



CHARISMATIC LEADERSHIP OF SCHOOL HEADS AND SCHOOL ORGANIZATIONAL CLIMATE AS PREDICTORS OF WELL-BEING OF TEACHERS

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Abstract:

The primary aim of the study is to identify whether charismatic leadership of school heads and school organizational climate are predictors of the well-being of teachers. Utilizing non-experimental, quantitative design using the descriptive correlation technique, data were obtained from 173 respondents who are public elementary school teachers from the 2 identified districts, Baganga North and Baganga South. The researcher utilized total enumeration sampling technique and the statistical tools mean, Pearson r , and regression analysis. From the results of the study, it was found that there are very high levels of charismatic leadership of school heads, school organizational climate, and well-being. Moreover, there is a significant relationship between charismatic leadership of school heads and well-being. Also, there is a significant relationship between school organizational climate and well-being. Further, charismatic leadership of school heads and school organizational climate are significant predictors of well-being.

Keywords: education, charismatic leadership, school organizational climate, well-being, correlation, teachers, Philippines

SDG Indicator: #4 Quality Education

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1. Introduction

Teachers nowadays face stressful situations that can affect their well-being. Currently, many teachers complain about their workload and feel dissatisfied with their job (Zakaria *et al.*, 2021). Also, teachers face challenges such as diminishing status, low salaries, and inadequate professional development, which can affect teacher well-being and demoralize them from staying in the profession (Henderson, 2024). In another study by Hascher and Waber (2021), the low well-being of teachers is an obstacle to school improvement and educational reforms and can lead to higher rates of teacher absenteeism. The poor well-being of teachers results in teacher burnout.

Teacher well-being is important as the physical, mental, cognitive, and social well-being influences teachers' working conditions, such as autonomy, learning environment, among others (Billaudeau *et al.*, 2022). Moreover, in a previous study by Dreer (2023), teacher well-being predicts job engagement and satisfaction, and motivation to stay in the profession. A positive teacher well-being is linked with important aspects of teachers' work lives, student outcomes, and school outcomes. In a similar vein, teacher well-being is important not only for teacher functioning but also because it is linked with positive student and school outcomes. It is not only important to help teachers during the beginning of the term, but also to help teachers' sense of relatedness in order to maintain their well-being (Collie & Martin, 2023).

The research by Tariq *et al.* (2023) found out that charismatic leaders empower their subordinates to experience positive feelings and well-being. Charismatic leadership positively correlates with employee psychological and workplace well-being. Relatedly, in the study by Klein & Delegach (2023), there is a correlation between charismatic leadership and well-being. Charismatic leadership contributes to employee well-being outcomes in various contexts.

In addition, another study by Kumar and Goel (2024) determined that a supportive and inclusive school organizational climate is correlated with emotional and psychological well-being. It reduces feelings of anxiety and stress, helping school communities to be more focused and resilient. Similarly, the study by Suhaimi *et al.* (2024) ascertained that there is a significant relationship between school organizational climate and teacher well-being. The aspects of school organizational climate that encourage dedication can improve teacher job happiness and general well-being, which in turn improves their effectiveness and performance.

In a previous study by Umoh and Samuel (2023), charismatic leaders showed that they care about and empathize with their subordinates. They establish a protected school organizational climate, which results in positive well-being and emotional support. Further, the recent study by Aslan *et al.* (2025) identified that leaders can adapt leadership styles that foster a positive school organizational climate, such as charismatic leadership. A positive school organizational climate can enhance cooperation and overall well-being, leading to higher productivity.

Moreover, the researcher has not come across similar studies which look into charismatic leadership and school organizational climate as predictors of well-being in public schools in Region XI or specifically in the province of Davao Oriental. The recent study by Mabale and Dalagan (2025) suggests that future researchers study other potential predictors because the predictors used may not fully capture the factors that influence charismatic leadership and well-being. Moreover, the study by Zhang *et al.* (2020) recommends that future research should use a combination of experimental research and repeated-measures longitudinal designs to establish the robustness of the effects of well-being. Furthermore, the findings of the study will also help become an asset to the world of literature. Hence, making this study a generation of new knowledge that can give specific contribution to the field of education. Further, results can be used to develop or augment practices of teachers as to their charismatic leadership, school organizational climate, and well-being. Thus, the need to conduct this study.

