

School Heads' Stress Management Strategies in Relation to The Level of Stress of Teachers

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Abstract— This study is conducted to determine the School Heads' Stress Management Strategies of in relation to the stress level of Teachers in selected schools of Baybay City Division. The findings of the study were the bases for the proposed instructional supervisory Plan. The research design for the study on School Head's Stress Management Strategies in relation to the Level of Work Satisfaction of Teachers employed a descriptive-correlational research design. This design was particularly suitable as it allowed for a comprehensive exploration of the complex relationships among the variables involved—namely, the stress management practices of school heads and the job satisfaction of teachers. The quantitative aspect of the research utilized surveys to collect data from school heads, teachers, and students. Standardized instruments were employed to measure stress management techniques and 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 relationships. The Test of Relationship, which explores the statistical correlation between School Heads' Management Practices and the Stress Level of Teachers. The table provides vital statistical indicators such as the correlation coefficient (r), computed t-value, table value at a 0.05 level of significance, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationship. This analysis is essential to determine whether school heads' management approaches have a measurable impact on the stress levels experienced by teachers in the school setting. The data reveals a correlation coefficient (r), indicating a moderate positive relationship between the variables. The computed t-value, which is greater than the table value at the level of significance. As a result, the null hypothesis is rejected, confirming that the observed relationship is statistically significant. This suggests that changes or variations in school heads' management practices are moderately associated with changes in the stress levels of teachers. The implications of this result are meaningful for school leadership and teacher welfare. A moderate positive correlation implies that while school heads' management practices do influence teacher stress levels, other external or individual factors may also be at play. Nevertheless, effective leadership that includes clear communication, supportive supervision, and equitable workload distribution could potentially help reduce stress levels among teachers. The result implies that improvements in how school heads manage personnel and school operations can contribute to a healthier, less stressful work environment for teachers.

Keywords — *School Head, Stress Management Strategies, Level of Stress of Teachers*

I. Introduction

Stress is an inevitable part of any organization, especially in schools where diverse personalities, teaching styles, and expectations come into play. The researcher has personally witnessed how stress in the school setting can negatively impact teachers' motivation, job satisfaction, and overall performance. This has sparked curiosity about how school administrators handle stress and whether their approaches effectively support teachers in maintaining a conducive working environment.

Additionally, it is believed that effective stress management is crucial in fostering a positive school culture. In many cases, stress arises due to miscommunication, lack of clear policies, or differences in perspectives among educators. If administrators fail to address these issues properly, the quality of education may suffer, ultimately affecting students' learning experiences. The researcher's personal experiences have shown that when stress is managed well, it can lead to growth and improvement.

Moreover, the researcher is passionate about understanding leadership styles that promote collaboration and professional growth among teachers. Observations have shown that some school heads excel in managing stress through open communication and fair decision-making, while others struggle, leading to a stressful and unproductive school environment. This personal observation has motivated the researcher to explore which stress management strategies are most effective in enhancing teacher performance.

The researcher as someone who aspires to contribute to the improvement of educational leadership, this topic is seen as relevant to future career goals. Understanding stress management at the administrative level can help develop leadership skills that will allow the researcher to navigate workplace challenges more effectively. By conducting this study, the researcher hopes to provide insights that will benefit both current and future school leaders in managing stress constructively.

From a professional perspective, the relationship between stress management strategies and teacher performance is a significant concern in educational management. Teachers play a crucial role in shaping students' academic success, and any workplace stress that affects their performance can ultimately impact the quality of education. Thus, it is essential to examine how school administrators handle stress and whether their approaches contribute to a positive and productive work environment.

Researching this topic is also important because stress in schools can arise from various factors, such as workload distribution, differences in teaching philosophies, lack of administrative support, and interpersonal misunderstandings. If this stress is not managed effectively, it can lead to teacher burnout, absenteeism, and even resignations, which can disrupt the continuity of learning. It is crucial to explore proactive strategies that school administrators can implement to prevent stress from escalating.

