

Stress Management Competencies Of Public-School Administrators In Jolo II District, Division of Sulu: Teachers' Perspectives

Al-Fradznie P. Amlih¹, Masnona S. Asiri

¹ School of Graduate Studies, Sulu State College, Jolo 7400, Philippines

*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. Effective stress management among school administrators is essential for maintaining organizational efficiency and fostering a supportive educational environment. This study assessed the extent of teachers' views on the stress management competencies of public-school administrators in Jolo II District, Division of Sulu. It employed a descriptive-exploratory research design, involving 100 teacher-respondents selected through purposive sampling and utilizing statistical tools such as frequency, percentage, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The study examined stress management across emotional regulation, time management, interpersonal skills, problem-solving and decision-making, and wellness and self-care practices, while considering respondents' demographic profiles. Findings revealed that most respondents were 36 years old and above, predominantly female, married, with five years or less in service, and holding bachelor's degrees. Results indicated that administrators' stress management competencies across all domains were generally perceived as favorable, with an "Often" rating. Differences were observed across civil status and educational attainment in specific domains of stress management. A very high positive significant correlation was found among the sub-levels of stress management competencies, supporting Lazarus and Folkman's (1984) Transactional Model of Stress and Coping. The study highlights the importance of interpersonal relationships and task delegation as formal coping mechanisms to mitigate institutional stress.

KEYWORDS: *Stress Management Competencies, School Administrators, Emotional Regulation, Time Management, Interpersonal Skills, Organizational Stress*

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Introduction

School administrators play a vital role in ensuring the effective functioning of educational institutions, extending beyond instructional leadership and policy implementation to shaping the emotional, psychological, and professional climate of schools. Their ability to manage stress is essential not only to their own well-being but also to teacher morale, performance, retention, and the overall quality of educational delivery. When administrators demonstrate strong stress management competencies—such as emotional regulation, effective communication, sound decision-making under pressure, and strategic workload management—teachers are more likely to

experience supportive working conditions and sustained professional commitment. In contrast, ineffective stress management can lead to teacher burnout, reduced job satisfaction, and a weakened school climate.

In recent years, the responsibilities of public-school administrators have become increasingly complex. They are expected to balance managerial, instructional, administrative, and community roles while responding to evolving educational reforms, limited resources, accountability pressures, and crises such as the COVID-19 pandemic. These overlapping demands intensify occupational stress, making stress management a crucial aspect of effective school leadership. Teachers are particularly affected by how administrators handle stress, as leadership practices directly influence the conditions for teaching and learning. Poor stress management may manifest in ineffective communication, inconsistent decision-making, limited emotional support, and disorganized processes, which negatively impact teacher engagement and performance.

Although international studies identify workload, role conflict, and role ambiguity as key sources of stress among administrators, and highlight coping strategies such as delegation and shared leadership, research in the Philippine context remains limited, particularly in geographically isolated and resource-constrained areas. Existing studies often focus on general stress or coping mechanisms without examining specific leadership competencies or teachers' perspectives. Thus, this study aims to examine the stress management competencies of public-school administrators in Jolo II District, Division of Sulu from teachers' perspectives, focusing on demonstrated competencies, influencing factors, and their impact on teacher well-being and school functioning.

Research Questions

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Civil Status;
 - 1.4. Length of Service; and
 - 1.5. Educational Attainment?
2. What is the extent of teachers' views on the stress management competencies of public-school administrators in the context of:
 - 2.1. Emotional Regulation;
 - 2.2. Time Management;
 - 2.3. Interpersonal Skills;
 - 2.4. Problem-Solving and Decision-Making; and
 - 2.5. Wellness and Self-Care Practices?
3. Is there a significant difference in the views of teachers on the stress management competencies of public-school administrators when data are grouped according to their demographic profile in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Civil Status;
 - 3.4. Length of Service; and
 - 3.5. Educational Attainment?
4. Is there a significant correlation among the sub-categories of stress management competencies of public-school administrators in terms of emotional regulation, time management, interpersonal skills, problem-solving and decision-making, and wellness and self-care practices?

