

# Stress and Coping Mechanism of School Heads in School Management

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**Abstract:** Coping mechanisms are ways and strategies employed by individuals to counter burnout which may result from stress-provoking circumstances. This study carried out a data analysis of the responses of the Public Elementary School heads in DepEd Schools Division of Sorsogon City to determine their coping mechanisms for the different stressors in the performance of their duties and responsibilities as school leaders and managers. Questionnaire administration and unstructured interview were conducted to gather data on the coping mechanisms used by the School Heads in response to identified stressors along their five Key Result Areas (KRAs) namely Instructional Leadership, Learning Environment, Human Resource Management and Development, Parents' Involvement and Community Partnership and School Leadership, Management and Operations. The descriptive correlational design was employed to determine the significant relationship between the profile of School heads and their coping mechanisms in school management. The results indicated that the coping mechanisms of school heads to stressors along the five KRAs vary as their decision making was influenced by their profiles. The researcher also deduced that there was a significant relationship between the profiles and coping mechanisms of school heads as well as there is a significant difference in the coping mechanisms of the school heads when grouped according to their profile. It was recommended that the Schools Division Office of DepEd Sorsogon City implements an action plan that targets the improvement of performance and coping mechanisms of school heads along the five Key Result Areas (KRAs) which are interconnected with the existing practices along the implementation of the School-Based Management. Hence, school heads need of training and technical assistance along the five key results Areas to further strengthen their coping mechanisms to counter stress or burnout due to varied duties and responsibilities they perform.

**KEYWORDS** - coping mechanism, profile, school management, Key Result Areas, school head

## INTRODUCTION

The school head is the captain of the school at it sails through the waves of daily supervisory, administrative and managerial duties. As a captain of the ship, he is responsible for the vessel's operations and all its crew and passengers, as well as for the welfare of the school – including all his staff and the learners.

There were related literature and studies of previous work that provides facts and concepts that support the purpose of this paper as evident, Principals were tasked with a lengthy list of responsibilities related to the leadership of a school. This list may include completing and filing state or federal reports, supervising students, teachers, and other staff members, managing the school's budget, and attending numerous meetings. Simply managing a school is no longer enough. These responsibilities tend to prove stressful at times and the coping mechanism of school heads are tested by the situations in school.

According to Rice (n.d.) cited Selye who is generally recognized as the first to describe 'stress' as underlying the imprecise signs and symptoms of illness. Selye explained that stress is present throughout an individual's life and is triggered by exposure to nonspecific catalyst that the individual considers as 'stressful'. His work is known in the literature as Selye's Syndrome and divides the total response from stress into three phases: the alarm reaction, the stage of resistance and the stage of exhaustion.

The alarm reaction is experience soon as the school head recognizes that a situation is a stressor. The school head then falls into the stage of resistance which now makes him think of his coping mechanism in response to such stressor, which in this paper could be palliative to lessen the impact of stress, or direct action to directly address the situation.

The coping mechanisms of school heads have an impact on their performance as school leaders and managers. Lehrer et al. (2007) anchored their work on the study of Meichenbaum who proposed stress inoculation training in 1985. Among

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others, they underscored that individuals should be able to identify between the changeable and unchangeable aspects of a stressful situation and address the situation either by employing problem-focused or emotional-focused efforts. They explained that goal-directed thinking nurtures a sense of hopefulness.

The preceding texts bear relationship to the present study for they underscored the nature of the work of a school head. This paper focuses on the coping mechanism of school heads in response to stressors in line with their job as school managers. This specifically focused on the key result areas or KRAs indicated in the Organization Performance Commitment and Review Form (OPCRF) which evaluates the school heads' performance as verifiable through evidences.

According to Miller (2015) concluded that school principals feel staff and student in their schools are resilient. School principals enjoy their jobs but feel a sense of professional isolation. The changing-social-economic policy contexts have led them to work intensification. This comment on teachers' resiliency however, is contradicted by the succeeding texts.

Also, Johnson and Donaldson (2003) contended that a principal should consider the characteristics of supervisors that the beginning teacher values most. Johnson conducted a study and asked beginning teachers what they wanted to see in a school leader. Beginning teachers said principals needed to be "visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders, and clear communicators".

The works of Miller and Johnson and Donaldson are related to the researchers work since they also studied on the nature of the work of the school head as manager of the school system. This paper however, focused more on their coping mechanism in response to stress in their work as school leaders. This paper proposes an action plan to strengthen the school heads' coping mechanism.

In addition, Republic Act No. 9155 known as the "Governance of Basic Education Act of 2001" stipulated in its Chapter 1 Section No. 7, Letter E, Paragraph 3 that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. Thus, the success and failure of the school depends of the kind of school principal it has, or more objectively, the kind of leadership he or she implements that is the deciding factor to the quality of the school and services it provides to the stakeholders. Republic act no. 10533 known as the "Enhanced Basic Education Act of 2013" reinforced the provisions of the 2001 promulgation. Section 7 paragraph C of the RA states;

"Superintendents, principals, subject area coordinators and other instructional school leaders shall likewise undergo workshops and training to enhance their skills on their role as academic, administrative and community leaders".

In the report of Albano the 2018 results showed that for the third straight year, the national average mean percentage score (MPS) in the Grade 6 national Achievement Test (NAT) continued its downward trajectory 37.44 against the 75mps target, the weakest performance in the history of the standardized examination of the Department of Education (DepEd). He further wrote that these results and findings on the review and assessment could be due to irregularities in the implementation of the new curriculum. This would suggest a deficiency in instructional supervision.

The school principal should play a very active role and be willing to share their knowledge on the implementation of school disciplinary policy with other members of the school.

Though the pandemic has magnified and worsened stress, mental health issues have been on the rise among educators in the country for decades, teachers and school heads alike. Teachers in Sorsogon City still experience difficulty in the new normal setting as a result of poor adjustment to the changes in the delivery of instruction. School heads are also finding it difficult to maintain and sustain school operations, redirecting efforts to pandemic-related issues. COVID-19 has caused an unprecedented crisis and brought a new awareness to issues concerning stress, mental health and psychosocial wellbeing, imposing the need for changes to counter the detrimental damage to people's wellness. To be able to effectively perform their duties, it is imperative that school heads maintain healthy mental health and be able to battle the stress brought by the responsibilities as school leaders and managers.

In this regard, the researcher, as a school head herself, deemed it necessary to investigate on the profile of school heads and their coping mechanisms to understand the actual situation. It was identified the different stressors in each the different Key Results Areas of school heads and the coping mechanisms could be employed to either palliative or direct action. These were basis for proposing a capacity building program that would further improve their competence as school leaders and strengthen the coping mechanisms of school heads along their Key Result Areas.

