

Stressors and Coping Mechanisms of Secondary School Heads

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Asia Pacific Journal of
Management and
Sustainable Development
Vol. 11 No. 1, pp.1-11
March 2023
ISSN: 2782-9332 (Print)

Date Received: February 17, 2023; Date Revised: April 28, 2023; Date Accepted: May 12, 2023

Abstract – *This research paper describes the stressors and coping mechanisms of secondary school heads of the 2nd Congressional District of Sorsogon, Philippines. It utilized the descriptive survey design, and the data were analyzed using frequency, percentage, and weighted mean. Findings revealed that the secondary school heads have varied profiles; notably, the secondary school heads were males, 5 years and below, in the service and assigned in villages. Likewise, they were slightly stressed on administrative responsibility, administrative constraints, interpersonal relationships, intrapersonal conflicts, employer's expectations, and instructional supervision. Additionally, they had different levels of coping mechanisms along social and physical activities, introspection practices, personal qualities, and time management. Regardless of the profile the secondary school heads, they must handle the stressors at work through stress coping mechanisms.*

Keywords – *Stress, Stress coping mechanisms, School Leaders*

Cite this article as: Desabayla, R. R. and Digo, G. S. (2023). Stressors and Coping Mechanisms of Secondary School Heads. *Asia Pacific Journal of Management and Sustainable Development*, 11(1), 1-11.

INTRODUCTION

Stressors are said to be the situations or events that trigger stress. Stressors are everywhere. These can be found in different aspects of life like social aspects, financial aspects, physiological aspects, even our lifestyle choices, or even in our working environment like in schools. According to Panigrahi [1], stress is typically characterized as a divergence from regular bodily and mental functioning. In a worldwide context, in the report of the World Health Organization (2020), employees respond to job demands and pressures by challenging their capacity to cope when these demands and pressures are out of proportion to their knowledge and abilities. [2]. Due to increased role demands, school principals in Australia are suffering from stress and burnout (Beusaert, Froehlich, Devos, and Riley, 2016) [3].

Research in the USA demonstrates that the varied pressures faced by school heads have an impact on both their job performance and personal well-being (Mahfouz, 2020) [4]. Administrative pressures on principals in Nigeria include the requirement to meet deadlines quickly, the need to maintain high standards without the necessary resources, the burden of making too many decisions, and poor service conditions (Maclean and Ibara, 2020) [5]. A person can be identified within a community using individual profiling, or it can simply be used to infer their habits, behavior, interests, knowledge, risks, and other characteristics. Moreover, profiling serves as a tool for assisting in the discovery of a hidden order of things (Hildebrandt, 2008) [6]. Nekzada and Tekeste (2013) state that there are a variety of things that might cause stress at work, from personal issues to work overload, physical working conditions, work situations, and conflicts between coworkers and management [7].

According to Klocko and Wells (2015), school heads encountered significant levels of stress in their position [8]. Thus, there are many factors why the school heads are stressed in the workplace. In the study conducted by Calbert (2020), it was revealed that the school heads experienced stress because of increased responsibilities like implementing mandates, accountability at school, evaluation of teachers, communicating with the parents, and problems with the students [9]. School heads experience a great deal of occupational stress when running demanding schools (Wong, Tome, and Wong, 2019) [10].

Meanwhile, this research paper is anchored to the Selye's Theory of Stress. As mentioned in the work of Tan and Yip (2018), people are initially caught off guard when they are exposed to a stressor, then they try to maintain homeostasis by rejecting the change, and finally they become weary trying to deal with the stressor [11]. Relative to this study, the school heads are exposed to different stressors at work. How they react to the stressors depends on how they handle the situations. Their demographic profile, such as gender, marital status, educational level, number of years in service as school head, and attendance in pertinent seminars and trainings, school's geographical location, plantilla

position, school's population, age, and health condition, has an impact on how they handle the stressor.