Literature

Stress Management in Educational Leadership

Stress management in educational leadership has gained attention as administrators work in highly demanding settings. Studies show that principals' stress management competencies influence decision-making, communication, and school climate. Floman et al. (2024) note that stress resilience and mental health shape leadership effectiveness, especially during crises, while Karakuş et al. (2021) emphasize emotional regulation in school management. Lambert (2023) identifies workload, staffing shortages, and time pressure as key stressors, while Jackson (2023) highlights mindfulness, delegation, communication, and wellness practices as coping strategies. Likewise, supervisory practices such as workload accommodation, emotional support, and open communication improve teacher resilience and job satisfaction, though gaps remain in policy translation (Alcasoda et al., 2025). This suggests institutional pressures sustain stress, making individual coping insufficient without systemic support (Ang et al., 2025).

Emotional Intelligence, Coping, and Leadership Competencies

Stress management is strongly linked to emotional intelligence and coping strategies. Liu (2024) found that self-awareness, empathy, and emotional regulation are associated with leadership effectiveness as perceived by teachers, showing that administrators' competencies can be evaluated by teachers. Hauseman (2023) distinguishes adaptive strategies like humor, reappraisal, and social support from maladaptive ones such as avoidance and suppression. Abbas et al. (2025) further stress time management, fairness, and delegation as key stress-reducing practices in resource-limited contexts.

Organizational, Relational, and Global Perspectives

Leadership behavior and organizational support also shape stress management. Yildirim (2024) found that empowering leadership reduces teacher stress through inclusive communication and decision-making. Adhikari et al. (2024) highlight work-life balance and social support, while Maxwell and Riley (2021) emphasize professional networks. Globally, Lambert (2023) identifies emotional regulation and problem-solving as resilience factors. Inclusive education studies also show that teacher difficulties often result from insufficient administrative support and resources (De Leon et al., 2024). Similarly, leaders manage underperformance through coaching and accountability while balancing empathy and constraints (Amerol et al., 2025).

Local Literature and Research Gap

Philippine studies report similar findings. Villanueva (2021) links emotional intelligence with teacher satisfaction, while Castro (2021) highlights mindfulness and wellness practices. Mesa and Lopez (2023) emphasize communication, fairness, and problem-solving, and Torres (2024) underscores emotional regulation and resilience in Mindanao contexts.

Overall, literature identifies emotional regulation, time management, communication, problem-solving, and wellness practices as core stress management competencies. However, limited studies examine teachers' perceptions of these competencies in conflict-affected contexts such as Jolo II District, Division of Sulu, creating the gap addressed by this study.

Methodology

1. Research Design

This study employed a quantitative descriptive-exploratory research design. This methodological approach was selected to objectively determine the extent of teachers' views on the stress management competencies of public-school administrators in Jolo II District, Division of Sulu, and to describe existing conditions related to the variables under study

2. Participants and Sampling

The sample consisted of 100 public elementary school teachers from eight selected schools in Jolo II District, Schools Division of Sulu, during the school year 2025–2026. Respondents were selected using a purposive-convenience sampling technique, wherein teachers who were most accessible and met the study's inclusion criteria were chosen. This approach ensured that participants had relevant teaching experience and provided appropriate and reliable data for the study. The study strictly adhered to ethical standards; all participants provided informed consent, participation was entirely voluntary, and data confidentiality and anonymity were maintained throughout the research process.

Table 1. Distribution of Respondents by School

Elementary Schools in Jolo II District	Number Of Respondents
1. Bus-Bus Elementary School	10
2. Martirez Elementary School	10
3. DanDan Ututalum Elementary School	14
4. Lambayong Elementary School	14
5. Laud Lambayong Elementary School	14
6. Port Area Elementary School	14
7. Riverside Elementary School	14
8. Sheik Mustafa Elementary School	10
Total:	100

3. Instruments

The research instrument was adapted from the stress management framework of Goleman, D. (1995), *Emotional Intelligence* (Bantam Books), and the workplace stress competencies of Palmer, S., & Cooper, C. (2010), *How to Deal with Stress* (3rd ed., Kogan Page). It consisted of two parts: Part I gathered the demographic profile of the teacher-respondents, while Part II measured the extent of teachers' views on the stress management competencies of public-school administrators in Jolo II District, Sulu. To establish validity and reliability, the adapted standardized instrument previously utilized in related studies was subjected to evaluation for clarity and appropriateness by at least two faculty members of the School of Graduate Studies.

