using standardized survey questionnaires. The data were analyzed using mean, Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that captivating leadership, teamwork structure, and managerial wellness were all rated as high. Correlation analysis revealed a significant positive relationship between captivating leadership and managerial wellness, as well as between teamwork structure and managerial wellness. Furthermore, the study found that captivating leadership and teamwork structure significantly influenced the managerial wellness of teachers. It is recommended that the Department of Education may continue to promote leadership and teamwork enhancement initiatives by cultivating a positive working environment and strengthening collaboration among school heads, teachers, and administrators to improve overall managerial wellness in schools. |

*Keywords*: Captivating Leadership, Teamwork Structure, Managerial Wellness, Public Elementary School Students, Descriptive-Correlational, Education

1. INTRODUCTION

Managerial wellness among teachers is a growing concern in the education sector due to the increasing demands of administrative responsibilities, limited support, and high expectations from various stakeholders (Si, 2024). Teachers often juggle instructional duties with managerial tasks such as planning, coordinating, reporting, and leading school initiatives, which may lead to stress, burnout, and diminished job satisfaction (VanLeeuwen et al., 2021). When managerial wellness is compromised, it can affect the overall school performance, teacher motivation, and student learning outcomes (Mitchell et al., 2021). Despite its critical role in maintaining a healthy school environment, managerial wellness remains underexplored and underprioritized in many educational settings.

Globally, countries have acknowledged the importance of managerial wellness among teachers. In United States, supportive leadership structures and teacher autonomy contribute significantly to the well-being of educators (Lyle & Peurach, 2024). China has implemented professional development programs and peer-support systems to ensure that school leaders and teachers maintain balance in managing academic and administrative workloads (Ong et al., 2023). In Indonesia, emphasis is placed on collaborative leadership and mental health initiatives that promote wellness and prevent burnout (Pardini et al., 2022). These international examples highlight the growing recognition of managerial wellness as essential for effective school functioning and teacher retention.

In the Philippines, public elementary school teachers are increasingly burdened with non-teaching responsibilities that affect their managerial wellness. The implementation of various programs from the Department of Education (DepEd), including administrative tasks and documentation requirements, often stretches the capacity of teachers beyond their instructional roles (Babao, 2022). Many school heads and teachers are expected to perform leadership and management duties with minimal training or support systems (Daing & Mustapha, 2023). As a result, teacher wellness, particularly in terms of managing workloads and stress, is at risk, which may contribute to high attrition rates and low job satisfaction among educators in the public school system.

Captivating leadership and teamwork structure are seen as vital factors that can influence the managerial wellness of teachers. A school environment led by captivating leaders—those who are inspiring, supportive, and visionary—can boost teacher morale, promote effective delegation, and create a shared sense of purpose (Chin, 2024). Likewise, a well-defined teamwork structure fosters collaboration, trust, and a shared responsibility among faculty members, thereby reducing individual stress and improving collective efficiency (Klaic et al., 2020). When captivating leadership and teamwork are present, teachers are more likely to feel supported and competent in managing their responsibilities, thereby enhancing their managerial wellness.

While several studies have examined teacher stress, job satisfaction, and leadership styles, there is a lack of focused research that links captivating leadership and teamwork structure specifically to the managerial wellness of teachers in public elementary schools. Most existing literature tends to isolate these variables rather than examine their interrelated effects. Furthermore, there is limited empirical evidence from rural or less urbanized areas such as Manay District in Davao Oriental, where contextual factors may influence these dynamics. Addressing this gap is essential to designing more effective interventions that support teacher well-being and school leadership.

This study aimed to determine the significant relationship between captivating leadership and teamwork structure in relation to managerial wellness among teachers in public elementary schools in Manay District, Division of Davao Oriental.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

The purpose of the study was to determine the level of captivating leadership and teamwork structure in relation to the managerial wellness of teachers in public elementary schools in Manay District, Division of Davao Oriental. Specifically, the study sought answers to the following questions:

1. What is the level of captivating leadership of teachers in public elementary schools in terms of:

1.1 Expression;

1.2 Sensitivity to the environment;

1.3 Sensitivity to member needs; and

1.4 Personal risk taking?

2. What is the level of teamwork structure of teachers in public elementary schools in terms of:

2.1 Sympathy;

2.2 Directive;

2.3 Restrictive; and

2.4 Intimate?

3. What is the level of managerial wellness of teachers in public elementary schools in terms of:

3.1 Trustworthiness;

3.2 Collegial leadership;

3.3 Resource influence;

3.4 Teacher affiliation; and

3.5 Academic emphasis?

4. Is there a significant relationship between:

4.1 Captivating leadership and managerial wellness of teachers in public elementary schools?

4.2 Teamwork structure and managerial wellness of teachers in public elementary schools?

5. Is there a significant combined influence of captivating leadership and teamwork structure significantly influence the managerial wellness of teachers in public elementary schools?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between captivating leadership and the managerial wellness of teachers in public elementary schools.

Ho2. There is no significant relationship between the teamwork structure of teachers and the managerial wellness of teachers in public elementary schools.

Ho3 Captivating leadership and teamwork structure does not significantly influence the managerial wellness of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between captivating leadership, teamwork structure, and the managerial wellness of teachers in public elementary schools. As Pregoner (2024) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether the levels of captivating leadership and teamwork structure are significantly linked to the managerial wellness of teachers. By exploring the relationship among these variables, the study aimed to uncover meaningful insights that may inform leadership development, teacher support systems, and collaborative work culture within the Manay District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study were 131 public elementary school teachers from the Manay District, Division of Davao Oriental. All respondents were actively teaching and held various instructional and managerial responsibilities within their respective schools. The researcher utilized universal sampling to select the respondents, meaning the entire population of qualified teachers in the selected district was included. The participants were informed of the study's purpose, and their responses were obtained voluntarily and confidentially. The study was conducted during the academic year 2024–2025.

**2.3 Research Instrument**

The main instruments used in this study were researcher-made survey questionnaires designed to assess the levels of captivating leadership, teamwork structure, and managerial wellness among public elementary school teachers in Manay District. These instruments were developed based on a review of existing literature and frameworks related to leadership styles, organizational teamwork, and teacher well-being. To ensure validity, the draft instruments underwent face and content validation by a panel of experts in Educational Leadership, Psychology, and Public Administration. Feedback from these experts was used to revise and refine the items for clarity, relevance, and alignment with the study’s objectives.

To ensure the reliability of the instruments, a pilot test was conducted among 30 teachers from a neighboring district who were not included in the final study. The pilot test results showed high internal consistency, with a Cronbach’s Alpha of 0.915 for the Captivating Leadership scale, 0.927 for the Teamwork Structure scale, and 0.934 for the Managerial Wellness scale.

**2.4 Data Gathering Procedure**

The data collection process followed a series of ethical and procedural steps. The researcher first obtained an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and secured ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and adherence to research standards. A formal letter of request was then submitted to the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement to the school heads in Manay District, allowing the conduct of the study in their respective schools.

After receiving the necessary permissions, the researcher conducted the pilot testing to validate the instruments. The final versions of the questionnaires were then distributed to the 131 teachers selected through universal sampling. Participants were oriented on the study’s purpose and provided with instructions for answering the questionnaire. All accomplished forms were collected personally by the researcher. The completed data sets were then forwarded to a professional statistician for coding, tabulation, and statistical analysis.

**2.5 Data Analysis**

To analyze the data and address the research objectives, the following statistical tools were employed:

Mean. This was used to determine the levels of captivating leadership, teamwork structure, and managerial wellness among public elementary school teachers. It provided a summary of central tendencies in the responses.

Pearson Product-Moment Correlation Coefficient (Pearson r). This was utilized to examine the relationship between captivating leadership and managerial wellness, as well as between teamwork structure and managerial wellness.

Multiple Regression Analysis. This was conducted to determine the extent to which captivating leadership and teamwork structure significantly influenced the managerial wellness of teachers, identifying which variable had a stronger predictive effect.