Furthermore, professional experience has shown that not all administrators are equipped with strong stress management skills. Some may rely on authoritarian approaches that suppress teachers' concerns rather than addressing them constructively. Others may avoid stress altogether, leading to unresolved tensions that eventually harm teamwork and collaboration. This study will provide valuable insights into which stress management strategies are most effective in promoting teacher satisfaction and productivity.

Moreover, this research is relevant in supporting the professional development of both school administrators and teachers. By identifying best practices in stress management, the study aims to contribute to creating a more supportive work environment where teachers feel heard, valued, and motivated to perform at their best. This study can serve as a reference for school leaders in refining their leadership approaches to build a stronger and more harmonious educational institution.

One of the main challenges encountered while conducting this research was gathering accurate and honest data from school administrators and teachers. Stress management is a sensitive topic, and some respondents were hesitant to share their experiences due to fear of repercussions. Some administrators may not want to acknowledge weaknesses in their leadership, while some teachers may feel uncomfortable discussing stress they have experienced. This made data collection more challenging, as building trust and ensuring confidentiality became crucial.

Another issue was the diversity of stress management styles across different schools and administrators. While some school heads implemented clear and structured stress management policies, others handled stress informally or inconsistently. This variation made it difficult to generalize findings and required a more in-depth analysis to understand which strategies were most effective in different contexts. It also highlighted the need for school-based professional development programs to standardize best practices in stress management.

Additionally, difficulties arose in determining the direct impact of stress management strategies on teacher performance. Since teacher performance is influenced by multiple factors—such as workload, student behavior, and personal motivation—it was challenging to isolate the effects of stress management alone. To address this, careful design of research instruments was required to ensure that the questions focused on specific instances where stress management directly affected teachers' work efficiency and morale.

Finally, time constraints and administrative limitations posed another challenge. Scheduling interviews and surveys with school administrators and teachers required careful coordination, as their busy schedules often led to delays. Some schools also had strict policies on allowing external research, which meant that approval had to be obtained through multiple layers before proceeding with data collection. Despite these challenges, the researcher remained committed to completing the study, knowing that the findings could contribute to improving school leadership and teacher well-being.

This study is conducted to determine the School Heads' Stress Management Strategies of in relation to the stress level of Teachers in selected schools of Isabel District. The findings of the study were the bases for the proposed instructional supervisory Plan.

Specifically, the study sought to answer the following questions:

1. What is the level of School heads' stress management strategies as to:
 - 1.1. Managing emotions and Having Integrity;
 - 1.2. Managing the individual within the team;
 - 1.3. Managing Difficult Times;
2. What is the level of stress of teachers in terms of the following:
 - 2.1 Financial;
 - 2.2 Personal/home;
 - 2.3 Student; and
 - 2.4 School stress?
3. Is there a significant relationship between the School Heads' Stress Management Strategies to the Level of stress of Teachers?
4. What school supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant relationship between the School Head's Stress Management Strategies to the Level of stress of Teachers.

II. Methodology

Design. The research design for the study on School Head's Stress Management Strategies in relation to the Level of Work Satisfaction of Teachers employed a descriptive-correlational research design. This design was particularly suitable as it allowed for a comprehensive exploration of the complex relationships among the variables involved—namely, the stress management practices of school heads and the job satisfaction of teachers.

The quantitative aspect of the research utilized surveys to collect data from school heads, teachers, and students. Standardized instruments were employed to measure stress management techniques and 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 relationships.

Complementing the quantitative data, qualitative methods were employed through interviews and focus group discussions. This aspect allowed for a deeper exploration of the contextual factors influencing stress management and job satisfaction. Interviews with school heads revealed insights into their coping strategies and the challenges they faced, while focus groups with teachers provided a platform for discussing their perceptions of school leadership and its impact on their satisfaction and performance. This qualitative data enriched the findings by capturing the nuances of experiences that quantitative measures may not have fully conveyed.