2. Literature Review

There is a review of related literature which are discussed in support of the study. On charismatic leadership, a related study by Yayla *et al.* (2022) determined that sensitivity to the environment results in the development of responsible behavior towards the environment in which the teachers live. The development of sensitivity to the environment directly impacts changes in attitude, which then affect behavior. Similarly, high environmentally sensitive individuals recognize and absorb positive influences more easily and strongly, but are also more vulnerable to the negative effects of adverse experiences. High sensitivity characterizes only a minority of the population (Pluess *et al.*, 2023).

Further, in terms of unconventional leadership behaviors, Byrne (2022) emphasized that leaders who oppose the status quo and promote innovative solutions inspire change in the organization. Empathy and a willingness to disrupt the norm are important for successful leadership. Relatedly, unconventional leadership behavior set and develop solutions to problems facing the employee at his or her job. Such methods are judged to be suitable for work (Hamour, 2023).

On school organizational climate, the study by Alves *et al.* (2022) ascertained that vulnerable institutions show that risks do not happen by coincidence but result from human actions and inadequacies. For school communities to address the needs of all, it is important to have strong communication systems, organized institutional frameworks, and good governance. In a similar vein, institutional vulnerability is increasingly acknowledged as an important factor influencing risk at the school level. Such a concept encompasses the internal weaknesses, structural limitations, and governance deficiencies inherent within or between schools that compromise their ability to prevent, manage, or recover from pressure (Alcantara-Ayala *et al.*, 2025).

Furthermore, Ma and Yang (2021) highlighted that professional teacher behavior can create an effective interactive environment for the classroom. Analyzing and

evaluating professional teacher behavior is one of the important indicators for measuring teaching quality. Finally, teachers with a tendency toward professional teacher behavior are better able to become supportive mentors to students. The higher the level of professional identity among teachers, the stronger their empathy in dealing with problems, and their tendencies toward professional teacher behavior (Jing & Kasa, 2025). On well-being, in another study by Tarraya (2023), teacher workload well-being involves strategizing, inspired work, and professional commitment. It is important to explore ways of getting work done without compromising teacher well-being, personal lives, and teacher self-concept. Similarly, to ensure that teaching and learning are in balance, workload and teacher well-being must coexist. Workload well-being results in teachers being content with their jobs and not experiencing stress or burnout at work (Wahab *et al.*, 2024).

Relatedly, a previous study by Abdelaziz *et al.* (2024) found out that organizational well-being is crucial as it keeps schools functioning during disruption. This mindset emphasizes the positive impact of organizational well-being on resilience and teacher performance. Also, organizational well-being emphasizes the importance of cross-disciplinary collaboration and the development of new competencies to address emerging workplace challenges. There is a need to embrace a broader horizon, focusing on promoting business success, social well-being, and overall organizational well-being simultaneously (Bennett *et al.*, 2022).

This study was anchored on the Self-Determination Theory (SDT) by Deci and Ryan (1985), which posits that an open awareness may be valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. Meanwhile, automatic or controlled processing often precludes considerations of options that would be more congruent with needs and values. That is, awareness facilitates attention to prompts arising from basic needs, making one more likely to regulate behavior in a way that fulfills such needs. Mindfulness may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy, which may be in the form of a self-endorsed or freely chosen activity, competence, and relatedness.

This study is supported by the Charismatic Leadership Theory by Weber (1947) which emphasizes that charismatic leaders transform the needs, values, and aspirations of followers. The theory highlights symbolic leader behavior, visionary and inspirational ability, appeal to ideological values, intellectual stimulation, and leader expectations for follower self-sacrifice. Such leaders cause followers to become highly committed to the leader's mission, to make significant sacrifices, and to perform beyond the call of duty.

This study is supported by the Social Exchange Theory by Blau (1964), wherein the organizational climate impacts individuals positively, the more they will enjoy their work and connect to the work, such as the feeling of harmonious work passion, leading to job performance. Social exchange explains how two or more parties exchange resources, how successions of exchanges take place, and how exchanges affect the relationship between the parties concerned. The premise of the theory is human interaction wherein

relationships grow gradually into trust, loyalty, and requisite commitments if those concerns live by limited rules of exchange.

