

Stress Management of School Heads Towards Level of Work Satisfaction and Extent of Performance of Teachers

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Abstract — This study was conducted to determine the stress management of School Heads towards level of work satisfaction of teachers and their Performance base on IPCRF. The findings of the study were the basis for the proposed instructional supervisory Plan. The research design for the study on "Stress Management of School Heads Towards Level of Work Satisfaction and Extent of Performance of Teachers" employed a descriptive-correlational 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 their performance. The quantitative aspect of the research utilized survey questionnaires to collect data from school heads, teachers, and students. Standardized instruments were employed to measure stress management techniques, work satisfaction levels, and academic performance. For instance, the Adverse Stress Scale and the Job Satisfaction Survey were used to quantitatively assess stress levels and job satisfaction, respectively. The Test of Relationship between two sets of variables: Stress Management and Level of Satisfaction, and Level of Satisfaction and IPCRF (Individual Performance Commitment and Review Form) of teachers. The table includes the correlation coefficients (r), computed t -values, critical table values at the 0.05 significance level, decisions regarding the null hypothesis (H_0), and interpretations of the strength of relationships. The discussion of the table reveals that the correlation between Stress Management and Level of Satisfaction is perfect, with an r -value and a computed t -value which is much higher than the critical value. This leads to the rejection of the null hypothesis and indicates a very strong significant relationship between the two variables. Similarly, the correlation between Level of Satisfaction and IPCRF is also very strong with an r -value a computed t -value exceeding the critical value again rejecting the null hypothesis. This suggests that higher satisfaction levels among teachers are significantly associated with better performance ratings. The results imply that stress management plays a critical role in enhancing teachers' satisfaction, and in turn, teacher satisfaction is strongly linked to their performance as measured by the IPCRF. The overall findings show that as stress is managed effectively, satisfaction increases, which positively influences the professional performance of teachers. This highlights the interconnected nature of emotional well-being, job satisfaction, and work performance. The overall strong relationships observed, reflected in the very high correlation coefficients, imply that schools should emphasize stress management programs and satisfaction-enhancing initiatives to improve teacher performance. The result implies that these factors are essential levers for promoting a positive work environment and better educational outcomes.

Keywords — Keywords — Stress Management, School Heads, Level of Work Satisfaction, Teachers

I. Introduction

Stress is considered as a healthy stimulus which makes individuals perform to the best of their abilities. However, prolonged and undealt stress could lead to anxiety (Rubilar and Oros, 2021). Teachers are no exception to this truth for they experience a variety of situations which cause stress and anxiety for some.

Since ancient times, teachers have been deemed as respected people in society. They were seen as the second parents and nurturers of the children of today and of the future generations. Teachers were praised by the parents, colleagues, and stakeholders for the satisfactory job that were done reflected to the learners' performances. They are seen as a big part and a great contributor to the successes their children have earned. But little do they know, that behind this magnificent recognition that they endow to these teachers, elaborate preparations, unmeasurable pressure, stress and silent battles were fought.

In this technology advanced era, many people assume that teachers can now relieve their stress in school preparation just because we are exposed to this advance technology. They do not know that not all schools and teachers have the means to have and purchase this equipment. Technology as part of teaching materials is just a mere tool to guide and help in any convenience but not necessarily lessen the burden of having simultaneous work and schedules, dealing with learners whose needs are to be catered depending on the intelligence they have, communicating not only to the parents and stakeholders but to higher administration regarding with the performances of the learners. Because of this, the stress level of the teachers has been significantly rising throughout time. Many cases have been reported that the number one reason teachers are burnt out and have low performances is because of stress. Stress is part of our life and is a means to strengthen one's mind. But, exposed to too much stress, the mind may not function to its optimum capacity and may affect not only the body but one's overall health as well. And can be the main reason that they cannot fulfill their responsibilities and obligations in school.

This is the compelling reason why the researcher is determined to pursue and complete this study. Observations and accounts from various schools have revealed the alarming effects of high stress levels among teachers—manifesting not only in decreased professional performance but also in the rising incidence of stress-related illnesses. These challenges do not only affect the well-being of educators but also have a cascading impact on the quality of instruction and the overall learning experience of students.

