

Effect of School Heads' Management Skills on their Stress Tolerance and Administrative Effectiveness: Basis for Designing a Stress Coping Plan

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Abstract — Unraveling the school heads' management skills with stress tolerance and administrative effectiveness could produce valuable insights into school heads' most appropriate measures. This study aimed to determine the link between the school heads' management skills and their stress tolerance as well as their administrative effectiveness in the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the school year 2019-2020. It used survey and correlational research methods involving the 725 school heads of the three divisions. Weighted mean and the Spearman Rank-Order Correlation Coefficient were the main statistical tools used in the study to facilitate the analysis and interpretation of the data. The study revealed that school heads in Zamboanga del Norte, Dipolog City, and Dapitan were very much skillful in school management, highly stressed tolerant of their duties and responsibilities, and highly effective in their administrative functions. Furthermore, the management skills of school heads were moderately and positively correlated with and significantly related to their stress tolerance and administrative effectiveness. It can be concluded that school heads establish well-coordinated stress coping mechanisms to reduce the risk of anxiety and develop higher stress tolerance to manage the school organization, community partners and recognize outside opportunities to ensure school management effectiveness. It is recommended that school heads of the three divisions keep abreast of the current trends in school management to remain skillful and effective in managing the schools. Moreover, school heads could strengthen their stress coping mechanisms to become very highly stress-tolerant of their jobs by adopting the School Heads' Stress Coping Plan.

Keywords — *Management Skills, Stress Tolerance, Administrative Effectiveness*

I. Introduction

Some links cannot be separated between the quality of education and school heads' management skills in the world of education. Frequently, school heads have to interact with many people, including students, teachers, parents, and school board officials. They are responsible for supervising all academic and extra-curricular activities, overseeing the school's disciplinary practices and operations. Hence, the study claims that school heads need management skills to work with diverse groups of people and accomplish the school's goals.

Harvard Business Review (2019) defines management skills as abilities that can be developed, not necessarily inborn, and manifested in performance, not merely in potential. Scilly

(2019) contemplated that school heads' management skills are the drivers responsible for the school's failures and successes in educational management. Also, Rubin (2017) pointed out that school heads must have strong management skills and apply them as an instructional tool to support learning. It has been established that, in school organizations, management skills are those related to running a school or keeping the school organized (Doyle, 2019).

On the other hand, Meador (2019) disclosed that time, responsibility, negativity, failure, and political issues complicate school heads' functions and duties, resulting in a high-stress job that most school heads cannot handle. Nevertheless, the current landscape of education can be viewed that school heads could have defined the mechanism to establish stress tolerance looking into the school head's continuing operations (Roxas, 2009). Accordingly, stress tolerance could be a central element in administration because it is considered one of the significant attributes of an effective school (Nugent, 2013) and an indicator of administrative effectiveness (Koontz and Weihrich, 2005). However, the link between school heads' management skills and stress tolerance, and administrative effectiveness has not been studied in depth.

For this reason, the study was set up to focus on measuring the effect of school heads' management skills on their stress tolerance and administrative effectiveness levels. As one of the teachers in the Division of Zamboanga del Norte, the researcher lodged the investigation to include Dipolog City and Dapitan City's Divisions as the province's twin cities. The researcher believed that conducting the study establishes research output that school heads' management skills, stress tolerance, and administrative effectiveness affect each other when they happen or exist together.

In the same vein, unraveling the school heads' management skills with stress tolerance and administrative effectiveness could produce valuable insights into school heads' most appropriate seminars and training. If school heads' stress tolerance and administrative effectiveness are affected primarily by their management skills, in this case, this could be used as a basis to screen applicants into the principalship position and identify the most desired candidates in the hiring process. If the essential stress tolerance is malleable, determining the link between the school heads' management skills and their stress tolerance so with their administrative effectiveness could be a basis for designing a managerial development program and behavioral stress coping plan.

II. Methodology

Research Design

Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. The survey method was used since the researcher gathered data through the use of a questionnaire. As cited by Mathiyazhagan and Nandam (2010), Closky defined a survey as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest.

A correlational analysis was performed to determine the significant link between the school heads' management skills and their stress tolerance as well as administrative effectiveness. Correlational research is a non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019).

Setting

The site of the study was the public elementary schools in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City.

