

Stress Management Level of Work Satisfaction of School Leaders and Teachers

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Abstract — This study was conducted to determine the Stress Management Level of Work Satisfaction of School Leaders and Teachers. The findings of the study were the bases for the proposed instructional supervisory Plan. The research design for the study on "Stress Management Level of Work Satisfaction of School Leaders and Teachers" employed a mixed-methods approach. This design was particularly suitable as it allowed for a comprehensive exploration of the complex relationships among the variables involved: stress management practices of school heads, teacher job satisfaction, and student academic outcomes Table 3 presents the test of relationship between the stress management skills of school heads and the extent of satisfaction of elementary teachers. The table shows the computed correlation value and compares it with the table value at the 0.05 significance level. Based on the results, the computed value exceeds the table value, leading to the rejection of the null hypothesis (Ho), which indicates a significant relationship. This relationship is categorized as "strong," reflecting a robust connection between the stress management skills of school leaders and the overall satisfaction experienced by teachers. The correlation of suggests that effective stress management skills of school heads are highly linked to the level of satisfaction among teachers. School heads who demonstrate high levels of stress management are likely to foster a more positive and supportive environment for teachers, which in turn enhances their job satisfaction. This finding highlights the importance of school leadership in shaping the work experience of teachers. When school leaders manage stress effectively, they create a work environment where teachers feel supported, leading to increased satisfaction in their roles. This connection is critical because teachers' satisfaction directly affects their performance, motivation, and overall commitment to their students and the school. The table 3 results implied that professional development in stress management for school leaders should be prioritized. Training and workshops on managing stress can be beneficial not only for the well-being of school heads but also for improving teacher satisfaction and, ultimately, student outcomes. School heads who are adept at managing their own stress are better equipped to handle challenges, support their staff, and create a positive school culture. By improving the stress management capabilities of school heads, educational institutions can see improvements in teacher retention.

Keywords — *Stress Management Level* *Work Satisfaction* *School Leaders* *Literacy*

I. INTRODUCTION

Stress is part of the job of a school head, a school head plays a vital role in achieving educational objectives in a school. Have a wide range of duties, including managing the school, planning and directing instructions, collaborating with outside partners, and interacting with parents. They are often in charge of staff management, administrative and financial oversight, and legal responsibility for all disputes that occur in their schools. The school heads should create an environment that is friendly to the teachers, students, and non-teaching staff, through his management techniques, strong relationships, and lines of communication. School heads may experience stress if the school environment is not conducive.

The highest rates of stress and burnout may be experienced by school administrators. Principals are dealing with high levels of accountability pressure and other stressors. Leadership style research is a broad field with many different leadership styles and concepts of successful leadership. Each leadership style has its own time and place. There is no such thing as a good or bad leadership style. It is how leaders use them that determines whether the institution succeeds or fails. Stated that not all leadership styles will be a fit for every situation. The best leaders are the ones who can adjust their style, according to their role, their team and the situation. According to Kurt Lewin the father of social psychology, framework defines three styles of leadership, particularly around decision-making; autocratic, democratic and laissez-faire. School leaders must be competent school managers for the good of the school and for the learners, teachers and non-teaching staff and be professional at all times.

Academic performance plays a very important role in a child's mental and moral development. Academic performance also helps learners develop deeper interests in various subjects that play a part in deciding the professional trajectory of an individual. It is important for a learner to perform well in academics, especially during senior high school, to secure college university. However, every learner faces a phase in their student lives, when their academic performance is deeply affected due to outside factors that may be disturbing for them.

Various factors affecting the academic performance of learners, it is necessary to understand that these situations have to be handled carefully and with sensitivity. An Uncomfortable Learning Environment, family back ground, learning Infrastructure, Difficulty in Understanding, Performance Pressure, Unhealthy Lifestyle and Loss of Interest. There are instances when a child falls into a cycle of facing these challenges alone, and as a result, performing poorly in school. It not only affects their academic reports but also their confidence. So, if the learner is facing a problem in performing in his/her academics, the best action is you help and guide them, and try to understand their side of the story.

