

Occupational Stress Coping Mechanisms and Work Performance of Elementary School Administrators in Region I

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Abstract. This study was conducted to determine the occupational stress, coping mechanisms and level of work performance of elementary school administrators. Specifically, it answered the specific objectives such as the profile of elementary school administrators, degree of stress manifestation, frequency of utilization of coping mechanisms, level of work performance, the relationship between their profile and the degree of stress manifestation, the relationship between their stress manifestations and the coping mechanisms applied, and the relationship between their profile and level of work performance. Utilizing a descriptive-correlational type of research, a guided response type of questionnaire as chief data gathering instrument was used. The information gathered were tabulated and analyzed using the frequency counts, percentage, weighted mean, rank, chi-square statistics and Spearman's Rank-Order Correlation. The respondents of the study are Elementary School Administrators of Region I. This study revealed that majority of Region I school administrators are female, middle-aged, married, and are in service as administrators for 5 years and less; while most of them are master's degree holder, Principal I, handling medium-sized schools and are supervising 25 and less teachers. Furthermore, they are moderately-stressed economically, socially and professionally. They are also more professionally-stressed than being stressed on a personal level. They oftentimes undergo good physical health program; establish intellectual, social and spiritual support; maintain positive attitude; uphold realistic perspective; practice time management and organization; and attain increased involvement in order to cope up with stress. They are highly competent on Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, Innovation, Leading People, People Performance Management and People Development. Their profile variables have significant effect on stress manifestation, therefore, the null hypothesis is rejected. Their degree of stress manifestation has a direct effect on the frequency of utilization of stress coping mechanisms; making the null hypothesis rejected. Lastly, their profile variables have no significant effect on their level of work performance, hence, accepting the null hypothesis.

Keywords: occupational stress, coping mechanisms, work performance

INTRODUCTION

School administration [1] refers to the school system as an organization with the necessary functions to perform. It is a process of systematically-arranging and coordinating the human and material resources available to any organization for the main purpose of achieving the stipulated goals of the said organization.

Today’s school principals not only face an indulgence of demands and challenges typically associated with the role of principalship. In addition, the outgrowth of responsibilities and changes in their administrative roles make the principalship a much less attractive profession than even 20 years ago [2].

School principals of today not only face an overabundance of demands and challenges typically associated with the role of a school administrator. The “principal’s professional world” is characterized by overwhelming responsibilities, information perplexities, and emotional anxiety” [3] and a growing body of research have shown “emotional exhaustion can have lethal consequences for organizations” [4].

Sequentially, NIOSH [5] also concluded that sporadic or occasional episodes of stress present little risk. Tolerance to such stress may worsen the situation, as it may lead to various disorders, may it be physical, emotional, social, or worse, mental. With that note, the principal is ought to have adequate coping techniques and strategies to effectively-handle stressful moments of their school supervision.

To determine what is behind the stress felt and how elementary school administrators choose and apply their coping mechanisms, the researcher focused his study on the Elementary School Administrators in Region 1.

OBJECTIVES OF THE STUDY

This study determined the occupational stress, coping mechanisms and level of work performance of elementary school administrators. It answered specific objectives such as the profile of elementary school administrators, degree of manifestation of stress experienced by them, frequency of utilization of coping mechanisms, the level of work performance of elementary school administrators, the significant relationship between the profile of elementary school administrators and the degree of manifestation of stress experienced by them, the significant relationship between the degree of manifestation of stress experienced by them and the coping mechanisms applied by the elementary school administrators, and the significant relationship between the profile and the level of work performance of elementary school administrators.

MATERIALS AND METHOD

The study utilized descriptive-correlational type of research [35] with a guided response type of questionnaire as chief data gathering instrument. 343 elementary school administrators comprised the needed respondents for the study, which was obtained through stratified purposive sampling. The information gathered were tabulated and analyzed using the frequency counts, percentage, weighted mean, rank, chi-square statistics and Spearman’s Rank-Order Correlation.

RESULTS AND DISCUSSION

Profile of the Respondents

There were 229 or 66.76% female school administrators, dominating the male administrators [36] [37] which comprised only of 114 or 33.24%. In terms of age, there were 215 respondents who belong to 36-50 years (62.68%). The other 26.82% (92 respondents) belong to 51-65 age group, while the remaining 36 (10.5%) were those aged 20-25. As per civil status, there were 274 (79.88%) married, 47 (13.7%) single, 16 (4.66%) widow/widower and 6 (1.75%) separated/divorced. With respect to educational attainment, 98 (28.57%) respondents were Master’s Degree Graduates; 96 (27.99%) were Doctoral Degree Graduates, 83 (24.2%) were those having Doctoral Units, and 61 (17.78%) were with Masteral Units. There were 124 Principal I (36.15%) surveyed respondents; 54 (15.74%) Principal II; 20 (5.83%) Principal III and 17 (4.96%) Principal IV. On the other end, there were 86 (25.07%) HT-III, 27 (7.87%) HT-I, 12 (3.5%) HT-II, 2 (.58%) HT-IV and a sole HT-VI (.29%). In terms of size of school handled, there were 157 or 45.77% medium-sized school types; 131 small-sized (38.19%); 12.24% or 42 large schools, and the remaining 3.79% or 13 responses belong to mega size. With regards to number of teachers handled, 87.17% administrators were handling 25 and less teachers; followed by a 7.87% from those handling 26-50 teachers, 2.62% from those with more than 75, and 2.33% for those handling 51-75 teachers. Lastly, on the number of years as school administrators, 34.11% (117 respondents) belonged to 5 years and less; 83 respondents (24.2%) for 6-10 years; 67 or 19.53% were in for 11-15 years and 61 or 17.78% were school heads for more than 15 years.

Degree of Stress Manifestation Experienced by the Elementary School Administrators

The proceeding tables present the degree of manifestation of stress experienced by the elementary school administrators which were grouped into two – personal and professional. The personal stress was further classified into economic and social.

Table 1

Degree of Stress Manifestation Experienced by the Elementary School Administrators in terms of Personal-Economic Aspect

Degree of Stress Manifestation	5	4	3	2	1
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1. Unstable finances and monetary issues.	52 (15.16)	61 (17.78)	109 (31.78)	94 (27.41)	27 (7.87)
2. Job loss of a member of the family.	35 (10.20)	74 (21.57)	64 (18.66)	63 (18.37)	107 (31.20)
3. Being faced with life-changing episodes such as getting married or having a new child/sibling in the family.	52 (15.16)	48 (13.99)	56 (16.33)	77 (22.45)	110 (32.07)
4. Bereavement or being faced with a serious illness in myself or any member of my family.	59 (17.20)	81 (23.62)	51 (14.87)	71 (20.70)	81 (23.62)
5. Relationship problems arise between me and my loved-ones in terms of handling finances.	46 (13.41)	63 (18.37)	60 (17.49)	87 (25.36)	87 (25.36)
Over-all Mean	2.77	Moderately Manifested			
5 – Very Highly Manifested (4.51-5.00)			2 – Less Manifested (1.51-2.50)		
4 – Highly Manifested (3.51-4.50)			1 – Not Manifested (1.00- 1.50)		
3 – Moderately Manifested (2.51-3.50)					

Table 2 presents the degree of manifestation of stress as connected to the personal-social aspect of the elementary school administrators. Having garnered an over-all weighted mean equivalent to “moderately-manifested”, implies that school administrators are somehow challenged by the social context.