The main locale of the study was selected Schools of Baybay City Division. The respondents of the study were the 50 teachers. The information for the analysis was gathered using 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 50 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 sought permission from the office of the Schools Division Superintendent through a transmittal letter. The same letter content was provided to the Public School District Supervisor, School Principal, and to the teachers who were identified as respondents. 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 accomplished questionnaires were retrieved, consolidated, and subsequently subjected to statistical treatment using Pearson's r . All collected data were collated and submitted to appropriate statistical analysis to determine the correlation between the identified variables.

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 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 tool.

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Pearsons-r - This tool was used to test the relationship between School Head’s Stress Management Strategies of in relation to the level of work satisfaction of Teachers.

III. Results and Discussion

Table 1
Extent of School Heads’ Stress Management Strategies in terms of Managing Emotions and Having Integrity

	Managing Emotions and Having Integrity	Weighted Mean	Interpretation
1	I am a good role model	3.55	Often
2	I treat my team members with respect	4.00	Often
3	I am honest	3.70	Often
4	I do what I say I will do	3.65	Often
5	I act calmly in pressured situations	3.75	Often
6	I take a consistent approach to managing	3.50	Often
7	My moods are predictable	3.67	Often
8	I don’t pass on my stress to my team	4.00	Often
9	I approach deadlines calmly	4.00	Often
10	I welcome suggestions for improvements from my team	4.00	Often
11	I allow my team to plan their workloads	4.00	Often
12	The deadlines I create are realistic	3.0	Often
13	I give more positive than negative feedback	3.50	Often
	Mean	3.72	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

This table presents the Extent of School Heads’ Stress Management Strategies in terms of Managing Emotions and Having Integrity. It highlights how frequently school heads apply specific emotional regulation techniques and uphold personal integrity in managing school-related stress. The table features thirteen indicators evaluated through a weighted mean and interpreted according to frequency using a Likert scale ranging from “Never” to “Always.” This data is vital in assessing how consistently school heads demonstrate behaviors that help manage emotional stress and maintain integrity in their leadership roles.

The results reveal that all items were rated “Often,” indicating that school heads regularly practice stress management behaviors in the context of emotional regulation and integrity. Notably, several items reached a high weighted mean of 4.00, including “I treat my team members with respect,” “I don’t pass on my stress to my team,” “I approach deadlines calmly,” “I welcome suggestions for improvements from my team,” and “I allow my team to plan their workloads.” These results suggest a strong inclination among school heads to maintain professional composure and foster a supportive, respectful environment. Meanwhile, the item “The deadlines I create are

realistic” received the lowest score at 3.00, suggesting an area where school heads may need improvement in aligning expectations with feasible timelines.

On average, the overall mean rating for this dimension is 3.72, which falls under the “Often” category. This result implies that school heads generally exhibit effective stress management through emotional stability and integrity but still have areas for enhancement, particularly in deadline-setting and maintaining consistent emotional regulation. Their ability to manage stress positively reflects on their leadership style, promoting a productive and supportive working atmosphere for teachers and staff.

The implications of these results suggest that while school heads are often emotionally composed and principled, professional development programs should include targeted training on realistic planning and workload management. Encouraging self-awareness and practical time-management techniques could further strengthen their leadership effectiveness and overall school climate.

Table 2
Extent of School Heads’ Stress Management Strategies in terms of Managing the individual within the team

	Managing the individual within the team	Weighted Mean	Interpretation
1	I prefer to speak to my team personally than use email	3.20	Sometimes
2	I provide regular opportunities for my team to speak one to one	3.60	Often
3	I return my team’s calls/emails promptly	3.40	Sometimes
4	I am available to talk to when needed	5.00	Always
5	I bring in treats for my team	3.65	Often
6	I socialize with the team	3.60	Often
7	I am willing to have a laugh at work	3.70	Often
8	Empathetic Engagement	3.80	Often
9	I encourage individuals’ input in discussions	3.90	Often
10	I listen when a team member asks for help	5.00	Always
11	I make an effort to find out what motivates my team members at work	5.00	Always
12	I take an interest in my teams’ life outside work	3.50	Often
13	I regularly ask team members ‘How are you?’	3.55	Often
14	I treat all team members with equal importance	3.70	Often
15	I check everyone in OK rather than just assuming	3.60	Often
	Mean	3.88	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

This table presents the Extent of School Heads’ Stress Management Strategies in terms of Managing the Individual within the Team. It outlines the frequency with which school heads demonstrate behaviors that promote individual well-being and interpersonal connection within their teams. The indicators focus on personal communication, empathy, availability, and

relationship-building strategies—all vital in managing workplace stress and enhancing collaboration among school staff.