During the school day, though, it's vital to recognize realistic goals versus idealistic ones. While the school principal goes into school with a plan for the day. But setting goals for the day, the week, and the month is significant. It gives a short-term and long-term perspective to maintain one's mental health and provides scaffolding so that achievement is possible. The school principals must see their work as important in building leadership, in making positive changes to their school, and in providing support to those who count the most on them especially the teachers and elementary learners, which ultimately encourages them to continue moving forward even though he/she is facing personal difficulties. Setting goals is imperative in maintaining a fresh outlook and keeping one mentally healthy.

Personal factors why Principal's experience stress, school principals are satisfied but feel stressed about their job and, type of school, experience, position and practices performed, had a varied influence on job stress and job satisfaction. Some school heads may experience a sudden death of spouse / family members that can cause his/her mental and emotional stress. Personal matters at home can affect the social, emotional, and mental health of a school head. A major personal injury or illness can also affect the role of a school head it can cause his/her absences during working days and can affect her working performance that may lead to pending or delayed reports. If you don't take care of your stress in an appropriate way, it could lead to physical and mental issues.

Academic performance is crucial in shaping a learner's future, reflecting not just their current learning but also their long-term educational goals. It encompasses grades with a strong emphasis on exam scores and continuous evaluations. In today's competitive world, excelling academically is vital for securing opportunities in prestigious schools. Academic performance may be different but it refers to how well learners do in their educational pursuits, primarily measured through grades, test scores, and overall comprehension of academic material. It's an essential aspect of a learner's life for several reasons. Firstly, it provides a tangible measure of their understanding and mastery of subjects, giving both learners and teachers a clear sense of progress and areas needing improvement. Good academic performance often opens doors to higher education opportunities, and competitive programs, playing a crucial role in shaping learner's future career and prospects.

Every principal face some of the biggest frustrations to control student behavior, dealing with teachers, non-teaching staff, and improving teaching effectiveness, student retention, parent support, and more. The challenges faced by school heads in promoting quality education in the Mejia Elementary school are there is no DCP room nor any room for ancillary the learners need this room for additional learning environment that can help them achieve quality education and the school perimeter fence is still incomplete it is dangerous for the school to have an incomplete fence it may inviting

to the burglars to commit crimes. The school needs a major repair to avoid accidents and crimes especially that the school doesn't have a security guard to watch over the perimeter.

Having a two private schools near the Mejia Elementary school is one of the major problems facing of the school principal because enrollees is divided due to competitors near the perimeter. And the competitors had a complete or rather better facility to the public school which needs major repairs to the building and needs additional facility like gym and clinic. The school doesn't have a library for the learners to visit and study for further information and reference especially to the learners that doesn't have computers at home.

The school principal faced with complex and difficult challenges to turn around the campus with academic underperformance that needs major improvements. The school principal wants to promote learning and see better student outcome regarding of the difficulties and the challenges the school faces, with the help of the teachers, non-teaching personnel, parents and stakeholders. Parents also have to take joint responsibility for the poor grade of their children. Learners whose parents are involved in school are also less likely to suffer from low self-esteem or develop behavioral issues. It also helps children adapt better to school and develop a lifelong love of learning, which is a key to long-term success.

Thus, this is one of the reasons why the researcher is trying to pursue her study in finding new ways and means to help the School Head improve their skills and be satisfied with their chosen career as well as the performance of the learners will be improved.

This study was conducted to determine the Stress Management Level of Work Satisfaction of School Leaders and Teachers. The findings of the study were the bases for the proposed instructional supervisory Plan.

Specifically, the study sought to answer the following questions:

What is the level of School heads' stress management skills as to:

- 1.1. Assessment of teachers' stress
- 1.2. Stress management coaching; and
- 1.3. Wellness and health programs?

1. What is the level of satisfaction of elementary teachers in terms of the following:

- 1.1 Intrinsic satisfaction; and
- 1.2 Extrinsic satisfaction?