Table 2
Degree of Stress Manifestation Experienced by the Elementary School Administrators in terms of Personal-Social Aspect

Degree of Stress Manifestation	5	4	3	2	1
1. Competition is evident at all facets of life.	46 (13.41)	85 (24.78)	94 (27.41)	80 (23.82)	38 (11.08)
2. Having noisy and gossipy neighbors.	48 (13.99)	68 (19.83)	66 (19.24)	97 (28.28)	64 (18.66)
3. Having short-tempered attitude in dealing with daily problems.	41 (11.95)	66 (19.24)	76 (22.16)	110 (32.07)	50 (14.58)
4. Looking at time as a life constraint in getting things done at my own pace.	34 (9.91)	81 (23.62)	96 (27.99)	101 (29.45)	31 (9.04)
5. Interpersonal conflict is experienced most of the time.	34 (9.91)	64 (18.66)	67 (19.53)	116 (33.82)	62 (18.08)
Over-all Mean	2.87	Moderately Manifested			
5 – Very Highly Manifested (4.51-5.00)			2 – Less Manifested (1.51-2.50)		
4 – Highly Manifested (3.51-4.50)			1 – Not Manifested (1.00- 1.50)		
3 – Moderately Manifested (2.51-3.50)					

Based from the findings, it can be said that as competition can be the real ingredient to drive creative achievement and innovation [6], this could likewise be a great source of stress as the “feeling of being challenged” can sometimes convert to a “feeling of being threatened”.

Table 3 revealed that for professional aspect, the stress felt by the school administrators with respect to their professional aspect.

Table 3
Degree of Stress Manifestation Experienced by the Elementary School Administrators in terms of Professional Aspect

Degree of Stress Manifestation	5	4	3	2	1
1. Evaluating staff members' performance.	54 (15.74)	140 (40.82)	98 (28.57)	44 (12.83)	7 (2.04)
2. Trying to resolve differences between and among staff members	73 (21.28)	110 (32.07)	83 (24.20)	63 (18.37)	14 (4.08)

3. Feeling that I have too heavy workloads, one that I cannot possibly finish during the normal work day.	59 (17.20)	77 (22.45)	120 (34.99)	68 (19.83)	19 (5.54)
4. Feeling that I have too little authority to carry out responsibilities assigned to me.	28 (8.16)	70 (20.41)	94 (27.41)	90 (26.24)	61 (17.78)
5. Having to make decisions that affect the lives of individual people that I know (colleagues, staff members, students, etc.).	49 (14.29)	75 (21.87)	100 (29.15)	92 (26.82)	27 (7.87)
6. Trying to resolve differences with my superiors.	46 (13.41)	88 (25.66)	74 (21.57)	92 (26.82)	43 (12.54)
7. Thinking that I will not be able to satisfy the conflicting demands of those who have authority over me.	43 (12.54)	70 (20.41)	85 (24.78)	99 (28.86)	46 (13.41)
8. Imposing excessively high expectations on myself.	42 (12.24)	80 (23.32)	87 (25.36)	95 (27.70)	39 (11.37)
9. Feeling I have to participate in school activities outside the normal working hours at the expense of my personal time.	53 (15.45)	101 (29.45)	80 (23.32)	78 (22.74)	31 (9.04)
10. Trying to gain public approval and/or financial support for school programs.	56 (16.33)	97 (28.28)	99 (28.86)	69 (20.12)	22 (6.41)

Over-all Mean	3.15	Moderately Manifested			
5 – Very Highly Manifested (4.51-5.00)			2 – Less Manifested (1.51-2.50)		
4 – Highly Manifested (3.51-4.50)			1 – Not Manifested (1.00- 1.50)		
3 – Moderately Manifested (2.51-3.50)					

These results are assessed and correlated in the light of the newest performance rating scheme of the Department of Education [7].

Frequency of Utilization of Various Stress Coping Mechanisms

Table 4 features the 7 aforementioned stress coping mechanisms which were ranked in order and the over-all weighted mean of 3.9 revealed that majority of these coping mechanisms were frequently-used by the school administrators. 6 out of 7 mechanisms garnered an over-all descriptive equivalence of ‘Often’.

Table 4
Summary on the Frequency of Use of Coping Mechanisms Utilized by the Elementary School Administrators

Coping Mechanism	Over-all Mean	Descriptive Equivalence
Positive Attitude	4.26	Often
Increased Involvement	4.07	Often
Time Management and Organization	4.01	Often
Realistic Perspective	4.00	Often
Intellectual, Social& Spiritual Support	3.85	Often
Good Physical Health Program	3.66	Often
Withdrawal and Recharging	3.44	Sometimes
Over-All Mean	3.90	Often
5 – Very Often (4.51-5.00)	2 – Seldom (1.51-2.50)	
4 – Often (3.51-4.50)	1 – Never (1.00- 1.50)	
3 – Sometimes (2.51-3.50)		

Level of Work Performance of Elementary School Administrators

Nine work performance competencies were used by the respondents to rate themselves which were ranked and put into chronological order as per Table 5.

Respondent principals have rated themselves ‘highly-competent’. It can be credited to the so-called “self-efficacy”. Leadership self-efficacy has been related to performance evaluations in both leadership

simulations and in ratings by peers and superiors in actual work settings. [8] Leaders' perceived self-efficacy beliefs were related to subordinates' performance abilities. Subsequently, Bandura [9] states that the construct of self-efficacy differs from the colloquial term "confidence."

Table 5
Summary of the Level of Work Performance of Elementary School Administrators

Competency	Over-all Mean	Descriptive Equivalence
Professionalism and Ethics	4.43	Highly-Competent
Teamwork	4.41	Highly-Competent
Service Orientation	4.27	Highly-Competent
Leading People	4.27	Highly-Competent
People Development	4.25	Highly-Competent
People Performance Management	4.23	Highly-Competent
Innovation	4.21	Highly-Competent
Result Focus	4.20	Highly-Competent
Self-Management	4.15	Highly-Competent
Over-All Mean	4.27	Highly-Competent
5 – Very Highly Competent (4.51-5.00)	2 – Slightly Competent (1.51-2.50)	
4 – Highly Competent (3.51-4.50)	1 – Very Slightly Competent (1.00- 1.50)	
3 – Moderately Competent (2.51-3.50)		

Relationship between Profile of Respondents and Degree of Manifestation of Stress

Tables 6.1 - 6.8 present the relationship between the profile and the degree of manifestation of stress, tested at 0.05 level of significance.