The Transactional Model of Stress and Coping by Lazarus and Folkman is another foundation on which this work is anchored on. As mentioned in the work of Berjot and Gillet (2011), "psychological stress is a specific interaction between a person and their environment that they see as exhausting or exceeding their resources and harming their well-being"[12]. Cognitive assessments and coping are two crucial stages that this connection goes through. Further explained in the theory that coping mechanism refers to cognitive and behavioral efforts to control, reduce, or tolerate the internal and/or external demands that are brought on by the stressful transaction.

Moreover, the Job Demand-Control (JDC) Theory is a pillar of this work. According to Pezaro's (2018) research, the JDC theory postulates that a variety of psychological job demands related to workload, such as cognitive and emotional demands, interpersonal conflict, job control related to decision authority (agency to make work-related decisions), and skill discretion (breadth of used work-related skills), can interact to cause work-related stress [13]. This means that the stressors of school heads are interconnected to their duties and responsibilities. With the demands of their work, there are factors that cause them to experience stress. Hence, they should have coping strategies to handle the different stressors at work.

Therefore, the researchers theorized that the secondary school heads' profile has an impact on the stressors they experienced along administrative responsibility, administrative constraints, interpersonal relationship, intrapersonal conflicts, employer's expectations, and instructional supervision; and they need stress coping mechanism in order to perform their duties and responsibilities efficiently, effectively, and stress-free.

Meanwhile, in the Philippines, there are Department of Education Divisions Offices initiated stress coping mechanisms in the workplace. The Schools Division of Bukidnon released Memorandum Number 120 series 2021, which aimed to control a personnel's levels of stress to advance and enhance stress coping mechanisms [14]. The Schools Division of Quezon Province issued Memorandum Number 833 Series 2021, which focused on the inclusion and promotion of mental health in all Department of Education 's events and programs [15]. The said memorandum is anchored to the DepEd Order Number 74 series 2021.

Republic Act 9155, also known as the Governance of Basic Education Act, stipulates that a school must be run by a school head who has the power, responsibility, and accountability for achieving the desired learning outcomes. This power includes but is not limited to management, leadership, teacher evaluation, and enforcing student discipline [16].

In fact, in the report of Brigada News FM Sorsogon (2021), during the COVID-19 pandemic, one head teacher in Masbate hanged himself/herself inside the office in school because of depression [17]. Given the fact that there are many stressors faced by the school heads, still, they are the captains of their ships. They must be strong enough to handle the different stressors. Furthermore, leading and running a school requires a lot of commitment, more than just time and effort. Even in the middle of stress, school heads are expected to be visible, knowledgeable, transparent, able to provide technical assistance, empowering, and of course, visionary, which is relevant to instructional leadership.

Based on the data and information presented in the 2nd Congressional District of Sorsogon, it is necessary to describe the stressors and coping mechanisms of the secondary school heads. Like other school heads worldwide and within the Philippines, they also experience different stressors. Thus, this study is very timely, and this could help in implementing solutions to manage the different stressors faced by the school heads in the Province of Sorsogon.

OBJECTIVES OF THE STUDY

This paper described the stressors and coping mechanisms of the secondary school heads of the 2nd Congressional District of Sorsogon, Philippines. Specifically, it described the following:

1. The profile of the secondary school heads;
2. The level of stress among the secondary school heads; and
3. The level of coping mechanisms applied by the secondary school heads.

MATERIALS AND METHODS

Research Design

This research paper described the stressors and coping mechanisms of secondary school heads of the 2nd Congressional District of Sorsogon. This study used the descriptive survey design. Descriptive survey design concentrates on and is only intended to characterize the

distribution of already-existing variables, regardless of causality or other hypotheses (de Lima, 2011) [18].