*This study deemed significant because the findings will provide vital information relative to the stress and coping mechanisms of school heads in school management in the Sorsogon City Division. The findings of this study may be significant to the educational system as a whole, to teachers, learners, school administrators, community and future researchers.*

*Specifically, these were the objectives of this study:*

1. *Determine the profile of the school heads in terms of: Age, Sex, Civil Status, Field of Specialization, Position, Number of Years as School Head, Highest Educational Attainment, Number of Teachers Handled, Level of Stress-Related Trainings Attended, and Net Monthly Salary.*
2. *Identify the coping mechanisms of school heads along; Instructional Leadership, Learning Environment, Human resource management and development, Parents involvement and community partnership, and School leadership, management and operations.*
3. *Determine the significant relationship between the profile of school heads and their coping mechanisms in school management.*
4. *Determine the significant difference in the stress mechanisms of the school heads when grouped according to their profile.*
5. *Develop an action plan based from the result of the study.*

## **METHODS**

*This study aimed to determine the coping mechanisms of the school heads in school management in Sorsogon City Division for different stressors in the performance of their duties and responsibilities as school leaders and managers. To identified stressors along their five Key Result Areas (KRAs) namely Instructional Leadership, Learning Environment, Human Resource Management and Development, Parents' Involvement and Community Partnership and School Leadership, Management and Operations.*

**The Respondents**

<b>School</b>	<b>Total</b>	<b>f</b>	<b>%</b>
Bacon East District	14	14	28.57
Bacon West District	16	10	20.41
Sorsogon East District	13	8	16.33
Sorsogon West District	21	17	34.69
<b>Total</b>		49	100.00

*The number and percentage of respondent school heads vary considering that the districts of any schools' division are not equally proportioned. The number of schools differ and in this case, Sorsogon West District is the largest among the four with 21 schools with 34.69% retrieval, in Sorsogon East had 13 elementary schools with 16.33% retrieval, while in Bacon West had 16 elementary schools with 20.41% retrieval and Only Bacon East had 100% questionnaire retrieval rate.*

*The respondents of this research were the elementary school heads including the principals of integrated schools since they also have elementary education program. Out of the 64 target elementary school head respondents, five (5) school heads from Bacon West District participated in the dry run. All of them were not included as respondents in the final distribution of revised questionnaire, so, only 49 participated resulting to 83.05% retrieval of questionnaire.*

*Questionnaire administration and unstructured interview were conducted to gather data on the coping mechanisms used by the School Heads in response to identified stressors along their five Key Result Areas (KRAs).*

*The researcher employed the descriptive correlational design. The descriptive approach was used on presenting the profile of the respondent school heads whereas the correlational approach was employed to establish relationship and difference between the variables.*

*Frequency count, percentage, Chi square and two-way ANOVA were used in the statistical treatment of data.*

The key instrument in this study was the questionnaire administered to the respondents. The questionnaire was subjected to a dry run to test the validity of the questions and the reliability of the answers expected. Five (5) school heads from Bacon West District participated in the dry run. The results of the dry run were consolidated and presented to the adviser for comments and necessary revisions to the questionnaire. The instrument was improved. After validated and deemed effective in gathering the necessary data for the research, the questionnaire copies were distributed to the respondents and soft copies were sent to those who preferred non-contact communication. Gathering of data was really challenging task on the part of the researcher due to our situation today wherein strict compliance of health protocols were needed to avoid from contagious COVID 19 virus. The retrieval of the accomplished questionnaire was also difficult due to the proximity of some schools. Some school heads were not accepted the questionnaire, while some accepted but did not responded it and others did not return it for it was misplaced. Patience, perseverance in communicating and gave simple token to the respondents in order for them to respond positively with my questionnaires. Some school heads were work from home during the retrieval so they opt to send the questionnaire via online through messenger. In the process of retrieving the accomplished questionnaire, the researcher conducted informal, unstructured interviews with some of the school heads to verify their responses and gained insights with regards to their own experiences on how to handle and cope up with the stress in school management.

## RESULTS

Based on the data gathered, the following findings were revealed:

The profiles of the 49 respondent school heads vary. In terms of age, majority, that is 43 or 87.8%, are 41 years old and above. In terms of sex, majority, that is 31 or 63.3% are female. In terms of civil status, 41 or 83.7% are married. In terms of position, majority, that is 35 or 71.4% are school principal. According to number of years as school head, majority, that is 18 or 36.7% have been school heads for 21 years and longer. In terms of the number of teachers supervised or handled, majority, that is 22 or 44.9% supervises 1 to 10 teachers. In terms of highest educational attainment, majority, that is 24 or 49.0%, are those who have master's units only. In terms of Level of stress- related trainings attended, majority, that is 23 or 46.9% attended up to regional level. In terms of monthly salary, the majority is 13 or 26.5% who are earning 30,000.00 to 34,999.00.

Furthermore, the coping mechanisms of school heads for stressors along the five Key Result Areas vary. Along Instructional Leadership, with the 6 identified stressors, the school heads are equally divided resorting to palliative and direct action. The same can be said along Learning Environment as revealed by the responses in the 6 identified stressors. The same was also observed along Human Resource Management and Development. Along Parents' Involvement and Community Partnership, the school heads preferred direct action over palliative approach which they selected for 4 out 6 identified stressors. Along School Leadership, Management and Operations, the school heads also prefer direct action over palliative approach which they selected for 4 out 6 identified stressors.

Also based from the data, there is significant relationship between the profile of the school heads and their coping mechanisms along the five key result areas. A significant relationship was established between their age and coping mechanisms in all of the five Key Result Areas. In terms of sex, only 2 of the 5 key result areas showed significant relationship to school heads' coping mechanism. In terms of civil status, also only 2 of the 5 key result areas showed significant relationship to school heads' coping mechanism. In terms of field of specialization, no significant relationship was established in the five KRAs. In terms of position, only 2 of the 5 key result areas showed significant relationship to school heads' coping mechanism. In terms of number of years as school head, only 1 of the 5 key result areas showed significant relationship to school heads' coping mechanism. In terms of highest educational attainment, 3 out of the 5 key result areas showed significant relationship to school heads' coping mechanism. The same is true in terms of the number of teachers handled or supervised. In terms of the level of stress-related trainings attended by the school heads, there is a significant relationship to their coping mechanism along the Key Result A reas except instructional leadership. A significant relationship was established with the coping mechanisms of school heads in the five KRAs in terms of monthly salary.

**Significant difference in the Stress Mechanisms of the school heads when grouped according to their profile**

Source Variation	SS Square	Df	Mean Square	Computed Value	Tabular Value	D	I
Between Column	1754	19	175.4	2.415	2.07	H <sub>0</sub> reject	S
Within Column	7266	100	72.66				

Legend: Df - Degrees of Freedom, D-Decision, I -Interpretation

As the data revealed there is a significant difference in the stress or coping Mechanisms of the school heads when grouped according to their profile as deduced from the computed value of 2.415 which led to the rejection of the null hypothesis. That's why, School heads are in need of training and technical assistance along the five key result areas to further strengthen their coping mechanisms.