The personal-economic aspects of stress were rated mostly significant as related to the sex of the respondents. Based on the findings, it could be extrapolated that among those significantly-related stressors, women principals have showed a higher manifestation of stress because they usually do the financial management inside their own homes, and that alone causes them stress, alongside all of the multi-faceted roles and the multi-tasking scheme being faced by mothers both personally and professionally. [10]

Table 6.1
Relationship between the School Administrators' Sex and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	20.3194	0.001	significant
2. Job loss of a member of the family.	11.3406	0.023	significant
3. Being faced with life-changing episodes.	17.1538	0.002	significant
4. Bereavement or being faced with a serious illness.	5.3560	0.253	not significant
5. Relationship problems	15.7906	0.003	significant
B. Social			
1. Competition is evident at all facets of life.	14.6614	0.005	significant
2. Having noisy and gossipy neighbors.	13.5237	0.009	significant
3. Having short-tempered attitude.	15.1855	0.004	significant
4. Looking at time as a life constraint.	10.5235	0.032	significant
5. Interpersonal conflict is experienced.	13.4291	0.009	significant
II. Professional Aspect			
1. Evaluating staff members' performance.	9.5294	0.049	significant
2. Trying to resolve differences.	8.0860	0.088	not significant
3. Feeling that I have too heavy workloads	9.1145	0.048	significant
4. Feeling that I have too little authority	12.3255	0.015	significant
5. Having to make decisions that affect the lives of individual people that I know.	10.4335	0.009	significant
6. Trying to resolve differences with my superiors.	10.4726	0.033	significant
7. Thinking that I will not be able to satisfy the conflicting demands	29.3178	0.001	significant
8. Imposing excessively high expectations on myself.	17.9483	0.001	significant
9. Feeling I have to participate in school activities outside the normal working hours.	8.4660	0.076	not significant
10. Trying to gain public approval and/or financial support for school programs.	21.3460	0.001	significant

Based on Table 6.2, it could be inferred that the personal-economic aspects of stress were mostly-significant as related to their age. Middle-aged school principals have higher stress when it comes to personal aspect. Relentless pressures of heavy workloads have created a culture of stress for principals across all ages. It is then an imperative for principals to examine the effects of work-related stress and evaluate the types and effectiveness of coping mechanisms to use. [11]

Table 6.2
Relationship between the School Administrators' Age Group and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	25.2360	0.001	significant
2. Job loss of a member of the family.	18.6830	0.017	significant
3. Being faced with life-changing episodes.	24.6335	0.002	significant
4. Bereavement or being faced with a serious illness.	13.3801	0.099	not significant
5. Relationship problems	18.3755	0.019	significant
B. Social			
1. Competition is evident at all facets of life.	31.5682	0.001	significant
2. Having noisy and gossipy neighbors.	17.9925	0.021	significant
3. Having short-tempered attitude.	20.5034	0.009	significant
4. Looking at time as a life constraint.	11.1349	0.194	not significant
5. Interpersonal conflict is experienced.	25.4284	0.001	significant
II. Professional Aspect			
1. Evaluating staff members' performance.	21.0144	0.007	significant
2. Trying to resolve differences.	17.0756	0.029	significant
3. Feeling that I have too heavy workloads	23.1509	0.003	significant
4. Feeling that I have too little authority	36.5772	0.001	significant
5. Having to make decisions that affect the lives of individual people that I know.	28.9891	0.001	significant
6. Trying to resolve differences with my superiors.	39.9520	0.001	significant
7. Thinking that I will not be able to satisfy the conflicting demands	16.9891	0.030	significant
8. Imposing excessively high expectations on myself.	29.0152	0.001	significant
9. Feeling I have to participate in school activities outside the normal working hours.	28.7087	0.001	significant
10. Trying to gain public approval and/or financial support for school programs.	33.4476	0.001	significant

Table 6.3 shows that in terms of the personal-economic aspect, 'Being faced with life-changing episodes' is the sole indicator found to be significantly-related to respondents' civil status. In terms of the personal-social aspects, 3 stressors were significantly-related. It could be scrutinized that single and married school principals are more competitive than those separated, divorced and widowed.

Table 6.3
Relationship between the School Administrators' Civil Status and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	15.8199	0.200	not significant
2. Job loss of a member of the family.	10.3642	0.584	not significant
3. Being faced with life-changing episodes.	34.9652	0.001	Significant
4. Bereavement or being faced with a serious illness.	17.6719	0.126	not significant
5. Relationship problems	14.7508	0.255	not significant
B. Social			
1. Competition is evident at all facets of life.	25.7139	0.012	Significant
2. Having noisy and gossipy neighbors.	13.7239	0.319	not significant
3. Having short-tempered attitude.	15.2115	0.230	not significant
4. Looking at time as a life constraint.	35.8134	0.001	Significant
5. Interpersonal conflict is experienced.	25.1075	0.014	Significant
II. Professional Aspect			
1. Evaluating staff members' performance.	15.7305	0.204	not significant
2. Trying to resolve differences.	18.2462	0.108	not significant
3. Feeling that I have too heavy workloads	20.0892	0.065	not significant
4. Feeling that I have too little authority	26.8003	0.008	Significant
5. Having to make decisions that affect the lives of individual people that I know.	21.0811	0.049	Significant
6. Trying to resolve differences with my superiors.	10.9423	0.534	not significant

7. Thinking that I will not be able to satisfy the conflicting demands	28.9054	0.004	<i>Significant</i>
8. Imposing excessively high expectations on myself.	36.3538	0.001	<i>Significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	16.2797	0.179	<i>not significant</i>
10. Trying to gain public approval and/or financial support for school programs.	18.0779	0.113	<i>not significant</i>

In Table 6.4, job loss of a member of the family ($p=0.005$), was the only stressor found to be significantly-related to the highest educational attainment of the respondents. Based on the findings, it could be studied that as graduates of higher post-graduate degrees, school administrators tend to be more competitive. They take competitions seriously which cause them stress at a certain degree.

Professionally, all of the stressors were not significantly-related to the highest educational attainment of the respondents which means that the degree of the school administrators has nothing to do with the professional stress they're experiencing.

