

# STRESS MANAGEMENT OF SCHOOL HEADS AND THE TEACHERS' PSYCHOSOCIAL WELL-BEING AND INSTRUCTIONAL COMPETENCE

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## ABSTRACT

In this study, the researcher sought to determine the relationship of school leaders stress management skills on the teachers' instructional performance and psychosocial well-being. It was anchored on Person-Environment Fit Theory, Job-Demand and Support Theory, and Effort-Reward Imbalance Model. The study followed the procedures of descriptive research method. A total of 170 teachers from public elementary and secondary schools in Victoria District were invited to answer the research questions. It was found that the level of school leaders' management skills as to assessment of teachers' stress, stress management coaching, wellness and health program was high among public schools; and teachers have very stable psychosocial well-being as to autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. Teachers were also found at very high level of instructional competence in various aspects. However, there were some areas for improvement identified though not urgent and serious i.e., conduct of periodic stress assessment, conduct of activities that help teachers release stress and budget allotment and monitoring of health and wellness programs.

The results of the study led to the conclusion that the school leaders' stress management skills has significant relationship with the teachers' psychosocial well-being and instructional competence. Thus, leaders who are more skilled in managing workplace stresses could expect healthier and better performing teachers. Among the recommendations were periodic upskilling on stress management in the workplace; conduct of periodic stress assessment; adoption of a mental health assistance program; and investigation of the lived experiences of school heads who manage teachers suffering from excessive stress or depression.

## Keywords:

Instructional competence, assessment, stress management, psychosocial well-being, mental health

## INTRODUCTION

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

When the pandemic hit the Philippines, major changes in the educational landscape were adopted. From the traditional face-to-face, the Department of Education implemented distance learning modalities and compelled teachers to adjust their pedagogy and instructional skills. Now that the public

is transitioning from the pandemic era towards the new normal in education, the traditional face-to-face now seems to be coming back.

Limited face-to-face or full scale face-to-face were the options left for the teachers as the opening of classes was fast approaching in the year 2022. Limited face-to-face is a scheme where in some students attend physical classes while the others remain in their modular and online classes. This is partnered with hybrid classes where teachers livestream face-to-face classes so students at home could also watch (Department of Education, 2021). However, in the second quarter, all schools are expected to implement full-scale face-to-face classes and all distance schemes shall be removed from the options. As observed by the researcher in small schools with limited number of teachers, some if not all usually are assigned to teach in two or more modalities.

According to Mendoza and Hife (2020) Educational leaders also employ good leadership. For proficient management and competent leadership of an organization one can be transformational or transactional leaders depending on their leadership goals.

Additionally, it was observed that as schools transition from distance learning to full scale face-to-face modality, teachers are faced with even greater challenges. Informal conversations during lunch breaks and in group chats showed that teachers were having a hard time coping with the missed competencies. They found students unprepared for their current levels and so teachers needed to remediate. On top of this, teachers were too conscious about the class observations, ancillary assignments, and reportorial tasks. Thus, the researcher wishes to determine the impact of school heads stress management skills on the teachers' performance.

The purpose of this study was to determine the relationship of school heads stress management skills on the teachers' instructional competence and psychosocial well-being of teachers.

Specifically, it sought to answer the following questions.

1. What is the level of school heads' stress management skills as to:
  - 1.1 assessment of teachers' stress;
  - 1.2 stress management coaching; and
  - 1.3 wellness and health programs?
2. What is the status of teachers' psychosocial well-being as to:
  - 2.1 autonomy;
  - 2.2 environmental mastery;
  - 2.3 personal growth;
  - 2.4 positive relations;
  - 2.5 purpose in life; and
  - 2.6 self-acceptance?
3. What is the level of teacher's instructional competence as to:
  - 3.1 content knowledge;
  - 3.2 use of various strategies; and
  - 3.3 assessment evaluation?
4. Does the level of school heads' stress management skills have significant relationship on teachers' level of instructional competence?
5. Does the level of school heads' stress management skills have significant relationship with teachers' psychosocial well-being?

## REVIEW OF RELATED LITERATURE

### Related Literature

The next variable talks of the teachers' use of various strategies. Pro-Ed, Inc. (2021) argued that strategies help students begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks.

According to Cram.com (2016), effective teachers in the twenty-first century must use a variety of teaching strategies to fulfill the various requirements of their students. As educators, we must recognize that all kids learn in different ways, and it is our obligation to use various tactics to fulfill their needs. When organizing an efficient class, a teacher must consider the various needs of the students and recognize that they have distinct learning styles, such as visual learners, tactile learners, and auditory learners. As a result, it is critical for all educators to employ various teaching styles that cater to the needs of children with learning difficulties.

The first dependent variable concerns the teachers' understanding of student differences. Every kid is distinct in terms of cognitive and affective development, social maturity, aptitude, motivation, aspiration, learning styles, needs, interests, and potential. Aside from this, additional factors contribute to student variances. Inherited disparities in intelligence, differences in social and economic background, differences in previous learning experiences, and possibly differences in the level of congruence between the learner and the curriculum are some of these factors. In light of these considerations, accommodating individual differences is not designed to close the gap between people or even out their abilities and performance. It should strive to understand why pupils are able or unable to learn successfully, as well as to develop appropriate techniques to assist them in doing so (Caring for Individual Differences, 2017).

According to Teach and Kids Learn (2022), students have different levels of motivation, attitudes, and responses to specific classroom environments and instructional practices. The more thoroughly educators understand these differences among the students that they are teaching, the better the chance students have in learning what is being taught. Three categories that have been shown to have important implications for teaching and learning are the differences in students' learning styles (Learner Preferences), approaches to learning (Student Interest), and intellectual development levels (Student Readiness).

Pisano (2020) underscored that assessment is used to help students understand their progress toward course objectives and adjust their behavior to reach those objectives. Assessment should be continual in order to do this. In other words, classrooms that only have one or two tests per term are not utilizing evaluation to its full potential. Frequent evaluation is essential for students to get a true picture of their comprehension, and it should be supported by feedback.

Manitoba (2021) emphasized that the learning process includes assessment. It is inextricably linked to curriculum and instruction. Assessment plays an important role in influencing instruction, guiding students' next actions, and assessing progress and accomplishment as teachers and students work toward achieving curriculum outcomes. For classroom assessment, teachers employ a variety of methods and strategies, adapting them to the assessment objective and needs of individual students.

Relatively, Grevatt (2021) argued that assessment literacy should be defined as the teachers' knowledge about how to assess what students know and can do, interpret the results of those assessments, and apply the results to improve student learning and program effectiveness. He further argued that assessment literacy is more than just ensuring students can pass exams, it is about developing teachers' professional understanding of the subject through knowledge and skills. Each element of

assessment literacy can be developed by focusing on three strands: knowledge, application and critical understanding.

Eatough (2021) explained that employees who are overly stressed may be hesitant to participate in teamwork. Poor work performance and rash decisions are all too common. In order to cope, many are turning to stimulants like nicotine and alcohol. Cardiovascular disease and immune weakness are two long-term effects of workplace stress. Chronic workplace stress can also lead to poor mental health. These difficulties can drive up a company's health-care costs, in addition to being harmful to personnel. It promotes absenteeism and causes more workplace accidents and injuries. This further degrades a workplace's overall efficiency and morale.

Workplace stress management is an important skill that many people overlook. Many leaders become engrossed in their daily activities. They may be overburdened by their employment commitments. As a result, stress management is frequently disregarded or dismissed as a business problem solution. It's a significant mistake for leaders not to use stress management techniques for any reason. Today's stress is ubiquitous and knows no bounds. Every day, people face stress at work and at home. Stress can manifest itself in a variety of ways, affecting both emotional and physical ability (Employee Motivation Skills, 2020).

According to Quast (2021), while a certain amount of job stress is to be expected, the effects of workplace stress can cause decreased productivity and increased absenteeism, accidents, employee turnover, and even increased healthcare costs. Learning to identify the factors that cause job stress and implementing programs that can monitor and decrease stress levels will result in a happier and healthier workplace.