The proposed action plan intended to revisit and re-intensify the implementation of SBM which is in turn enhance the performance and coping mechanisms of school heads along the five KRAs. This intervention intends to:

1. Enhance the existing practice in the crafting of the School Improvement Plan (SIP) of schools to increase the involvement of the community and other external stakeholders
2. Improve the delivery of education through the training of school heads for instructional supervision and provision of necessary learning materials
3. Improve school systems and processes by training the teaching and non-teaching staff of schools, as well as the community leaders involved in school planning and implementation of school programs, projects and activities

So, this study really contributed a beneficial impact first and foremost to the school heads to really understood and accept their situation and employed positive coping mechanisms to avoid stress and burnout. Next, to the teachers, they became aware of the scope of the responsibilities of school heads and made them realized their functions also and work collaboratively in preparation of school reports/ tasks for the betterment of the learners as the center of the teaching and learning process. In addition, it is beneficial to the Department of Education, and School Division Superintendent, Supervisors for their concrete reference for the provision of accurate technical assistance in their areas of expertise.

## DISCUSSION

This section explained the meanings and implications of the results presented. Here, presented the findings of the profile of the school heads in terms of identified indicators presumed to be contributory to the coping mechanisms of the school heads and the relationship between the profile of the school heads and their coping mechanisms in school management.

1. Determined the profile of the school heads in terms of: Age, Sex, Civil Status, Field of Specialization, Position, Number of Years as School Head, Highest Educational Attainment, Number of Teachers Handled, Level of Stress-Related Trainings Attended, and Net Monthly Salary.

In terms of Age, the data revealed that out of 49 respondents, 43 or 88% are aged 41 and above. Three or 6% were in the 31 to 35 age group. Two or 4% were within 36 to 40 and 1 or 2% belonged to the 26 to 30 age group. Majority of the respondents can be regarded as seasoned in the field of education management.

This frequency distribution is supported by the data in the study of Guiab and Ganal (2014) on the demographic profile of public school heads and school related problems. Among the 21 public elementary school heads, there were three respondents whose ages are between 35-40 or 14.29%. Two are aged within the bracket 41-45 or 9.52%. Four are aged under the bracket of 46-50 or 19.05%. There are 5 or 23.81% whose ages are between 51-55 or 23.81% same as through with ages in between

56-60. Two respondents are aged within the bracket of 61-65 or 9.52%. Transposing this to the segmentation of the present study, 18 of the 21 respondents or 85.71% belong to the bracket for aged 41 and above.

Logically, most of school heads have been promoted to the position after serving a considerable time as teachers in the schools. To meet the qualification standards for school head or principal position, certain number of years as teacher, master teacher or head teacher, respectively, is required. This, as well as the documentary requirements which can only be met after demonstrating and documenting commendable service through the years.

In terms of Sex, the dominant sex among school heads is female with 31 frequency count which is 63%, while the males are 18 which is 37%. This indicates that female school heads outnumbered the male ones.

A relevant study was conducted by Goden et. al (2016) who studied the influence of the instructional supervision of school heads on the management styles of teachers. Their research involved 50 school heads, 40 or 80% of whom were female and 10 or 20 percent were male.

It would seem that concerning managerial competence, the common notion that women are better at managing tasks is true, at least based on these data. It is perhaps attributed to the natural predisposition of females to be managers of the household. It is on this premise that the researcher adds the fact that most of the female respondents are family women hence have been managing their own households for quite some time.

For Civil Status, it was shown that out of 49 respondents, 41 or 84% are married. Two or 4% are widows and 6 or 12% are single. This reveals that majority are married.

In the study of Goden et. al (2016), Majority of the school heads, that 40 or 80 percent were married, eight or 16 percent were single and 2 or 4 percent were widow/widower/separated. This implies that a greater number of the school heads are family-oriented.

This would suggest, in connection with previous data, that those who have experience managing households are better suited to manage schools. Perhaps it could be pointed to the fact that managing a household is similar to managing a school only in a larger scale. Both requires financial management, time management, people management and so on.

With regards to Field of Specialization, out of 49 respondents, 20 or 40.82% specializes in general education, 18 or 36.73% in industrial arts, 8 or 16.33% in work education. The remaining 3 specializes in English, Guidance and Counseling, and Cosmetology all, 1 in each or 2.04%.

The data shows that most of the respondent school heads had general education as field of specialization or concentration. This is understandable since elementary school heads are taken primarily from the pool of elementary teachers who are qualified for the position. The bachelor's degree for elementary education does not have a major in the Philippine setting.

It is expected that in the school setting, the school heads who is the school manager, will not have the same field of specialization with all of the teachers he supervises. With this difference, he must have the skill to connect with teachers to be able to see things from their perspectives and boost their morale. Whitaker et al. (2009) underscored that fostering morale can be intimidating to school leaders. It can be attributed to communication gaps and the poor skill of school heads in term of people management. Kessler and Snodgrass (2014) claimed boosting morale can be achieved through effective communication.

In terms of Position, the majority of the School Heads were Elementary School Principal with 35 frequency count which is 71%, while 10 of them are Elementary School Head Teacher which is 20% and the remaining 4 are Teacher-In-Charge (TIC) which is 8%.

Similarly, out of 21 school heads in involved in the study of Guiab and Ganal, there were 10 or 47.62% with head teacher 3 position; 7 or 33.33% are principal 1:1 or 4.76% occupied a principal 2 position; 2 or 9.52% were head teachers and 1 or 4.76% was teacher-in-charge. Teacher In-charge position is a designation given to a school head in a temporary basis until the designee passes or meets the qualification standard of the Head teacher position which is the lowest position in the hierarchy.

It can be deduced that there is a compelling need for the elementary school heads to grow and be promoted to higher positions. Peter (2015) concluded that unbiased appointment of capable and effective principals and effective monitoring of schools will ensure disciplines which boost the quality of teachers and learning for the attainment of the set goals in schools. There is a need for the School Division Office of DepEd Sorsogon City to look into the slow progress, and perhaps stagnation, of several

*school heads in lower position while handling the same tasks and responsibilities as those already promoted to school principal position.*

*In terms of Number of Years as School Head, majority of the School Heads have been managing schools for more than 20 years, that is 18 out of 49 which is 36% of the population. Almost equal to this number are those who have been school heads for 11-20 years with 17 which is 35%. The remaining 14 have been school heads for 1-10 years which is 29%.*

*In the study of Goden et al. (2016) which involved 21 school heads, only 47 indicated their length of experience as school heads. Eleven or 23.40 percent being the greater number of the school heads held the position for 5-9 years and the least number of the school heads were five or 10.64 percent who were in the position for more than 25 years.*

*The length of experience is almost always used as a determining factor for the expertise of individuals in certain areas and lines of work. Considering the data, the elementary school heads of DepEd Sorsogon City are already experienced, or better termed, seasoned, in managing schools. In view of the previous table and data, it is imperative that the Schools Division Office investigate why a number of these experienced school heads are not yet promoted to school principal position.*

*With regards to Highest Educational Attainment, majority of the School Heads are with master's units with 24 frequencies which is 49.0%, while the 17 are with Master's degree which is 34.7%, the 6 are with doctoral units which is 12.2% and there are only 2 who have a Doctoral degree which is 4.1%.*