Research Instrument

The researchers used an adapted questionnaire from by Josep et al. (2020) [19]. Moreover, the researchers add some questions from the original questionnaire. The adapted questionnaire is divided into 3 parts. Part 1 dealt with the school heads' profile. Part 2 dealt with the level of stress experienced by the school heads, while part 3 dealt with coping mechanisms. The researchers conducted a dry-run with 5 respondents coming from Sorsogon's 1st Congressional District, Philippines. After the dry run, the researchers computed the Cronbach alpha values of the contents of the adapted questionnaire. The following are the results, administrative responsibility – 0.87, administrative constraints – 0.84, interpersonal relationship – 0.71, intrapersonal conflicts – 0.78, employer's expectations – 0.97, and instructional supervision – 0.97. Furthermore, for social activities – 0.91, physical activities – 0.96, introspection practices – 0.84, deviation techniques – 0.53, personal qualities – 0.87, time management – 0.89, and attitude – 0.35. According to Taber (2018), the acceptable reliability value of Cronbach's alpha is 0.70 and above [20]. Thus, the researchers omitted the questions relative to deviation techniques and attitudes in the questionnaire.

Respondents

There were 32 secondary school heads in the 2nd Congressional District of Sorsogon who participated in this study. Random selection was conducted among secondary school heads who led their schools in a stressful environment during the COVID-19 pandemic and those who agreed to be the respondents of the study. Furthermore, out of the 32 respondents, 29 (69%) of the total are school principals, followed by 8 (19%) head teachers and 5 (12%) teachers-in-charge.

Data Collection Procedure

The researchers used Google Forms, Facebook Messenger, and printed questionnaire in data gathering and was also helped by some teachers in forwarding or sending the link to some of the school heads. Furthermore, the researchers were also helped by focal persons in some schools in distributing and retrieving the printed research questionnaires. Furthermore, the researchers strictly followed the Inter-Agency Task Force Health Protocols to avoid the COVID-19 and strictly followed the Data Privacy Act in handling the

gathered data. Moreover, the data gathering lasted for two and a half months, from April 26, 2022 to July 15, 2022.

Data Analysis Procedure

The data of this study were obtained through survey questionnaires. For data analysis of the profile, the researchers used frequency and percentage. Moreover, the researchers also used a weighted mean on the level of stress and the level of stress coping mechanisms applied. Furthermore, to interpret the level of stress, the researchers used this scale: 1.00-1.50-not stressed, 1.51-2.50-slightly stressed, 2.51-3.50-moderately stressed, 3.51-4.50-very stressed, and 4.51-5.00-extremely stressed. Additionally, to interpret the level of stress coping mechanisms, the researchers used this scale: 1.00-1.50-never, 1.51-2.50-rarely, 2.51-3.50-occasionally, 3.51-4.50-a moderate amount, and 4.51-5.00-a great deal. The researchers also used other research works to further explain the results of the study.

RESULTS AND DISCUSSION

This section presented the results and discussion on the profile of the secondary school heads of the secondary school heads of 2nd Congressional District of Sorsogon, as well as their stressors and coping mechanisms. Meantime, the table on the next page shows the data relative to the profiling of the secondary school heads of the 2nd Congressional District of Sorsogon.

1. Profile of the School Heads

Based on the data results presented in Table 1, the secondary school heads of the 2nd Congressional District of Sorsogon have varied profiles in relation to the variables mentioned. However, one respondent preferred not to disclose the health condition, and that is why it was not included in the table.

The data implied that the secondary school heads of the 2nd Congressional District of Sorsogon have varied profile data, both from personal and work-related data. Ferraris, Bosco, Cafiero, D'Angelo, and Suloyeva (2013) define profiling as a strategy to automatically process personal and non-personal data with the goal of building predictive knowledge from the data in the form of profiles that can then be used as a foundation for decision-making [21].