3. results and discussion

**3.1 Level of Captivating Leadership among Teachers in Public Elementary Schools**

Table 1. *Level of Captivating Leadership among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Expression | | 0.41 | 3.82 | | High |
| Sensitivity to the Environment | | 0.39 | 3.77 | | High |
| Sensitivity to Members’ Needs | | 0.36 | 3.77 | | High |
| Personal Risk Taking | | 0.38 | 3.78 | | High |
| **Overall** | **0.33** | | **3.79** | **High** | | |

Presented in Table 1 is the summary of the domains in the level of captivating leadership among teachers in public elementary schools, including expression, sensitivity to the environment, sensitivity to members’ needs, and personal risk-taking, based on the mean scores and standard deviations. The domain expression received the highest mean of 3.82, categorized as “high,” followed by personal risk-taking with a mean of 3.78. The domains sensitivity to the environment and sensitivity to members’ needs both obtained a mean score of 3.77, also categorized as “high.” The overall mean of 3.79 is described as “high,” indicating that teachers generally demonstrate a strong level of captivating leadership.

The overall standard deviation of 0.33 indicates that responses were relatively consistent across the domains. This finding suggests that teachers tend to display strong expressive behavior and awareness of others' needs, as well as a willingness to take risks for the benefit of the school community. Enhancing these areas can promote motivation, cohesion, and innovation in the school setting.

This finding corresponds with the research of Gonçalves et al. (2024), who emphasized that captivating leadership practices, including emotional expression and sensitivity to team needs, significantly contribute to school effectiveness and teacher motivation. Their study found that leaders who show authenticity, take personal risks, and foster trust can inspire higher levels of engagement and job satisfaction among educators. Similarly, the work of Raza (2023) revealed that sensitivity to team dynamics and a leader's ability to navigate complex environments positively influence collaborative efforts and organizational resilience. Additionally, Qu et al. (2024) concluded that the presence of captivating leadership among teachers promotes a culture of empowerment, psychological safety, and innovation. When teachers consistently demonstrate captivating leadership, they not only contribute to a cohesive and adaptive school environment but also help sustain a high level of professional wellness and performance among peers.

**3.2 Level of Teamwork Structure among Teachers in Public Elementary Schools**

Table 2. *Level of Teamwork Structure among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Supportive Behavior | | 0.38 | 3.69 | | High |
| Directive Behavior | | 0.35 | 3.62 | | High |
| Restrictive Behavior | | 0.42 | 3.19 | | Moderate |
| Intimate Behavior | | 0.44 | 3.27 | | Moderate |
| **Overall** | **0.32** | | **3.36** | **High** | | |

Presented in Table 2 is the level of teamwork structure among teachers in public elementary schools, covering four domains: supportive behavior, directive behavior, restrictive behavior, and intimate behavior. The domain supportive behavior obtained the highest mean of 3.69, described as "high," followed by directive behavior with a mean of 3.62, also rated as "high." The domains intimate behavior and restrictive behavior yielded mean scores of 3.27 and 3.19, respectively, both categorized as "moderate." The overall mean of 3.36 is interpreted as "high," indicating that teachers generally demonstrate a satisfactory level of teamwork structure across the assessed domains.

The overall standard deviation of 0.32 suggests that the responses were relatively consistent and closely clustered around the mean. This implies that, as a group, teachers exhibited a stable and moderately strong perception of collaborative behaviors. The high scores in supportive and directive behavior reflect a functional team climate, where members engage in helpful guidance and clear communication. However, moderate levels in restrictive and intimate behavior highlight areas that may need further development, such as openness and team bonding, to fully maximize team synergy.

This result aligns with the study of Lakkala et al. (2021), who found that teamwork characterized by supportive and directive interactions fosters a more organized and collaborative school environment. In addition, the findings of Wullschleger et al. (2023) showed that balanced teamwork, where authority is clear yet emotionally considerate, positively influences job satisfaction and collective performance in teaching teams. Furthermore, García-Martínez et al. (2021) emphasized that improving interpersonal relations and reducing restrictive tendencies among teachers enhances trust and cooperation. Hence, strengthening all domains of teamwork structure, particularly in building intimate and less restrictive environments, can result in a more engaged, unified, and productive faculty culture.