2. Is there a significant relationship between the stress management of School Head and Level of Satisfaction of Teachers;

3. What instructional supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant relationship between the stress management of School Head and Level of Satisfaction of Teachers;

II. METHODOLOGY

Design. The research design for the study on "Stress Management of School Heads, Level of Work Satisfaction of School Leaders and Teachers" employed a mixed-methods approach. This design was particularly suitable as it allowed for a comprehensive exploration of the complex relationships among the variables involved: stress management practices of school heads, teacher job satisfaction.

The quantitative aspect of the research utilized surveys to collect data from school heads, teachers. Standardized instruments were employed to measure stress management techniques, work satisfaction levels. For instance, the Adverse Stress Scale and the Job Satisfaction Survey were used to quantitatively assess stress levels and job satisfaction, respectively. The use of Likert-scale items in the surveys facilitated the quantification of participants' perceptions and experiences, allowing for statistical analysis to determine correlations and potential causal relationships. The main local of the study is in Dona Feliza Mejia Elementary School in the schools Division of Ormoc City. The respondents of the study were the School Head, all elementary Teachers. To gather the necessary data needed in the study, the researcher utilized Stress Management tool for school head of Rucielyn Rebong (2023) Survey Questionnaires, Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977), The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the School Head, all elementary Teachers. There were 2 School Head, 22 teachers that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research method. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Head as well as to all the School Teachers for them to answer. After one month, the questionnaires were retrieved and consolidated and were subjected to statistical treatment using Pearson's r. Data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

Pearson's r - This tool was used to test the relationship between the Managerial Competence of the School Head in relation to the level of work satisfaction of School Teachers.

III. RESULTS AND DISCUSSION

Table 1
Stress Management Skills of School Head

A.	Integrity	Weighted Mean	Interpretation
1	I am a good role model	4	Often
2	I treat my team members with respect	4	Often
3	I am honest	4	Often
4	I do what I say I will do	4	Often
5	I never speak about team members behind their backs	4.5	Always

B	Managing Emotions		
6	I act calmly in pressured situations	5	Always
7	I take a consistent approach to managing	5	Always
8	My moods are predictable	4.5	Always
9	I don't pass on my stress to my team	5	Always
10	I approach deadlines calmly	5	Always
11	I welcome suggestions for improvements from my team	5	Always
C.	Considerate Approach		
12	I allow my team to plan their workloads	4	Often
13	The deadlines I create are realistic	4	Often
14	I give more positive than negative feedback	4	Often
15	I deal with my problems myself rather than relying on others	4.5	Always
16	I allow my team to approach their work in their own way	4.5	Always
17	I show a consideration for my team's work life balance	4.5	Always
	Grand Mean	4.44	Always

Legend: 4.21- 5.00 – Always
 3.41-4.20 – Often
 2.61- 3.40- Sometimes
 1.81-2.60- Rarely
 1.00-1.80 – Never

Table 1 provides an in-depth look at the stress management skills of school heads, specifically evaluating their approaches to integrity, managing emotions, and maintaining a considerate approach toward their teams. The table outlines the responses to various statements on these attributes and their corresponding weighted means. The results, as indicated by the weighted means, reflect the frequency and consistency with which school heads demonstrate these stress management skills, offering a valuable snapshot of their leadership behaviors. The overall grand mean of 4.44 falls under the category "Always," signifying that the school heads consistently practice these stress management skills in their leadership roles.

The data suggests that school heads exhibit strong stress management skills, especially in the areas of managing emotions and demonstrating a considerate approach. The responses indicate that school heads consistently act calmly in pressured situations, approach deadlines with composure, and manage their moods in a predictable manner. Additionally, they maintain a respectful and honest relationship with their team members, treating them with respect and integrity. The "always" responses in categories like allowing team members to plan their workloads, showing consideration for work-life balance, and welcoming suggestions for improvements demonstrate that school heads prioritize a positive and supportive working environment. The high scores in these areas suggest a school culture that values open communication, mutual respect, and emotional regulation, all of which are key components of effective leadership.