Robinson et al. (2021) argued that effective stress management helps teachers break the hold stress has on their lives, so they can be happier, healthier, and more productive. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun—and the resilience to hold up under pressure and meet challenges head on. But stress management is not one-size-fits-all. That is why it is important to experiment and find out what works best for each teacher.

In one of its articles, Skills You Need (2022) explained that occasionally, employees merely need the opportunity to express their thoughts and voice their problems. But, because they do not want to give the idea that they are unable to do their work, many people are scared to speak with their supervisors. But, in order to be an effective leader and lower stress, a leader must actually uphold their open-door policy, not just declare it. These entails giving employees' concerns a sympathetic ear and assisting them in resolving any workplace issues that are aggravating their stress. Although it is crucial for leaders to engage in active listening and steer conversations away from complaints, stress should decrease if workers feel comfortable speaking openly and leaders listen sympathetically.

There are no simple answers for controlling emotions on an hourly basis in the frequently challenging situations that leaders must work in and make decisions, according to the website Mindtools (2019). It is crucial to remember that an upbeat leader's mood has the biggest impact on performance. Yet, it also needs to be sensitive to others around him. Positive attitudes inspire positive behavior, but it does not make sense for a leader to be as upbeat as a blue jay at dawn if sales are plummeting or the company is failing. The most successful leaders exhibit attitudes and actions that are appropriate for the current circumstance, with a good dosage of optimism sprinkled in. Even when people are feeling down or defeated, they respect how they are feeling and show by example how to go forward with optimism and humor.

The quantity and quality of relationships a person has throughout their lives has an impact on their mental and physical health, according to the Department of Health of the State Government of Victoria (2019). Social support and excellent mental health have many advantages. Lower rates of anxiety and despair, more self-esteem, more empathy, and closer relationships are all examples of correlations that have been demonstrated. Good, healthy relationships can also boost immunity, aid in disease recovery, and possibly even lengthen life.

Andrews (2017) claimed that being mindful of what matters most may help one keep other frustrations and annoyances in perspective. On the other hand, having the impression that your life is worthless can make you feel more stressed. She cited studies done by Florida State University researchers and underlined how subjects were given the choice to randomly paraphrase either comments on meaninglessness or unrelated statements. The subsequent stress levels were higher for those in the first group. According to preliminary research, those who believe that their lives have purpose may select coping mechanisms that are more successful when confronted with difficulties.

According to David (2018), the basic goal of instruction is to transmit knowledge to the pupils. Learning happens once things are gained, mastered, and applied. The first step in teaching is choosing a topic or set of exercises. Before the lessons are taught to the students, the instructor must first understand them. Because of this, it is crucial to have a solid command of the subject. The teaching-learning process runs smoothly when teachers are experts in the subject. They can make sure that the pupils are being taught the proper concepts, theories, and other subjects. If the teacher has already mastered the lesson, they can use this to match the teaching materials to be used.

Bouslog (2022) added that teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently

as they learn new material.

Jayawantrao Sawant College of Engineering (2017) highlighted assessment and evaluation as means to improve student learning. Assessment and evaluations are important tools for designing curriculum and instructional approaches as per need of students. It also plays important role in understanding overall effectiveness of programs and revising classroom practices. Well-designed assessments help students to use the knowledge and skills they have learnt and indicate their level of performance. As part of assessment, teachers provide students with descriptive feedback that guides their effort towards improvement.

Effective teachers must use a variety of teaching strategies to meet the needs of their students, and they must understand the differences between students in terms of cognitive and affective development, social maturity, aptitude, motivation, ambition, learning styles, needs, interests, and potential. Educators must also comprehend the reasons why students are able or unable to learn effectively and devise techniques to aid them in doing so. It has been demonstrated that three categories have significant implications for teaching and learning: learning styles, learning approaches, and intellectual development levels. Pisano (2020) and Manitoba (2021) argued that assessment is essential for students to comprehend their progress and modify their behavior in order to meet course objectives. Grevatt argued that assessment literacy should be defined as teachers' knowledge of how to assess what students know and can do, interpret the findings of these assessments, and use the results to enhance student learning and program effectiveness.

Eatough (2021) explained that employees who are excessively anxious may be hesitant to partake in collaboration, which can result in poor work performance and impulsive decisions. Chronic workplace tension can result in poor mental health, increasing a company's health-care costs and fostering absenteeism and accidents. Stress management in the workplace is an essential talent that many people neglect. It can result in decreased productivity, increased absenteeism, accidents, employee attrition, and even higher healthcare expenses. Effective stress management enables educators to free themselves from the grip tension has on their lives, allowing them to be happier, healthier, and more productive.

It is essential to experiment and determine what works best for each individual teacher. To be an effective leader and reduce tension, leaders must maintain an open-door policy and listen sympathetically to employees' concerns. The most essential information in this passage is that an optimistic leader's disposition has the greatest impact on performance, but must also be sensitive to those around him. The most effective leaders display attitudes and behaviors that are appropriate for the current situation, with a healthy measure of optimism. Social support and outstanding mental health have numerous benefits, including lower anxiety and depression rates, increased self-esteem and empathy, and closer relationships.

Andrews (2017) argued that being mindful of what is most important can help one keep other grievances and annoyances in perspective, whereas having the perception that one's existence is meaningless can increase stress levels. The primary purpose of instruction is to impart knowledge to students. To ensure that students are being taught the appropriate concepts, theories, and other topics, it is essential for instructors to have a firm grasp of the subject matter. Teaching strategies play an essential role in the classroom because they encourage student participation, foster connections, and add enthusiasm to the delivered content. Assessment and evaluation are essential tools for designing curricula and instructional strategies, determining the overall effectiveness of programs, and revising classroom practices.

### **Related Studies**

In terms of using various strategies, Jepketer (2017) investigated the influence of teaching strategies on students' performance in academic achievement and co-curricular activities in public secondary schools in Nandi County. The findings of the study showed that teachers encounter challenges in implementing quality instructional strategies to realize optimal improvement of students' performance. The F value was significant at 0.05 confidence level and resulted in rejection of null hypothesis. The correlation and regression analysis revealed that there was significant and positive relationship between the teaching strategies and students' performance. The multiple regression analysis revealed that student centered instruction strategy was significant, followed by assessment strategy, resource-based instruction strategy and teacher centered instruction strategy. Regression analysis results showed that in a situation of scarce resources, resource-based instruction would be appropriate.

Moreover, Cardino and Dela Cruz (2020) analyzed the influence of learning styles and teaching strategies on academic performance in mathematics. Surveys were conducted to 277 randomly selected grade 9 students and five purposively sample mathematics teachers. Findings revealed that most of the student-respondents have a combination of dependent, collaborative and independent learning styles. Multiple regression analysis indicates that among the learning styles, only the independent style had a significant influence on the academic performance of grade 9 students. Four teaching strategies including cooperative learning, deductive approach, inductive approach, and integrative approach, were found to have a significant



influence on academic performance.

Njagi (2015) investigated the effectiveness of differentiated instruction on students' achievement in mathematics by gender in secondary schools in Meru County in Kenya. Her study sought to determine whether there was a difference in achievement by gender when students were instructed using differentiated instruction approach. The study employed the Quasi-experimental design and in particular Solomon Four-Group design. Simple random sampling technique was used to select the participating schools. The research instrument used was the Mathematics Achievement Test. Descriptive statistics and inferential statistics were used for data analysis. From the study there was evidence that when students were taught using differentiated instruction, gender did not affect their achievement in mathematics. The findings of this study may contribute to the knowledge base for differentiated

instruction and a foundation for future studies.

Smale-Jacobse et al. (2019) provided an overview of the theoretical conceptualizations of differentiated instruction as well as prior findings on its effectiveness. The review showed small to moderate positive effects of differentiated instruction on student achievement. Summarized effect sizes across studies range from  $d = +0.741$  to  $+0.509$  (omitting an outlier). The empirical findings gave some indications of the possible benefits of differentiated instruction. However, they also pointed out that there were still severe knowledge gaps. More research was suggested before drawing convincing conclusions regarding the effectiveness and value of different approaches to differentiated instruction for secondary school classes.