4. Data Collection Procedure

Prior to data collection, the researcher secured formal authorization from the Dean of the School of Graduate Studies of Sulu State University and obtained permission from the respective school heads of the participating institutions. After securing informed consent, the researcher personally administered the validated survey instruments to the teacher-respondents, allowed sufficient time for completion, and collected the accomplished questionnaires for checking completeness and accuracy prior to data encoding.

5. Data Analysis

Data gathered were analyzed using appropriate descriptive and inferential statistical tools aligned with the research objectives. Frequency and percentage were used to describe the profile of the teacher-respondents in terms of age, gender, civil status, length of service, and highest educational attainment. Weighted mean and standard deviation were computed to determine the extent of teachers' views on the stress management competencies of public-school administrators. For inferential analysis, an independent samples t-test was used to determine significant

differences when grouped according to gender, while one-way Analysis of Variance (ANOVA) was applied for age, civil status, length of service, and highest educational attainment. Lastly, Pearson Product-Moment Correlation was used to determine the significant relationships among the sub-categories of stress management competencies, namely emotional regulation, time management, interpersonal skills, problem-solving and decision-making, and wellness and self-care practices.

Results

1. Demographic Characteristics of the Respondents

Analysis of the demographic profile of the 100 teacher-respondents in Jolo II District, Division of Sulu shows that most are aged 36 years old and above (50%), followed by those aged 26–35 years old (42%) and 25 years old and below (8%). In terms of gender, the respondents are predominantly female (83%), with males comprising 17%. As to civil status, most are married (62%), followed by single (34%), and separated or widowed (4%). Regarding length of service, a large proportion have served for 5 years and below (47%), followed by those with 16 years and above (28%), 6–10 years (15%), and 11–15 years (10%). In terms of educational attainment, most are bachelor’s degree holders (55%), followed by those with bachelor’s degree with master’s units (29%), master’s degree holders (9%), and those with master’s degree with doctoral units (7%).

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=100)	Percentage (%)
Age		
25 years old and below	8	8%
26-35 years old	42	42%
36 years old and above	50	50%
Gender		
Male	17	17%
Female	83	83%
Civil Status		
Single	34	34%
Married	62	62%
Widowed/Separated	4	4%
Length of Service		
5 years and below	47	47%
6-10 years	15	15%
11-15 years	10	10%
16 years and above	28	28%
Educational Attainment		
Bachelor’s Degree	55	55%
Bachelor’s Degree with Master’s Units	29	29%
Master’s Degree	9	9%
Master’s Degree with Doctorate Units	7	7%
Doctorate Degree	0	0%

2. Extent of Teachers’ Views on the Stress Management Competencies of Public School Administrators

Overall, the teacher-respondents perceived that public school administrators in Jolo II District, Division of Sulu “often” demonstrate stress management competencies across the five

domains. Among these, Time Management obtained the highest composite mean ($M = 4.194$, $SD = .67552$), followed by Interpersonal Skills ($M = 4.108$, $SD = .80424$), Problem-Solving and Decision-Making ($M = 4.032$, $SD = .74235$), Wellness and Self-Care Practices ($M = 4.032$, $SD = .86945$), and Emotional Regulation ($M = 3.911$, $SD = .83990$). In terms of Emotional Regulation, administrators were viewed as composed and rational, particularly in responding positively instead of reacting impulsively ($M = 4.11$, $SD = 1.03372$), avoiding stress from affecting decision-making ($M = 4.07$, $SD = 1.00760$), and modeling composure during crises ($M = 3.97$, $SD = .91514$). Similarly, Time Management reflected strong prioritization practices, including meeting deadlines ($M = 4.41$, $SD = .77973$), allocating time for important matters ($M = 4.40$, $SD = .81650$), and consistently organizing tasks ($M = 4.31$, $SD = .73437$).

Moreover, administrators were perceived to exhibit effective Interpersonal Skills, Problem-Solving and Decision-Making, and Wellness and Self-Care Practices, all rated as “often.” In Interpersonal Skills, the highest indicators included promoting teamwork ($M = 4.30$, $SD = .97959$), supporting teachers in stressful tasks ($M = 4.29$, $SD = .96708$), and encouraging collaboration ($M = 4.20$, $SD = 1.01504$). In Problem-Solving and Decision-Making, administrators were seen as ensuring realistic solutions ($M = 4.28$, $SD = .71181$), remaining flexible ($M = 4.13$, $SD = .78695$), and analyzing problems objectively ($M = 4.08$, $SD = .87247$). Lastly, in Wellness and Self-Care Practices, they were observed to encourage self-care ($M = 4.26$, $SD = .83783$), promote a positive school environment ($M = 4.14$, $SD = .93255$), and model wellness practices ($M = 4.14$, $SD = .99514$), indicating their role in fostering a supportive and stress-managed workplace.