3. Material and Methods

The study was conducted in the North and South Districts, Baganga, Davao Oriental, Region XI, Philippines. In this study, a sample size of 173 public elementary school teachers from the 2 identified districts, Baganga North and Baganga South, for the school year 2025-2026, became respondents of the study. With a desire to give everyone a chance to be included in the study, a total enumeration sampling technique was used. The total enumeration sampling technique is a design where you choose to examine the entire population that has a particular set of characteristics, such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012).

In particular, the respondents are public elementary teachers who are currently employed for the Academic Year 2025-2026 and have been teaching for a period of 5 years. The respondents included those who are full-fledged elementary teachers whose plantilla numbers are on file with the Department of Education, and they are the ones who are in a position to provide useful information to test the hypothesis of the study. Those who were excluded from the study are teachers in the junior and senior high departments, and those who are working in private schools. Also excluded were those teaching in the elementary department but who were assigned in different districts, for they are in different work environments and supervision and those teachers who also hold managerial or supervisory positions, even in the areas under study.

The withdrawal criterion specified that the target respondents were free to decline to participate in the survey. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study, since they were given the free will to participate without any form of consequence or penalty. If so, the respondent must inform the researcher if he/she wanted to back out and may present valid reason(s) for leaving.

The research locale of the study is in the North and South District, Baganga, Davao Oriental, Region XI, Philippines. The municipality of Baganga is located on Mindanao Island's eastern seaboard, facing the Pacific Ocean to the east, about 100 kilometers north of Mati City. It can be reached by land from Mati City via the concrete Davao-Surigao Coastal Road or from Compostela Valley via the unpaved Compostela-Cateel Diversion Road. Also, Baganga was divided into two school districts, namely: Baganga North District and Baganga South District.

In this study, there were 3 sets of questionnaires. The first reflected the first independent variable- charismatic leadership of school heads, followed by 2nd independent variable- school organizational climate and the dependent variable of well-being of public elementary school teachers. The questionnaire for charismatic leadership was adapted from "Charismatic Leadership Impact on Employees' Psychological

Engagement: Evidence from Travel Companies” by Maher (2017). The indicators are strategic vision and articulation, personal risk, sensitivity to the environment, sensitivity to the member’s needs and unconventional behavior. On the other hand, the questionnaire for school organizational climate was adapted from the “Development of the Organizational Climate Index for High Schools: Its Measure and Relationship to Faculty Trust”, Hoy *et al.* (2003). It has the following indicators: institutional vulnerability, collegial leadership, professional teaching behavior and achievement press. Moreover, the questionnaire for well-being was taken from “Teacher Well-Being: Building Better Schools with Evidence-Based Policy” by Collie (2014).

In interpreting charismatic leadership, school organizational climate and well-being of teachers, the 5 point Likert scale was used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are almost not manifested at all. The study covered the period August 2025-March 2026.

All three instruments were subjected to validation by four internal validators and one external validator. The results of the validation by the panel of experts revealed an average mean score of 4.65, with a very high as its descriptive interpretation. Also, pilot testing on 50 respondents was conducted, and the reliability of the scales was established using the Cronbach alpha coefficient, with the results of 0.976 for Charismatic Leadership, 0.916 for School Organizational Climate and 0.904 for Well-being.

This study employed a non-experimental, quantitative design utilizing the descriptive correlation technique of research, which is designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study, the variables were not manipulated, and the setting was not controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calderon, 2006; Calmorin, 2007). The study is descriptive in nature since it assessed the levels of Charismatic Leadership, School Organizational Climate and Well-being. This is correlational since it investigated the relationship between variables such as Charismatic Leadership, School Organizational Climate and Well-being with the use of the survey questionnaire as a tool in gathering the primary data (Patidar, 2013).

The study followed the following procedures. Immediately after the approval of the panel members, a formal permission to conduct the study was requested from the Dean, University of Mindanao-Tagum College and was forwarded to the Schools Division Superintendent of Davao Oriental in order to gain endorsement from the school principals for the conduct of the survey. Then, the researcher sent letters asking for permission from the School Heads of the identified schools of the respondents.