Relatively, Onyishi and Sefotho (2020) investigated the perspectives of primary school teachers on the use of DI in an inclusive classroom in Enugu state, Nigeria. Their study adopted a descriptive survey research design using a sample of 382 primary school teachers in the study area. They collected data using a validated researcher-developed Teachers' Use of Differentiated Instruction Questionnaire (TUDIQ). They found that teachers need more information on how to develop rubrics; students' directed assessments; how to manage large class while implementing DI; how to use differentiated instruction without watering down the curriculum contents; the need for changes in classroom structure to accommodate small groups; and the need for more training on DI and the provision of diverse learning aids in schools.

Keaikitse (2016) assessed teacher perceived skill in classroom assessment practices. He collected data from a sample of ( $N = 691$ ) teachers selected from government primary, junior secondary, and senior secondary schools. Item response theory models were used to identify teacher response on items that measured their self-perceived skill in classroom assessment practices. Results of the study showed that generally teachers felt more skilled in test construction than other practices such as using classroom assessment results to make informed decisions in their teaching and learning process. Implications of his findings for policy makers and school managers were discussed.

OECD (2019) provided recommendations for improving the use of classroom assessment in Turkey so that it could contribute more effectively to supporting student learning. While teachers in Turkey regularly undertook assessments in the classroom, these tend to be dominated by short-answer, closed-question formats, like multiple-choice questions. This limited the range of students' knowledge and skills that teachers could assess. The focus on summative assessments that resulted in a numeric mark also limited space for formative assessment, one of the most important types of assessment for learning. The study provided suggestions on how teachers could be encouraged to use a broader range of assessment formats and integrate more formative assessment practices into their regular classroom teaching.

Cohen (2020) introduced the Perceived Stress Scale (PSS). It is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. The PSS was designed for use in community samples with at least a junior high school education. The items are easy to understand, and the response alternatives are simple to grasp. Moreover, the questions are of a general nature and hence are relatively free of content specific to any subpopulation group. The questions in the PSS ask about feelings and thoughts during the last month. In each case, respondents are asked how often they felt a certain way.

Boshoff et al. (2018) validated a Teacher Stress Inventory (TSI) for use in a South African context. The process of scale validation also sheds significant light on this culturally diverse group of participants' levels of psychological well-being and physical health, and its association with the level of stress that teachers reported. Using a cross-sectional survey design, Caucasian ( $n = 209$ ) and African ( $n = 200$ ) educators' subsiding in the North-West Province of South Africa, completed the TSI, together with a number of self-report and physiological measures of stress and well-being. In contrast to the five factors of the TSI identified in US samples, statistical analysis yielded a two-factor model (i.e. General circumstance-related stress and Learner-related stress) with satisfactory reliability indices. Significant correlation with measures of psychological and physiological health also reflected positively on the criterion-related validity of the scale. The TSI proved to be a useful, brief self-report questionnaire for the assessment of teacher stress in this cohort of South African teachers.

In a similar study, Kemeza (2021) explored the levels of stress among teachers handling learners with special needs in primary schools of Mbarara Municipality-Uganda. Census was used on the entire population of 53 teachers; purpose sampling was used to select schools handling learners with special needs. Data were collected using a cross-sectional survey design with quantitative and qualitative methods, a structured and open-ended questionnaire. The questionnaire composed of demographic section including a total number of years in teaching, positions held in school, highest academic qualification, and formal education undertaken for teaching special needs cases. Results show that majority of the respondents were males 27(50.9%), teachers who had an experience of teaching for ten years and above (56.6%), class teachers (52.8%), teachers with diplomas (54.7%), and teachers who had informal education on handling learners with special needs (56.6%). It was further discovered that teachers experienced high levels of stress due to limited support ( $M = 32.92$ ,  $SD = 9.52$ ), and due to behavior of the students ( $M = 61.25$ ,  $SD = 15.92$ ).

Jimenez (2021) analyzed the mental health and stress level of teachers in the Schools Division in Central Luzon, Philippines. At the same time, he identified the relationship and impact of mental health and stress level of the teachers as regards learning resource development. His study employed a descriptive-correlation research design with the online survey as the primary data collection tool. The respondents came from the 25 elementary schools in Schools Division in Central Luzon. 205 teachers participated in the online survey using a simple random sampling technique. An adapted and modified questionnaire was used to gather data.

Jimenez (2021) found that in terms of mental health, the teachers experience less than once a week of sleeping problems. For social well-being, teachers experience them almost every day. For the things that bother them, the teachers were not bothered at all. The teachers also have positive mental health and for the aspect of bouncing back, they responded neutrally. In terms of stress level, the teachers revealed that they sometimes experience such a thing. For the learning resource development, the response of the teachers was "strongly agree." Also, there exists a low direct relationship between mental



health level and the development of learning resources. To confirm the relationship, the regression analysis found that mental health significantly impacts the learning resource development of teachers.

Using both within- and between network validation approaches, Villarosa and Ganotice (2018) attended to gaps in literature through the examination of the psychometric properties of 42-item Riff's Psychological Well-being Scale – a theory-derived scale which taps six core dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self- acceptance. Through confirmatory factor analysis, data from 237 Filipino teachers provide support for the a priori six-factor model although a number of items obtained poor factor loadings. Between network analysis suggests that these dimensions are linked to job performance. Findings are discussed in relation to the development of potential research agenda using the scale in the Philippine context.

Marshal (2019) looked at university English communication teachers' perceptions of their own level of control over the teaching and learning that takes place in their classroom. According to the findings, teachers had strong self-perceptions of their overall and curricular liberty. Although liberty enables teachers to adjust to student needs, there was some acknowledgment that standards cannot be checked and upheld without some degree of top-down coordination.

In her study, Moore (2020) used survey methodology to gather qualitative and quantitative data from 223 emerging adults (ages 18 to 25) and 61 middle-aged adults as part of an examination of the experience of being listened to with empathy for two lifespan cohorts (ages 35–64). Chi-square analysis showed statistically significant variations between the two cohorts in the frequency of nine of the twenty-seven themes (33.3%), despite the fact that both cohorts described the impact of empathetic listening with similar positive motifs, such as feeling cared for and pleased. Based on the listeners' age cohort, independent t-tests also discovered statistically significant variations in

felt empathy.

First of all, her responses indicated that middle-aged listeners were more empathically responsive than their emerging adult counterparts on the Responding subscale of the Active-Empathic Listening Scale-Partner-Report Single-Event (AELS-PRSE). The AELS-PRSE also showed positive correlation with the Feeling-with Scale, supporting the inclusion of feeling-with items in future research on empathetic listening. This is consistent with popular definitions of empathy that take into account the listener's condition of feeling-with. Last but not least, the AELS-PRSE showed a positive and significant correlation with the Caring Scale, indicating that future research on empathic listening should include caring items to explain the currently disputed function of caring in empathic response.

Song and Baicker (2019) assessed a multifaceted workplace wellness program that was similar to ones provided by US firms. They discovered that among 32 974 workers, the program had no discernible effects on the following predetermined outcomes: 3 employment outcomes, 38 medical and pharmaceutical spending and utilization measures, and 27 self-reported health outcomes and behaviors (including self-reported health, sleep quality, and food choices) (absenteeism, job tenure, and job performance). After 18 months, there were no significant differences in clinical indicators of health, health care spending and utilization, or employment outcomes among employees of a big US warehouse retail company who participated in a workplace wellness program as opposed to those who did not.