Table 3: Extent of Teachers’ Views on the Stress Management Competencies of Public-School Administrators

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Emotional Regulation	3.911	.83990	Often
1. The administrator remains calm during stressful situations.	3.76	1.02612	Often
2. The administrator manages emotions effectively when under pressure.	3.68	.95219	Often
3. The administrator avoids letting stress negatively affect decision-making.	4.07	1.00760	Often
4. The administrator demonstrates patience in stressful conditions.	3.96	.95261	Often
5. The administrator models composure for teachers during crises.	3.97	.91514	Often
6. The administrator controls frustration to maintain professionalism.	3.96	1.02415	Often
7. The administrator responds positively instead of reacting impulsively.	4.11	1.03372	Often
8. The administrator practices self-awareness in recognizing stress triggers.	3.93	1.00760	Often
9. The administrator diffuses tension in stressful situations.	3.76	.92245	Often
10. The administrator maintains emotional stability during conflicts.	3.91	.96499	Often
Time Management	4.194	.67552	Often
1. The administrator organizes tasks efficiently to avoid unnecessary stress.	4.16	.76171	Often
2. The administrator prioritizes work effectively to meet deadlines.	4.31	.73437	Often
3. The administrator balances administrative tasks with instructional duties.	4.12	.76910	Often
4. The administrator delegates responsibilities to manage workload.	4.02	.82853	Often
5. The administrator avoids procrastination to reduce stress.	3.84	.82536	Often
6. The administrator uses schedules and plans to manage time.	4.41	.77973	Often

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
7. The administrator sets realistic goals to avoid overwhelming tasks.	4.14	.81674	Often
8. The administrator adapts well to unexpected changes in schedules.	4.27	.82701	Often
9. The administrator ensures time is allocated for important matters.	4.40	.81650	Often
10. The administrator uses time productively to minimize stress.	4.27	.93046	Often
Interpersonal Skills	4.108	.80424	Often
1. The administrator maintains positive relationships with teachers during stressful times.	4.06	.91916	Often
2. The administrator listens attentively to teachers' concerns.	4.14	.86480	Often
3. The administrator communicates clearly even under stress.	3.95	.83333	Often
4. The administrator resolves interpersonal conflicts calmly.	4.15	1.01876	Often
5. The administrator shows empathy toward stressed teachers.	4.10	1.04929	Often
6. The administrator encourages collaboration during difficult times.	4.20	1.01504	Often
7. The administrator maintains respect in stressful interactions.	3.98	1.07290	Often
8. The administrator builds trust with staff despite pressure.	3.91	.93306	Often
9. The administrator promotes teamwork to lessen workplace stress.	4.30	.97959	Often
10. The administrator supports teachers in handling stressful tasks.	4.29	.96708	Often
Problem-solving and Decision-making	4.032	.74235	Often
1. The administrator analyzes problems objectively even under stress.	4.08	.87247	Often
2. The administrator makes sound decisions despite pressure.	4.06	.86246	Often
3. The administrator explores alternatives before deciding.	4.00	.89893	Often
4. The administrator uses a systematic approach in solving stressful issues.	3.85	.91425	Often
5. The administrator involves teachers in solving school problems.	4.01	.94810	Often
6. The administrator remains flexible in addressing unexpected challenges.	4.13	.78695	Often
7. The administrator avoids rash decisions caused by stress.	3.89	.93090	Often
8. The administrator ensures solutions are realistic and effective.	4.28	.71181	Often
9. The administrator evaluates outcomes after implementing decisions.	4.01	1.02981	Often
10. The administrator uses stress as motivation to solve problems efficiently.	4.01	1.01995	Often
Wellness and Self-care Practices	4.032	.86945	Often
1. The administrator maintains a healthy work-life balance.	4.12	.98760	Often
2. The administrator practices healthy coping strategies during stress.	3.92	1.04137	Often
3. The administrator encourages wellness programs for teachers.	3.88	1.04717	Often
4. The administrator engages in physical activities to manage stress.	3.86	1.00524	Often
5. The administrator promotes a positive school environment to reduce stress.	4.14	.93225	Often
6. The administrator makes time for rest and relaxation.	3.82	1.03845	Often
7. The administrator avoids unhealthy coping mechanisms during stress.	4.06	.97255	Often
8. The administrator values mental health and well-being.	4.12	1.00785	Often
9. The administrator encourages teachers to practice self-care.	4.26	.93873	Often