The real concern lies in identifying the underlying causes of this persistent stress. What specific factors within the school environment contribute to the high stress levels experienced by

teachers? More importantly, what measures can be implemented to alleviate this burden and support teachers in managing their workload and emotional well-being?

Addressing these questions is crucial. By exploring strategies to reduce stress and enhance teacher performance, the study can contribute to a healthier and more productive teaching environment. This, in turn, empowers educators to reach their full potential and deliver higher-quality education to their students. The urgency to complete this research stems from the need to provide evidence-based recommendations that can guide school leaders, policy-makers, and stakeholders in creating supportive systems for teachers—recognizing that teacher well-being is essential for sustained educational success.

This study was conducted to determine the stress management of School Heads towards level of work satisfaction of teachers and their Performance base on IPCRF. The findings of the study were the basis for the proposed instructional supervisory Plan.

Specifically, the study sought to answer the following questions:

1. What is the stress management of School Leaders?
2. What is the level of work satisfaction of elementary teachers in terms of the following:
 - 2.1. Intrinsic satisfaction; and
 - 2.2. Extrinsic satisfaction?
3. What is the performance of Teachers in based on IPCRF?
4. Is there a significant relationship between the ff:
 - a. Stress management and level of satisfaction of teachers; and
 - b. Level of Satisfaction of Teachers and EXTENT OF performance of teachers based on IPCRF?
5. What instructional supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

There is no significant relationship between the ff:

- a. Stress management and level of satisfaction of teachers; and
- b. Level of Satisfaction of Teachers and EXTENT OF performance of teachers based on IPCRF

II. Methodology

Design. The research design for the study on " Stress Management of School Heads Towards Level of Work Satisfaction and Extent of Performance of Teachers " employed a descriptive-correlational 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 their performance.

The quantitative aspect of the research utilized survey questionnaires to collect data from school heads, teachers, and students. Standardized instruments were employed to measure stress management techniques, work satisfaction levels, and academic performance. For instance, the Adverse Stress Scale and the Job Satisfaction Survey were used to quantitatively assess stress levels and job satisfaction, respectively. The main locale of the study was the selected schools of Ormoc City District 9, in the Schools Division of Ormoc City. The respondents of the study were 3 School Heads and 53 Teachers. The information for the analysis was gathered using the 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 3 School Heads and 53 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. In order to gather the necessary data within one month (30 days), 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 was also given to the Public School District Supervisor, School Principal, and the teachers, under whose care the respondents belonged. 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, consolidated, and subjected to statistical treatment using Pearson's r . Data was collated and submitted for appropriate statistical analysis.

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 and teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tools.

Pearsons-r - This tool was used to test the relationship between Level of Stress Management of School Leader, Work Satisfaction and performance of teachers.