Childers (2018) assessed whether a certain class schedule is more favorable to student academic accomplishment on state-mandated standardized examinations and the impact of four distinct class schedules on students' academic achievement on end-of-course testing. To ascertain whether there was a significant difference that might be attributed to a certain curricular timetable, data were evaluated

using an ANOVA. Children who were taught using the block and A/B block schedules demonstrated a significantly higher level of academic proficiency on state-mandated tests in math. The findings were interpreted in light of constructivism theory, which is utilized to support block scheduling in order to support improved instructional strategies and student academic progress. The individual course analysis revealed statistically significant variations in the arithmetic topic area, even though the schedules as a whole did not demonstrate an enhanced student academic performance based on the schedule under which instruction occurred.

Klein et al. (2019) compared brain activity after the presentation of a numerical cue that indicated whether forthcoming proportion magnitude comparison tasks would be easy or challenging. A challenging (math) task that is coming up causes the emotion processing network to become active. Yet, the level of arithmetic anxiety of the individual did not predict this activation. Consequently, we propose that negative emotional reactions to challenging mathematical activities may be a fairly typical response that is not unique to people who are math-anxious. Yet, the capacity to properly control those emotions may determine whether or not this first unfavorable reaction affects

math performance.

In two research, Geise (2018) evaluated ego development, psychological and subjective well-being, and personal growth. Research 1 examined 176 community people as a sample and discovered a connection between ego development and life satisfaction as well as personal growth. During the course of a year and a half, Study 2 monitored a sample of 122 freshmen. Again, ego growth and subjective well-being were associated to personal growth at the same time. Research 2 also looked at potential connections between ego development, wellbeing, and personal growth. Personal development at Time 2 could only be uniquely predicted by subjective well-being at Time 1.

In their study, Hill et al. (2018) looked at the sense of purpose as a mediator of changes in daily physical symptoms, positive affect, and negative affect brought on by stressors. They discovered that daily positive affect, daily negative affect, and daily physical symptoms were all correlated with sense of purpose. Those with greater levels of purpose had the same number of daily stressors as those with lower levels, but their negative emotions and physical symptoms were not as heightened on days when there were no stressors as they were on days when there were. In response to daily stressors, positive affect improvements were not predicted by purpose.

A theoretical framework for self-connection is presented by Klussman et al. (2022), who also suggest that self-connection is a significant potential factor in a person's wellbeing. These gave the idea context within the larger self-literature and gave our suggested definition of self-connection its empirical setting. They then contrasted self-connection with related concepts like authenticity and awareness. They then talked about some of the possible connections between self-connection and different facets of mental health and wellbeing. Lastly, they offered preliminary suggestions for next research, including possible strategies to encourage self-connection.

Tran et al. (2020) analyzed and evaluated certain aspects of stress in the workplace. They examined the relationship between individual, organizational and financial effects of stress. The work identified four problems faced by staff in the workplace: identifying the reasons of stress, identifying ways to minimize it, resolving conflict, and developing proposals and recommendations for reducing stress. According to the analysis of five interviews with experienced managers from Vietnamese companies, there were recommendations on how to form and implement stress management strategies for human resource managers. Primary, secondary and tertiary approaches to workplace stress reduction are proposed based on managers' individual and organizational interventions focused on different goals.

Thus, human resource managers play an essential role in the development of stress management strategies to facilitate the interactive internal exchange of information and to establish a balanced personnel structure of the organization.

Soegoto & Narimawati (2017) examined the contribution of personal stress management to an employee's performance and how such influence may affect a company's success. The main focus of their study was to evaluate stress management and its effect on employees' performance. The participants were purposively selected comprising 34 employees. The results revealed that there are many stress factors employees endure though they don't significantly affect performance, but still influence most of their decisions to leave the company due to continuous dissatisfaction. It is therefore recommended that such a company should establish a most appropriate strategy to prevent stress within its employees.

Jepketer (2017) investigated the effect of teaching strategies on students' academic achievement and extracurricular participation in Nandi County's public secondary institutions. Cardino and Dela Cruz (2020) analyzed the impact of learning styles and instructional strategies on mathematics academic performance. Njagi (2015) investigated the efficacy of differentiated instruction on gender differences in mathematics achievement in Kenyan secondary institutions. The study utilized the quasi-experimental and Solomon Four-Group designs and descriptive and inferential statistics to analyze the data. This study's findings may contribute to the knowledge base for differentiated instruction and serve as a basis for future research.

Small to moderate positive effects of differentiated instruction on pupil achievement were identified by Smale-Jacobse et al. (2019). Onyishi and Sefotho (2020) investigated the perspectives of primary school instructors in Enugu state, Nigeria, regarding the use of DI in an inclusive classroom. Keaikitse (2016) evaluated teacher perceptions of skill in classroom assessment practices and discovered that teachers felt more experienced in test construction than in other assessment practices. The implications of his findings for school administrators and policymakers were discussed. OECD (2019) suggested that classroom assessment in Turkey be improved to facilitate student learning.

The Perceived Stress Scale (PSS) was developed by Cohen (2020) to assess the degree to which distressing life situations are perceived. The PSS is designed for use with community samples with at least a junior high school education. In the Personal Social Survey, respondents are asked about their emotions and sentiments during the previous month. Boshoff et al. (2018) validated a South African version of the Teacher Stress Inventory (TSI). Teachers managing students with special needs in primary institutions in Mbarara Municipality, Uganda, were surveyed using a cross-sectional design to determine their stress levels.

The results revealed that the majority of respondents were males, teachers with at least ten years of experience (56.6%), class teachers (52.8%), teachers with credentials (54.7%), and teachers with informal training in working with students with special needs (56.6%). Teachers experienced elevated levels of tension as a result of limited student support and behavior. Jimenez (2021) examined the instructors' mental health and tension levels in the Schools Division of Central Luzon, Philippines. His study utilized a descriptive-correlational design, with the online survey serving as the primary data collection instrument. Villarosa and Ganotice (2018) investigated the psychometric properties of the 42-item Riff's Psychological Well-being Scale, which measures six fundamental dimensions of psychological well-being.

Marshall (2019) examined university English communication instructors' perceptions of their degree of control over teaching and learning in their classroom. The findings suggest that standards cannot be monitored and maintained without some degree of coordination from the top down. Moore (2020) utilized survey methodology to investigate the experience of being empathetically listened to

across two age cohorts. Chi-square analysis revealed statistically significant differences in the frequency of nine of the twenty-seven themes (33.3%) between the two cohorts. Additionally, independent t-tests revealed statistically significant variations in empathic sentiment.

Song and Baicker (2019) discovered that a comprehensive workplace wellness program had no discernible impact on predetermined outcomes. After 18 months, there were no statistically significant differences in clinical health indicators, health care expenditures and utilization, or employment outcomes among employees of a large US warehouse retail company who participated in the program. Childers (2018) and Klein et al. (2019) discovered that students who were taught using the block and A/B block schedules performed markedly better on state-mandated math assessments. Geise (2018) discovered a link between ego development, psychological and subjective well-being, and personal development. These findings suggest that negative emotional responses to challenging mathematical tasks may be a fairly common response that is not unique to math-anxious individuals. However, the ability to control these emotions may determine whether or not this initial negative reaction affects math performance.

Hill et al. (2018) discovered a correlation between daily positive affect, negative affect, and somatic symptoms and a sense of purpose. Klussman et al. (2022) developed a theoretical framework for self-connection as a prospective wellbeing factor. Tran et al. (2020) identified four problems that employees face in the workplace: identifying the causes of stress, minimizing it, resolving conflict, and devising recommendations and proposals for reducing stress. Human resource managers play a crucial role in the creation of stress management strategies to facilitate the internal interchange of information and establish a balanced personnel structure. Soegoto and Narimawati (2017) analyzed the effect of personal stress management on an employee's performance and on the profitability of a business.

The results indicated that stress factors do not substantially impact performance, but do influence the majority of employees' decisions to abandon their dissatisfied employers. To meet the requirements of pupils who are visual, tactile, and auditory learners, teachers must employ a variety of instructional strategies. The first dependent variable is teachers' awareness of student diversity. This includes cognitive and affective development, social maturity, aptitude, motivation, aspiration, learning styles, requirements, and interests. Furthermore, students' levels of motivation, attitudes, and responses to particular classroom environments and instructional practices vary.