*Similar findings were revealed in the study of Goden et. al (206), many of the 50 school head respondents or 38 percent were BS degree holders with master's units, followed by those with master's degrees with doctoral units with a frequency of 14 or 28 percent and those with doctorate degrees were at the bottom with a frequency of 6 or 12 percent. The school heads could still upgrade their academic qualifications to increase the number of those having doctorate degrees.*

*The data implies that despite the considerable length of service and the experience that comes with it, most school heads are lacking in terms of higher level of education. A doctorate degree is the highest degree in graduate studies, next to master's degree. There is a need to encourage the school heads to pursue this level of education. This is perhaps one of the deterring factors why many of the school heads are not yet in the school principal position.*

*In terms of Number of Teachers Handled, School Heads who handled 1-10 teachers has the highest frequency count at 22 or 44.9%, followed by those who handled 11-20 teachers with 14 which is 28.6%. there were 12 who supervised 21-30 teachers which is 24.5% and only 1 who handled 31&above teachers which is 2.0%.*

*The data implies that most majority of the school heads are managing small to medium sized school in terms of number of teachers and, logically speaking, number of learners. Similarly, Panol et al. (2020) recently investigated school heads' interpersonal, leadership, and supervisory skills. With 48 respondent school heads, 14 or 29% supervised 10- 15 teachers, followed by 13 or 27% who supervised 16-20 teachers. Eight or 17% handled 21-25%. Five or 11% supervised 26-30 teachers, whereas there were four who supervised less than 10 teachers, the same number with those who supervise 51 and more teachers, both at 8%.*

*School heads, regardless of the number of teachers handled or supervised, perform generally the same tasks as mandated by DepEd particularly observing the tasks expected of them along the five key result areas. The only difference would be the scope and degree to which such functions are to be performed. Naturally, staff conflicts would be more common in schools with larger teacher population. Those who are assigned to large school should therefore be more experienced among the experienced school heads.*

*With regards to the Level of Stress – Related Training Attended, it was revealed that most of the School Heads attended Regional trainings with 23 frequency count which is 46.9%, followed by the National training with 22 which is 44.9%, then the Division training with 4 which is 8.2%. This means that most school heads attended higher level seminars, than those in the Division level only, related to handling stress in the school.*

*The school head as the school leader must maintain a positive personality and effect a positive climate in the school which in turn will improve the morale of the teachers and the entire school in general. Pressley (2012) stressed that empathetic leaders are also able to increase optimism and positivity in the workplace.*

*In support to this context, Mason (2007) said that much research has demonstrated that the morale among the teachers, faculty, and staff members of a school is impacted by leadership style. Hodges (2005) stated that morale is intensified when administrators regularly praise and recognize employees for their efforts. He emphasized the importance of having supportive leaders.*

*Lastly in terms of Net Monthly Salary, the data revealed that the majority of the School Heads Monthly Salary is from 30,000.00 to 34,000.00 with 13 frequencies which is 26.5%, next is from 35,000.00 to 39,999.00 with 10 frequencies which is 20.4%, then from 20,000.00 to 24,000.00 & 25,000.00 to 29,000.00 both has 7 frequencies which is 14.3%, while Monthly Salary from 45,000.00 to 49,999.00 has 4 frequencies which is 8.2%, then from 15,000.00 to 19,999.00 has 3 which is 6.1% and from 5,000.00 to 9,999.00 has 2 which is 4.2%, and the rest from 10,000.00 to 14,999.00, 40,000.00 to 44,999.00 & 55,000.00 to 59,999.00 has only 1 which is 2.0%.*

*Majority of the respondent school heads are earning a salary of 30,000 to almost 40,000. Compensation is a factor that drives all employees to perform well in their respective areas of work. Nimalathasan and Brabete (2010) carried out a study on job satisfaction and job performance. The findings revealed that there is a positive relationship between two variables, that among others, high level of fair promotion, reasonable salary system, lead to high level of employees' performance. Neo (2011) highlighted that the evaluation of supervisors are used for salary management, promotions, terminations, layoffs, and identifying poor performance. Although such system for rewards and incentives does not apply to DepEd as a government agency, school heads still earn a considerably higher salary than classroom teachers. And with this salary comes greater responsibilities that the members of the school community are expecting from the school head as leader.*

2. *Identified the coping mechanisms of school heads along; Instructional Leadership, Learning Environment, Human resource management and development, Parents involvement and community partnership, and School leadership, management and operations.*

*First was the Coping Mechanisms of School Heads along Instructional Leadership. For the first three indicators; time constraint, frequent unscheduled meetings and overlapping deadlines, the school heads prefer palliative approach to the stress. That is 31 or 63%, 40 or 82% and 36 or 74% respectively. The opposite was observed for the following indicators; the need of teachers to be informed and updated of issuances, their need for technical assistance and for focus group discussion, which reveal that school heads prefer to use direct action. That is 30 or 60%, 37 or 76%, and 30 or 61% respectively. To summarize, with the 6 identified stressors, the school heads are equally divided resorting to palliative and direct action.*

*The data shows that along instructional leadership, the school heads are divided in terms of coping mechanism. Malonzo (2018) underscored the importance of instructional supervision in reinforcing and enhancing teaching practices that will contribute to improve student learning. However, Manaseh (2016) found out in his study the heads of schools were not effective in managing the instructional program in their schools. Their ineffective engagement in instructional leadership was due to their capacity constraints; they had limited knowledge of instructional leadership.*

*It is imperative that the Schools Division Office (SDO) effectively monitors school performance to accurately assess the effectiveness of the instructional leadership of school heads. Identifying areas for improvement and technical assistance is crucial to improving education delivery. The SDO itself should consider looking into the preferred action of the school heads in response to the identified stressors to determine if such actions are the better between or among possible choices.*

*Second, the Coping Mechanisms of School Heads along Learning Management. Majority of the respondents, that is 26 or 53% resort to direct action in terms of lack of support of stakeholders in implementing interventions. For problems concerning facilities and lack of classrooms, majority prefer palliative approach, that is 36 or 74% and 32 or 65% respectively. For lack of support in beautifying the school, 45 or 92% of the school heads prefer direct action. The same is the decision of the respondents along maintaining a child friendly school with 28 or 57%. For the low academic performance of learners, the respondents prefer palliative approach with 29 out of 49 or 59%. To summarize, the school heads are also equally divided in using palliative approach and direct action in the 6 identified stressors along learning management.*

*Forbes (2016) contends that principals do impact learning inside the classroom beyond their administrative tasks. In addition, Day et al. (2016) found successful principals placed emphasis on creating a range of learning and development opportunities for all staff and students. School heads, as school leaders, are tasked with ensuring that all actions and programs of the school*

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are ultimately for the benefit of the learners, that is, all activities are geared toward the improvement of learning delivery and in turn learning acquisition.