Respondents of the Study

The study respondents were the school heads of the elementary schools in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. No sampling technique was used to get the school head-respondents of the study since all of them were considered respondents. However, the researcher assumed the non-availability of some of the school heads during the administration of the investigation questionnaire. Hence, the total respondents of the study were based upon the number of questionnaires that were retrieved during the retrieval of the floated instrument of the study. In totality, 725 school head-respondents of the study were surveyed in which 637 school heads were coming from the Division of Zamboanga del Norte, 32 school heads were from the Division of Dipolog City and 56 school heads were from the Division of Dapitan City. Table 1 shows the distribution of respondents in the study.

Table 1

The Respondents of the Study

School Districts	Frequency	Percent
1 – Zamboanga del Norte	144	19.86
2 – Zamboanga del Norte	213	29.38
3 – Zamboanga del Norte	280	38.62
Dipolog City	32	4.41
Dapitan City	56	7.72
Total	725	100

Research Instrument

The instrument used to gather data in this study was composed of three (3) parts. The first part was about the School Heads' Management Skills Scales with ten (10) indicators, namely: setting instructional direction, teamwork, sensitivity, judgment, results from orientation, organizational ability, oral communication, written communication, development of others, and understanding own strengths and weaknesses. The indicators and descriptors were derived from the National Association of Secondary School Principals (2010).

The second part of the instrument was the Administrative Effectiveness Scale adopted from Olorunsola and Belo (2018) in their study entitled “Administrative challenges and principals’ managerial effectiveness in Ogun State public secondary schools.” Moreover, the third part of the instrument was the Stress Tolerance Test to measure the stress tolerance level of the school heads. The test instrument was extracted from the Business and Management Quiz (2018).

In general, the instrument was no longer subjected to reliability and validity testing except for face validity. The adviser of this research work instituted face validity since the device was adopted from reliable sources in which content and construct validity and the reliability coefficients were already established.

Scoring Procedure

To quantify the responses of the respondents along with the level of school heads management skills, the four-point Likert scale format was employed as follows:

- 4 – Very High.** It is a rating given to a statement where provisions are exceedingly achieved.
- 3 – High.** It is a rating given to a statement where provisions are exactly achieved.
- 2 – Low.** It is a rating given to a statement where provisions are fairly achieved.
- 1 – Very Low.** It is a rating given to a statement where provisions are poorly achieved.

Scoring was done by multiplying “very high” by 4, “high” by 3, “low” by 2, and “very low” by 1. The weighted mean was described as follows.

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Very High	Very Much Skillful
3	2.51 – 3.25	High	Much Skillful
2	1.76 – 2.50	Low	Less Skillful
1	1.00 – 1.75	Very Low	Very Less Skillful

Likewise, to determine the responses of the respondents along with the level of their administrative effectiveness, the four-point Likert scale format was also used as follows:

- 4 – Strongly Agree.** It is a rating given to a statement where school heads are very highly effective.
- 3 – Agree.** It is a rating given to a statement where school heads are highly effective.
- 2 – Disagree.** It is a rating given to a statement where school heads are fairly effective.

1 – Strongly Disagree. It is a rating given to a statement where school heads are poorly effective.

Scoring was done by multiplying “strongly agree” by 4, “agree” by 3, “disagree” by 2, and “strongly disagree” by 1. The weighted mean was described as follows.

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very Highly Effective
3	2.51 – 3.25	Agree	Highly Effective
2	1.76 – 2.50	Disagree	Fairly Effective
1	1.00 – 1.75	Strongly Disagree	Poorly Effective

Moreover, to quantify and determine the responses of the respondents along with the level of their stress tolerance, the four-point Likert scale format was also used as follows:

4 – Strongly Agree. It is a rating given to a statement where school heads are very highly stressed tolerant.

3 – Agree. It is a rating given to a statement where school heads are highly stressed tolerant.

2 – Disagree. It is a rating given to a statement where school heads are fairly stressed tolerant.

1 – Strongly Disagree. It is a rating given to a statement where school heads are poorly stressed tolerant.

Scoring was done by multiplying “strongly agree” by 4, “agree” by 3, “disagree” by 2, and “strongly disagree” by 1. The weighted mean was described as follows.

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very Highly Tolerant
3	2.51 – 3.25	Agree	Highly Tolerant
2	1.76 – 2.50	Disagree	Fairly Tolerant
1	1.00 – 1.75	Strongly Disagree	Poorly Tolerant

Data-Gathering Procedure

An endorsement letter was sought from the Head of the EMD Program of the Graduate School, St. Vincent’s College Incorporated, Dipolog City. A letter of the researcher and the endorsement letter from the Head were sent to the Schools Division Superintendents of the Division of Zamboanga del Norte, Division of Dipolog City, and Division of Dapitan City. The researcher asked for endorsement to gather data by administering the study instrument in the sample schools.