**3.3 Level of Managerial Wellness in Terms of Academic Emphasis among Teachers in Public Elementary Schools**

Table 3. *Level of Managerial Wellness in Terms of Academic Emphasis among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Respecting others who get good grades | | 0.39 | 4.06 | | High |
| Trying hard to improve on previous work | | 0.35 | 3.87 | | High |
| Seeking extra work so they can get good grades | | 0.41 | 3.91 | | High |
| Neglecting to complete homework | | 0.50 | 3.21 | | Moderate |
| Being cooperative during classroom instruction | | 0.33 | 3.94 | | High |
| **Overall** | **0.36** | | **3.80** | **High** | | |

Table 3 presents the level of managerial wellness of teachers in terms of academic emphasis, as measured by five indicators. The item “Respecting others who get good grades” achieved the highest mean of 4.06, rated as "high," followed by “Being cooperative during classroom instruction” with a mean of 3.94, and “Seeking extra work so they can get good grades” with a mean of 3.91, both also rated as "high." “Trying hard to improve on previous work” received a mean of 3.87, still within the "high" range, while “Neglecting to complete homework” was rated "moderate" with a mean of 3.21. The overall mean of 3.80 is categorized as "high," suggesting that teachers possess a strong academic orientation and engagement as a key aspect of their managerial wellness.

The overall standard deviation of 0.36 reflects moderate consistency in teacher responses, showing a relatively uniform experience of academic emphasis as part of their professional wellness. The consistently high ratings suggest that most teachers remain academically driven and committed to fostering a culture of achievement in their classrooms. However, the moderate rating in completing homework may indicate occasional lapses in personal academic follow-through, which could be influenced by workload, time constraints, or motivation levels.

These findings corroborate the work of VanLeeuwen et al. (2021), who asserted that high academic expectations and a culture of cooperation positively affect both individual and organizational wellness in educational settings. Similarly, the study by Mitchell et al. (2021) revealed that when teachers prioritize academic standards and exhibit mutual respect and diligence, they contribute significantly to a school climate of excellence. Furthermore, the work of Si (2024) emphasized that academic emphasis as a wellness factor improves not only personal accountability but also collegial respect and goal alignment. Therefore, continuous support and recognition of teachers' academic efforts may reinforce their managerial wellness and sustain instructional quality within public elementary schools.

**3.4 Significant Relationship Between Captivating Leadership and Managerial Wellness among Teachers in Public Elementary Schools**

Table 4. *Significant Relationship Between Captivating Leadership and Managerial Wellness among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Captivating Leadership | 3.79 | 0.35 |  |  |  |  |  |
|  |  |  | 0.71 | 0.50 | High | 0.000 | Reject Ho1 |
| Managerial Wellness | 3.80 | 0.36 |  |  |  |  |  |

Presented in Table 4 is the correlation analysis between captivating leadership and managerial wellness among teachers in public elementary schools. The computed correlation coefficient (R) is 0.71 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between captivating leadership and managerial wellness. The coefficient of determination (R²) is 0.50, suggesting that 50% of the variance in teachers’ managerial wellness can be attributed to their level of captivating leadership. Since the p-value is below 0.05, the null hypothesis (Ho1) is rejected, confirming that captivating leadership is significantly related to managerial wellness.

This finding implies that teachers who display a greater degree of captivating leadership also tend to possess stronger managerial wellness. Teachers who effectively express themselves, respond sensitively to their environment and team, and take personal risks tend to maintain better academic focus, collaboration, and wellness. It underlines the importance of cultivating leadership traits that motivate, engage, and inspire not only students but also fellow educators, thereby supporting a healthy and productive school environment.

This result is supported by the findings of Shanafelt et al. (2021), who emphasized that captivating leadership is positively correlated with wellness in school settings, enhancing emotional climate and performance. Similarly, the study of Barr and Nathenson (2022) confirmed that emotionally expressive and socially aware leaders are more likely to foster collaborative and academically inclined school environments. In addition, Cann et al. (2022) argued that when teachers exhibit captivating leadership qualities, they tend to become role models who elevate the overall wellness of their institution. These studies confirm that enhancing captivating leadership can significantly contribute to stronger managerial wellness and overall institutional development.

**3.5 Significant Relationship Between Teamwork Structure and Managerial Wellness among Teachers in Public Elementary Schools**

Table 5. *Significant Relationship Between Teamwork Structure and Managerial Wellness among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Teamwork Structure | 3.36 | 0.32 |  |  |  |  |  |
|  |  |  | 0.68 | 0.46 | High | 0.000 | Reject Ho1 |
| Managerial Wellness | 3.80 | 0.36 |  |  |  |  |  |

Presented in Table 5 is the correlation analysis between teamwork structure and managerial wellness among teachers in public elementary schools. The computed correlation coefficient (R) is 0.68 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between teamwork structure and managerial wellness. The coefficient of determination (R²) is 0.46, which means that 46% of the variance in managerial wellness can be explained by the presence and quality of teamwork structures. As the p-value is lower than 0.05, the null hypothesis (Ho1) is rejected, affirming that teamwork structure is significantly related to managerial wellness.