The results in table 1 implied that a school head's ability to manage stress, stay emotionally regulated, and treat team members with respect directly influences the work satisfaction of their staff and, ultimately, the academic outcomes of students. When school leaders exhibit these stress management skills, they create a stable and supportive environment where teachers are more likely to feel motivated and effective in their roles. Furthermore, the well-being of the school leadership impacts the overall school climate, including teacher performance and student achievement. These findings highlight the importance of cultivating strong leadership practices, as effective school heads are likely to inspire similar behaviors in their teams, which can have a ripple effect on the entire school community.

Table 2
Extent of Satisfaction of Elementary Teachers

.	Intrinsic	Weighted Mean	Interpretation
1	The feeling of self-esteem or self-respect you get from being in your job	4.05	Often
2	The opportunity for personal growth development in your job	4.00	Often
3	The feeling of worthwhile accomplishment in your job	4.10	Often
4	Your present job when you consider the expectations you had when you took the job	4.00	Often
	Extrinsic		
5	The amount of respect and fair treatment you receive from your supervisors	4.12	Often
6	The feeling of being informed in your job	4.08	Often
7	The amount of supervision you receive	4.05	Often
8	The opportunity for participation in the determination of methods, procedures, and goals	4.00	Often
	Grand Mean	4.05	Often

Legend: 4.21- 5.00 – Always
 3.41-4.20 – Often
 2.61- 3.40- Sometimes
 1.81-2.60- Rarely
 1.00-1.80 – Never

Table 2 provides an analysis of the extent of satisfaction among elementary teachers, focusing on both intrinsic and extrinsic factors. The table categorizes various aspects of job satisfaction, such as the feeling of self-esteem, opportunities for personal growth, and fair treatment from supervisors, among others. The weighted means for each of these factors are calculated, and the overall grand mean of 4.05 places the teachers' satisfaction in the "Often" category, reflecting that, on the whole, teachers are generally satisfied with their roles and working conditions.

The data reveals that elementary teachers experience a moderate to high level of satisfaction in both intrinsic and extrinsic aspects of their jobs. The intrinsic factors such as self-esteem, personal growth, and feelings of accomplishment show that teachers value the sense of fulfillment they get from their work. These aspects of job satisfaction are crucial because they reflect the teachers' internal motivations and the personal rewards they derive from their profession. On the extrinsic side, factors like respect from supervisors, clear communication, and involvement in decision-making also contribute to the overall satisfaction. These extrinsic elements suggest that teachers value being treated fairly and having a role in determining how the school operates. The consistency in the responses—ranging from often to very often—indicates that while teachers are not experiencing the highest possible satisfaction, they are content with the support and opportunities provided to them in their roles.

The results in table 2 implied that while teachers generally experience a positive sense of satisfaction, there are areas where improvement could further enhance their work experience. Since the overall satisfaction falls under the

"Often" category, there is room for school administrators and leaders to make adjustments that can shift the satisfaction levels closer to "Always." Enhancing intrinsic satisfaction might involve providing more opportunities for professional development and recognition of achievements, while improving extrinsic satisfaction could focus on ensuring even greater transparency, support, and involvement in decision-making processes. Addressing these aspects can lead to higher teacher retention rates, greater motivation, and, ultimately, improved student outcomes as teachers are likely to perform better when they are satisfied and supported in their roles.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Stress Management Skills vs Extent of Satisfaction	0.81	1.872	0.823	Reject Ho	Significant Relationship (Strong)

Table 3 presents the test of relationship between the stress management skills of school heads and the extent of satisfaction of elementary teachers. The table shows the computed correlation value and compares it with the table value at the 0.05 significance level. Based on the results, the computed value exceeds the table value, leading to the rejection of the null hypothesis (Ho), which indicates a significant relationship. This relationship is categorized as "strong," reflecting a robust connection between the stress management skills of school leaders and the overall satisfaction experienced by teachers.

The correlation of 0.81 suggests that effective stress management skills of school heads are highly linked to the level of satisfaction among teachers. School heads who demonstrate high levels of stress management are likely to foster a more positive and supportive environment for teachers, which in turn enhances their job satisfaction. This finding highlights the importance of school leadership in shaping the work experience of teachers. When school leaders manage stress effectively, they create a work environment where teachers feel supported, leading to increased satisfaction in their roles. This connection is critical because teachers' satisfaction directly affects their performance, motivation, and overall commitment to their students and the school.