Once approved, the survey questionnaires were administered to the respondents of the 2 districts, Baganga North and Baganga South, under the Division of Davao Oriental. Also, before the actual data collection, the researcher secured a Certificate of Approval from UMERC (UMERC 2025-535) to ensure compliance with some ethical considerations in research. For the fast facilitation of the survey questionnaire, the researcher adopted the face-to-face method of data gathering. After the retrieval of the questionnaires, the data were collated and tabulated, and the appropriate statistical tools were employed by the Statistician to derive the necessary data for interpretation and further analysis. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: Mean was used to determine the levels of Charismatic Leadership, School Organizational Climate and Well-being. Pearson's r was applied to determine if the relationships are significant between Charismatic Leadership, School Organizational Climate and Well-being. Regression was used to determine Charismatic Leadership and School Organizational Climate as predictors of Well-being of public elementary school teachers.

This study covered the ethical considerations prior to data collection. To protect their privacy, the researcher gave priority to the public elementary teachers' voluntary and anonymous involvement. In accordance with the Data Privacy Act of 2012, as a researcher, all information collected was kept private and used exclusively for the study. All public elementary teachers who participated in the study as respondents were asked for their informed consent. There were no high-risk scenarios in the study that could negatively impact the respondents' experiences. The study used Plagiarism Detector, Grammarly, and/or Turnitin software to reduce the amount of plagiarism that occurs during the study. Since the researcher is unrelated to the study participants, there was no conflict of interest in this research. There was no dishonesty in this study. The targeted schools where the respondents teach or work granted the researcher the appropriate permission. Data collection took place in a face-to-face mode of data gathering. This paper may only be published or presented by the researcher or the adviser with the researcher's permission. The adviser becomes a co-author of the study for the purposes of its publication.

4. Results and Discussion

Table 1: Charismatic Leadership

Items	SD	Mean	D.E.
Strategic Vision and Articulation	4.57	0.56	Very High
Personal Risk	4.55	0.58	Very High
Sensitivity to the Environment	4.58	0.52	Very High
Sensitivity to the Members Needs	4.55	0.58	Very High
Unconventional Behavior	4.34	0.86	Very High
Overall	4.52	0.51	Very High

Revealed in Table 1 is the level of charismatic leadership, which revealed an overall SD of 0.51 and a total mean rating of 4.52, described as Very High. It can also be gleaned from the table that the indicator sensitivity to the environment gained the highest mean score of 4.58 labeled as Very High. It is followed by strategic vision and articulation, with a mean score of 4.57 descriptively described as Very High. After which, personal risk and sensitivity to the members' needs both had a mean score of 4.55, described as Very High. Finally, unconventional behavior with a mean score of 4.34 labeled as Very High.

The very high level of sensitivity to the environment implies that the school heads recognize the abilities and skills of the members of the organization. The result is aligned with the authors' statements (Pluess *et al.*, 2023; Yayla *et al.*, 2022) that sensitivity to the environment results in the development of responsible behavior towards the environment in which the teachers live. The development of sensitivity to the environment directly impacts changes in attitude, which then affect behavior. Highly environmentally sensitive individuals recognize and absorb positive influences more easily and strongly. High sensitivity characterizes only a minority of the population.

Additionally, the very high level of unconventional leadership behavior implies that the school heads use non-traditional means to achieve organizational goals. The result is in coherence with the claim of the authors (Byrne, 2022; Hamour, 2023) who mentioned that leaders who oppose the status quo and promote innovative solutions inspire change in the organization. Empathy and a willingness to disrupt the norm are important for successful leadership. Unconventional leadership behavior set and develops solutions to problems facing the employee at his or her job. Such methods are judged to be new and suitable for work.

Table 2: School Organizational Climate

Items	SD	Mean	D.E.
Institutional Vulnerability	4.42	0.664	Very High
Collegial Leadership	4.63	0.455	Very High
Professional Teacher Behavior	4.73	0.404	Very High
Achievement Press	4.52	0.523	Very High
Overall	4.58	0.409	Very High

Presented in Table 2 is the level of school organizational climate with an overall standard deviation of 0.41 and a Very High level with an overall mean score of 4.58. In addition, the indicator professional teacher behavior gained the highest mean score of 4.73 labeled as Very High. After which, collegial leadership with a mean score of 4.63 was described as Very High. It is followed by achievement press with a mean score of 4.52, also described as Very High. Finally, institutional vulnerability has a mean score of 4.42 labeled as Very High.