Table 1
Profile of the School Heads

Profile	f	%
Gender		
Male school heads	21	66
Female school heads	11	34
Marital Status		
Single school heads	5	16
Married school heads	25	78
Widowed school heads	2	6
Years in Service		
5 years and below in service	10	31
6 -10 years in service	8	25
11 -15 years in service	8	25
16 -20 years in service	2	6
21 years and above in service	4	13
Educational Attainment		
With Doctorate Units/CAR	12	38
Doctorate Graduate	1	3
Master's Graduate	10	31
With Master's Degree Units/CAR	9	28
Relevant Trainings and Seminars Attended		
Division	1	3
Regional	5	16
National	26	81
School's geographical location		
Coastal	7	22
Conflict Area	7	22
Town proper	8	25
Village	10	31
Plantilla Position		
Headteacher	8	25
Principal	22	69
TIC	2	6
School's population		
300 and below	2	6
301-600	14	44
601-900	6	19
900-1200	3	9
1201 and above	7	22
Age		
40 and below	5	16
41-50	14	44
51-Above	13	40
Health Condition		
Diabetes	1	3
Healthy	20	65
Heart Disease	10	32

2. Level of Stress among School Heads

Table 2. 1 summarizes the level of stress of secondary school heads along with administrative responsibility. Generally, the secondary school heads of the 2nd Congressional District of Sorsogon were slightly stressed along administrative responsibility, with a weighted mean of 2.04. Administrative responsibility is one of the responsibilities of the school heads. The data shows that having administrative responsibility can cause stress. As an implication, the stressors experienced by the school heads, along with administrative responsibility, should be managed. According to Suleman, Hussain, and Jumani (2018), due to the different administrative responsibilities of the school heads, they experienced stress [22], but according to

Yeboah-Assiamah, Asamoah, and Osei-Kojo (2014), scholars observed that administrative responsibility is necessary for efficiency and productivity of administrations [23].

Table 2.1
Level of Stress along Administrative Responsibility

Indicators	Weighted Mean	Description
Phone calls that keep interrupting.	2.00	Slightly stressed
Manage negotiated agreements.	1.88	Slightly stressed
Speak to groups.	1.72	Slightly stressed
Plans and direct the tasks to numerous individuals.	2.09	Slightly stressed
Prepare a budget and allocate resources.	2.13	Slightly stressed
Staff evaluation.	2.13	Slightly stressed
Try to increase funds and open endorsement for educational initiatives.	2.34	Slightly stressed
Average	2.04	Slightly Stressed

Table 2.2
Level of Stress along Administrative Constraints

Indicators	Weighted Mean	Description
Frequently cut off by staff members who want to talk.	1.94	Slightly stressed
Interrupted by phone calls repeatedly.	1.84	Slightly stressed
Writing memorandum, letters, and other communications.	1.53	Slightly stressed
Meetings seem to take up too much time.	2.06	Slightly stressed
The heavy workload makes it hard to finish it throughout the working day.	2.44	Slightly stressed
Need to adhere to state, government, and hierarchical beliefs and practices.	2.47	Slightly stressed
Try to finish reports and other administrative tasks on the due date.	2.16	Slightly stressed
Average	2.06	Slightly Stressed

Table 2.2 summarizes the level of stress of secondary school heads along administrative constraints. In terms of administrative constraints, generally, the secondary school heads were slightly stressed, with a weighted mean of 2.06. This implied that a school head needs to deal with administrative constraints. According to Poirel, Lapointe, and Yvon (2012), administrative constraints are one of the biggest sources of stress for school administrators [24]. Moreover, Juma and Simatwa (2016) pointed out that administrative constraints are sources of school leaders' stress [25].