The data reveals a predominantly positive trend in how school heads interact with individual team members. The highest-rated items, “I am available to talk to when needed,” “I listen when a team member asks for help,” and “I make an effort to find out what motivates my team members at work,” all received a perfect score of 5.00 and were interpreted as “Always.” These responses reflect a strong commitment among school heads to being approachable, responsive, and attentive to the needs and motivations of their team members. Conversely, two indicators—“I prefer to speak to my team personally than use email” and “I return my team’s calls/emails promptly”—received ratings in the “Sometimes” category, with scores of 3.20 and 3.40 respectively. These suggest that while school heads are generally supportive in person, there may be occasional lapses in digital communication responsiveness.

The overall mean score for this dimension is 3.88, which falls under the interpretation of “Often.” This result implies that school heads frequently manage individuals within the team with empathy, accessibility, and respect. The generally high ratings indicate a healthy team environment where members feel valued and supported. However, the occasional drop in communication efficiency points to an area for development, especially in balancing personal engagement with timely responses across communication platforms.

The implications of these results are significant. The consistently high ratings in areas involving personal availability and empathy suggest that school heads play a crucial role in fostering emotionally supportive school cultures. These actions likely contribute to improved staff morale and lower stress levels, which can positively impact overall school performance. The results also underscore the importance of effective communication—both face-to-face and digital—as an essential aspect of stress management within leadership roles.

Table 3
Extent of School Heads’ Stress Management Strategies in terms of Managing Difficult Situations

	Managing the individual within the team	Weighted Mean	Interpretation
1	I act as a mediator in conflict situations	5.00	Always
2	I deal with squabbles in the team before they become arguments	5.00	Always
3	I deal objectively with employee conflicts	5.00	Always
4	I deal with conflicts head on	5.00	Always
5	I try and resolve issues rather than act to keep the peace	5.00	Always
6	I seek advice from other managers when necessary	3.60	Often
7	"I use HR as a resource to help deal with problems	3.70	Often
8	"I follow up team conflicts after resolution	5.00	Always
9	"I support employees through incidents of abuse	3.90	Often
10	I make it clear I will take ultimate responsibility if things go wrong	4.00	Often
11	I address bullying	5.00	Always
	Mean	4.56	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

This table presents the Extent of School Heads’ Stress Management Strategies in Terms of Managing Difficult Situations. It highlights how school leaders respond to challenging circumstances such as conflicts, bullying, accountability, and emotionally charged issues in the school environment. The table enumerates specific behaviors exhibited by school heads when addressing conflicts and problematic situations, showing how often these strategies are practiced.

The table reveals that school heads demonstrate a consistently strong approach to managing difficult situations. Notably, seven of the eleven indicators—such as acting as a mediator in conflict situations, dealing with conflicts head-on, and addressing bullying—were rated 5.00 and interpreted as “Always.” This demonstrates that school heads are highly proactive in addressing team conflicts directly and ethically. They resolve disputes promptly and supportively, reflecting a leadership style that prioritizes harmony and accountability. Meanwhile, items like seeking advice from other managers, using HR as a resource, and supporting employees through abuse received slightly lower ratings ranging from 3.60 to 3.90, still within the “Often” category. These scores suggest that while school heads frequently rely on external support systems and show empathy, there is room to further institutionalize these support mechanisms.

The overall average rating is 4.56, which falls under the “Always” interpretation. The result implies that school heads consistently demonstrate effective stress management strategies during difficult situations. Their actions not only preserve team dynamics but also cultivate a school culture that is grounded in fairness, transparency, and proactive leadership. This reliability in

difficult moments strengthens the trust between school heads and staff, reducing workplace stress and fostering a safe environment conducive to both teaching and learning.