The very high level of professional teacher behavior implies that the teachers are grateful that they help and support each other. The result is aligned with the authors (Jing & Kasa, 2025; Ma & Yang, 2021), stating that professional teacher behavior can create an effective interactive environment for the classroom. Analyzing and evaluating

professional teacher behavior is one of the important indicators for measuring teaching quality. Teachers with a tendency toward professional teacher behavior are better able to become supportive mentors to students. The higher the level of professional identity among teachers, the stronger their empathy in dealing with problems, and their tendencies toward professional teacher behavior.

Moreover, the very high level of institutional vulnerability implies that the teachers know that the school is vulnerable to outside pressure. The result is consistent with the claim of the authors (Alcantara-Ayala *et al.*, 2025; Alves *et al.*, 2022) who highlighted that vulnerable institutions show that risks do not happen by coincidence but result from human actions and inadequacies. For school communities to address the needs of all, it is important to have strong communication systems, organized institutional frameworks, and good governance. Institutional vulnerability is increasingly acknowledged as an important factor influencing risk at the school level. Such a concept encompasses the internal weaknesses, structural limitations, and governance deficiencies inherent within or between schools that compromise their ability to prevent, manage, or recover from pressure.

Table 3: Level of Well-Being

Items	SD	Mean	D.E.
Workload Well-Being	4.65	0.457	Very High
Organizational Well-Being	4.74	0.422	Very High
Student Interaction Well-Being	4.72	0.407	Very High
Overall	4.71	0.369	Very High

The very high level of organizational well-being implies that the teachers have good relations with their administrators at school. The result is consistent with the claim of authors (Abdelaziz *et al.*, 2024; Bennett *et al.*, 2022) stating that organizational well-being is crucial as it keeps schools functioning during disruption. This mindset emphasizes the positive impact of organizational well-being on resilience and teacher performance. Also, organizational well-being emphasizes the importance of cross-disciplinary collaboration and the development of new competencies to address emerging workplace challenges. There is a need to embrace a broader horizon, focusing on promoting business success, social well-being, and overall organizational well-being.

Similarly, the very high level of workload well-being implies that the teachers work to finish their teaching tasks. The result is aligned with the authors' statements (Tarraya, 2023; Wahab *et al.*, 2024) wherein teacher workload well-being involves strategizing, inspired work, and professional commitment. It is important to explore ways of getting work done without compromising teacher well-being, personal lives, and teacher self-concept. Also, to ensure that teaching and learning are in balance, workload and teacher well-being must coexist. Workload well-being results in teachers being content with their jobs and not experiencing stress or burnout at work.

Table 4.1: Relationship between Charismatic Leadership and Well-Being

Indicators	Dependent Variable	r-value	r ²	p-value	Decision
Strategic Vision and Articulation	Teacher Well-Being	0.311*	0.096721	< .001	Reject Ho
Personal Risk		0.252*	0.063504	< .001	Reject Ho
Sensitivity To the Environment		0.26*	0.0676	< .001	Reject Ho
Sensitivity To the Members Needs		0.184*	0.033856	0.016	Reject Ho
Unconventional Behavior		0.193*	0.037249	0.011	Reject Ho

Revealed in Table 4.1 is the correlation between the measures of charismatic leadership and well-being. It can be seen from the table that when the measures of charismatic leadership is correlated with the measures of well-being, the overall r-value results in 0.285 with a p-value of < 0.001, which is lower than the 0.05 level of significance. This implies that charismatic leadership is positively linked with well-being.

The correlation between measures revealed that there is a significant relationship between charismatic leadership and well-being. This is aligned with the authors (Delegach, 2023; Tariq *et al.*, 2023) wherein charismatic leaders empower their subordinates to experience positive feelings and well-being. Charismatic leadership positively correlates with employee psychological and workplace well-being. Also, there is a correlation between charismatic leadership and well-being. Charismatic leadership contributes to employee well-being outcomes in various contexts.