Third, the Coping Mechanisms of School Heads along Human Resource Management and Development. When it comes to Lack of interest in participation in School In-Service Training/ Learning Action Cell (LAC) Sessions, 27 out of 49 respondents or 55% prefer to use palliative approach. The same is true with the case of teachers unwilling to be designated for special responsibilities with 26 or 53%. For the situation with teachers who are unwilling to pursue graduate studies, the school heads resort to direct action as indicated by 43 out of 49 respondents or 88%. Thirty or 61% of 49 school heads prefer palliative approach on teachers who are disinterested in working for promotion. For factions among staff as well as the occurrence of conflicts, the respondents prefer direct action with 34 or 69% and 38 or 79% respectively. To generalize, the school heads are also equally divided in using palliative approach and direct action in the 6 identified stressors along human resource management and development.

School heads should demonstrate a commendable credibility as leader of the school. Meador (2016) said trustworthy leaders are able to establish a positive working relationship within the school and explained that providing frequent opportunities to collaborate boost the confidence of teachers. Further, Dipaola (2014) and Lagata (2017) underscored the benefit of effective feedback system in managing issues and concerns among staff.

Fourth, the Coping Mechanisms of School Heads along Parents involvement and Community Partnership. On the difficulty in encouraging the external stakeholders to attend assemblies, 30 or 61% of the school heads opt for palliative approach. Along difficulty in establishing linkage as well as lack of motivation among external stakeholders, school heads resort to direct action with 31 or 63% and 30 or 61% respectively. The same decision making was observed in cases when school staff have conflict with the community as stated by 40 or 82% of the school heads. On the poor or decrease involvement of external stakeholders, school heads prefer palliative approach as mentioned by 29 or 59% of the respondents. In the issue with external stakeholders not demonstrating leadership roles, the respondents opt for direct action as indicated by 35 of the 49 school heads or 81%. Along parents' involvement and community partnership, the school heads prefer direct action over palliative approach which they selected for 4 out 6 identified stressors.

School heads as leaders of the school system which included the immediate community, should be able to establish beneficial rapport with the external stakeholders. Along this line, Judson (2017) said that schools, parents, and the community should work together to promote the health, well-being, and learning of all students. Crites (2008) suggested that to increase parent and community involvement, the schools need supportive administrators, who are willing to involve parents and community members in the decision-making process and who are willing to welcome parents and community members into the school.

Lastly, the Coping Mechanisms of School Heads along School Leadership, Management and Operations. For the issue on low or insufficient MOOE of the school, and the need for repairs of classrooms and facilities, the school heads prefer palliative approach with 29 or 59% and 39 or 80% respectively. For non-participation of stakeholders in the crafting of the school improvement plan an relevant plans, the school heads prefer direct action as indicated by 25 or 51%. On the difficulty identifying strategy for school improvement, as well as passiveness of stakeholders in planning for school improvement, the respondents also prefer direct action as stated by 27 or 55% and 36 or 73% respectively. As for the delayed implementation of programs and projects, the school heads also prefer direct action as indicated by 30 or 61% of 49 respondents. As with previous table, the school heads also prefer direct action over palliative approach for stressors along School leadership, management and operations, which they selected for 4 out 6 identified stressors.

School heads should be able to establish and carry out a leadership style that is most suitable to the school he or she is managing. More often, the style preferred is democratic. Hirsch (2016) suggested that effective school leaders emulate some of Lincoln's leadership styles which include being predictable, maintaining a public presence, and having the ability to demonstrate restraint while building trust.

3. Determined the significant relationship between the profile of school heads and their coping mechanisms in school management.

The findings on the Relationship Between Age and Coping Mechanism in School Management shown the Significant Relationship Between Age and Coping Mechanism in School Management. In terms of Degree of Freedom the Statistical Analysis is 8, while the Level of Significance is 5%, then the Critical Value is 15.507. Along five variables mentioned the computed X<sup>2</sup>-test are 62.5465, 124.88, 57.495, 33.104 and 41.545, Decisions were reject the null hypothesis and interpreted as Significant.

*This was meant that age has significant impact on the stress and coping mechanisms of school heads along all of the five key result areas namely instructional leadership, learning environment, Human resource management and development, Parents' involvement and community partnership and School leadership, management and operations. It can be inferred that those who have had enough experience in management are able to effectively make decisions which could otherwise be too stressful to novice school heads.*

*A school head as leader of the entire school system, should be able to demonstrate expertise in a number of tasks pertinent to managing a school. Döş & Savaş (2015) recommended that with the extensive responsibilities of today's school leaders must possess a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills.*

*As found out through the informal interview, older school heads tend to be more decisive and more confident in such decisions in contrast to novice ones. In addition, older school heads tend to impose a more commanding authority. A noticeable gap or air is experienced in a school with a young school head and older teachers, in contrast to a school whose school head is older or at the same age with the teachers supervised.*

*With regards to relationship between Sex and coping mechanism in school management of the school heads. It was revealed that there was a Significant Relationship Between Age and Coping Mechanism in School Management. In terms of Degree of Freedom the Statistical Analysis is 8, while the Level of Significance is 5%, then the Critical Value is 15.507. Along five variables mentioned the computed X<sup>2</sup>-test are 62.5465, 124.88, 57.495, 33.104 and 41.545, Decisions were reject the null hypothesis and interpreted as Significant.*

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*With regards to the relationship between Civil Status and coping mechanism in school management of the school heads. When it comes to Degree of Freedom the Statistical Analysis is 2, while the Level of Significance is 5%, then the Critical Value is 5.991, the Computed X<sup>2</sup>-test in instructional leadership, leadership Management and school leadership management and operations are 0.163, 2.970 and 3.688 which were interpreted as not significant, the decision is accept the null hypothesis. While in Parents involvement and community and partnership and School leadership, management and operations has a greater computed value of 26.482 and 17.193 with the decision of reject the null hypothesis it means that it is significant. In terms of civil status, only 2 of the 5 key result areas showed significant relationship to school heads' coping mechanism.*

*The data reveals that similar with previous data on sex, civil status also has significant relationship to the coping mechanism of school heads along human resource management and development. It also has significant relationship to their coping mechanism along parents' involvement and community partnership, and not to the other three key result areas.*

*School heads as leaders of the school system which includes the immediate community, should ensure that this system works as a unified entity. The school head does not carry all the responsibilities alone. The teachers, learners, parents, and other external stakeholders all have responsibilities as part of this school system and the school head should be able to make them understand this.*

*Smith and Amushigamo (2016) argued democratic and cooperative structures in schools lead to successful school management. They reported that many principals implemented transformational leadership for the betterment of the school members, only on improving the teaching-learning process but to each and every aspect of school as an organization. Yemini, AddiRacciah, & Katarivas (2015) said principals felt a sense of satisfaction and pride after transforming their schools as an act of welfare for their students and for the community as a whole.*

*When interviewed, there seem to be no serious issue or influence on management as affected by the school heads' civil status with all respondents affirming that they are able to perform duties as expected. Although some married school heads claimed they are able to talk more effectively to teachers who are married since as they can relate to family problems. Contrary to common notion on spinster, a respondent who is single was described to be the opposite of stingy.*