The implications of these findings are substantial. The overwhelmingly high ratings across most indicators show that school heads do not shy away from conflict but manage it constructively and supportively. Their readiness to assume responsibility, act as mediators, and ensure the psychological safety of their team indicates a mature leadership approach that directly mitigates stress in the workplace. These practices also reflect a healthy organizational climate that encourages open communication and mutual respect.

Table 4
Level Of Stress Of Teachers

	FINANCIAL STRESS	Weighted Mean	Interpretation
1	I worry about not earning enough to cover my daily expenses.	3.00	Undecided
2	Unexpected expenses cause me significant stress.	2.90	Undecided
3	I find it difficult to save money for emergencies.	2.80	Undecided
4	Financial concerns affect my ability to focus on teaching.	2.92	Undecided
5	Managing bills and debt causes me anxiety.	2.95	Undecided
	Mean	2.91	Undecided
	B .PERSONAL/HOME STRESS		
6	Balancing work and family responsibilities is overwhelming.	2.90	Undecided
7	I often feel stressed due to conflicts or issues at home.	2.87	Undecided
8	Personal problems interfere with my work performance.	2.21	Disagree
9	I find it difficult to find time for self-care or relaxation.	2.30	Disagree
10	Stress at home affects my mood while at school.	2.00	Disagree
	Mean	2.46	Disagree
	STUDENT STRESS		
11	Managing student behavior causes me significant stress.	2.90	Undecided
12	Meeting the diverse needs of my students feels overwhelming.	2.85	Undecided
13	I worry about the academic progress of my students.	2.30	Disagree
14	Student conflicts or issues take a toll on my emotional well-being.	2.20	Disagree
15	Handling parent concerns related to students adds to my stress.	2.80	Undecided
	Mean	2.61	Undecided
	SCHOOL STRESS		
16	Workload and administrative tasks at school cause me stress.	2.80	Undecided
17	I feel pressured by school policies and regulations.	2.90	Undecided
18	Lack of support from colleagues or administration adds to my stress.	3.00	Undecided
19	I worry about job security or career advancement.	3.10	Undecided
20	The school environment sometimes feels too demanding or stressful.	3.05	Undecided
	Mean	2.97	Undecided
	Weighted Mean	2.74	Undecided

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 of Teachers, which explores the perceived stress levels experienced by teachers across four specific domains: financial stress, personal/home stress, student-related stress, and school-based stress. The table provides weighted mean scores and interpretations for each stressor category based on the responses of teacher-respondents. This assessment aims to determine the degree of stress teachers face and identify which areas contribute most to their overall stress levels in the workplace.

The data in the table reveal that across all four categories—financial, personal/home, student, and school stress—the majority of responses fall within the “Undecided” interpretation, suggesting that teachers are experiencing moderate and uncertain levels of stress. Financial stress received a mean of 2.91, indicating that teachers are generally unsure about whether their financial challenges cause significant stress. Items like “I worry about not earning enough” and “Managing bills and debt causes me anxiety” scored near the mid-range. In the domain of personal/home stress, the average rating was 2.46, interpreted as “Disagree,” which suggests that most teachers do not view their home or personal issues as major sources of stress impacting their teaching performance. Similarly, student-related stress received a mean of 2.61, indicating that while some aspects like managing student behavior are stressful, other aspects such as student conflicts or academic concerns are less prominent sources of distress. Finally, school-related stress, including administrative workload and job security, recorded an average of 2.97, again showing that teachers are unsure or only moderately affected.

The implications of these findings are significant in understanding the nuanced experiences of teachers. With an overall average rating of 2.74, the result implies that teachers experience a moderate level of stress, characterized mainly by uncertainty. Financial concerns and administrative demands appear to be slightly more pressing than personal or student-related issues. This suggests the need for schools and policy-makers to revisit financial support mechanisms, workload management, and administrative support systems for teachers, particularly to alleviate uncertainty and enhance their professional well-being.