Together with the endorsement letter from the Superintendents, a letter of the researcher was sent to the District Supervisors asking for approval to gather data by administering the study instrument. Upon approval, the researcher personally administered the instrument to the respondents. After the respondents answered, the questionnaires were immediately retrieved, tallied, computed, and interpreted.

Statistical Treatment

Weighted Mean. It was used to quantify the respondents' ratings in the school heads' management skills. It was also employed to quantify their stress tolerance and administrative effectiveness levels.

Spearman Rank-Order Correlation. It was used to find out the relationship between the school heads' management skills and their stress tolerance as well as their administrative effectiveness. The following guide in interpreting the value of ρ , suggested by Cohen, West, and Aiken (2014), was used.

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00		No correlation

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 20.0), Statistical Minitab (Version 17), and Microsoft Excel Data Analysis ToolPak. Hence, posting the statistical formulas was not necessary. The statistical test was performed at a 0.05 level of significance.

III. Results and Discussion

Table 2

The Level of the School Heads' Management Skills

Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Setting Instructional Direction	3.40	Very High/Much Skillful	3.40	Very High/Much Skillful	3.40	Very High/Much Skillful
Teamwork	3.34	Very High/Much Skillful	3.31	Very High/Much Skillful	3.31	Very High/Much Skillful
Sensitivity	3.38	Very High/Much Skillful	3.37	Very High/Much Skillful	3.37	Very High/Much Skillful
Judgment	3.43	Very High/Much Skillful	3.46	Very High/Much Skillful	3.44	Very High/Much Skillful
Results Orientation	3.30	Very High/Much Skillful	3.33	Very High/Much Skillful	3.35	Very High/Much Skillful
Organizational Ability	3.77	Very High/Much Skillful	3.76	Very High/Much Skillful	3.76	Very High/Much Skillful
Oral Communication	3.19	High/Much Skillful	3.17	High/Much Skillful	3.17	High/Much Skillful
Written Communication	3.23	High/Much Skillful	3.20	High/Much Skillful	3.20	High/Much Skillful
Development of Others	3.35	Very High/Much Skillful	3.34	Very High/Much Skillful	3.35	Very High/Much Skillful
Understanding Strengths and Weaknesses	3.16	High/Much Skillful	3.11	High/Much Skillful	3.09	High/Much Skillful
Overall Mean	3.36	Very High/Much Skillful	3.35	Very High/Much Skillful	3.34	Very High/Much Skillful

Table 2 shows the level of school heads' management skills. The table reflects that school heads in Zamboanga del Norte, Dipolog City, and Dapitan City were very much skillful in setting instructional direction. It means that school heads possess the ability to implement the strategies for improving teaching and learning, including putting programs and improvement efforts into action. It implies that school heads ensure that teachers are on the right path in the holistic development of the pupils. The finding is supported by Waldron, McLeskey, and Redd (2011) when they revealed that principals ensured schools to be successful by collaborating with teachers to set the direction for the school; redesigning the organization; improving working conditions; providing high-quality instruction in all settings; and using data to drive all decision making.

Likewise, school heads unanimously indicated that they were very much skillful coaching along with teamwork. It means that the school heads are seeking and encouraging the involvement of team members. It implies further that both the school head and the teacher are strongly tied up in working together. The collaborative effort of the school heads and teachers is substantiated by Coffey (2017), who posited that teamwork is essential for the school to meet the needs of all learners adequately.

Also, school heads were very much skillful in management along with sensitivity. The result means that the school heads involve the teachers, pupils, and stakeholders to share the school responsibility. It alludes that school heads involve and communicate with the school community to define joint accountabilities central to school development. Begley (2006) averred that the achievement of sensitivity to others could be best achieved in professional settings through personal reflective practice and sustained dialogue on moral issues and educational practice ethical dilemmas.

In a similar vein, school heads from Zamboanga del Norte, Dipolog City, and Dapitan City were equally very much skillful in providing judgment. It means that school heads provided high-quality decisions based on available information to reach logical conclusions. It implies that school heads entail considerable reasoning and a variety of harsh judgments. Duke (2012) substantiated the current finding when his study revealed that school principals understood tough calls and instructional leadership.