*Findings on the relationship between Field of Specialization and coping mechanism in school management of the school heads. When it comes to Degree of Freedom the Statistical Analysis is 5, while the Level of Significance is 5%, then the Critical Value is 11.070, the Computed X<sup>2</sup>-test is 3.273, 1.099, 6.001, 3.287 and 2.119. The computed values are less than the critical value of five variables. The decision is to accept the null hypothesis as there was no significant relationship established along all five KRAs.*

*This was mean in exact opposite of the data on age, field of specialization has no significant impact to the stress and coping mechanisms of school heads along all of the five key result areas namely instructional leadership, learning environment, Human resource management and development, Parents' involvement and community partnership and School leadership, management and operations.*

*The school head may be the leader of the school, but it does not mean that he is the only knowledgeable person in the school. His view of the school is in the top level and his decision aims for the general welfare of the school. But in specific areas, he may need to consult others, or even let them be to decide at their own level. The school leader may prove to be knowledgeable and expert in his own field of specialization, but he should be thoughtful in giving instructions along areas that is not his expertise.*

*Dino (2007) explained that telling teachers what to do, giving unsolicited advice and giving prescriptive assistance to improve instruction proved to be unproductive. Doing the opposite might yield better school performance results. Vann, Simpson, and Coleman (2014) agreed with Yukl, who wrote that transformational leadership is the "dark side of charisma" and explained that leadership is not about convincing people to behave in a certain way; instead it is about growing leaders to make their own decisions.*

*As expected, those who had a particular specialization, say agriculture, was able to implement related programs better such as Gulayan sa Paaralan. The school heads tend to perform better along their area of specialization. School heads say that when necessary, they consult their teachers who are more knowledgeable in certain fields, or seek the advice of Division personnel for example in matters regarding appointments and designations of their teachers.*

*In terms of the relationship between Position and coping mechanism in school management of the school heads. In terms of Degree of Freedom the Statistical Analysis is 2, while the Level of Significance is 5%, then the Critical Value is 5.991. Along five variables mentioned the computed X<sup>2</sup>-test of instructional leadership and leadership management got the 12.946 and 6.461 which were greater than the critical values. These two variables have significant relationship to the position of the school heads. In terms of position, only 2 of the 5 key result areas showed significant relationship to school heads' coping mechanism.*

*This means among the five key result areas of school heads; their position only has significant relationship to their coping mechanism along instructional leadership and learning environment. No significant relationship exists between their position and coping mechanism along the other three KRAs. Whitaker (2012) contends that effective school leaders recognize their leadership style has a direct correlation with their school's culture and climate in addition to routine administrative duties including the implementation of school system and processes such as fiscal management, and instructional supervisory duties which includes the conduct of classroom observations and provision of technical assistance to teachers.*

*No issues were expressed regarding position in relation to school management. Even those who do not have the principal position yet, say they are able to perform effectively as school heads and they do not experience conflict with teachers who may otherwise be questioning their credibility and competence. They say that teachers do not consider it a big deal whether they are TIC or principal, provided they show their leadership skills.*

*With regards to the relationship between Number of Years as School Head and coping mechanism in school management of the school heads. In terms of Degree of Freedom the Statistical Analysis is 2, while the Level of Significance is 5%, then the Critical Value is 5.991. Along five variables mentioned the computed X<sup>2</sup>-test of instructional leadership, learning environment, Parents' involvement and community partnership and School leadership, management and operations got the 4.097, 1.689, 4.140 and 1.715 which were lesser than the critical value. These four variables do not have significant relationship to the position of the school heads. While the computed value of human resource management and development has 6.104 which were greater than the critical value. In terms of number of years as school head, only 1 of the 5 key result areas showed significant relationship to school heads' coping mechanism.*

*This revealed that among the five key result areas, the number of years of management experience of the school heads only has significant relationship to their coping mechanism along human resource management and not on the four other key result areas. In many cases, democratic leadership is still preferred and proven effective. Dalton (2016) found that teachers in an Ohio school district share similar preferences with respect to leadership styles, regardless of their years of experience. McCarley, Peters, and Decman (2016) explained that teachers, regardless of experience or training, are in need of their principals' support and efforts related to teacher development.*

*Those who have had a considerable length of service a school head claim that they are now confident in decision making, for instance when there are conflicts within the school. Novice school heads tend to consult those who have been school heads for longer period of time. School heads say they consult each other and older school heads say that they coach and mentor those who are new in the group.*

*In terms of the relationship between Highest Educational Attainment and coping mechanism in school management of the school heads. In terms of Degree of Freedom the Statistical Analysis is 3, while the Level of Significance is 5%, then the Critical Value is 7.815. Along three variables like Instructional Leadership, Human resource management and development, and School leadership, management and operations the computed X<sup>2</sup>-test are 25.940, 9.845 and 15.038 which greater than the critical value. In terms of highest educational attainment, 3 out of the 5 key result areas showed significant relationship to school heads' coping mechanism.*

*It means that school heads' highest educational attainment only has significant relationship to their coping mechanism along instructional leadership, human resource management and development, and school leadership, management and operations. No significant relationship exists between their highest degree of education and their coping mechanisms along the two other key result areas.*

*As managers of the school and the people in it, the school heads are expected to handle miscommunications and conflicts within the organization. He is expected to identify areas where his help and expertise is needed and be able to communicate effectively with those who need it. Regardless of the highest degree earned by the school head, it does not give him the capacity to run the school alone. He should be able to effectively empower his subordinates for them to help him in school management. Yap and Adorio (2008) confirmed that it is the school principal who is given the responsibility to lead the process of shared governance. School heads take on the role of school managers aside from being instructional leaders.*

*The highest educational attainment does not seem to be directly influencing school heads' competence as school leaders. They say that their leadership is better improved by the actual experience they get every day. However, those who are aiming for promotion tend to have considered taking graduate studies. Aside from promotion, some school heads say it would be somewhat awkward if the teaches are master and doctor degree holders and they as school heads did not even finish master's degree.*

*In this part, the relationship between Number of Teachers Handled and coping mechanism in school management of the school heads. In terms of Degree of Freedom the Statistical Analysis is 5, while the Level of Significance is 5%, then the Critical Value is 11.070. Along five variables mentioned the three got the high computed X<sup>2</sup>-test, the learning environment, Parents involvement and community partnership and School leadership, management and operations have a significant relationship between stress and coping mechanism in the school. In terms of the number of teachers supervised, 3 of the 5 key result areas showed significant relationship to school heads' coping mechanism.*

*It means that along the five key result areas, the number of teachers supervised by the school heads have no significant relationship with their coping mechanism along instructional leadership and human resource management and development. However, a significant relationship was established along the three other KRAs. This implies that regardless of the size of school and the number of teachers, an effective school leader is able to unify the school as one organization. Katrançi et al*

(2015) concluded that the school principals' ethical values would contribute to organization effectiveness through creating a sense of shared core value supporting vision, mission and goal of school.

The number of teachers handled or supervised greatly affects the school situation since it means more people to manage. On the other hand, school heads who have more teachers say it is better to have more teachers because they can delegate tasks to them instead of doing everything alone. Those with less teachers specially the very small schools, say that are having difficulties since the teachers are complaining for having too many designations. For instance, a teacher will be in the SBM Coordinator, the Testing Coordinator, and the Brigada Coordinator aside from other minor work portfolios on top of the actual teaching loads.