Table 2.3
Level of Stress along Interpersonal Relationship

Indicators	Weighted Mean	Description
Endeavor to resolve staff differences.	2.25	Slightly stressed
Staff don't seem to comprehend my objectives or ambitions.	2.28	Slightly stressed
Endeavor to resolve differences with superiors.	2.34	Slightly stressed
Handle student discipline.	1.84	Slightly stressed
Endeavor to resolve student differences.	1.94	Slightly stressed
Attempt to have an impact on my immediate supervisor's decisions and actions.	2.25	Slightly stressed
Endeavor to resolve parent-school conflicts.	2.06	Slightly stressed
Average	2.14	Slightly Stressed

Table 2.3 summarizes the level of stress along interpersonal relationships of the secondary school heads. Generally, in terms of the level of stress along interpersonal relationships, the secondary school heads of the 2nd Congressional District of Sorsogon were slightly stressed, with a weighted mean of 2.14. This

implied that when the secondary school heads are dealing with people, they also experienced stress. According to Bayar (2016), school heads ways of dealing with people are a potential source of stress [26], but according to Velmurugan (2016), interpersonal relationships help people better comprehend the concerns of both other people and the workforce. Therefore, it is important to recruit, train, retain, and motivate people to give their best [27].

Table 2.4
Level of Stress along Intrapersonal Conflicts

Indicators	Weighted Mean	Description
I feel like the job is not moving forward as it should or could.	2.09	Slightly stressed
Feel lack of expertise to undertake assigned responsibilities.	2.25	Slightly stressed
I feel I have fallen short of fulfilling all the standards for my role.	2.31	Slightly stressed
Cannot obtain information needed to conduct the job.	2.41	Slightly stressed
Making choices that have an impact on the lives of well-known people.	2.34	Slightly stressed
Endeavor to meet social expectations.	2.13	Slightly stressed
Have impossibly high expectations of myself.	2.16	Slightly stressed
Average	2.24	Slightly Stressed

Table 2.4 summarizes the level of stress of secondary school heads along intrapersonal conflicts. Generally, the secondary school heads of the 2nd Congressional District of Sorsogon were slightly stressed in connection with intrapersonal conflicts having a weighted mean of 2.24. the data shows that the secondary school heads also experienced intrapersonal conflicts. As an implication, conflict may happen in a variety of circumstances; it may happen in our own self. According to Galla (2015), self-compassion and mindfulness, which are about

intrapersonal, reduce stress [28]. Wilson (2014) explained that an intrapersonal approach to managing stress could lead to reducing stress and happiness at work [29].

them to perform certain responsibilities [30]. Furthermore, Leventis, Papakistos, Karakiozis, and Argyriou (2017) found out that high expectations at work have been evidence of stress [31].

Table 2.5
Level of Stress along Employer's Expectations

Indicators	Weighted Mean	Description
My superior(s) have given me a lot of responsibilities.	2.44	Slightly stressed
Inclined to prioritize extracurricular activities at the expense of personal time.	2.38	Slightly stressed
Uncertain of my role's scope and responsibilities.	2.13	Slightly stressed
Unaware of how my superiors view me or evaluate my abilities.	2.16	Slightly stressed
Feel expectations of me impossible to achieve.	2.28	Slightly stressed
My superior anticipates that I will feel inadequate.	2.31	Slightly stressed
Possibly unable to satisfy conflicting demands from people with greater competence.	2.19	Slightly stressed
Average	2.27	Slightly Stressed

Table 2.5 summarizes the level of stress along employer's expectations. In terms of the level of stress along with employer's expectations, the secondary school heads of the 2nd Congressional District of Sorsogon were generally slightly stressed, with a weighted mean of 2.27. The data show that the secondary school heads are also stressed on employers' expectations. As implied, the secondary school heads are expected to be servant leaders in their respective schools in spite of the stress they feel on employer's expectations. According to Jaafar, Hassan, and Zambi (2021), the organization exerts stress on the individual by pressuring

Table 2.6
Level of Stress along Instructional Supervision

Indicators	Weighted Mean	Description
Review, contextualization, and application of learning standards at the school level.	2.38	Slightly stressed
Pedagogy and educational standards.	2.13	Slightly stressed
Making teacher performance feedback.	2.16	Slightly stressed
Leading in learners' achievement and other performance indicators.	2.38	Slightly stressed
Supervising learning assessment and attaining a learning environment.	2.28	Slightly stressed
Career awareness and opportunities.	1.97	Slightly stressed
Guiding teachers on students' discipline.	1.94	Slightly stressed
Average	2.17	Slightly Stressed