Furthermore, school heads were very much skillful along with results orientation of management. The finding means that school heads recognize when a decision is required and take prompt action as issues emerge. It implies that school heads ensure that every decision they make is vital for the school's growth. Williams (2016) stressed that no matter what challenges the school principal faces, in this age of heightened accountability, creating and maintaining a results-focused learning environment is more critical than ever.

School heads' management skills in terms of organizational ability were unanimously rated as very much skillful. It means that school heads deliver planning and scheduling one's work efficiently. It follows that they define the job of others so that resources are used appropriately.

According to Taylor (2016), being organized is much more than having all the school's pencils sharp. It is about creating systems to promote best practices, accommodate anomalies, and monitor outcomes. Also, it may be just as important to look organized as it is to be organized.

Finding further revealed that school heads' management skills in terms of oral communication were rated much skillful in oral communication. The finding means that the school heads possess a high-level ability to speak to individuals, small groups, and large groups. It implies that the school heads recognize oral communications as a critical dimension of school leadership. Tyler (2016) pointed out that communication skills are necessary for building trust between school principals and teachers, with trusting relationships vital for leading teachers toward effective instruction. Similarly, school heads were much skillful in written communication. It means that the school heads also possess a high-level ability to express ideas clearly in writing and demonstrate technical proficiency. It construes that the school heads recognize oral communications as a critical dimension of school leadership. McEwan (2003) found that successful principals communicated one hundred percent of the time by listening, speaking, writing, and reading. Furthermore, the principal often used written communication with parents, students, and staff.

Moreover, school heads were very much skillful in providing development. It means that school heads are very much talented to teach, coach, and help others. It implies that they have the competence to offer specific feedback based on observations and data. In the description of how the development of others was implemented in schools, principals were cited as key players who provided strong leadership in staff development through their advocacy, support, and ability to influence others (Bredeson, 2000). It was also found that school heads were much skillful in understanding strengths and weaknesses. It means that school heads recognize responsibility for improving the self by actively pursuing developmental activities and striving for continual learning.

In general, school heads in Zamboanga del Norte, Dipolog City, and Dapitan City were very much skillful in management. It means that school heads know what they are capable of in managing the school. It implies that they recognize their strengths and weaknesses to help them create the most effective path to reaching their vision. According to James (2013), knowing own strengths and weaknesses helps one plan around obstacles before reaching them to improve success.

Table 3
The Level of Stress Tolerance of School Heads

Descriptors	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
1. I can handle situations where I feel anxious or nervous.	3.10	Agree/ Highly Tolerant	3.00	Agree/ Highly Tolerant	3.15	Agree/ Highly Tolerant
2. I try to remain calm when I have deadlines to meet.	3.00	Agree/ Highly Tolerant	3.12	Agree/ Highly Tolerant	3.15	Agree/ Highly Tolerant
3. I sleep till late at night and have to rise early for work.	3.24	Agree/ Highly Tolerant	3.15	Agree/ Highly Tolerant	3.20	Agree/ Highly Tolerant
4. It is ok to skip a meal if I have lots of work.	3.00	Agree/ Highly Tolerant	3.12	Agree/ Highly Tolerant	3.10	Agree/ Highly Tolerant
5. I always resolve misunderstandings, if any, with my colleagues or friends.	3.12	Agree/ Highly Tolerant	3.10	Agree/ Highly Tolerant	3.15	Agree/ Highly Tolerant
6. I maintain healthy relations with my seniors and subordinates.	3.22	Agree/ Highly Tolerant	3.20	Agree/ Highly Tolerant	3.15	Agree/ Highly Tolerant
7. I do not let failures break me and always jump back in to try again.	3.15	Agree/ Highly Tolerant	3.12	Agree/ Highly Tolerant	3.20	Agree/ Highly Tolerant
8. I always provide closures to incidents so that I do not keep thinking about them.	2.78	Agree/ Highly Tolerant	2.70	Agree/ Highly Tolerant	2.88	Agree/ Highly Tolerant
9. I regularly go on outings with friends and family (weekly/monthly).	2.60	Agree/ Highly Tolerant	2.62	Agree/ Highly Tolerant	2.65	Agree/ Highly Tolerant
10. I make few realistic demands in life that I know are difficult, but I want to achieve them.	2.80	Agree/ Highly Tolerant	2.82	Agree/ Highly Tolerant	2.78	Agree/ Highly Tolerant
11. I help people and do not expect in return.	3.10	Agree/ Highly Tolerant	3.05	Agree/ Highly Tolerant	3.12	Agree/ Highly Tolerant
12. I do little things every day to keep myself happy.	3.20	Agree/ Highly Tolerant	2.16	Disagree/ Fairly Tolerant	2.22	Disagree/ Fairly Tolerant
13. I make daily lists of activities to be accomplished.	3.33	Strongly Agree/	3.30	Strongly Agree/	3.32	Strongly Agree/