Table 4.2: Relationship between School Organizational Climate and Well-Being

Independent Variable	Dependent Variable	r-value	r ²	p-value	Decision
Institutional Vulnerability	Teacher Well-Being	0.099	0.009801	0.197	Do not Reject Ho
Collegial Leadership		0.272*	0.073984	< .001	Reject Ho
Professional Teacher Behavior		0.317*	0.100489	< .001	Reject Ho
Achievement Press		0.247*	0.061009	0.001	Reject Ho

Presented in Table 4.2 is the correlation between the measures of school organizational climate and well-being. It can be seen from the table that when the measures of school organizational climate are correlated with the measures of well-being, the overall r-value results in 0.273 with a p-value of < 0.001, which is lower than the 0.05 level of significance. This implies that school organizational climate is positively associated with well-being.

The correlation between measures revealed that there is a significant relationship between school organizational climate and well-being. This is consistent with authors (Kumar & Goel, 2024; Suhaimi *et al.*, 2024) who stated that a supportive and inclusive

school organizational climate is correlated with emotional and psychological well-being. It reduces feelings of anxiety and stress, helping school communities to be more focused and resilient. Further, there is a significant relationship between school organizational climate and teacher well-being. The aspects of school organizational climate that encourage dedication can improve teacher job happiness and general well-being, which in turn improves their effectiveness and performance.

Table 5: Regression Analysis on the Influence of Charismatic Leadership and School Organizational Climate to Well-Being

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(constant)	3.12	0.336				
Charismatic Leadership	0.162	0.055	0.224*	2.972	0.003	Reject Ho
School Organizational Climate	0.186	0.068	0.206*	2.739	0.007	Reject Ho

Dependent Variable: Student Well-Being

Revealed in Table 5 are the regression coefficients to test if charismatic leadership and school organizational climate significantly predict well-being. The results show that charismatic leadership and school organizational climate significantly predict well-being, as shown with an F-value of 11.6 and p-value of 0.000, which implies that the overall predictor is significant. Therefore, the null hypothesis of charismatic leadership and school organizational climate are not predictors of well-being is rejected. The results also revealed that when charismatic leadership and school organizational climate are regressed on well-being, an R2 of 0.347 is manifested, which implies that 34.7% of the variance of well-being can be explained by charismatic leadership and school organizational climate and the 65.3% is linked to other factors.

The overall result of the regression analysis on charismatic leadership and school organizational climate as predictors of well-being revealed that charismatic leadership and school organizational climate significantly predict well-being. The result of the study confirms the authors' (Aslan *et al.*, 2025; Umoh & Samuel, 2023) statement that charismatic leaders show that they care about and empathize with their subordinates. They establish a protected school organizational climate, which results in positive well-being and emotional support. Leaders can adapt leadership styles that foster a positive school organizational climate, such as charismatic leadership. A positive school organizational climate can enhance cooperation and overall well-being, leading to higher productivity.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the results of the very high levels of charismatic leadership, school organizational climate,

and well-being of teachers, the researcher recommends that the school maintain its existing best practices for the continuous observance of charismatic leadership of school heads, school organizational climate and well-being of teachers.

On the very high level of charismatic leadership of school heads, the researcher recommends that the school management may continue to implement the school plans, programs and strategic and school goals as mandated in the vision, mission and goals of the school. A review or revisit of some school rules and policies affecting the school, teachers and students, as well, may be conducted once a year. The school may conduct an evaluation of the school's plans and programs versus its level of implementation. Also, a peer performance evaluation for teachers and a teacher performance evaluation to be done by the students may be a regular annual activity. The school heads may initiate programs to capacitate teachers to enhance their abilities, specifically in their respective fields of expertise. A Training Needs Assessment (TNA) may be conducted yearly to determine what specific training needs need to be prioritized and identify the teachers who will be the top of the list participants for the conduct of the training.

Furthermore, it is recommended that schools continue to implement the existing practice of having an "open door policy" between teachers and management, which may allow the spirit of oneness and harmony at the workplace. There may be constant communication between school management, teachers and students and that everyone may always be reminded of the school's vision, mission and goals, so that the best working relationship will be manifested, bringing a good image of the school to the community

For the very high level of school organizational climate, the researcher may recommend that the school continue to establish a good rapport among the teachers and students. The conduct of orientation and re-orientation may be facilitated as part of information dissemination. There may be regular conduct of consultation periods to allow students to open up whatever they have in mind. The conduct also includes monthly or bi-monthly recognition of student-awardees for best achievement obtained either academically or in extracurricular activities. Moreover, it is hereby recommended that the involvement of parents is necessary in matters where students (their children) are concerned to ensure that whatever the class or students in school are doing/engaged with, the parents are aware and may always show their support to all the activities in school, which may include attendance at meetings, joining community outreaches and sponsoring relevant school projects.