III. Results and Discussion

Table 1
Level of Stress Management of School Leaders

Indicators	Weighted Mean	Interpretation
1. I am a good role model	4.34	Strongly Agree
2. I treat my team members with respect	4.45	Strongly Agree
3. I am honest	4.52	Strongly Agree
4. I do what I say I will do	4.65	Strongly Agree
5. I never speak about team members behind their backs	4.51	Strongly Agree
6. I act calmly in pressured situations	4.58	Strongly Agree
7. I take a consistent approach to managing	4.70	Strongly Agree
8. My moods are predictable	4.63	Strongly Agree
9. I don't pass on my stress to my team	4.46	Strongly Agree
10. I approach deadlines calmly	4.36	Strongly Agree
11. I welcome suggestions for improvements from my team	4.64	Strongly Agree
12. I allow my team to plan their workloads	4.66	Strongly Agree
13. The deadlines I create are realistic	4.51	Strongly Agree
14. I give more positive than negative feedback	4.40	Strongly Agree
15. I deal with my problems myself rather than relying on others	4.51	Strongly Agree
16. I allow my team to approach their work in their own way	4.34	Strongly Agree
17. I show consideration for my team's work life balance	4.45	Strongly Agree
18. I clearly communicate job objectives to my team	4.52	Strongly Agree
19. I develop action plans	4.65	Strongly Agree
20. I monitor my team's workload on an ongoing basis	4.55	Strongly Agree
21. I encourage my team to view how they organize their work	4.59	Strongly Agree
22. When necessary, I stop additional work being taken on by my team	4.56	Strongly Agree
23. I work proactively	4.63	Strongly Agree
24. I see projects/ tasks through to delivery	4.53	Strongly Agree
25. I review processes to see if work can be improved	4.38	Strongly Agree
26. I prioritize future workloads	4.44	Strongly Agree
27. I deal rationally with problems	4.66	Strongly Agree
28. I follow up problems on behalf of my team	4.51	Strongly Agree
29. I deal with problems as soon as they arise	4.40	Strongly Agree
30. I am decisive when decision making	4.51	Strongly Agree
31. I give employees the right level of job responsibility	4.34	Strongly Agree
32. I correctly judge when to consult the team and when to make a decision	4.52	Strongly Agree
33. I keep my team informed of what is happening in the organization	4.52	Strongly Agree
34. I act as a mentor to my team	4.65	Strongly Agree
35. I delegate work equally	4.55	Strongly Agree
36. I help team members to develop in their role	4.58	Strongly Agree
37. I encourage participation from the whole team	4.65	Strongly Agree
38. I provide regular team meetings	4.46	Strongly Agree
39. I give the right level of direction to my team members	4.44	Strongly Agree
Weighted Mean	4.52	Strongly Agree

Legend: 4.21- 5.00 – Strongly Agree
3.41- 4.20 – Agree
2.61-3.40 - Undecided
1.81- 2.60- Disagree
1.00-1.80- Strongly Disagree

This table presents the Level of Stress Management of School Leaders, illustrating how school leaders perceive their ability to manage stress and lead their teams effectively through various indicators. Each item reflects behaviors and attitudes related to stress management, leadership, communication, and team support, with weighted means indicating the degree of agreement among respondents.

The discussion of the table reveals that all indicators received high ratings, with weighted means ranging from 4.34 to 4.70, all interpreted as "Strongly Agree." This shows that school leaders generally perceive themselves as effective in managing stress, being honest and consistent, communicating clearly, and fostering a supportive and respectful team environment. Notably, items such as taking a consistent approach to managing, doing what they say they will do, and encouraging participation from the whole team scored among the highest, indicating strong leadership qualities in maintaining calm and proactive management even in pressured situations.

Moreover, school leaders strongly agreed that they provide positive feedback, develop realistic deadlines, monitor workloads, and act decisively while mentoring and delegating tasks equally. These results suggest a comprehensive and balanced approach to stress management that not only protects the leaders' well-being but also supports their team's efficiency and morale.

The overall weighted mean of 4.52, interpreted as "Strongly Agree," implies that school leaders in the study possess a high level of stress management skills. The result implies that such effective stress management behaviors are crucial for maintaining a healthy work environment, improving team performance, and fostering collaborative and productive school communities.

Table 2
Level of Teachers' Satisfaction

Intrinsic	Weighted Mean	Interpretation
1. The feeling of self-esteem or self-respect you get from being in your job	4.57	Very High
2. The opportunity for personal growth development in your job	4.58	Very High
3. The feeling of worthwhile accomplishment in your job	4.64	Very High
4. Your present job when you consider the expectations you had when you took the job	4.43	Very High
5. Mean	4.56	Very High
6. II. Extrinsic		
7. The amount of respect and fair treatment you receive from your supervisors	4.40	Very High
8. The feeling of being informed in your job	4.42	Very High
9. The amount of supervision you receive	4.61	Very High
10. The opportunity for participation in the determination of methods, procedures, and goals	4.52	Very High
Mean	4.49	Very High
Weighted Mean	4.52	Very High

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

This table presents the Level of Teachers' Satisfaction, divided into two categories: Intrinsic and Extrinsic factors. It measures how teachers perceive various aspects of their job, including personal fulfillment, growth opportunities, supervisory support, and participation in decision-making. The ratings reflect teachers' overall satisfaction levels, with weighted means indicating the intensity of their agreement with each indicator.