14. I prioritize all activities by importance and urgency.	3.45	Very Highly Tolerant Strongly Agree/ Very Highly Tolerant	3.40	Very Highly Tolerant Strongly Agree/ Very Highly Tolerant	3.42	Very Highly Tolerant Strongly Agree/ Very Highly Tolerant
15. I use electronic gadgets a lot like PC, mobile phones, tablets while I work.	3.18	Agree/ Highly Tolerant	3.20	Agree/ Highly Tolerant	3.22	Agree/ Highly Tolerant
Mean	3.08	Agree/ Highly Tolerant	3.00	Agree/ Highly Tolerant	3.05	Agree/ Highly Tolerant

Presented in Table 3 is the stress tolerance level of school heads. A closer look at the table reveals that school heads were very highly stressed tolerant along “I make daily lists of activities to be accomplished” and “I prioritize all activities by importance and urgency.” A common notion supported that the more one aspires for perfection, the more he is stressed. Hence, to address this phenomenon to occur, a school head must be a risk mitigator. It means that a school head has defined risks and delineated the necessary measures to address the risks. It implies that school heads were found very stress-tolerant along with these areas since they already have a clear risk mitigation plan.

In sum, school heads in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City were highly stressed tolerant on their duties and responsibilities. The finding is supported by the fact that anyone who gets into the post should possess higher stress tolerance. Moreover, the Department of Education ensures that anyone appointed into a school head position should establish well-coordinated stress coping mechanism to reduce the risk of anxiety and develop higher stress tolerance. Mushoriwa and Dlamini (2017) substantiated the present finding, whose study found out that primary school heads were stress-tolerant after identifying the defense mechanism to occupational stress. Further, the investigation revealed that school heads were stress-tolerant due to their exposure to seminars and stress management training.

Table 4
The Level of the Administrative Effectiveness of School Heads

Descriptors	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
1. I am responsive to teachers' needs as and when due.	3.32	Strongly Agree/Very Highly Effective	3.36	Strongly Agree/Very Highly Effective	3.34	Strongly Agree/Very Highly Effective
2. I give room for feedback from members of staff.	3.34	Strongly Agree/Very Highly Effective	3.32	Strongly Agree/Very Highly Effective	3.36	Strongly Agree/Very Highly Effective
3. I discourage teachers from supporting students in examination malpractice.	3.44	Strongly Agree/Very Highly Effective	3.41	Strongly Agree/Very Highly Effective	3.40	Strongly Agree/Very Highly Effective
4. I ensure that students' records kept by teachers are honest and representation of facts.	3.38	Strongly Agree/Very Highly Effective	3.40	Strongly Agree/Very Highly Effective	3.42	Strongly Agree/Very Highly Effective
5. I frown at the unhealthy relationship between teachers and students.	3.66	Strongly Agree/Very Highly Effective	3.70	Strongly Agree/Very Highly Effective	3.64	Strongly Agree/Very Highly Effective
6. I encourage the punishment of misbehaved students.	2.00	Disagree/Fairly Effective	2.10	Disagree/Fairly Effective	2.05	Disagree/Fairly Effective
7. I supervise teachers during teaching-learning processes.	3.76	Strongly Agree/Very Highly Effective	3.82	Strongly Agree/Very Highly Effective	3.84	Strongly Agree/Very Highly Effective
8. I encourage a participatory supervisory system.	3.34	Strongly Agree/Very Highly Effective	3.36	Strongly Agree/Very Highly Effective	3.30	Strongly Agree/Very Highly Effective
9. I ensure timely communication of decisions.	3.12	Agree/Highly Effective	3.10	Agree/Highly Effective	3.15	Agree/Highly Effective
10. I listen well to other peoples' ideas.	3.22	Agree/Highly Effective	3.20	Agree/Highly Effective	3.16	Agree/Highly Effective
Mean	3.26	Strongly Agree/Very Highly Effective	3.28	Strongly Agree/Very Highly Effective	3.27	Strongly Agree/Very Highly Effective

Presented in Table 4 is the level of administrative effectiveness of school heads. The table reveals that school heads in Zamboanga del Norte, Dipolog City, and Dapitan City were very highly effective in their administrative functions. It means that school heads have consistently high expectations for their staff and their students. It implies that they are expected to consistently and patiently interface with staff members, students, and parents throughout their day. They rely on the work happening inside the school and utilize organizations, community partners, and outside opportunities.