The purpose of assessment is to assist students comprehend their progress toward course objectives and modify their behavior accordingly. Assessment plays an essential role in influencing instruction, guiding students' next steps, and assessing progress and accomplishment as instructors and students work to achieve curriculum outcomes, according to Manitoba (2021). Grevatt argued that assessment literacy is about developing teachers' professional understanding of the subject through knowledge and skills, as opposed to simply ensuring that students pass exams. Eatough (2021) explained that employees who are excessively anxious may be hesitant to partake in collaboration, which can result in poor work performance and impulsive decisions. Chronic workplace tension can also result in poor mental health, thereby increasing a company's health-care expenses and fostering absenteeism and accidents.

Stress management is a skill that many people neglect, but it is essential to identify the causes of job-related stress and implement programs to monitor and reduce stress levels. Robinson et al. (2021) argued that effective stress management enables teachers to break the grip that stress has on their lives, allowing them to be happier, healthier, and more productive. It is essential to experiment and determine what works best for each individual teacher. It was stated in Skills You Need (2022) that leaders must maintain an open-door policy and listen to employees' concerns with empathy. Mindtools (2019) suggests

that an optimistic leader's mood has the greatest impact on performance, but it makes no sense for a leader to be as optimistic as a blue jay at dawn if sales are falling and the company is failing.

The most successful leaders display attitudes and actions that are appropriate for the current situation, as well as a healthy dose of optimism. The quantity and quality of relationships have an effect on mental and physical health, as evidenced by lower anxiety and depression rates, higher self-esteem, greater empathy, and closer relationships. Andrews (2017) discovered that being mindful of what is most important can help one keep other grievances and annoyances in perspective, whereas having the perception that life is meaningless can increase tension. David (2018) argued that the purpose of instruction is to impart knowledge to students, with the initial stage being the selection of a topic or set of exercises. To effectively teach a subject, instructors must have a thorough understanding of it, and teaching strategies play a crucial role in the classroom.

## METHODOLOGY

This study followed the procedures of descriptive research method. The researcher believes that it is the most appropriate design to properly realize the objectives of the investigation. Descriptive research is a method that describes the characteristics of the variables studied.

This study involved a total of 170 teachers from public elementary and secondary schools in Victoria District, Division of Laguna. In gathering data needed to answer the research questions, a validated survey questionnaire was used. In order to answer each specific research question, the statistical treatment used was mean, standard deviation and Pearson's  $r$ .

## RESULT AND DISCUSSION

Table 1. Level of School Heads' Stress Management Skills as to Assessment of Teachers' Stress

Statements	Mean	Standard Deviation	Remarks
1. The school administers stress test periodically.	3.54	1.03	Often
2. The school invites experts to help teacher alleviate their work-related stress.	3.70	0.89	Often
3. The school head visits teachers in the classrooms and help them find solutions to problems that bring us stress.	3.96	0.92	Often
4. The school head invites teachers for a talk about their problems.	3.95	0.94	Often
5. The school head has a means of gauging teachers' emotional and social conditions.	3.90	0.90	Often

Overall Mean = 3.81

Standard Deviation = 0.95

Verbal Interpretation =

High

In the table above school heads' stress management skills as to assessment of teachers' stress appeared to be at high level obtaining the overall ( $M= 3.81$ ) this further means that respondents agree that the school leaders helped teacher to relive work related stress.

Respondents indicated that school head often visit teachers in the classroom and help find solution to problems causes them to stress with the ( $M=3.96$ ,  $SD= 0.92$ ). School head invites teacher to talk about their problems with the ( $M= 3.95$ ,  $SD= 0.94$ ). On the other hand, school periodically administer stress test for the teacher with the ( $M=3.54$ ,  $SD=1.03$ ). This means that school heads used proper management skill to assess teachers stress and enhance their emotional and social condition. Teachers perceived that their school heads are exerting efforts to alleviate and properly manage work-related stress in their respective schools. However, periodic stress assessment requires improvement considering the lowest weighted mean observed for it in contrast to other indicators.

As explained in one article published by Skills You Need (2022), leaders should practice listening to their subordinates about their concerns. The articles explained that it is one way through which leaders could help their members alleviate their stress levels. The use of this strategy is evidently observed by the teachers considering their agreement to the statement that their heads talk to them to discuss their problems. This also proves that school heads practice emphatic listening which according to Moore (2020) helps in the stress level reduction.

**Table 2. Level of School Heads' Stress Management Skills as to Stress Management Coaching**

Statements	Mean	Standard Deviation	Remarks
1. The school head uses words that calm teachers during stressful situations.	4.09	0.93	Often
2. The school head provides activities that help teachers release their stresses.	3.86	0.96	Often
3. The school head makes sure that before each week ends, teachers are happy and fulfilled.	3.97	0.99	Often
4. The school head has ways of making a happy start for each week.	4.01	0.95	Often
5. The school head resolves interpersonal conflict professionally and objectively.	4.00	0.95	Often

Overall Mean = 3.99

Standard Deviation = 0.96

Verbal Interpretation=

High

Table 1.2 exhibits the stress management skills of the school heads' as to stress management coaching.



The overall mean (i.e., 3.99, SD=0.96) indicated that school head have high level of stress management coaching practice. This is based on the observations or perceptions of the teachers who participated in the study.

In particular, teachers responded that their school heads often use words that calm teachers during stressful situations (M=4.09, SD=0.93). They also indicated that school heads often have ways of making a happy start for each week (M=4.01, SD=0.95). It was further indicated by the teachers that their school heads often resolve interpersonal conflict professionally and objectively (M=4.00, SD=0.95). While the teachers indicated that their school heads often provide activities that help teachers release their stresses (M=3.86, SD=0.96), it got the lowest weighted which could mean that improvement in this aspect may be considered.

Overall, teachers find that their school heads are exerting effort in stress management coaching particularly in setting an environment that relieves stress. This made evident that school heads are trying to set a conducive work environment. According to Martinuzzi (2019), a leader sets the environment that influences people's moods at work, and their mood influences their productivity and degree of involvement.

Table 3 presents the stress management skills of the school heads' in terms of the wellness and health programs in the schools.

**Table 3. Level of School Heads' Stress Management Skills as to Wellness and Health Programs**

Statements	Mean	Standard Deviation	Remarks
1. The school has mental wellness and health program for teachers.	4.01	0.94	Often
2. The school improvement plan has a project for stress-related problems.	3.94	0.96	Often
3. The school allots budget for wellness and health programs.	3.75	0.96	Often
4. The school regularly conducts monitoring of wellness and health related programs.	3.75	0.97	Often
5. The school ensures the participation of everyone in wellness and health-related activities.	3.96	0.96	Often

Overall Mean = 3.88

Standard Deviation = 0.96

Verbal Interpretation=

High

Results showed that all five statements were agreed by the teachers. Particularly highest in mean was the presence of mental wellness and health program for teachers (M=4.01, SD=0.94). Teachers also responded that their schools often ensure their participation in activities promoting health and wellness (M=3.96, SD=3.96) and that their school has project for stress-related problems (M=3.94; Sd=0.96). While it was indicated by the teachers, it was often observed that budget allocation (M=3.75, SD=0.96) and regular monitoring (M=3.75, SD=0.97) of wellness and health-related activities were at the bottom.

These imply that while wellness and health programs are in place, attention is required by budget allocation and regular monitoring. In a study conducted by Song and Baicker (2019), a workplace wellness program may result in significantly greater rates of some positive self-reported health behaviors. However, the outcomes will only be observable after 18 months. This means that schools should allocate funds for health and wellness programs and should also design plan for return on investments to make sure that efforts and resources are properly compensated.

Table 4 presents the status of teachers' psychosocial well-being as to autonomy.