Table 6.4
Relationship between the School Administrators' Highest Educational Attainment and Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	18.7932	0.280	<i>not significant</i>
2. Job loss of a member of the family.	34.0799	0.005	<i>significant</i>
3. Being faced with life-changing episodes.	15.2019	0.510	<i>not significant</i>
4. Bereavement or being faced with a serious illness.	20.1409	0.214	<i>not significant</i>
5. Relationship problems	24.2524	0.084	<i>not significant</i>
B. Social			
1. Competition is evident at all facets of life.	27.3335	0.038	<i>Significant</i>
2. Having noisy and gossipy neighbors.	34.5861	0.005	<i>Significant</i>
3. Having short-tempered attitude.	18.5286	0.294	<i>not significant</i>
4. Looking at time as a life constraint.	27.6598	0.035	<i>Significant</i>
5. Interpersonal conflict is experienced.	27.0610	0.041	<i>Significant</i>
II. Professional Aspect			
1. Evaluating staff members' performance.	24.7097	0.075	<i>not significant</i>
2. Trying to resolve differences.	26.1240	0.058	<i>not significant</i>
3. Feeling that I have too heavy workloads	21.1570	0.173	<i>not significant</i>
4. Feeling that I have too little authority	11.7653	0.760	<i>not significant</i>
5. Having to make decisions that affect the lives of individual people that I know.	13.0415	0.670	<i>not significant</i>
6. Trying to resolve differences with my superiors.	20.3052	0.207	<i>not significant</i>
7. Thinking that I will not be able to satisfy the conflicting demands	17.7012	0.342	<i>not significant</i>
8. Imposing excessively high expectations on myself.	23.8607	0.093	<i>not significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	15.7298	0.472	<i>not significant</i>
10. Trying to gain public approval and/or financial support for school programs.	20.7319	0.189	<i>not significant</i>

In Table 6.5, the personal aspects of stress were perfectly-significant as related to their designation/position. Professionally, it could be seen in Table 6.5 that 7 stressors were significantly-related to designation. It could then be postulated that principals, more than the head teachers, are really having a hard time in dealing with their subordinates. It is a generally-accepted truth for there are teachers who are hard to handle, thus the so-called 'conflict-prone' teachers. [12]

Table 6.5
Relationship between the School Administrators' Designation/Position and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	63.8348	0.001	<i>significant</i>
2. Job loss of a member of the family.	80.4390	0.001	<i>significant</i>
3. Being faced with life-changing episodes.	58.0813	0.003	<i>significant</i>
4. Bereavement or being faced with a serious illness.	50.5577	0.020	<i>significant</i>
5. Relationship problems	62.5600	0.001	<i>significant</i>
B. Social			

1. Competition is evident at all facets of life.	59.1106	0.002	<i>significant</i>
2. Having noisy and gossipy neighbors.	78.9547	0.001	<i>significant</i>
3. Having short-tempered attitude.	56.2084	0.005	<i>significant</i>
4. Looking at time as a life constraint.	50.9244	0.018	<i>significant</i>
5. Interpersonal conflict is experienced.	68.6038	0.001	<i>significant</i>

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
II. Professional Aspect			
1. Evaluating staff members' performance.	40.1905	0.152	<i>not significant</i>
2. Trying to resolve differences.	59.0303	0.003	<i>significant</i>
3. Feeling that I have too heavy workloads	46.1888	0.050	<i>significant</i>
4. Feeling that I have too little authority	56.0104	0.005	<i>significant</i>
5. Having to make decisions that affect the lives of individual people that I know.	35.8283	0.293	<i>not significant</i>
6. Trying to resolve differences with my superiors.	57.6080	0.004	<i>significant</i>
7. Thinking that I will not be able to satisfy the conflicting demands	54.7132	0.007	<i>significant</i>
8. Imposing excessively high expectations on myself.	54.5774	0.008	<i>significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	47.2495	0.040	<i>significant</i>
10. Trying to gain public approval and/or financial support for school programs.	44.5574	0.069	<i>not significant</i>

Personal stress, and professional stress, were dominantly-significant as related to the type of school handled by the respondents, as seen in Table 6.6. Based on the findings, it could be concluded that larger schools is a requisite to wider scope of administrative function. Large schools also mean greater number of teachers, which could mean greater technical assistance.

Table 6.6
Relationship between the School Administrators' Type of School Handled and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	40.9014	0.001	<i>Significant</i>
2. Job loss of a member of the family.	24.3793	0.018	<i>Significant</i>
3. Being faced with life-changing episodes.	34.6421	0.001	<i>Significant</i>
4. Bereavement or being faced with a serious illness.	9.5666	0.654	<i>not significant</i>
5. Relationship problems	43.2073	0.001	<i>Significant</i>
B. Social			
1. Competition is evident at all facets of life.	29.3709	0.003	<i>Significant</i>
2. Having noisy and gossipy neighbors.	19.9625	0.068	<i>not significant</i>
3. Having short-tempered attitude.	36.4524	0.001	<i>Significant</i>
4. Looking at time as a life constraint.	33.2364	0.001	<i>Significant</i>
5. Interpersonal conflict is experienced.	40.4081	0.001	<i>Significant</i>
II. Professional Aspect			
1. Evaluating staff members' performance.	12.7980	0.384	<i>not significant</i>
2. Trying to resolve differences.	20.4297	0.059	<i>not significant</i>
3. Feeling that I have too heavy workloads	32.6914	0.001	<i>Significant</i>
4. Feeling that I have too little authority	40.6825	0.001	<i>Significant</i>
5. Having to make decisions that affect the lives of individual people that I know.	25.3967	0.013	<i>Significant</i>
6. Trying to resolve differences with my superiors.	26.0991	0.010	<i>Significant</i>
7. Thinking that I will not be able to satisfy the conflicting demands	27.3031	0.007	<i>Significant</i>
8. Imposing excessively high expectations on myself.	27.7758	0.006	<i>Significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	22.7254	0.030	<i>Significant</i>
10. Trying to gain public approval and/or financial support for school programs.	9.6433	0.647	<i>not significant</i>

In Table 6.7, personal stress is dominantly-significant as to the number of teachers handled. Larger number of teachers equates larger problem in the allocation of school funds. Also, principals handling large number of teachers are expected to perform better, which is an imposition of excessive high expectation on them, a feasible source of stress in itself.