The present result supported Muraina's (2014) finding that principals rely so much on and delegate to their trusted team members to carry out the school's mission. In general, school heads have a positive, visible presence in their schools. They model lifelong learning, focus on learning objectives, and lead by example. They set the school's tone through their daily interactions with staff and students.

Table 5

Test of Relationship between the Level of the Management Skills of School Heads and Their Level of Stress Tolerance

Zamboanga del Norte				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Stress Tolerance	3.36 3.08	0.412	0.023	Medium/ Moderate Positive Correlation/ Significant
Dipolog City				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Stress Tolerance	3.35 3.00	0.418	0.019	Medium/ Moderate Positive Correlation/ Significant
Dapitan City				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Stress Tolerance	3.34 3.05	0.445	0.041	Medium/ Moderate Positive Correlation/ Significant
Overall				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Stress Tolerance	3.35 3.04	0.454	0.028	Medium/ Moderate Positive Correlation/ Significant

Presented in Table 5 is the test of the relationship between the level of school heads' management skills and their level of stress tolerance. A closer look at the table, the management skills of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City were moderately and positively correlated with and significantly related to their stress tolerance level. The computed ρ -values supported the result with p -values that are less than the 0.05 level of significance. However, the relationship was registered at a medium level. It means that stress tolerance among the school heads was moderately, positively, and significantly influenced by the level of management skills of school heads. It can be inferred that the effect size of management skills of school heads on their stress tolerance was at the medium level in public elementary schools of Zamboanga del Norte, Dipolog City, and Dapitan City. It can be inferred further that when the level of the management skills of school heads increases, there corresponds to a moderate increase in their stress tolerance. Adebola and Mukharti (2008) supported when they revealed that the management skills of heads moderated stress tolerance.

Table 6

Test of Relationship between the Level of the Management Skills of School Heads and Their Level of Administrative Effectiveness

Zamboanga del Norte				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Administrative Effectiveness	3.36	0.401	0.033	Medium/ Moderate Positive Correlation/ Significant
Dipolog City				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Administrative Effectiveness	3.35	0.478	0.089	Medium/ Moderate Positive Correlation/ Significant
Dapitan City				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills & Level of Administrative Effectiveness	3.34	0.435	0.041	Medium/ Moderate Positive Correlation/ Significant
Overall				
Variables	Mean	Computed ρ	p - value	Decision
Level of Management Skills	3.35			Medium/

& Level of Administrative Effectiveness	3.27	0.459	0.012	Moderate Correlation/ Significant	Positive
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Table 6 shows the relationship between the level of management skills of school heads and their level of administrative effectiveness. The management skills of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City were moderately and positively correlated with and significantly related to administrative effectiveness. The result is supported by the computed ρ – values with p-values that are less than the 0.05 level of significance. Essentially, the relationship was found at a medium level. It means that the effect size of school heads’ management skills on their administrative effectiveness was at the medium level. It can be inferred further that when the level of the management skills of school heads increases, there corresponds to a moderate increase in their administrative effectiveness. The current finding is corroborated by Muraina (2014), whose study revealed a significant relationship between principals’ managerial skills and administrative effectiveness.

IV. Conclusion

School heads from Zamboanga del Norte, Dipolog City, and Dapitan City can manage the school. Likewise, they establish a well-coordinated stress coping mechanism to reduce the risk of anxiety and develop higher stress tolerance. Furthermore, it can be deduced that the school heads rely on the work happening inside the school and utilize organizations, community partners, and opportunities outside of it to ensure school management effectiveness.

V. Recommendations

After a thorough examination of the findings and conclusions, the following recommendations are given:

1. That school heads of the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City should keep abreast of the current trends in school management to remain skillful and effective in managing the schools;
2. That school heads of the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City should further define and strengthen their stress coping mechanism to become very highly stress-tolerant on their jobs. The School Heads’ Stress Coping Plan helps manage and cope with school heads’ job stress;
3. That future researchers may look into the same variables in other divisions of the country to validate the results of this investigation.

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