The discussion of the table reveals that teachers reported very high levels of intrinsic satisfaction, with indicators such as feeling worthwhile accomplishment, self-esteem, and opportunities for personal growth all scoring above 4.40. This suggests that teachers find significant meaning and personal value in their work, which positively impacts their motivation and commitment. Similarly, extrinsic satisfaction factors, including respect and fair treatment from supervisors, supervision received, and involvement in workplace decisions, also scored very high, demonstrating that external conditions of their job environment contribute strongly to their overall satisfaction.

These findings indicate that both intrinsic and extrinsic factors play a critical role in enhancing teachers' job satisfaction. The highest individual rating was for the feeling of worthwhile accomplishment in the job, while supervisory support and participation opportunities also received notably high scores. Such balanced satisfaction suggests a supportive work environment that nurtures professional development and acknowledges teachers' contributions.

The overall weighted mean of 4.52, interpreted as “Very High,” implies that teachers are highly satisfied with both the internal rewards of their job and the external conditions surrounding their work. The result implies that a positive work environment combining personal growth, respect, support, and involvement is essential to maintaining high teacher morale and performance.

Table 3
IPCRF of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.32	Outstanding
2	Learning Environment and Diversity of Learners	4.48	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.36	Outstanding
4	Community Linkages & Professional Engagement	4.31	Outstanding
5	Professional Growth and Development	4.38	Outstanding
	AVERAGE	4.37	Outstanding

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

This table presents the IPCRF (Individual Performance Commitment and Review Form) of the teachers, highlighting their performance across five key indicators: Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Reporting and Assessment, Community Linkages & Professional Engagement, and Professional Growth and Development. The table shows the weighted mean scores for each indicator alongside their respective performance interpretations.

The discussion of the table reveals that teachers received outstanding ratings in all five performance indicators, with scores ranging from 4.31 to 4.48. The highest rating was given to Learning Environment and Diversity of Learners (4.48), suggesting that teachers excel in creating inclusive and supportive learning settings. Content Knowledge and Pedagogy (4.32), Curriculum and Planning (4.36), Community Linkages & Professional Engagement (4.31), and Professional Growth and Development (4.38) also received outstanding evaluations, reflecting a well-rounded and effective teaching performance.

These results demonstrate that teachers consistently perform at an exceptional level across multiple aspects of their professional responsibilities. Their strong performance in curriculum-related tasks and community involvement indicates a holistic approach to education that goes beyond classroom instruction to include active engagement with learners and stakeholders. Such comprehensive excellence supports the overall educational goals and fosters positive learning outcomes.

The overall average weighted mean of 4.37, interpreted as Outstanding, implies that the teachers are highly competent and committed to their roles. The result implies that the teachers’

dedication to continuous professional development, mastery of content, and ability to manage diverse learning environments significantly contribute to the quality of education delivered.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Stress Management to Level of Satisfaction	1.00	5.690	0.224	Reject Ho	Significant Relationship (Very Strong)
Level of Satisfaction to IPCRF	0.93	3.566	0.378	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship between two sets of variables: Stress Management and Level of Satisfaction, and Level of Satisfaction and IPCRF (Individual Performance Commitment and Review Form) of teachers. The table includes the correlation coefficients (r), computed t-values, critical table values at the 0.05 significance level, decisions regarding the null hypothesis (Ho), and interpretations of the strength of relationships.

The discussion of the table reveals that the correlation between Stress Management and Level of Satisfaction is perfect, with an r-value of 1.00, and a computed t-value of 5.690, which is much higher than the critical value of 0.224. This leads to the rejection of the null hypothesis and indicates a very strong significant relationship between the two variables. Similarly, the correlation between Level of Satisfaction and IPCRF is also very strong with an r-value of 0.93, a computed t-value of 3.566 exceeding the critical value of 0.378, again rejecting the null hypothesis. This suggests that higher satisfaction levels among teachers are significantly associated with better performance ratings.