Table 6.7
Relationship between the School Administrators' Number of Teachers Handled and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	31.3010	0.002	<i>Significant</i>
2. Job loss of a member of the family.	36.3242	0.001	<i>Significant</i>
3. Being faced with life-changing episodes.	35.2843	0.001	<i>Significant</i>
4. Bereavement or being faced with a serious illness.	12.8921	0.377	<i>not significant</i>
5. Relationship problems	26.4349	0.009	<i>Significant</i>
B. Social			

1. Competition is evident at all facets of life.	24.6746	0.016	<i>Significant</i>
2. Having noisy and gossipy neighbors.	23.9718	0.021	<i>Significant</i>
3. Having short-tempered attitude.	29.8643	0.003	<i>Significant</i>
4. Looking at time as a life constraint.	29.8300	0.003	<i>Significant</i>
5. Interpersonal conflict is experienced.	37.2251	0.001	<i>Significant</i>
II. Professional Aspect			
1. Evaluating staff members' performance.	13.3796	0.342	<i>not significant</i>
2. Trying to resolve differences.	16.9875	0.150	<i>not significant</i>
3. Feeling that I have too heavy workloads	28.5496	0.005	<i>Significant</i>
4. Feeling that I have too little authority	35.2234	0.001	<i>Significant</i>
5. Having to make decisions that affect the lives of individual people that I know.	17.0409	0.148	<i>not significant</i>
6. Trying to resolve differences with my superiors.	32.8573	0.001	<i>Significant</i>
7. Thinking that I will not be able to satisfy the conflicting demands	37.2390	0.001	<i>Significant</i>
8. Imposing excessively high expectations on myself.	28.8987	0.004	<i>Significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	27.9883	0.006	<i>not significant</i>
10. Trying to gain public approval and/or financial support for school programs.	13.1517	0.358	<i>not significant</i>

All aspects of stress were perfectly-significant as related to the length of service as school administrator, whether personal or professional as shown in Table 6.8. It could be inspected that all of the aforementioned stressors, are all contributory factors in the proliferation of stress in a principal's life. [13] Based on the findings, it could be considered that school principals are confronted with increased accountability in the performance of their jobs. Instead of them maintaining balance life between their jobs and their filial obligations [14], they are more prone to be disturbed by pressing problems in the school organization.

Table 6.8

Relationship between the School Administrators' Length of Service as Administrator and their Manifestation of Stress

Stressors Related to School Administration Work	Chi Square Test	P-value	Significance
I. Personal Aspect			
A. Economic			
1. Unstable finances and monetary issues.	65.1025	0.001	<i>significant</i>
2. Job loss of a member of the family.	43.0176	0.001	<i>significant</i>
3. Being faced with life-changing episodes.	64.2826	0.001	<i>significant</i>
4. Bereavement or being faced with a serious illness.	33.2678	0.001	<i>significant</i>
5. Relationship problems	46.3197	0.001	<i>significant</i>
B. Social			
1. Competition is evident at all facets of life.	25.0385	0.015	<i>significant</i>
2. Having noisy and gossipy neighbors.	55.2709	0.001	<i>significant</i>
3. Having short-tempered attitude.	51.1037	0.001	<i>significant</i>
4. Looking at time as a life constraint.	49.6211	0.001	<i>significant</i>
5. Interpersonal conflict is experienced.	51.414	0.001	<i>significant</i>
II. Professional Aspect			
1. Evaluating staff members' performance.	48.9506	0.001	<i>significant</i>
2. Trying to resolve differences.	55.1364	0.001	<i>significant</i>
3. Feeling that I have too heavy workloads	50.8052	0.001	<i>significant</i>
4. Feeling that I have too little authority	71.4691	0.001	<i>significant</i>
5. Having to make decisions that affect the lives of individual people that I know.	46.8998	0.001	<i>significant</i>
6. Trying to resolve differences with my superiors.	53.4176	0.001	<i>significant</i>
7. Thinking that I will not be able to satisfy the conflicting demands	51.5222	0.001	<i>significant</i>
8. Imposing excessively high expectations on myself.	61.2646	0.001	<i>significant</i>
9. Feeling I have to participate in school activities outside the normal working hours.	44.6738	0.001	<i>significant</i>
10. Trying to gain public approval and/or financial support for school programs.	45.995	0.001	<i>significant</i>

From the tables and salient findings presented, it is hereby stated that the null hypothesis is rejected.

Significant Relationship between the Degree of Manifestation of Stress and Frequency of Use of Coping Mechanisms of School Administrators

Table 7.1 presents the data on how unstable finances and monetary issues are being addressed by the school administrators. Among the coping mechanisms, it is evident that it was 'having a positive attitude' that they seldom use because money is a driving key for people to

work smoothly. Money alters how people value time/ effort and affects perspectives as well. [15]

Table 7.1

Correlation between the Unstable Finances and Monetary Issues and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4032	0.0001	<i>significant</i>
2. Withdrawal and Recharging	0.4842	0.0001	<i>significant</i>
3. Intellectual, Social & Spiritual Support	0.3325	0.0001	<i>significant</i>
4. Positive Attitude	0.1320	0.0144	<i>significant</i>
5. Realistic Perspective	0.2745	0.0001	<i>significant</i>
6. Time Management and Organization	0.2853	0.0001	<i>significant</i>
7. Increased Involvement	0.2420	0.0001	<i>significant</i>

Table 7.2 shows that administrators do not use positive attitude as a coping mechanism. It could be credited on a view by Norberg-Johnson [16] in her article, which means that losing a family member's job will highly-affect the financial stability of the family, resulting to having a temporary negative outlook.

Table 7.2

Correlation between the Job Loss of a Family Member and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3593	0.0001	<i>significant</i>
2. Withdrawal and Recharging	0.4970	0.0001	<i>significant</i>
3. Intellectual, Social & Spiritual Support	0.2992	0.0001	<i>significant</i>
4. Positive Attitude	0.1020	0.0593	<i>not significant</i>
5. Realistic Perspective	0.2883	0.0001	<i>significant</i>
6. Time Management and Organization	0.2902	0.0001	<i>significant</i>
7. Increased Involvement	0.1989	0.0002	<i>Significant</i>

It can be gleaned from Table 7.3 that in order for the school principals to cope up with life-changing episodes, they apply all of the identified coping mechanisms. One coping style which was applied by the respondents is that they withdraw physically from the stressful situation by pausing for a moment and think of ways to solve the problem. [17]

Table 7.3

Correlation between the Life-Changing Episodes and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4370	0.0001	<i>significant</i>
2. Withdrawal and Recharging	0.5923	0.0001	<i>significant</i>
3. Intellectual, Social & Spiritual Support	0.3680	0.0001	<i>significant</i>
4. Positive Attitude	0.2020	0.0002	<i>significant</i>
5. Realistic Perspective	0.3646	0.0001	<i>significant</i>
6. Time Management and Organization	0.3392	0.0001	<i>significant</i>
7. Increased Involvement	0.2962	0.0001	<i>significant</i>

Table 7.4 displays the figures on how bereavement or having illness is being faced by the respondents. One coping style which is applied by the respondents is that they seek solitude and spend "me-time" in order to reflect. Beres [18] once wrote that device-free solitude deactivates high arousal emotions while reducing stress and promoting relaxation.