In terms of the relationship between Level of Stress-Related Training Attended and coping mechanism in school management of the school heads. In terms of Degree of Freedom the Statistical Analysis is 2, while the Level of Significance is 5%, then the Critical Value is 5.991. Along five variables mentioned four got a high computed X2-test. Learning Environment, Human resource management and development, Parents involvement and community partnership and School leadership, management and operations got a computed value of 9.201, 10.029, 19.901 and 15.578. In terms of the level of stress-related trainings attended by the school heads, 4 of the 5 key result areas showed significant relationship to school heads' coping mechanism.

It means that along among the five key result areas, the level of stress-related trainings attended by school heads has significant relationship to their coping mechanism along the key result areas except instructional leadership. In the context of Pakistan, Branson, Baig, and Begum (2015) found that the most contributing factor in the students' academic accomplishment is the instructional leadership style of school heads. Supporting this notion, Miller & Martin (2015) supported this notion and said established that the basic features of an instructional leadership style include evolving a favorable environment.

The school heads generally say they do not get to attend higher level stress-related trainings, and that it is okay since there are able to cope with stress in school effectively. They emphasized that no training will be more effective than learning it firsthand. Instead of having stress-related trainings, they underscored the need to lessen the stress causing situations in schools. They say that effective technical assistance form the Division Office will significantly improve the school situation.

Lastly, the relationship between school head Net Monthly Salary in the school and Coping Mechanism in School Management. In terms of Degree of Freedom the Statistical Analysis is 9, while the Level of Significance is 5%, then the Critical Value is 16.919. Along five variables mentioned the computed X2-test of 50.0997, 60.095, 32.999, 53.552 and 48.307 respectively, which are higher than the critical value of 16.919.

This means that as with the data on age, Sheninger (2011) explicated that education leaders work on a handful of responsibilities every day. He contends that the scope of the leadership responsibilities of school leaders covers all administrative concerns of the school system, which should ultimately have a positive impact on the achievements of the learners as the primary clientele of education delivery.

The monthly salary is generally not an issue but rather the net pay that the school heads receive after deducting all the salary loans. Aside from that, school heads say they frequently use personal money for school concerns just to make sure that they can help with the situation as much as they can. They say that they often have to take from their own pockets, for instance to buy food for a meeting, since their school MOOE is too low.

4. Determined the significant difference in the stress mechanisms of the school heads when grouped according to their profile.

Table 5

**Significant difference in the Stress Mechanisms of the school heads when grouped according to their profile**

Source Variation	SS Square	Df	Mean Square	Computed Value	Tabular Value	D	I
Between Column	1754	19	175.4	2.415	2.07	H <sub>0</sub>	S

Within Column	7266	100	72.66			reject	
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Legend: Df - Degrees of Freedom, D-Decision, I -Interpretation

Using mean of square total of 175.4 under between column and 72.66 under within column the computed value was garnered through the quotient of between column and within column with 2.415 and a tabular value of 2.07. The decision is to reject the null hypothesis stating that there is significant difference in the stress mechanisms of the school heads when grouped according to their profile.

The data revealed that there is indeed significant difference in the in the stress mechanisms of the school heads along the five key result areas when grouped according to their profile in terms of Age, Sex, Civil Status, Field of Specialization, Position, Number of Years as School Head, Highest Educational Attainment, Number of Teachers Handled, Stress Related Trainings Attended, Monthly Salary (Net).

School heads, regardless of differences in their profiles, should perform nothing short of excellent as school managers if significant improvement in education delivery is hoped for. Ling et al (2015) found out that even school leaders are now well aware that the care of an educational organization, especially, schools depend on leadership. Urick (2016) explained that leadership has been considered as one of the most important factors affecting school success and excellence. The quality of products, that is, the graduates, that the school produces is considerably affected by the type of leadership they have been exposed to as transmitted to their teachers from the school head.

1. Developed an action plan based form the result of the study.

The proposed action plan targets the five key result areas (KRAs) namely Instructional Leadership, Learning Environment, Human resource management and development, Parents involvement and community partnership and School leadership, management and operations. These KRAs are interconnected with the existing practices along the implementation of the School-Based Management hence proposed action plan is an integration of the KRAs and SBM concerns.

The performance of the school reflects the effectiveness of the school head as school leader and manager. The effectiveness of the implementation of the action plan and the quality of outcome and outputs expected can be monitored and evaluated through the School Report Card (SRC) of the schools which present the annual accomplishments of each school along 19 identified indicators categorized under access, efficiency and governance. Aside from the annual reporting of the school's performance. The DepEd Monitoring, Evaluation and Adjustment (MEA) System is in place for quarterly monitoring and evaluation of the performance of the schools, districts and the school's division itself.

These information and data on the performance of the respective schools are reported through the School Monitoring Evaluation and Adjustment (SMEA) which is conducted every quarter. The SMEA reports are then presented in the District MEA for the district level monitoring and evaluation. These indicators are then summarized as Division performance through the Division MEA.

Objectives	Key Result Areas	Performance Indicators	Strategies / Activities	Programs/ Projects	Resources				MOVs	Success Indicator
					Persons Involved	Budgetary / Funding	Materials/ Equipment	Time Frame		
1.To retool the school heads along instructional leadership	A.Instructional Leadership	At least 90% of teachers observed	Training on Instructional Supervision	Results-Based performance Management System (RPMS) program	Chief and District Supervisors from the Curriculum Implementation Division (CID)  Senior Education Program Specialist (SEPS)and Education Program Specialist II (EPSII) for Human Resource Management (HRM)  School heads as trainees	Division HRTD Fund	Laptop Projector	Nov.,2021	Instructional supervision plan of SHs  COT observation notes  Documentation  Attendance sheets  Narrative report of the training conducted	*Lesson plans with annotations
1.To re-train teachers along learning delivery  2. To generate resources for the improvement of learning environment and delivery	B. Learning environment	Increased of at least 2% in each performance indicators such as promotion rate,  90% of school facilities were improved.	Training on different teaching strategies In-service Training (INSET) and Learning Action Cell  (LAC) sessions Resource generation	Project Reach and Shine and build a legacy program  Learning Delivery Modality program (LDM)  Brigada Eskwela and Adopt-A-School implementation	Educ. Program Supervisor from CID for training delivery  *HRD/SEPS/ EPS for training management Monitoring and Eval.  (M&E)/SPES and EPSII for training evaluation  Teachers as trainees  Div. Brigada Eskwela /Adopt-A-School Coordinator  School heads	Local funds/School MOOE  Donations	Laptop Projector  Laptop Projector	Nov.- Dec,2021  August, 2021	Learning logs of teachers  Contextualized Instructions and teaching materials  Documentation  Narrative report of the training conducted  Project proposals  Donated in cash or in kind  Deed of donation  Acknowledgment receipt	Improved academic performance of learners *Increased in Performance indicators such as promotion rate and zero drop - out rate  Improved learning delivery and performance of learners