This result implies that schools with more supportive, directive, and collaborative team structures are more likely to foster a healthy level of managerial wellness among teachers. When teachers engage in structured team practices that emphasize cooperation, guidance, and professional intimacy while limiting restrictive behavior, they are better positioned to maintain focus on academic achievement, student engagement, and overall organizational performance.

This finding is supported by the research of Pagán-Castaño et al. (2021), who found that structured teamwork significantly improves teacher wellness by enhancing interpersonal trust and collective efficacy. Likewise, the study of Alaei et al. (2024) highlighted that directive yet supportive team environments contribute to healthier work dynamics, reducing stress and improving collaboration. Furthermore, Ortan et al. (2021) confirmed that a strong teamwork structure serves as a foundation for promoting wellness, motivation, and professional satisfaction in the teaching profession.

**3.6. Significant Influence of Captivating Leadership and Teamwork Structure on Managerial Wellness among Teachers in Public Elementary Schools**

**Table 6.** *Significant Influence of Captivating Leadership and Teamwork Structure on Managerial Wellness among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.05 | 0.68 |  | 3.01 | 0.003 | Significant |
| Captivating Leadership | 0.59 | 0.52 | 0.49 | 6.22 | 0.000 | Significant |
| Teamwork Structure | 0.61 | 0.54 | 0.51 | 6.40 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Managerial Wellness = 2.05 + 0.59 (Captivating Leadership) + 0.61 (Teamwork Structure) | | | | | | |
| R = 0.69; R² = 0.476; F = 74.85; p-value = 0.000 | | | | | | |

Presented in Table 6 is the regression analysis examining how captivating leadership and teamwork structure significantly influence managerial wellness among teachers in public elementary schools. The regression model, which predicts managerial wellness based on captivating leadership and teamwork structure, is expressed as: Managerial Wellness = 2.05 + 0.59 (Captivating Leadership) + 0.61 (Teamwork Structure). The model explains 47.6% of the variance in managerial wellness, as indicated by the R² value of 0.476. The overall model is statistically significant, with an F-value of 74.85 and a p-value of 0.000, indicating a strong and meaningful relationship between the predictor variables and managerial wellness.

These findings reveal that both captivating leadership and teamwork structure play essential roles in enhancing managerial wellness among teachers. Captivating leadership, characterized by vision, inspiration, and motivation, directly supports teachers' confidence and engagement in their professional responsibilities. Meanwhile, a well-established teamwork structure fosters collaboration, trust, and a sense of shared accountability, all of which contribute to a healthier work environment. When both factors are present, teachers are better able to manage their workload, maintain emotional balance, and remain focused on their professional goals. These results emphasize the need for school administrators to cultivate leadership that inspires and motivates while also promoting a culture of effective teamwork and communication.

This finding is supported by the study of Barr and Nathenson (2022), who found that captivating leadership significantly enhances teachers’ emotional and professional wellness by fostering a clear sense of purpose and belonging. Likewise, the research of Cann et al. (2022) highlighted that strong teamwork structures reduce professional stress and build a collective support system, improving wellness across teaching staff. Furthermore, Ortan et al. (2021) emphasized that when captivating leadership is combined with a collaborative team structure, the resulting synergy creates a sustainable environment for teacher wellness, professional growth, and long-term school success.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of captivating leadership among public elementary school teachers is often observed, showing that school leaders consistently inspire, guide, and motivate their teachers. This type of leadership fosters a positive atmosphere in which teachers feel valued, empowered, and supported in their roles. When teachers work under captivating leaders, they are more likely to demonstrate professional commitment, job satisfaction, and a proactive approach to challenges. Inspirational leadership encourages a sense of purpose and belonging, which enhances overall teacher performance and well-being.