Table 7.4

Correlation between the Bereavement of any Family Member and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.2913	0.0001	<i>significant</i>
2. Withdrawal and Recharging	0.4526	0.0001	<i>significant</i>
3. Intellectual, Social & Spiritual Support	0.2494	0.0001	<i>significant</i>
4. Positive Attitude	0.1432	0.0079	<i>significant</i>
5. Realistic Perspective	0.3119	0.0001	<i>significant</i>
6. Time Management and Organization	0.2764	0.0001	<i>significant</i>
7. Increased Involvement	0.2329	0.0001	<i>significant</i>

Table 7.5 offers the data on how relationship problems on handling of finances are being addressed by them. Of all mentioned, ‘having a positive attitude’ is what they seldom use because they find it hard to be optimistic amidst having money-related problems. Sometimes, relationships are compromised especially when money gets in the way. On a survey conducted by Dr. Spelman [19], we can see that money has an impact on every area of life, including love & romance.

Table 7.5

Correlation between Relationship Problems on Handling Finances and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3516	0.0001	significant
2. Withdrawal and Recharging	0.4951	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.2920	0.0001	significant
4. Positive Attitude	0.1222	0.0236	significant
5. Realistic Perspective	0.2597	0.0001	significant
6. Time Management and Organization	0.2522	0.0001	significant
7. Increased Involvement	0.1863	0.0005	significant

Table 7.6 presents the statistics on how evident competition at all facets of life is being faced by the respondents. One coping style which was applied by the respondents is that they socialize even if they are under competition. Socializing can provide a number of benefits to one’s physical and mental health, especially when under stress [20].

Table 7.6

Correlation between the Evident Competition at all Facets and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4264	0.0001	significant
2. Withdrawal and Recharging	0.5472	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3377	0.0001	significant
4. Positive Attitude	0.1644	0.0023	significant
5. Realistic Perspective	0.2984	0.0001	significant
6. Time Management and Organization	0.2778	0.0001	significant
7. Increased Involvement	0.2529	0.0001	significant

Table 7.7 gives the data on how having noisy and gossipy neighbors is being addressed by the respondents. One coping style applied is that they talk with family and friends. Family and friends has a big role in handling stress. If a person needs professional advice, family therapy is an option. [21]

Table 7.7

Correlation between having Noisy and Gossipy Neighbors and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4150	0.0001	significant
2. Withdrawal and Recharging	0.5277	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3209	0.0001	significant
4. Positive Attitude	0.1621	0.0026	significant
5. Realistic Perspective	0.2324	0.0001	significant
6. Time Management and Organization	0.3281	0.0001	significant
7. Increased Involvement	0.2422	0.0001	significant

Table 7.8 offers the data on how short-tempered attitude in dealing with daily problems are being addressed by the school administrators. Among the coping mechanisms, ‘having positive attitude’ is what they seldom use because it is hard to be optimistic when you have short-tempered attitude. Individuals who suffer from short tempers are generally quick to anger and flying off the handle. [22] But, as school administrators,

this should be handled and in order for conflicts to be avoided in the future.

Table 7.8

Correlation between having Short-tempered Attitude and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3876	0.0001	significant
2. Withdrawal and Recharging	0.5274	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.2795	0.0001	significant
4. Positive Attitude	0.1060	0.0498	significant
5. Realistic Perspective	0.2514	0.0001	significant
6. Time Management and Organization	0.2693	0.0001	significant
7. Increased Involvement	0.1833	0.0006	significant

Table 7.9 provides information on how ‘looking at time as a life constraint in getting things done’ is being coped up by the respondents. One coping style which was applied by them is that they set realistic goals. Applying the Specific, Measurable, Attainable, Realistic and Time-Bound Principles, we will be able to address time constraints for the benefit of the organization we belong and lead.

Table 7.9

Correlation between the Time as a Life Constraint and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3466	0.0001	significant
2. Withdrawal and Recharging	0.5053	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.2505	0.0001	significant
4. Positive Attitude	0.1414	0.0087	significant
5. Realistic Perspective	0.2126	0.0001	significant
6. Time Management and Organization	0.2409	0.0001	significant
7. Increased Involvement	0.1832	0.0007	significant

Table 7.10 shows the figures on how interpersonal conflict is being faced by the respondents. “Having a positive attitude” is seldom used because it is really difficult to maintain positivity when you are in conflict with someone. But as school principals, equipping ourselves with conflict resolution techniques could help us groom healthy relationships. [23]

Table 7.10

Correlation between Interpersonal Conflict being Experienced and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3466	0.0001	significant
2. Withdrawal and Recharging	0.5053	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.2505	0.0001	significant
4. Positive Attitude	0.1414	0.0087	significant
5. Realistic Perspective	0.2126	0.0001	significant
6. Time Management and Organization	0.2409	0.0001	significant
7. Increased Involvement	0.1832	0.0007	significant

Table 7.11 provides statistics on how evaluating staff performance is being responded by the administrators. One coping style applied is that they create more positive and self-supporting mental sets. On a recent online post from the University of Michigan, ten things could be done for our mental health. [24]

Table 7.11

Correlation between Evaluating Staff Member’s Performance and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3565	0.0001	significant
2. Withdrawal and Recharging	0.4379	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3187	0.0001	significant
4. Positive Attitude	0.1424	0.0083	significant
5. Realistic Perspective	0.2234	0.0001	significant
6. Time Management and Organization	0.2098	0.0001	significant
7. Increased Involvement	0.2571	0.0001	significant

Table 7.12 provides statistics on how evaluating staff performance is being done by the respondents. Reflecting on the data, the respondents highly-apply all of the identified coping mechanisms to resolve the differences between and among the members of the teaching and non-teaching staff.

Table 7.12

Correlation between Trying to Resolve Differences Between & Among Staff Members & Frequency of Using Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4109	0.0001	significant
2. Withdrawal and Recharging	0.4945	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3809	0.0001	significant
4. Positive Attitude	0.1831	0.0007	significant
5. Realistic Perspective	0.2996	0.0001	significant
6. Time Management and Organization	0.2581	0.0001	significant
7. Increased Involvement	0.2742	0.0001	significant

Table 7.13 shows the figures on how having too heavy workload stresses the school administrators. The findings from a quantitative study conducted by Welmers [25] on predicting principal stress concluded that principals experienced low to moderate work-related stress with the highest stress levels reported in the areas of effective time management and compliance with national reform requirements.

Table 7.13

Correlation between Feeling of Having too Heavy Workloads and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.2881	0.0001	significant
2. Withdrawal and Recharging	0.4414	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.2738	0.0001	significant
4. Positive Attitude	0.1128	0.0368	significant
5. Realistic Perspective	0.2393	0.0001	significant
6. Time Management and Organization	0.1927	0.0003	significant
7. Increased Involvement	0.2153	0.0001	significant

Table 7.14 illustrates the figures on how administrators handle the feeling of having too little authority. According to Halbesleben and Buckley [26], employees who are emotionally exhausted because of having a feeling that they have low level of authority, typically, they feel as though they lack adaptive resources and cannot give any more to their job.