There may be a continuous practice of an annual get-together activity in school or an annual conduct of spiritual activity (ecumenical), like retreats or recollection. There may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class, subject or even between teachers, and there may always be an open communication among themselves.

On the very high level of well-being of teachers, it is recommended that teachers be given the opportunity to exercise their academic freedom in their field of expertise, that they be allowed to express or show more of their abilities and capabilities in their

teaching career and may be given enough support by the school so that they can perform well while teaching the students. In this connection, school management may conduct an evaluation (using evaluation tools) to check on the progress or status of the teacher's performance.

Also, the teachers may be provided with chances to continue their schooling for professional development, which may allow the teachers to enroll and proceed with their professional development (master's or doctoral degrees) by way of scholarship or grant of soft loans to pay for the school fees and other school requirements. Updating of teaching strategies through the regular conduct of retooling for updates of the latest teaching strategies and attendance at seminars and trainings. On a quarterly basis, in-house seminars may be conducted for teachers to improve their communication skills, ICT skills, critical thinking and maybe a seminar on teachers' mental well-being, like Mental Awareness, Stress Management or Anger Management. The regular conduct of meetings between teachers and management (may be done by program) is also recommended in order to know some updates in the school or to thresh out some issues or concerns within the program/department.

The results of this study may be a good basis for future researchers to replicate the study in other regions on a bigger scope using a quantitative structural equation model or a quantitative study using additional variables to determine whether the results may differ from this study. A qualitative study- a phenomenological one depicting the best practices of schools may be a good research design to be recommended as an area of study.

6. Conclusion

In reference to the results of the study, conclusions are drawn in this section. There is a very high level of charismatic leadership, school organizational climate, and well-being. Additionally, there is a significant relationship between charismatic leadership and well-being, and a significant relationship between school organizational climate and well-being. Finally, charismatic leadership and school organizational climate can significantly predict well-being.

Moreover, the results of the study imply that the school heads recognize the abilities and skills of the members of the organization. In addition, the teachers are grateful that they help and support each other. Relatedly, the teachers have good relations with their administrators at school. Furthermore, charismatic leadership is positively linked with well-being. In a similar vein, school organizational climate is significantly associated with well-being. Finally, charismatic leadership and school organizational climate are significant predictors of well-being.

The conclusions of the study clearly align with the notion that charismatic leadership and school organizational significantly predict well-being. The conclusions are consistent with the anchor theory, the Self-Determination Theory (SDT) by Deci and Ryan (1985), which posits that an open awareness may be valuable in facilitating the

choice of behaviors that are consistent with one's needs, values, and interests. Lastly, the results of the study are supported by the Charismatic Leadership Theory by Weber (1947), and the Social Exchange Theory by Blau (1964).

Acknowledgements

A number of people deserve special mention for their contributions towards the completion of this paper. The researcher deeply appreciates the support and helpful suggestions received from the following persons:

To her research adviser, Dr. Evelyn P. Saludes and the thesis committee, chaired by Dr. Maria Guadalupe M. de Leon, and the members: Dr. Gina Fe. G. Israel, Dr. Mona Liza O. Chagas and Dr. Larcyneil P. Pascual for their professional guidance, constructive comments and suggestions for the improvement of the study.

To the officers of the Department of Education, particularly the Division Superintendent, Davao Oriental, for giving permission to conduct the study, to all the respondents of Baganga North and Baganga South, school heads and teachers, who actively participated in the data gathering and to their school teachers and learners in Sta. Cruz Elementary School.

Most especially to her husband, Engr. Michael James P. Adanza, children Duke Abrham, Earl Aidan, Marq Andrie and Count Aizhak for their never-ending love, care, understanding and support financially, morally and spiritually. To her parents, Atcher and Vivian, siblings: Arvin Jun and wife Michelle, Geneva and husband Arnel, and Mayette and her uncle Albert, for their understanding, cooperation, encouragement and friendship, which helped and inspired the researcher.

Finally, to our Almighty Father, the source of life, wisdom and everything for bestowing us His love and enlightenment. To Him be the Glory and honor forever.

To all of you, Thank You.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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