Secondly, the level of teamwork structure among public elementary school teachers is often observed. Teachers regularly engage in collaborative planning, open communication, and shared responsibilities, which contribute to a strong team culture. This structure promotes collective problem-solving, goal alignment, and interpersonal trust among educators. When schools establish clear team processes and encourage collaboration, teachers are better able to manage tasks efficiently, resolve conflicts constructively, and create a supportive working environment that improves organizational outcomes.

Thirdly, the level of managerial wellness among teachers is often observed, particularly in areas such as maintaining motivation, handling stress, and achieving work-life balance. This suggests that teachers are generally resilient and capable of sustaining their well-being despite professional demands. Managerial wellness allows teachers to make sound decisions, stay productive, and remain emotionally grounded. Schools that support teacher wellness through enabling conditions, clear expectations, and professional growth opportunities create a more stable and healthy teaching workforce.

Fourthly, a significant relationship between captivating leadership and teamwork structure with managerial wellness was observed. This means that teachers who are supported by strong leadership and work in well-structured teams are more likely to report high levels of wellness. The combination of visionary guidance and collaborative support boosts teachers’ morale, reduces burnout, and enhances their ability to manage professional responsibilities. These findings reinforce the idea that leadership and teamwork are essential pillars of teacher well-being.

Finally, captivating leadership and teamwork structure significantly influence managerial wellness. Among these, teamwork structure was identified as the strongest predictor, followed closely by captivating leadership. This emphasizes the crucial role of peer collaboration in enhancing teacher well-being. While inspiring leaders create direction and motivation, it is the supportive, everyday interactions within teams that most strongly sustain wellness. Schools that prioritize both leadership development and effective team-building strategies are more likely to cultivate a positive, resilient, and high-performing teaching force.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

For DepEd officials, it is recommended to institutionalize leadership development programs that highlight captivating leadership skills such as vision setting, relational motivation, and ethical decision-making. Support must also be extended toward crafting national policies that embed collaborative structures and teacher wellness metrics into school improvement plans. Moreover, DepEd may consider allocating resources for wellness-based leadership training and promoting team-based teaching models that foster organizational cohesion and professional resilience among teachers.

School administrators are advised to strengthen school-based leadership programs that emphasize inspirational and supportive leadership behaviors. These include implementing leadership mentoring, feedback mechanisms, and recognition systems that reward excellence in leading teacher teams. Administrators should also build formalized teamwork structures, such as professional learning communities (PLCs), cross-grade collaboration schedules, and team charters. Wellness initiatives such as stress management seminars, peer coaching for work-life balance, and access to wellness facilities should be institutionalized to sustain managerial wellness in the teaching workforce.

For teachers, the study recommends taking an active role in cultivating a collaborative and supportive work environment. Teachers are encouraged to practice team accountability, participate in shared decision-making, and engage in open communication with colleagues. They should also seek continuous professional growth by attending leadership workshops, wellness retreats, and peer coaching sessions. Practicing self-care, establishing personal leadership goals, and promoting mutual respect within teams will further enhance their managerial wellness and contribute to a more productive school climate.

Lastly, for future researchers, it is recommended to explore the moderating or mediating effects of other organizational variables such as trust, motivation, or institutional culture on the relationship between captivating leadership, teamwork, and wellness. Longitudinal and mixed-method studies may provide deeper insights into how leadership styles and teamwork practices affect teacher well-being over time. Future studies may also expand this line of inquiry to different educational levels, private institutions, or cross-regional comparisons for broader generalizability.

Consent (where ever applicable)

This study was conducted in full compliance with recognized ethical guidelines to protect the rights, dignity, and overall welfare of all participants. Before any data was collected, the researcher obtained the necessary permissions from relevant institutional authorities, including an endorsement from the Dean of the Graduate School and approval from the official Ethics Review Committee. The research followed the ethical protocols detailed by Pregoner et al. (2025), ensuring adherence to current standards for studies involving human participants in educational contexts. Participation was entirely voluntary, and all respondents were thoroughly briefed about the study’s purpose, procedures, and their freedom to decline or discontinue participation at any point without any negative consequences. Informed consent was acquired to confirm their willingness and understanding to participate. Personal identifiers were not collected, and strict confidentiality was maintained throughout the process. All data were used solely for academic and research purposes. These ethical safeguards guaranteed that the research was performed with integrity, openness, and full respect for participant rights.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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