Table 7.14

Correlation between Feeling of Having too Little Authority and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4167	0.0001	significant
2. Withdrawal and Recharging	0.5252	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3382	0.0001	significant
4. Positive Attitude	0.1073	0.0472	significant
5. Realistic Perspective	0.2543	0.0001	significant
6. Time Management and Organization	0.2717	0.0001	significant
7. Increased Involvement	0.2348	0.0001	significant

Table 7.15 gives the data on how having to make decisions that affect the lives of people around is being faced by them. They disclose that they engage in activities that support spiritual growth, which is their means to become closer to God. This shows that these administrators entrust to God whatever stress or difficulty that impede them to perform effectively.

Table 7.15

Correlation between Feeling of Having to Make Decisions and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
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1. Good Physical Health Program	0.4061	0.0001	Significant
2. Withdrawal and Recharging	0.5369	0.0001	Significant
3. Intellectual, Social & Spiritual Support	0.3886	0.0001	Significant
4. Positive Attitude	0.1578	0.0034	Significant
5. Realistic Perspective	0.3027	0.0001	Significant
6. Time Management and Organization	0.2539	0.0001	Significant
7. Increased Involvement	0.2215	0.0001	Significant

Table 7.16 provides information on trying to resolve differences with superiors used by the respondents. One coping style applied by them is that they talk to district supervisors. This has something to do with the idea known as "Collective capacity" which generates the emotional commitment and technical expertise - which no amount of individual capacity working alone can match. [27]

Table 7.16

Correlation between Trying to Resolve Differences with Superiors and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4153	0.0001	Significant
2. Withdrawal and Recharging	0.5505	0.0001	Significant
3. Intellectual, Social & Spiritual Support	0.4256	0.0001	Significant
4. Positive Attitude	0.1613	0.0027	Significant
5. Realistic Perspective	0.3107	0.0001	Significant
6. Time Management and Organization	0.2899	0.0001	Significant
7. Increased Involvement	0.2555	0.0001	Significant

Table 7.17 offers the data on how thinking of not being able to satisfy the conflicting demands of those who have authority over them are being addressed by the school administrators.

Table 7.17

Correlation between Thinking of Not Satisfying Conflicting Demands and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3536	0.0001	Significant
2. Withdrawal and Recharging	0.5218	0.0001	Significant
3. Intellectual, Social & Spiritual Support	0.3227	0.0001	Significant
4. Positive Attitude	0.1154	0.0326	Significant
5. Realistic Perspective	0.2580	0.0001	Significant
6. Time Management and Organization	0.2078	0.0001	Significant
7. Increased Involvement	0.1405	0.0092	Significant

Table 7.18 shows the figures on how imposing excessively high expectations on themselves are being addressed by the school administrators. It's important to note that expectations aren't the same as targets. Expectations can be daunting, but ignoring them won't make the people go away. We just need to learn how to deal with them and rise to the challenge. [28]

Table 7.18

Correlation between Imposing Excessively High Expectations on Self and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.4183	0.0001	Significant
2. Withdrawal and Recharging	0.5683	0.0001	Significant
3. Intellectual, Social & Spiritual Support	0.3921	0.0001	Significant
4. Positive Attitude	0.1112	0.0396	Significant
5. Realistic Perspective	0.3020	0.0001	Significant
6. Time Management and Organization	0.3033	0.0001	Significant
7. Increased Involvement	0.2562	0.0001	Significant

Table 7.19 provides information on trying to resolve the feeling of having to participate in school activities outside the normal working hours. One coping mechanism applied is to establish community involvement. There is a significant positive correlation between school, family and community involvement and student success. [29]

Table 7.19

Correlation between Participating to Activities outside Normal Working Hours and Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3599	0.0001	Significant
2. Withdrawal and Recharging	0.4596	0.0001	Significant
3. Intellectual, Social & Spiritual Support	0.3422	0.0001	Significant
4. Positive Attitude	0.1511	0.0050	Significant
5. Realistic Perspective	0.2076	0.0001	Significant
6. Time Management and Organization	0.2722	0.0001	Significant
7. Increased Involvement	0.2250	0.0001	Significant

Table 7.20 illustrates the figures on how respondents handle the feeling of trying to gain public approval and/or financial support for school programs. It is really hard to gain public approval and financial support when the community is lured by negative people. Principals are blamed for the poor performance of their school and are beginning to feel “alone and isolated” when they find themselves held responsible for failing schools. [30] But as school administrators, there is a need for them to establish healthy stakeholdership and be able to create a positive culture promoting camaraderie and brotherhood.

Table 7.20
Correlation between Trying to Gain Public Approval and Financial Support & Frequency of Use of Coping Mechanisms

Coping Mechanism	Spearman'sRho	P-value	Significance
1. Good Physical Health Program	0.3636	0.0001	significant
2. Withdrawal and Recharging	0.4703	0.0001	significant
3. Intellectual, Social & Spiritual Support	0.3332	0.0001	significant
4. Positive Attitude	0.1163	0.0312	significant
5. Realistic Perspective	0.2636	0.0001	significant
6. Time Management and Organization	0.2673	0.0001	significant
7. Increased Involvement	0.2541	0.0001	significant

Based on the tables presented and the salient findings given hereof, the null hypothesis posted is hereby rejected.

Significant Relationship between the Profile of Elementary School Administrators and their Level of Work Performance

Table 8.1 – 8.8 presents the relationship between the profile variables the elementary school administrators and their level of work performance.

Table 8.1 illustrates how sex of school administrators affects the level of work performance. It can be reflected that male principals are more competent than the females because they showed a higher mean, just as how male principals make specific changes in the performance management system or in work methods to improve performance than the female ones. [31]

Table 8.1
Relationship between the School Administrators' Sex and their Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	4.8044	0.187	not significant
2. Professionalism & Ethics	4.8700	0.088	not significant
3. Result Focus	2.0554	0.358	not significant
4. Teamwork	2.6724	0.263	not significant
5. Service Orientation	2.3071	0.316	not significant
6. Innovation	5.2437	0.073	not significant
B. Leadership Competencies			
1. Leading People	4.0204	0.259	not significant
2. People Performance Management	8.2826	0.016	significant
3. People Development	11.8971	0.003	significant

Table 8.2 illustrates how age group of school administrators affects work performance. It could be reflected from the results that younger principals perform better in setting high quality, challenging and realistic goals for self and others. [32]

Table 8.2
Relationship between the School Administrators' Age Group and their Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	13.3258	0.038	significant
2. Professionalism & Ethics	2.1905	0.701	not significant
3. Result Focus	10.1247	0.038	significant
4. Teamwork	8.1655	0.086	not significant
5. Service Orientation	4.6173	0.329	not significant
6. Innovation	14.625	0.006	significant
B. Leadership Competencies			
1. Leading People	11.5438	0.073	not significant
2. People Performance Management	10.2894	0.036	significant
3. People Development	8.3804	0.079	not significant