The results imply that stress management plays a critical role in enhancing teachers' satisfaction, and in turn, teacher satisfaction is strongly linked to their performance as measured by the IPCRF. The overall findings show that as stress is managed effectively, satisfaction increases, which positively influences the professional performance of teachers. This highlights the interconnected nature of emotional well-being, job satisfaction, and work performance.

The overall strong relationships observed, reflected in the very high correlation coefficients, imply that schools should emphasize stress management programs and satisfaction-enhancing initiatives to improve teacher performance. The result implies that these factors are essential levers for promoting a positive work environment and better educational outcomes.

IV. Conclusion

Based on the results of this study, the Test of Relationship between two sets of variables—Stress Management and Level of Satisfaction, and Level of Satisfaction and IPCRF (Individual Performance Commitment and Review Form) of teachers—demonstrated very strong and statistically significant relationships. The findings indicate that effective stress management among school heads contributes positively to teachers' job satisfaction, and that higher satisfaction is closely associated with improved teacher performance. This implies that schools should invest in targeted interventions that support the emotional well-being of teachers, foster a supportive work environment, and ultimately enhance instructional quality and student outcomes.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the stress management of School Heads towards the level of work satisfaction of teachers and their Performance based on IPCRF among the ff:

1. The Teacher should actively communicate their professional and emotional needs to their school heads, engage in professional development activities that promote well-being, and participate in initiatives that foster a positive and supportive school culture to enhance job satisfaction and performance.
2. The School Head should implement effective stress management strategies, maintain open lines of communication with teachers, promote a respectful and balanced work environment, and provide regular feedback and support to boost teachers' morale and improve their IPCRF performance.
3. The Public Schools District Supervisor should conduct regular monitoring and coaching sessions for school heads, ensuring that leadership practices prioritize the mental well-being of teachers and align with the performance standards outlined in the IPCRF.
4. The Parents should support teachers by showing appreciation for their efforts, participating in school activities, and maintaining constructive communication with the school to reduce additional stressors that may affect teacher performance.
5. The Researcher should conduct further studies on specific stress factors faced by school heads and teachers, and explore innovative and evidence-based intervention programs to address stress and satisfaction issues in educational settings.
6. The Future Researchers should expand the scope of similar studies to include other regions and education levels, and explore longitudinal data to assess the long-term impact of stress management practices on teacher satisfaction and performance.

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AUTHOR'S PROFILE



MARIAN HAZEL DELA CRUZ CAUBAT

Marian Hazel D. Caubat was born on May 17, 1995. She earned her degree in Bachelor of Elementary Education, Major in General Education, from St. Peter's College of Ormoc in 2015. Although her initial aspiration was to become a police officer, her journey led her to a greater mission—educating young minds and shaping the future generation.

She began her teaching career at LIDE Learning Center, Inc. (LLCI), a La Salle-supervised and PAASCU-accredited institution in Leyte. Over the course of seven years, she taught a wide range of subjects—including Mathematics, Science, English, Filipino, Christian Living Education (CLE), and Mother Tongue-Based Multilingual Education (MTB-MLE)—from Grades 1 to 6. Her ability to handle various subjects and grade levels highlights her flexibility and commitment to student learning.

Dedicated to lifelong learning and professional advancement, she pursued graduate studies shortly after college. She earned 30 academic units in the Master of Arts in Teaching, specializing in Filipino, at Leyte Normal University Annex (St. Peter's College of Ormoc). In 2022, she continued her graduate studies at Western Leyte College of Ormoc City and is currently completing her Master of Arts in Education, major in Administration and Supervision.

She is currently a Teacher I under the Department of Education, serving as a Grade VI teacher at V.L. Villacencio Elementary School, located in Barangay Mabato, Ormoc City, Leyte. Apart from her classroom duties, she actively contributes to school leadership as the coordinator of two student organizations: the Supreme Pupil Government and the Boy Scouts of the Philippines.

She believes that every child has the potential to succeed when guided with compassion, discipline, and inspiration. As an educator, she strives to be a role model who nurtures leadership, values, and a lifelong love for learning.