Table 2.6 summarizes the level of stress of secondary school heads along with instructional supervision. Generally, in terms of the level of stress along instructional supervision, the secondary school heads of the 2nd Congressional District of Sorsogon were slightly stressed, with a weighted mean of 2.17. The data shows that the secondary school heads experienced stress on instructional supervision. Thus, it implied that the secondary school heads have accountability for instructional supervision that need to supervise teachers for the learning of the students. Along the process, the secondary school heads may experience stress.

According to Wanzare (2012), the advantages of instructional supervision include enhancing students' academic performance, elevating the caliber of teachers' instruction, and enabling instructional supervisors to keep an eye on teachers' instructional efforts. Additionally, the pressure placed on the school leaders by increased expectations for student progress and responsibility makes their tasks stressful [32]. Moreover, Alson (2019) said that

constant monitoring conducted by school heads is stressful [33].

Overall, the data presented in Tables 2.1 to 2.6 show that the secondary school heads experienced stress along administrative responsibility, administrative constraints, interpersonal relationships, intrapersonal conflicts, employer's expectations, and instructional supervision, and the results are congruent to the mentioned and researchers-made theories in the theoretical framework of this present study. Thus, it is necessary for secondary school heads to have a stress-coping mechanisms.

3. The Level of the Stress Coping Mechanisms of the School Heads

The secondary school heads of the 2nd Congressional District of Sorsogon also applied stress coping mechanism. The following shows the levels of stress coping mechanisms among school heads in different variables.

Table 3.1
Level of the Stress Coping Mechanisms Along Social Activities

Indicators	Weighted Mean	Description
Talk with family and friends.	4.13	A moderate amount
Community involvement.	3.75	A moderate amount
Socialize, such as lunch with others	3.56	A moderate amount
Utilize networking opportunities to improve management and communication abilities.	3.81	A moderate amount
Average	3.81	A moderate amount

Table 3.1 summarizes the level of stress coping mechanisms along social activities. In the case of secondary school heads of the 2nd Congressional District of Sorsogon, they only dealt with social activities in moderate amounts, with a weighted mean of 3.81. The data shows that the secondary school heads had a moderate number of social activities as stress coping mechanisms. This implied that social activities such as stress coping mechanisms are not a great deal for

secondary school heads. According to Kelly et al. (2017), engagement in social activities has been proven to have a positive impact on health outcomes [34]. Additionally, Nappo (2020) stated that social activities reduce stress [35]. This means that as an employee, like being a school head having different kinds of stressors, it is necessary to have social activities.

Table 3.2
Level of the Stress Coping Mechanisms Along Physical Activities

Indicators	Weighted Mean	Description
Engage in leisure or recreational activities.	3.63	A moderate amount
Engage in regular physical exercise.	3.59	A moderate amount
Average	3.61	A moderate amount

Table 3.2 summarizes the level of stress coping mechanisms along with physical activities. In the case of secondary school heads of the 2nd Congressional District of Sorsogon, they only dealt with a moderate amount when it comes to physical activities as stress coping mechanisms, with a weighted mean of 3.61. The data shows that the secondary school heads have moderate physical activities. Thus, as an implication, even though secondary school heads have different tasks to be accomplished, the physical activities should always be part of their daily tasks or routines. In the study of Smidu (2013), it was found that doing exercises is an appropriate way to fight stress [36]. This is also connected to the findings of Churchill, Riadi, Kervin, Teo, and Cosco (2021) that being physically active is a prevention to different stressors, depression, anxiety, and mental disorders [37].