**Table 4. Status of Teachers' Psychosocial Well-Being as to Autonomy**

Statements	Mean	Standard Deviation	Remarks
1. Teachers are free to be creative in their teaching approach.	4.51	0.57	Always
2. The selection of student-learning activities in their classes are under their control.	4.47	0.68	Always
3. The scheduling of use of time in the classroom is under <i>teacher's</i> control.	4.28	0.76	Always
4. Teachers select the teaching methods and strategies they use with their students.	4.59	0.56	Always
5. The <i>teacher's</i> job does allow for much discretion on their part.	4.24	0.71	Always

Overall Mean = 4.42

Standard Deviation = 0.67

Verbal Interpretation= Very High

Based on the teachers' responses, the overall mean was 4.42 and it implies a very high level of autonomy among teachers. Teachers were, in particular, indicated that they always have the freedom to select the teaching methods and strategies they use with their students ( $M=4.59$ ,  $SD=0.56$ ). They also expressed indication of the fact that they are always free to be creative in their teaching approach ( $M=4.51$ ,  $SD=0.57$ ). However, it was observed that the lowest means were 4.28 and 4.24. This means that teachers are bound to observe the class schedule set and have less discretion in contrast to other statements.

Results imply that while teachers were given autonomy in their teaching styles, they were still bound to abide by the proper use of time and have less discretion. This means that schools allow academic freedom to some extent but they also keep the standards especially with time. According to Childers (2018), schedule is an essential component of school success; the schedule design ensures that courses are in a format that supports and promotes learning, as there is a relationship between class schedules and students' academic achievement.

**Table 5. Status of Teachers' Psychosocial Well-Being as to Environmental Mastery**

Statements	Mean	Standard Deviation	Remarks
1. Teachers have a sense of mastery and competence in managing the environment	4.38	0.57	Always
2. Teachers control complex array of external activities	4.28	0.59	Always
3. Teachers make effective use of surrounding opportunities	4.36	0.58	Always
4. Teachers are able to choose or create contexts suitable to personal needs and values	4.41	0.57	Always
5. Teachers feel able to change or improve surrounding context	4.36	0.60	Always
Overall Mean = 4.36			
Standard Deviation = 0.58			
Verbal Interpretation= Very High			

Table 5 shows the status of teachers' psychosocial well-being as to environmental mastery.

The overall mean of 4.36 indicated that teachers have very high level of environmental mastery. They particularly responded that they are always able to choose or created contexts suitable to personal needs and values ( $M = 4.41$ ,  $SD = 0.57$ ). Teachers also answered that they always have a sense of mastery and competence in managing the environment ( $M = 4.38$ ,  $SD = 0.57$ ) and that they always feel able to change or improve surrounding context ( $M = 4.36$ ,  $SD = 0.60$ ). These imply the teachers' mastery of their working environment and their ability to adjust and manage situations.

The lowest mean was noted for the teachers' ability to control complex array of external activities ( $M = 4.28$ ,  $SD = 0.59$ ). This implies that teachers were in need of technical assistance in terms of managing complex tasks assigned to them. Nevertheless, the strong agreement of teacher was still indicative of their ability to face complex assignments. However, research repeatedly showed that doing difficult tasks is often associated with negative feelings such as high arousal, stress or anxiety (Klein et al., 2019).

Table 6. Status of Teachers' Psychosocial Well-Being as to Personal Growth

Statements	Mean	Standard Deviation	Remarks
1. Teachers have a feeling of continued development	4.48	0.58	Always
2. Teachers see themselves as growing and expanding	4.45	0.62	Always
3. Teachers open to new experiences	4.63	0.52	Always
4. Teachers have sense of realizing their potentials	4.51	0.55	Always

5. Teachers see improvement in self and behavior over time	4.44	0.67	Always
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Overall Mean = 4.50

Standard Deviation = 0.59

Verbal Interpretation= Very High

Table 6 describes the teachers' psychosocial well-being as to personal growth.

Results showed that teachers indicated that all five statements were always observed. The overall means of 4.50 indicated their very high level of personal growth.

In particular, the teachers answered that they were always open to new experiences ( $M=4.63$ ,  $SD=0.52$ ). Similarly, teachers answered that they always have sense of realizing their potentials ( $M=4.51$ ,  $Sd=0.55$ ); and a feeling of continued development ( $M=4.48$ ,  $SD=0.58$ ). Though lowest in means, teachers also answered that they always see themselves growing and expanding ( $M=4.63$ ,  $SD=0.52$ ), and improving in self and behavior over time ( $M=4.44$ ,  $SD=0.67$ ).

Figures imply a relatively positive status of the teachers' personal growth. This means that teachers were in the process of both understanding themselves and pushing themselves to reach their highest potential. This could also mean that they constantly reflect on who they are becoming and how they plan to get there (Geise, 2018).

Table 7. Status of Teachers' Psychosocial Well-Being as to Positive Relations

Statements	Mean	Standard Deviation	Remarks
1. Teachers have warm, satisfying, trusting relationships with others	4.52	0.60	Always
2. Teachers are concerned about the welfare of others	4.58	0.54	Always
3. Teachers are capable of strong empathy, affection, and intimacy	4.56	0.56	Always
4. Teachers understand give and take of human relationships	4.63	0.53	Always
5. Teachers are willing to make compromises to sustain important ties with others.	4.56	0.58	Always

Overall Mean = 4.57

Standard Deviation = 0.56

Verbal Interpretation= Very High

Table 7 shows the status of teachers' psychosocial well-being as to positive relations.

Based on the results, teachers indicated that all five statements were always observed. They particularly answered that they always understand give and take principle of human relationships ( $M=4.63$ ,  $SD=0.53$ ). Teachers also responded that they were always concerned about the welfare of others ( $M=4.58$ ,  $Sd=0.54$ ). Similar means were computed for teachers' responses indicating that are always capable to show strong empathy, affection, and intimacy ( $M=4.56$ ,  $SD=0.56$ ) and willingness to make compromises to sustain important ties with others ( $M=4.56$ ,  $SD=0.58$ ).

Overall, teachers showed very high level of positive relations which is important in stress management. Proven links between positive relationships and psychosocial well-being include lower rates of anxiety and depression, higher self-esteem, greater empathy, and more trusting and cooperative relationships. Strong, healthy relationships can also help to strengthen immune system, help recover from disease, and may even lengthen life (Department of Health of State Government of Victoria, 2019).

Table 8. Status of Teachers' Psychosocial Well-Being as to Purpose in Life

Statements	Mean	Standard Deviation	Remarks
1. Teachers have goals in life and a sense of directedness	4.65	0.53	Always
2. Teachers feel there is meaning to present and past life	4.57	0.59	Always
3. Teachers hold beliefs that give life purpose	4.62	0.53	Always
4. Teachers have aims and objectives for living	4.64	0.52	Always
5. Teachers have outlook or beliefs that give lifemeaning	4.64	0.51	Always

Overall Mean = 4.62

Standard Deviation =

0.54

Verbal Interpretation= Very High

Table 8 illustrates the status of teachers' psychosocial well-being as to purpose in life.

Results showed an overall mean of 4.62 which means that teachers have very high level of purpose in life. It was evident considering the strong agreement they expressed to all the statement given. In particular, teachers very close level of strong agreement to having life goals and sense of direction ( $M=4.65$ ,  $SD=0.53$ ), having aims and objectives for living ( $M=4.64$ ,  $SD=0.52$ ), and having a meaningful outlook in life ( $M=4.64$ ,  $SD=0.51$ ). Though a little lower in mean, teachers also indicated that they always hold beliefs that give their lives purposes ( $M=4.62$ ,  $SD=0.53$ ). The lowest was 4.57 i.e., feeling that there is meaning to present and past life. Nevertheless, it was still indicated always observed by the teachers.

These imply that teachers were living purposeful lives which is indicative of a positive well-being. Through these figures and findings, it can be inferred that teachers are capable of being cognizant of what matters most which can help them keep other frustrations and annoyances in perspective (Andrews, 2017). According to Hill et al. (2018), sense of purpose is associated with higher daily positive affect, lower daily negative affect, and fewer daily physical symptoms. Compared with individuals who reported lower levels of purpose, those reporting higher levels encounter the same number of daily stressors will show less of an increase in negative affect and physical symptoms on stressor days than on stressor-free days.