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
10. The administrator models wellness practices for the school community.	4.14	.99514	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2)1.50 – 2.49=Seldom; (1)1.00 – 1.49=Never

3. Differences in Views Based on Demographic Profiles

To determine whether the views of teachers on the stress management competencies of public-school administrators varied across demographic groupings, independent samples t-tests and one-way Analysis of Variance (ANOVA) were conducted. The results revealed no statistically significant differences when respondents were grouped according to age, gender, and length of service ($p > 0.05$). This indicates that teachers, regardless of these characteristics, share generally consistent perceptions of administrators’ stress management competencies.

However, statistically significant differences were found when respondents were grouped according to civil status and educational attainment ($p < 0.05$). Civil status significantly influenced perceptions in the areas of time management, interpersonal skills, problem-solving and decision-making, and wellness and self-care practices, while emotional regulation showed no difference. Post-hoc analysis using Tukey HSD revealed that separated or widowed respondents differed significantly from single and married groups across these domains. Similarly, educational attainment significantly affected perceptions in emotional regulation, problem-solving and decision-making, and wellness and self-care practices, with post-hoc results indicating differences between master’s degree holders and other groups. These findings led to the rejection of the null hypotheses for civil status and educational attainment, while those for age, gender, and length of service were accepted.

Table 4: Differences in the Extent of Teachers’ Views on Stress Management Competencies of Public-School Administrators Based on Demographic Profiles

Demographic Grouping	Pedagogical Domain	Test Statistic (t / F)	p-value (Sig.)	Description
Age				
	Emotional Regulation	.825	.441	Not Significant
	Time Management	.237	.789	Not Significant
	Interpersonal Skills	.291	.748	Not Significant
	Problem-solving and Decision-making	.249	.780	Not Significant
	Wellness and Self-care Practices	.208	.812	Not Significant
Gender				
	Emotional Regulation	1.341	.183	Not Significant
	Time Management	.158	.875	Not Significant
	Interpersonal Skills	.981	.329	Not Significant
	Problem-solving and Decision-making	.844	.401	Not Significant
	Wellness and Self-care Practices	.997	.321	Not Significant
Civil Status				
	Emotional Regulation	1.315	.273	Not Significant
	Time Management	3.711	.028	Significant
	Interpersonal Skills	4.450	.014	Significant
	Problem-solving and Decision-making	4.005	.021	Significant
	Wellness and Self-care Practices	2.986	.055	Significant
Length of Service				
	Emotional Regulation	.176	.912	Not Significant

Demographic Grouping	Pedagogical Domain	Test Statistic (t / F)	p-value (Sig.)	Description
	Time Management	.948	.421	Not Significant
	Interpersonal Skills	.745	.528	Not Significant
	Problem-solving and Decision-making	.955	.417	Not Significant
	Wellness and Self-care Practices	.457	.713	Not Significant
Educational Attainment				
	Emotional Regulation	3.741	.014	Significant
	Time Management	2.355	.077	Not Significant
	Interpersonal Skills	1.614	.191	Not Significant
	Problem-solving and Decision-making	2.781	.045	Significant
	Wellness and Self-care Practices	2.996	.035	Significant

*Significance at alpha 0.05

4. Correlational Analysis Among Stress Management Competencies

Pearson Product-Moment Correlation (Pearson's r) was utilized to examine the interrelationships among the sub-categories of stress management competencies of public-school administrators. As presented in Table 4.1, all domains exhibited statistically significant positive correlations ($p = .000$). The strongest relationship was observed between interpersonal skills and wellness and self-care practices ($r = .891$), followed closely by problem-solving and decision-making with wellness and self-care practices ($r = .884$), and time management with problem-solving and decision-making ($r = .879$). Other very high correlations were identified between interpersonal skills and problem-solving and decision-making ($r = .875$), emotional regulation and wellness and self-care practices ($r = .800$), emotional regulation and problem-solving and decision-making ($r = .784$), emotional regulation and interpersonal skills ($r = .773$), time management and interpersonal skills ($r = .771$), emotional regulation and time management ($r = .731$), and time management and wellness and self-care practices ($r = .705$).