Table 5
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
School Heads' Management Practices and Stress Level of Teachers	0.53	2.346	1.366	Reject Ho	Significant Relationship (Moderate)

This table presents the Test of Relationship, which explores the statistical correlation between School Heads' Management Practices and the Stress Level of Teachers. The table provides vital statistical indicators such as the correlation coefficient (r), computed t-value, table value at a 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the strength of the relationship. This analysis is essential to determine whether school heads' management approaches have a measurable impact on the stress levels experienced by teachers in the school setting.

The data reveals a correlation coefficient (r) of 0.53, indicating a moderate positive relationship between the variables. The computed t-value is 2.346, which is greater than the table value of 1.366 at the 0.05 level of significance. As a result, the null hypothesis is rejected, confirming that the observed relationship is statistically significant. This suggests that changes or variations in school heads' management practices are moderately associated with changes in the stress levels of teachers.

The implications of this result are meaningful for school leadership and teacher welfare. A moderate positive correlation implies that while school heads' management practices do influence teacher stress levels, other external or individual factors may also be at play. Nevertheless, effective leadership that includes clear communication, supportive supervision, and equitable workload distribution could potentially help reduce stress levels among teachers. The result implies that improvements in how school heads manage personnel and school operations can contribute to a healthier, less stressful work environment for teachers.

IV. Conclusion

Based on the results of this study, the Test of Relationship, which explores the statistical correlation between School Heads' Management Practices and the Stress Level of Teachers, confirms a statistically significant relationship between the two variables. This finding establishes that variations in how school heads manage and lead their schools have a measurable influence on the level of stress experienced by teachers. Although the correlation is moderate, it highlights the critical role of school leadership in fostering a supportive and manageable work environment. The result implies that when school heads apply effective management practices—such as proactive

communication, balanced workload distribution, and supportive supervision—they can help alleviate teacher stress and promote well-being within the school system.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the School Heads' Stress Management Strategies of in relation to the stress level of Teachers among the ff:

The Teacher should actively seek support from school heads when facing work-related stress, openly communicate their concerns, and engage in stress-reducing practices such as time management, self-care, and peer collaboration to maintain a balanced workload and emotional well-being.

The School Heads should implement consistent and empathetic stress management strategies, including fostering open communication, recognizing teacher efforts, providing professional development opportunities, and promoting a positive school climate that reduces pressure and encourages mutual support.

The Public Schools District Supervisor should monitor the implementation of school-based stress management programs and provide technical assistance and training for school leaders on managing teacher well-being, ensuring that leadership practices are aligned with supporting a healthy work environment.

The Parents should collaborate with teachers and school personnel through regular communication and understanding of the challenges faced in the school setting, offering emotional support and reinforcing positive behaviors at home to reduce external stressors on teachers.

The Researcher should conduct further in-depth studies focusing on other variables that may influence teacher stress such as community expectations, student behavior, or institutional policies, and evaluate the long-term impact of implemented stress management interventions.

The Future Researchers should expand the scope of the study to other districts or levels of education, explore qualitative insights through interviews or case studies, and assess the effectiveness of specific stress management programs on teacher performance and retention.

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AUTHOR'S PROFILE



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The author is born on May 16, 1994 at Tacloban City, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education Major in Preschool Education at University of San Jose Recoletos –Basak Campus.

While supervision was not her initial area of interest, she pursued her Master of Arts in Education, major in Educational Supervision, as part of her continued commitment to professional growth and collaborative learning with peers. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. She is currently a Teacher I in the Department of Education and a Grade – III Teacher at KABUNGA-AN INTEGRATED SCHOOL At Barangay KABUNGA-AN BAYBAY City, Leyte, Philippines.

Her experience as a classroom teacher has helped her appreciate the value of instructional leadership and the importance of supporting fellow educators in improving teaching and learning processes. Through her masteral journey, she developed a deeper understanding of school leadership, teacher development, and the broader responsibilities that come with being in the field of supervision. This thesis reflects her evolving perspective as an educator who continues to grow through both personal and professional experiences.