Table 9. Status of Teachers' Psychosocial Well-Being as to Self-Acceptance

Statements	Mean	Standard Deviation	Remarks
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1. Teachers possess a positive attitude toward the self	4.55	0.58	Always
2. Teachers acknowledge and accept multiple aspects of self, including good and bad qualities	4.58	0.55	Always
3. Teachers feel positive about past life	4.46	0.65	Always
4. Teachers are content with my personal qualities	4.54	0.61	Always
5. Teachers are happy about what they have become	4.59	0.57	Always
Overall Mean = 4.54			
Standard Deviation = 0.59			
Verbal Interpretation= Very High			

Table 9 describes teachers' psychosocial well-being as to self-acceptance.

Based on the results, teachers have a very high level of self-acceptance as indicated by an overall mean of 4.54 with SD=.59. It was evident since they answered "always" to all five statements given in the tool. Teachers answered that they are always happy about what they have become (M=4.59, SD=0.57) and that they always acknowledge and accept multiple aspects of themselves including their good and bad qualities (M=4.58, SD=0.55). Though still indicated as "always", it was observed that the lowest mean was recorded for teachers' feeling positive about their past lives (M=4.46, SD=.0-65).

Teacher generally accept themselves for they are and they recognize their good and bad qualities. This means that they have healthy concept of themselves and are aware of their personalities. Self-awareness is the capacity for introspection, the ability to recognize oneself as an individual separate from others while knowing all your flaws and strengths. It helps you become your own critic, your own decision maker. Being self-aware is the primary step while self-acceptance is what follows on the journey of self-improvement (Klussman et al., 2022).

Table 10. Level of Teachers' Instructional Competence as to Content Knowledge

Statements	Mean	Standard Deviation	Remarks
1. Teachers have deep knowledge about the processes and practices or methods of teaching and learning.	4.38	0.57	Always
2. Teachers have mastery of all the subjects they teach.	4.39	0.57	Always
3. Teachers use tools and technology appropriate to the lessons they teach.	4.45	0.56	Always
4. If Teachers were given a test in the topics they	4.18	0.66	Often



teach, teachers can easily get 100% correct answers.			
5. Teachers are confident about the content of their lessons and ready for random observations.	4.37	0.56	Always
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Overall Mean = 4.36			
Standard Deviation = 0.59			
Verbal Interpretation= Very High			

Table 10 describes the teachers' instructional competence as to content knowledge.

Results showed that teachers have very high level of content knowledge ( $M=4.36$ ,  $Sd=0.59$ ). Particularly highest was their use of tools and technology that are appropriate to the lessons they teach ( $W_x = 4.45$ ,  $SD = 0.56$ ). Additionally, teachers responded that they always have mastery of all the subjects they teach ( $M=4.39$ ,  $Sd=0.57$ ) and deep knowledge about the processes and practices or methods of teaching and learning ( $M=4.38$ ,  $SD=0.57$ ). However, it was observed that teachers indicated that if they were given a test in the topics they teach, they can easily get 100% correct answers often ( $M=4.18$ ,  $SD=0.66$ ).

Results imply the competence of teachers in terms of their knowledge of content. However, they need to improve their confidence in recalling such content when asked at any point in time. In fact, the second lowest mean, though also strongly agreed also showed teachers' less confidence in random observations. Nevertheless, results showed the teachers' very high level of content mastery. According to David (2018) when teachers master the topic, there is smooth flow of teaching-learning process. They can ensure that they are teaching the right ideas, theory and other matters to the students. With this, teachers can match the instructional materials to be used if the lesson is already mastered by the teacher.

Table 11. Level of Teachers' Instructional Competence as to Use of Various Strategies

Statements	Mean	Standard Deviation	Remarks
1. Teachers use different strategies every teaching day.	4.41	0.58	Always
2. Teachers use scaffolding techniques for students who have difficulties.	4.33	0.60	Always
3. Teachers make sure that my learning activities address the varying talents and interests of my students.	4.38	0.60	Always
4. Teachers review the strategies they used and document the modification they need to make.	4.35	0.62	Always

5. Teachers religiously use the reflection part of the daily lesson log / daily lesson plan.	4.24	0.68	Always
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Overall Mean = 4.34

Standard Deviation = 0.62

Verbal Interpretation= Very High

Table 11 describes the level of teachers' instructional competence as to their use of various strategies.

Results indicated that teachers have a very high level of use of various strategies in teaching. In particular, results showed that different strategies were used each day ( $M=4.41$ ,  $SD=0.58$ ). Teachers also responded that their learning activities always address the varying talents and interests of their students ( $M=4.38$ ,  $SD=0.60$ ). They also answered that they always review the strategies they use and document the modification they need to make ( $M=4.35$ ,  $SD=0.62$ ) and always use scaffolding techniques for students who have difficulties ( $M=4.33$ ,  $SD=0.60$ ). The lowest mean was recorded for the religious use the reflection part of the daily lesson log / daily lesson plan ( $M=4.24$ ,  $SD=0.68$ ). Nevertheless, it was indicated always observed by the teachers.

Overall, the teacher were found to practice the use of differentiated instructions. Their responses also reflect their creativity in teaching considering their practices of using various strategies. According to Bouslog (2022), teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently as they learn new material.

Table 12. Level of Teachers' Instructional Competence as to Assessment Evaluation

Statements	Mean	Standard Deviation	Remarks
1. Teachers connect assessment data and observation capabilities with daily instructional resources, creating an instantaneous and ongoing feedback loop of information to individualize learning	4.35	0.56	Always
2. Teachers seamlessly integrate family observations into their documentation to inform checkpoint ratings, whether in a traditional classroom or distance learning setting.	4.32	0.61	Always
3. Teachers understand each <i>child's</i> needs based on developmentally appropriate milestones	4.41	0.55	Always
4. Teachers use assessment activities that are aligned with the content and performance standards.	4.48	0.57	Always
5. Teachers religiously administer diagnostic, formative, and summative assessment.	4.46	0.58	Always

Overall Mean = 4.40

Standard Deviation = 0.57

Verbal Interpretation= Very High

Table 12 presents the level of teachers' instructional competence as to assessment evaluation.

Results indicated that teachers have a very high level of competence in assessment and evaluation. Based on their responses, they indicated that they always use assessment activities that are aligned with the content and performance standards ( $M=4.48$ ,  $SD=0.57$ ). They also always administered various assessments religiously ( $M=4.46$ ,  $SD=0.58$ ). While it was observed that teachers always seamlessly integrate family observations into their documentation to inform checkpoint ratings, whether in a traditional classroom or distance learning setting ( $M=4.32$ ,  $SD=0.61$ ), this got the lowest mean. This implies the need to improve integration of observations and ratings in the classes.

Nevertheless, results imply that teachers are capable of using assessment and evaluation strategies. Their competence was evident particularly in making sure that assessment and evaluation address the content and performance standards. It could be inferred that teachers have high regards to assessment and evaluation. As what was stated by the Jayawantrao Sawant College of Engineering (2017), The most important purpose of assessment and evaluation is to improve student learning. Assessment and evaluations are important tools for designing curriculum and instructional approaches as per need of students. It also plays important role in understanding overall effectiveness of programs and revising classroom practices. Well-designed assessments help students to use the knowledge and skills they have learnt and indicate their level of performance.

In order to come up with a reliable and valid conclusion, the researcher subjected the data gathered to a test of correlation. In this part, the researcher presents the degree of correlation between the school heads' stress management skills and their teachers' instructional competence.

It is interesting to note the significant correlation exist between the level of heads' stress management skill as to assessment of teachers' stress and the level of teachers' instructional competence in terms of content knowledge ( $r=0.317$ ,  $p=0.000$ ), use of various strategies ( $r=0.363$ ,  $p=0.000$ ), and assessment and evaluation ( $r=0.307$ ,  $p=0.000$ ). This means that when school heads' make their teachers feel that they care about their stresses, the latter becomes more competent. That is based on the positive correlation of the two.