Table 8.3 clarifies how civil status affects the level of work performance. Single principals are more competent because they have the luxury of their own time. Furthermore, they also improve the skills and effectiveness of individuals through employing a range of development strategies. [31]

Table 8.3
Relationship between the School Administrators' Civil Status and their Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	12.1725	0.204	not significant
2. Professionalism & Ethics	9.1700	0.164	not significant
3. Result Focus	7.8885	0.246	not significant
4. Teamwork	2.5260	0.866	not significant
5. Service Orientation	2.4739	0.871	not significant
6. Innovation	6.1635	0.405	not significant
B. Leadership Competencies			
1. Leading People	7.0963	0.627	not significant
2. People Performance Management	7.4585	0.281	not significant
3. People Development	16.1817	0.013	significant

Table 8.4 shows how educational attainment of school administrators affects their performance. It could be reflected that principals who are doctorate degree holders are far more competent than the rest of the principals because they showed a higher mean.

Table 8.4
Relationship between the School Administrators' Highest Educational Attainment and Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	11.1870	0.513	not significant
2. Professionalism & Ethics	10.7596	0.216	not significant
3. Result Focus	13.0931	0.109	not significant
4. Teamwork	10.2601	0.247	not significant
5. Service Orientation	12.8152	0.118	not significant
6. Innovation	13.8509	0.093	not significant
B. Leadership Competencies			
1. Leading People	13.6689	0.322	not significant
2. People Performance Management	20.3220	0.009	significant
3. People Development	18.2718	0.019	significant

Table 8.5 shows how designation/position of school administrators affects the level of work performance. It could be reflected from the statistical data that principals are more competent than the head teachers because they reaped a higher mean, as evident on their passing of the Principal's Test.

Table 8.5
Relationship between the School Administrators' Designation/Position and Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	19.2676	0.738	not significant
2. Professionalism & Ethics	12.5520	0.705	not significant
3. Result Focus	25.3271	0.064	not significant
4. Teamwork	14.1740	0.586	not significant
5. Service Orientation	15.0869	0.518	not significant
6. Innovation	28.8159	0.025	significant
B. Leadership Competencies			
1. Leading People	20.3544	0.676	not significant
2. People Performance Management	23.9647	0.090	not significant
3. People Development	22.5976	0.125	not significant

Table 8.6 illustrates how type of school handled affects their performance. In terms of innovation, mega schools beat the other size of schools as per statistical marks. This means that the larger the size of the school is, the more innovative it is. This could be attributed on the idea more ideas are being expostulated to foster better ways of achieving success in all the endeavors.

Table 8.6
Relationship between the School Administrators' Type of School Handled and Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	12.0422	0.211	not significant
2. Professionalism & Ethics	10.4420	0.107	not significant
3. Result Focus	16.3432	0.012	significant
4. Teamwork	5.1233	0.528	not significant
5. Service Orientation	1.9967	0.920	not significant
6. Innovation	16.1414	0.013	significant
B. Leadership Competencies			
1. Leading People	12.0429	0.211	not significant
2. People Performance Management	11.7477	0.068	not significant
3. People Development	15.4763	0.017	significant

Table 8.7 illustrates how number of teachers handled affects the level of work performance. With respect to people development, schools having more than 75 teacher beat the other schools.. This could be qualified on the idea that bigger number of teachers may provide more diversity and may make it easier for different types of students and families to find their niche. [33]

Table 8.7
Relationship between the School Administrators' Number of Teachers Handled and Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	9.8324	0.364	not significant
2. Professionalism & Ethics	1.7580	0.941	not significant
3. Result Focus	16.6041	0.011	significant
4. Teamwork	2.6096	0.856	not significant
5. Service Orientation	4.6107	0.595	not significant
6. Innovation	7.177	0.305	not significant
B. Leadership Competencies			
1. Leading People	3.1763	0.926	not significant
2. People Performance Management	8.6279	0.196	not significant
3. People Development	13.0887	0.042	significant

Table 8.8 shows how the length of service affects the level of work performance. It could be reflected from the results that 67% of indicators are significantly-related to age group, dominated by school principals who are in position for more than 15 years – the so-called “seasoned principals”. Veteran principals must take time to share their best practices with new and aspiring principals. This will help school leaders to be prepared in both theory and practical application [34]. Leading is all about

relationships. If you focus on building positive relationships, then everything will take a smooth sail. [34]

Table 8.8
Relationship between the School Administrators' Length of Service as Administrator and Level of Work Performance

Competencies of Respondents	Chi Square	P-value	Significance
A. Core Behavioral Competencies			
1. Self-Management	29.6345	0.001	significant
2. Professionalism & Ethics	9.6786	0.139	not significant
3. Result Focus	30.7310	0.001	significant
4. Teamwork	11.2567	0.081	not significant
5. Service Orientation	16.1503	0.013	significant
6. Innovation	17.2356	0.008	significant
B. Leadership Competencies			
1. Leading People	14.6031	0.102	not significant
2. People Performance Management	19.7038	0.003	significant
3. People Development	25.4751	0.001	significant

Based on the findings given, it could be postulated that the null hypothesis is accepted.

CONCLUSIONS AND RECOMMENDATIONS

This study revealed that majority of Region I school administrators are female, middle-aged, married, and are in service as administrators for 5 years and less; while most of them are master’s degree holder, Principal I, handling medium-sized schools and are supervising 25 and less teachers. Furthermore, they are moderately-stressed economically, socially and professionally. They are also more professionally-stressed than being stressed on a personal level. They oftentimes undergo good physical health program; establish intellectual, social and spiritual support; maintain positive attitude; uphold realistic perspective; practice time management and organization; and attain increased involvement in order to cope up with stress. They are highly competent on Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, Innovation, Leading People, People Performance Management and People Development. Their profile variables have significant effect on stress manifestation, therefore, the null hypothesis is rejected. Their degree of stress manifestation has a direct effect on the frequency of utilization of stress coping mechanisms; making the null hypothesis rejected. Lastly, their profile variables have no significant effect on their level of work performance, hence, accepting the null hypothesis.

It is hereby recommended that Regional Directors and Schools Division Superintendents should hold either district-based or division-wide stress management seminars or team-building activities to help educate school administrators on how to handle stress at any sorts, and possibly intensify their administrative execution.

School administrators who are masteral graduates and those with doctoral units are encouraged to finish the degree. Completion of the doctoral degree may help decrease the personal stress experienced by

them because that could mean promotion that will result to higher salary and career development, if managed accordingly. School administrators should not take so much pressure on themselves as they evaluate staff member's performance. They should be reminded that they are guided by DepEd Order No. 42, s. 2017 [7].

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