Table 3.3 summarizes the level of the stress coping mechanism along with introspection practices. The secondary school heads of the 2nd Congressional District of Sorsogon were in moderate amounts in reflective practices as stress coping mechanisms with a weighted mean of 3.73. The data shows and implies that the secondary school heads also practiced reflective practices. According to Hooper (2010), leaders who

engage in reflective processes are critical in order to build their capacity to lead an organization and to continue their growth and development as leaders [38].

Table 3.3
Level of the Stress Coping Mechanisms Along Introspection Practices

Indicators	Weighted Mean	Description
Practice spiritual development exercises like meditation.	3.66	A moderate amount
Consult the district's leaders or other school leaders.	3.66	A moderate amount
Utilize relaxation and stress-reduction practices.	3.78	A moderate amount
Separating work from personal life.	3.75	A moderate amount
Take time to contemplate, seek out solitude, and slow down.	3.81	A moderate amount
Average	3.73	A moderate amount

Table 3.4
Level of the Stress Coping Mechanisms Along Personal Qualities

Indicators	Weighted Mean	Description
Keeping a sense of humor.	4.06	A moderate amount
Striving harder.	4.38	A moderate amount
Approach problems optimistically and objectively.	4.38	A moderate amount
Create more positive and self-supporting mental sets.	4.41	A moderate amount
Maintain a healthy lifestyle.	4.28	A moderate amount
Average	4.30	A moderate amount

Table 3.4 summarizes the level of stress coping mechanisms along with personal qualities. Generally, the level of stress coping mechanisms along personal qualities of the secondary heads 2nd Congressional District of Sorsogon was in a moderate amount having a weighted mean of 4.30. Based on the data results, the secondary school heads do not give a great deal on personal attributes as stress coping mechanisms but only in a moderate amount. As an implication, school heads who possess strong personal attributes are capable of being effective leaders. According to Reyes and Redoña (2021), personal qualities are significant to leadership and useful in challenging situations [39]. Moreover, Hayes, Anderson, and Carpenter (2022) said that self-care through a positive approach releases happy hormones, which are useful in fighting stress [40].

Table 3.5
Level of the Stress Coping Mechanisms along with Time Management

Indicators	Weighted Mean	Description
Set realistic goals.	4.38	A moderate amount
Use time management techniques.	4.28	A moderate amount
Average	4.33	A moderate amount

Table 3.5 summarizes the level of the stress coping mechanism along with time management. Generally, the level of stress coping mechanisms along with time management of the secondary school heads of the 2nd Congressional District of Sorsogon was in moderate amount having a weighted mean of 4.33. Thus, the secondary school heads do not give a great deal in time management as stress coping mechanisms but in a moderate amount. As an implication, practicing time management is a great help in handling stressors. According to Naparan and Tulod (2021), time management techniques can facilitate efficient administration of the school and ensure that it runs smoothly, and it includes establishing priorities, controlling distractions, creating written plans, and establishing timetables [41]. Additionally, Mata et al. (2021) found out that when employee effectively manage their time, they experience less stress at work. Thus, time management is a way of stress coping mechanisms [42].

Overall, the data presented in tables 3.1 to 3.5 show that the secondary school heads also applied stress coping mechanisms. They had occasional to moderate levels of stress coping mechanisms (stress coping mechanism) along social and physical activities, introspection practices, deviation technique, personal qualities, time management, and attitude. Furthermore, the data is also congruent to the mentioned and researchers-made theories in the theoretical framework of this present study. Still, the secondary school heads need to level up their stress coping mechanisms (stress coping mechanism).

CONCLUSION AND RECOMMENDATION

Relative to the findings of this study, the researchers came to the conclusion that the secondary school heads of the 2nd Congressional District have varied profiles, are slightly stressed, and have different levels of stress coping mechanism along different mentioned variables. The researchers recommended that regardless of the profile of the school heads and level of stress, they must apply stress coping mechanisms. Furthermore, the school heads must continue upgrading their respective levels of stress coping mechanisms. Further studies along the research topic using other variables must be done.

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