Table 5. Correlations Among the Stress Management Competencies

Variables	Pearson r	Sig.	N	Description
Emotional Regulation				
Time Management	.731**	.000	100	Very High Correlation
Interpersonal Skills	.773**	.000	100	Very High Correlation
Problem-solving and Decision-making	.784**	.000	100	Very High Correlation
Wellness and Self-care Practices	.800**	.000	100	Very High Correlation
Time Management				
Interpersonal Skills	.771**	.000	100	Very High Correlation
Problem-solving and Decision-making	.879**	.000	100	Very High Correlation
Wellness and Self-care Practices	.705**	.000	100	Very High Correlation
Interpersonal Skills				
Problem-solving and Decision-making	.875**	.000	100	Very High Correlation
Wellness and Self-care Practices	.891**	.000	100	Very High Correlation
Problem-solving and Decision-making				
Wellness and Self-care Practices	.884**	.000	100	Very High Correlation

** Correlation Coefficient is significant at alpha .01 level

Discussion

The demographic profile of teachers in Jolo II District, Division of Sulu reflects a predominantly experienced, female, and married workforce, mostly in early-to-mid career stages with bachelor's degrees as their highest qualification. This indicates a stable, community-oriented teaching population, but also highlights the need for further graduate studies and professional advancement to strengthen instructional and administrative support systems.

Findings on stress management competencies show that public school administrators are most effective in time management, particularly in prioritizing tasks and meeting deadlines. This is complemented by strong interpersonal skills and problem-solving/decision-making abilities, suggesting effective collaboration and structured responses to institutional challenges. Such competencies align with leadership approaches that emphasize participation, support, and responsiveness, enhancing adaptability and collaboration in public service settings (Ang et al., 2025), as well as innovative leadership that strengthens problem-solving and organizational effectiveness (Chavez et al., 2024).

Wellness and self-care practices are also frequently observed, contributing to a supportive work environment. However, emotional regulation emerged as the least emphasized domain, indicating a need for further development in maintaining composure under pressure. This aligns with findings that even capable individuals may still experience difficulty in managing emotional demands in performance settings (Barahan et al., 2025). Overall, these competencies reflect a structured approach to stress management grounded in organization and collaboration.

In terms of teachers' perceptions, age, gender, and length of service show no significant differences, suggesting generally consistent views of administrators' competencies. However, civil status and educational attainment reveal notable differences, with single and married teachers, as well as those with higher education levels, reporting more favorable perceptions of competencies such as time management, interpersonal skills, problem-solving, and emotional regulation. This suggests that personal and academic backgrounds influence perceptions of administrative effectiveness.

Correlational results highlight the interconnected nature of stress management competencies. Interpersonal skills and wellness practices show the strongest relationship, indicating that social interaction supports well-being. Problem-solving is also closely linked with wellness, suggesting that effective decision-making reduces stress. Time management and problem-solving are similarly connected, emphasizing the role of organization in administrative efficiency. Overall, emotional regulation emerges as a central component across domains, reinforcing stress management as a synergistic system that supports effective and sustainable school leadership.

Conclusion

The findings show that educators in the Jolo II District, Division of Sulu are generally experienced, mature, and stable in profile, with most being female, married, and having long years of service, indicating strong workforce continuity. However, a gap remains in advanced academic qualifications, as most teachers hold only bachelor's degrees. School administrators demonstrate effective stress management through time management, interpersonal skills, problem-solving, decision-making, wellness practices, and emotional regulation, forming an interconnected system that supports a stable work environment. While teachers' perceptions do not significantly differ by age, gender, or length of service, differences appear based on civil status and educational attainment, and the strong correlations among competencies confirm their unified and interdependent nature in managing stress effectively.

The Department of Education may implement a holistic leadership wellness program and provide scholarships to address gaps in graduate education. School administrators may strengthen stress management by applying interpersonal strategies and task delegation to support emotional regulation and prevent burnout. Teachers may pursue higher studies to deepen understanding of leadership competencies. Future researchers may examine barriers such as financial, geographic, and motivational factors affecting professional growth and perceptions of stress management.

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