Table 13. Significant Relationship between School Heads' Stress Management Skill and Teachers' Instructional Competence

School Heads Stress Management Skills	Instructional Competence	r- value	Degree of Correlation	p-value	Analysis
Assessment of Teacher's Stress	Content Knowledge	.317	Weak Correlation	.000	Significant
	Use of Various Strategies	.363	Weak Correlation	.000	Significant
	Assessment Evaluation	.307	Weak Correlation	.000	Significant
Stress Management Coaching	Content Knowledge	.288	Weak Correlation	.000	Significant

Wellness and Health Programs	Use of Various Strategies	.323	Weak Correlation	.000	Significant
	Assessment Evaluation	.265	Weak Correlation	.000	Significant
	Content Knowledge	.340	Weak Correlation	.000	Significant
	Use of Various Strategies	.380	Weak Correlation	.000	Significant
	Assessment Evaluation	.325	Weak Correlation	.000	Significant

Moreover, there is a significant correlation exist between the level of heads' stress management skill as to stress management coaching and the level of teachers' instructional competence in terms of content knowledge ( $r=0.288$ ,  $p=0.000$ ), use of various strategies ( $r=0.323$ ,  $p=0.000$ ), and assessment and evaluation ( $r=0.265$ ,  $p=0.000$ ). This means that when school leaders make time to guide teachers in managing their stress, the latter becomes more competent. That is also based on the positive correlation of the two.

Finally, there is a significant correlation exist between the level of heads' stress management skill as to wellness and health programs and the level of teachers' instructional competence in terms of content knowledge ( $r=0.340$ ,  $p=0.000$ ), use of various strategies ( $r=0.380$ ,  $p=0.000$ ), and assessment and evaluation ( $r=0.325$ ,  $p=0.000$ ). This means that when schools have programs that promote teachers' wellness and health, the latter become more competent. It is also based on the positive correlation noted between the two.

Thus, it is established that the school heads' stress management skills have significant correlation with the teachers' instructional competence. If there would be assessment, coaching, and programs that promote mental health in the school, it could be expected that teacher will perform better. These findings are different from the findings of Soegoto and Narimawait (2017) stress factors do not significantly affect performance. In the current study, stress does not affect teachers negatively because of the assessed ability of school heads to manage stress. However, the current study shows the need to maintain appropriate strategies to prevent stress among the teachers. Interestingly, the current study supports the findings of Tran et al. (2020) which emphasize the important role of leaders in the management of workplace stress.

. In this part, the researcher presents the degree of correlation between the school heads' stress management skills and their teachers' psychosocial well-being.

It is interesting to note the significant correlation exist between the level of heads' stress management skill as to assessment of teachers' stress and the status of teachers psychosocial well-being in terms of autonomy ( $r=.411$ ,  $p=.000$ ), environmental mastery ( $r=.447$ ,  $p=.000$ ), personal growth ( $r=.417$ ,  $p=.000$ ), positive relation ( $r=.369$ ,  $p=.000$ ) purpose in life ( $r=.224$ ,  $p=.003$ ), self-acceptance ( $r=.257$ ,  $p=.001$ ). The correlation is all positive and ranged from weak to moderate. This means that stress management skill used by the school leaders helped the teachers to relieve stress and enhance their

emotional and social condition, thus realization of teachers' potentials for continued personal growth attained.

Also, a significant correlation exists between the level of leaders' stress management skill as to stress management coaching and the status of teachers psychosocial well-being in terms of autonomy ( $r=.372$ ,  $p=.000$ ), environmental mastery ( $r=.369$ ,  $p=.000$ ), personal growth ( $r=.366$ ,  $p=.000$ ), positive relation ( $r=.361$ ,  $p=.000$ ) purpose in life ( $r=.254$ ,  $p=.001$ ), self-acceptance ( $r=.229$ ,  $p=.003$ ). The correlation is all positive and ranged from weak to moderate.

Table 14. Significant Relationship between School Heads' Stress Management Skill and Teachers' Psychosocial Well-Being

School Heads Stress Management Skills	Psychosocial Well-Being	r- value	Degree of Correlation	p-value	Analysis
Assessment of Teacher's Stress	Autonomy	.411	Moderate Correlation	.000	Significant
	Environmental Mastery	.447	Moderate Correlation	.000	Significant
	Personal Growth	.417	Moderate Correlation	.000	Significant
	Positive Relations	.369	Weak Correlation	.000	Significant
	Purpose in Life	.224	Weak Correlation	.003	Significant
	Self-Acceptance	.257	Weak Correlation	.001	Significant
Stress Management Coaching	Autonomy	.372	Weak Correlation	.000	Significant
	Environmental Mastery	.369	Weak Correlation	.000	Significant
	Personal Growth	.366	Weak Correlation	.000	Significant
	Positive Relations	.361	Weak Correlation	.000	Significant
	Purpose in Life	.254	Weak Correlation	.001	Significant
	Self-Acceptance	.229	Weak Correlation	.003	Significant
Wellness and Health Programs	<b>Autonomy</b>	.428	Moderate Correlation	.000	Significant
	Environmental Mastery	.484	Moderate Correlation	.000	Significant
	Personal Growth	.412	Moderate Correlation	.000	Significant
	Positive Relations	.373	Weak Correlation	.000	Significant
	Purpose in Life	.236	Weak Correlation	.002	Significant
	Self-Acceptance	.239	Weak Correlation	.002	Significant

**Legend:** $\pm 0.80 - \pm 1.00$  *Very strong* $\pm 0.60 - \pm 0.79$  *Strong* $\pm 0.40 - \pm 0.59$  *Moderate* $\pm 0.20 - \pm 0.39$  *Weak* $\pm 0.00 - \pm 0.19$  *Very weak*

Additionally, a significant correlation exists between the level of leaders' stress management skill as to wellness and health programs and the status of teachers psychosocial well-being in terms of autonomy ( $r=.428$ ,  $p=.000$ ), environmental mastery ( $r=.484$ ,  $p=.000$ ), personal growth ( $r=.412$ ,  $p=.000$ ), positive relation ( $r=.373$ ,  $p=.000$ ) purpose in life ( $r=.236$ ,  $p=.002$ ), self-acceptance ( $r=.239$ ,  $p=.002$ ). The correlation is all positive and ranged from weak to moderate.

Thus, all of the leaders' stress management skills are positively correlated with their subordinates' psychosocial well-being. This means that school heads' management skills help improve the teachers' psychosocial well-being. This supports the findings of Tran et al. (2020) human that school leaders as resource managers in schools play an essential role in the development of stress management strategies to facilitate the interactive internal exchange of information and to establish a balanced personnel structure of the organization.

**CONCLUSION**

The results of the study led to the conclusion that the school heads' stress management skills have significant relationship with the teachers' psychosocial well-being and instructional competence. This implied that leaders who are more skilled in managing workplace stresses could expect healthier and better performing teachers. The psychological well-being and instructional competence teachers are dependent on their school heads' stress management skills. Thus, by upskilling school heads' stress management in the workplace, the public could expect teachers with high level of mental health, social wellness, and instructional competence.

**RECOMMENDATIONS**

1. With the complex tasks that school leaders are expected to perform, periodic upskilling on stress management in the workplace could be of help. This is to ensure that leaders deployed in public schools are capable of properly addressing work-related stresses for their teachers and staff.
2. School leaders may also conduct periodic assessment of their teacher stress level in order to adjust psychosocial well-being programs in their respective schools.
3. The Department of Education may also make mental health assistance program that would assist teachers in case there would be incidents of too much stress leading to depression. This could be made in compliance to mental health laws.
4. Future researchers may also look into the lived experiences of school heads who manage teachers suffering from excessive stress or depression. This will allow discovering more facts that could be helpful in crafting a model of instruction for future school leaders.

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