Objectives	Key Result Areas	Performance Indicators	Strategies /Activities	Programs/P projects	Resources				MOVs	Success Indicator
					Persons	Budgetary/ Funding	Materials/	Time Frame		

					Involved		Equipment			
1.To improve rewards and incentives system of school	C. Human Resource management and development	90% of teachers were given rewards and recognition	Recognition of commendable performance of teaching and non-teaching staff Grant of service credits whenever possible	Project Reach and Shine and build a legacy program	School head Teachers as awardees/ recipients Donors / sponsors of gifts	none Local	Tarpaulin	Dec., 2021	List of identified and recognized top performing staff members Documentation Certificates	Improved morale of teachers and non-teaching staff
2.To encourage teachers to pursue promotion		At least 80% of teachers were promoted.	Gifts to top performing teaching and non-teaching Seminar on guidelines and requirement for promotion Technical assistance on document preparation		School Head Teaching and non-teaching staff HRMO and HRD personnel of the schools Division Office (if requested for TA provision and as resource speaker for school level seminar)	funds/School MOOE Local funds/School MOOE	Laptop Projector Project proposal	Year round Year round	Teacher's' Portfolios in preparation for application for promotion/reclassification Deped orders of promotion/reclassification	Promoted/Reclassified Teaching and Non-teaching staff
3.To develop unity, trust, closeness and camaraderie among teachers and school head.		100% of schools were attained SBM level 2 of practice	Provision of opportunities for promotion Encourage teachers to conduct research and implement innovative projects	Project Reach and Shine and build a legacy program	SDO personnel (if requested for TA provision)		Laptop Projector Project proposal		TA needs assessment report of school heads Project Proposal Attendance sheets Documentation Certification	Validated as SBM level 2 by the SBM Evaluation Team



			To conduct team - building among teaching and non-teaching staff		ion and as resource speaker for school level seminar)					
					School Heads					
					Teachers					

Objectives	Key Result Areas	Performance Indicators	Strategies /Activities	Programs /Projects	Resources				MOVs	Success Indicator
					Persons Involved	Budgetary/ Funding	Materials / Equipment	Time Frame		
1.To increase the involvement and active participation of external stakeholders in planning for school improvement and implementing programs and projects	D. Parents' involvement and community partnership	100% of teachers actively participated in SBM implementation	Division Level SBM – SIP Re-orientation and Training	School-Based Management program	Division SBM coordinator HRD/SEPS and EPS II for training management Monitoring and Evaluation (M&E)	Division HRTD fund	Laptop Projector	Year round	TA needs assessment report of school heads Attendance sheets Documentation	Active involvement of school heads and teachers to SBM implementation
		90% of external stakeholders actively participated in SBM implementation	Giving reward and recognition to inspire the stakeholders in participating in school activities	Brigada Eskwela and Adopt-a-school implementation	SDO personnel (if requested for TA provision and as resource speaker for school level seminar)	Local funds/ School MOOE School MOOE School MOOE	Laptop Projector	Year round	Project Proposal Attendance sheets Documentation Certification	Increased the involvement and active participation of external stakeholders in planning for school improvement and implementing programs and projects
2.To promote		90% of internal and external stakeholders actively participated in SBM implementation	Division Level SBM – SIP Re-orientation and Training	School-Based Management program	Barangay Officials LGU/NGOs School Heads		Laptop Projector Project proposal Laptop Projector Project proposal	October, 2021 Dec., 2021	Organized School Planning Team (SPT) and projects Teams Attendance sheets Documentation Project Proposal Attendance sheets Documentation Certification	Increased number of involvement of internal and external stakeholders in SBM implementation Maintained good rapport and active participation of stakeholders

unity and camaraderie among school personnel and stakeholders		participated in capacity/team building	To conduct capacity building among school personnel and stakeholders	Project Reach and Shine and build a legacy program	Division SBM Coordinator (if invited)  District Supervisor (if invited) Internal and external stakeholders i.e. teachers, students leaders, parents, barang officials others..  School personnel Barangay Officials Community and parents					
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Objectives	Key Result Areas	Performance Indicators	Strategies/Activities	Programs/Projects	Resources				MOVs	Success Indicator
					Persons Involved	Budgetary/Funding	Materials/Equipment	Time Frame		
1.To promote school improvement and operations	E. School Leadership Management And Operations	80% of school facilities were improved	School Improvement Plan ( SIP) crafting and implementation	School-Based Management program	School Head District Supervisor or as monitor and TA provider	Local funds/School MOOE	Laptop Projector School memo	Year round	SIP approved by the Superintendent  Feedback sheets  Documentation	Improved school structure, environment systems, processes and operations
		80% of school facilities were improved	Implementation of Programs, Projects And Activities (PPAs)as planned	Project Reach and Shine, Build a Legacy Program LDM	School Project Team  School Head  District Supervisor or as monitor and TA provider	Local funds/School MOOE  As required / necessary per project	Donations from LGUs/NGOs	Year round	Program of work Documentation Of PPAs implementation	
		80% of school facilities		School-Based Management program	School Planning Team		M&E pre – assessment form			

		were improved	Monitoring and Evaluation of PPA implementation		School Project Team  School Head District Supervisor or as monitor and TA provider  School M & E			Year round	M&E reports Documentation	Improved and maintained school well-structured environment/facilities
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**CONCLUSIONS**

Based on the findings, the following conclusions are drawn;

1. The profile of school heads vary considerably in terms of Age, Sex, Civil Status, Field of Specialization, Position, Number of Years as School Head, Highest Educational Attainment, Number of Teachers Handled, Stress Related Trainings Attended Monthly Salary (Net) and most showed a degree of relationship to their coping mechanisms in the five key result areas.
2. The coping mechanism of school heads to stressors along the five key result areas vary as their decision making is influenced by their profiles.
3. There is a significant relationship between the profiles and coping mechanisms of the school heads.
4. There is a significant difference in the stress mechanisms of the school heads when grouped according to their profile.
5. The Schools Division Office of DepEd Sorsogon City can implement an action plan to help the school heads in their performance and coping mechanisms along their key result areas.

**RECOMMENDATIONS:**

Based on the conclusions of the study, the following recommendations are made:

1. The appointment, designation and assignment of school heads be data-driven, based on profile data found to be contributory to effective school management.
2. The coping mechanisms of the school heads be looked into by the Schools Division Office of DepEd Sorsogon City to determine if such decisions are truly necessary in their level or they are for the SDO to act on.
3. The competence of the school heads as revealed by their profile, coping mechanisms, and the performance of the school resulting from these variables be considered in facilitating their promotion.
4. An operational and effective data-based system for monitoring school heads' professional growth and performance be devised by the Human Resource Development (HRD) unit of the School Governance and Operations Division (SGOD) of DepEd Sorsogon City.
5. The proposed action plan in addressing the identified Key Results Areas (KRAs) be adopted to improve school heads coping mechanism and leadership skills along instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership, and school leadership, management and operations.
6. A similar study can be conducted in the division for further research and to validate the results of the present delve.

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