The table 3 results implied that professional development in stress management for school leaders should be prioritized. Training and workshops on managing stress can be beneficial not only for the well-being of school heads but also for improving teacher satisfaction and, ultimately, student outcomes. School heads who are adept at managing their own stress are better equipped to handle challenges, support their staff, and create a positive school culture. By improving the stress management capabilities of school heads, educational institutions can see improvements in teacher retention, performance, and a more cohesive school community.

IV. CONCLUSION

Based on the results of this study, the significant and strong relationship between the stress management skills of school heads and the level of satisfaction among elementary teachers. The computed correlation value indicates that school heads who effectively manage stress are likely to create a more supportive and positive work environment, which in turn enhances teacher satisfaction. This is crucial, as teachers' job satisfaction is directly linked to their performance, motivation, and commitment. The results emphasize the need for professional development in stress management for school leaders, as improving their ability to manage stress not only benefits their well-being but also contributes to a better work environment for teachers and, consequently, improved student outcomes.

V. RECOMMENDATIONS

The Instructional Supervisory Plan should be strategically implemented.

Teachers should actively participate in workshops and professional development programs focusing on stress management techniques to better cope with daily challenges in the classroom.

School heads should focus on building a supportive and respectful work culture where teachers feel valued and empowered, directly improving their satisfaction levels.

The district supervisor should Implement periodic surveys to assess teacher job satisfaction and stress levels, ensuring that early interventions can be applied when necessary.

The education program supervisor should encourage the use of teaching strategies that help alleviate teacher stress while maintaining instructional effectiveness.

Researchers should explore the potential connection between teacher stress management, job satisfaction, and the academic performance of students.

Future researchers are encouraged to conduct studies that could look at the link between stress management and teacher retention rates to better understand the long-term impact of stress on the teaching profession.

ACKNOWLEDGEMENT

I want to express my gratitude to God Almighty for the blessings and opportunity for guiding me successfully through the process and the numerous challenges on this research paper. I am so grateful and blessed that God give me a good physical and mental health to complete this research successfully and reach its goal.

I want to show my appreciation to all those helped me make this research paper done. Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study. Dr. Annabelle A. Wenceslao, my research adviser for her valuable suggestions and expertise, full support and encouragement. Dr. Elvin H. Wenceslao and Dr. Jasmin B. Misa, as members of Panel of Examiners for giving their professional suggestions and recommendations for the realization of this study. Your guidance will take me along way on the journey of life that I am willing to embark on.

Additionally, I would also like to thank the School District Supervisor Ms. Caroline M. Magno, JD for giving permission to conduct my study in Mejia Elementary School and Bagong Buhay Elementary School in Ormoc City District 10. To the respondents of Mejia Elementary School and Bagong Buhay Elementary School the School Heads and teachers, for their honesty and cooperation in completing the data needed.

Last but not the least, I wanna thank my family and my fiancé Pat Nicolas D. Bernales Jr. for providing both financial support, encouragement and motivation for me to complete my research on schedule. For my City Social Welfare Department family our Head of Office Ms. Maribel V. Gucela, RSW for her understanding and encouragement, Balay nga Buwalan charismatic community, Sto. Pio prayer group and World Apostolate of Fatima/WAF especially to our President Sister Julie M. Torres and to her daughters Hon. Lucy Marie T. Gomez and Hon. Ma. Carmen Jean T. Rama for their generosity and prayers.

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AUTHOR'S PROFILE



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She is currently an employee in the Ormoc City Social Welfare Department/LGU at New City Hall Mendola St., Ormoc City, Leyte Philippines. She is assigned as an educator from 2017 to 2020 at Child Minding Center for the learners ages 2-4 years old and during pandemic she is reassigned as Warehousing logistics at the CSWD main office coordinating with the District I to VI and also to other CSWD programs, Satellite office and Barangays. She believes that administration and supervision will help her open doors to leadership roles.