

# LEADERSHIP STYLES AND STRESS MANAGEMENT TECHNIQUES OF THE SCHOOL HEADS

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## ABSTRACT

*This non-experimental research utilized descriptive survey research design to investigate the leadership style and stress management techniques of the school heads in SGA Pikit Cluster 1. The variables were analyzed using weighted mean and revealed positive significant correlation. Hypotheses of the study were tested using multiple linear regression technique. Convenience sampling was used to get 122 respondents. Result revealed a positive significant between the leadership styles and stress management techniques. Further, a significant degree of a relationship was observed between leadership styles and the stress management techniques. Moreover, the democratic and coach leadership styles significantly influence the stress management techniques in terms of sharing and self-analysis, and recreation.*

**Keyword:** - Leadership Styles, Stress Management Techniques, School Heads.

## 1. INTRODUCTION

Stress is part of the job of a school heads, a school heads play a vital role in achieving educational objectives in a school. Have a wide range of duties, including managing the institution, planning and directing instructions, collaborating with outside partners, and interacting with parents. They are often in charge of staff management, administrative and financial oversight, and legal responsibility for all disputes that occur in their schools. The school heads should create an environment that is friendly to the teachers, students, and non-teaching staff, through his management techniques, strong relationships, and lines of communication. School heads may experience stress if the school environment is not conducive.

As stated by Mahfouz, J. (2019), of all the professions in the helping fields, the highest rates of stress and burnout may be experienced by school administrators. Principals around the world are dealing with unusually high levels of accountability pressure and other stressors.

Leadership style research is a broad field with many different leadership styles and concepts of successful leadership. Each leadership style has its own time and place. There is no such thing as a good or bad leadership style. It is how leaders use them that determines whether the institution succeeds or fails (Eyal and Roth, 2015).

Hall, S. N. (2018) stated that not all leadership styles will be a fit for every situation. The best leaders are the ones who can adjust their style, according to their role, their team and the situation. Kurt Lewin the father of social psychology, framework defines three styles of leadership, particularly around decision-making; autocratic, democratic and laissez-faire. School leaders must be competent school managers (Hasim, Guiamalon, & Boquia, 2022).

This study aimed to evaluate the leadership styles on stress management techniques of the school heads of schools in SGA-Pikit Cluster 1 under by MBHTE BARMM.

## 2. METHODOLOGY

The researcher used descriptive- correlational research design in evaluating the leadership style on stress management techniques of school heads in was conducted in the Special Geographic Areas of Pikit Cluster 1 under Bangsamoro Autonomous Region in Muslim.

This study utilized a modified-adapted survey questionnaire which contained of three parts; the first part of questionnaire adopted from the study of Ahmad and Dilshad ( 2016) which deals on the leadership styles of the respondents such as autocratic, coach, democratic, laissez-faire and transformational, the second part of the questionnaire taken partly adopted from the study of Misbah, Ghulam and Rukhsana (2020) consist of stress management techniques of the respondents such as sharing, recreation, consultancy, inclination toward religion and self-analysis with close-ended question deals on the interventions undertake by the respondents to manage their stress. The Cronbach's reliability test value 0.977 was conducted to the respondents. Complete enumeration for school heads and a convenient sample for the teachers were used to get the 23 and 122 respondents.

This research employed descriptive statistics to analyze and interpret the data gather. In the analysis of the results on leadership styles in terms of autocratic, coach, democratic, laissez-faire and transformational, and stress management techniques such as sharing, recreation, consultancy, inclination toward religion, self-analysis, the researcher used weighted mean. Correlation analysis used in determining the relationship of leadership styles and stress management techniques. Multiple regression analysis was used to analyze the influence of the study.

## 3. RESULTS AND DISCUSSION

Correlation matrix showing the relationship of the leadership style of school heads and stress management techniques in table 1. As indicated in the result, a significant degree of relationship is observed between leadership styles; Autocratic, coach, democratic, laissez-faire, and transformational and stress management techniques in terms of sharing, recreation, consultancy, inclination towards religion, and self-analysis. It revealed that there was a positive significant correlation which means that the sharing and self-analysis as stress management techniques affiliate the democratic leadership style. Further, the table also showed that there was a negative significant correlation which means that the recreation as stress management techniques of the school heads reversibly affiliates to the Coach leadership styles of the school heads. Therefore, the hypothesis of the study is rejected.

Further, the school heads must be aware on how he leads his school to manage the stress under his constitution to avoid any conflict that comes in their way. Stress management Sharing and Self- analysis of democratic leadership style helps a lot on how the school heads avoid the stress.

Meanwhile, coach leadership style on stress management techniques has a correlation on recreation that will also help on managing the stress of the school heads.

Not every situation will suit every style. The most effective leaders are those who can adapt their approach to the situation, their team, and their role (Hall, 2018). Stress is the result of an individual's conscious assessment that there has been a disturbance in their immediate environment, involving a continuous process of appraisal and reappraisal of the situation (Sogunro, 2012). Stress could also affect the performance of educators (Pagocag & Lumapenet, 2022).

**Table 1** Correlation matrix showing the relationship of the leadership style of school heads and stress management techniques.

Leadership Styles		Sharing	Recreation	Consultancy	Inclination Toward Rel.	Self- Analysis
<b>Autocratic</b>	Corr. coef.	0.004	0.021	-0.050	0.039	-0.091
	Probability	0.987	0.921	0.817	0.855	0.673
<b>Democratic</b>	Corr. coef.	<b>0.702*</b>	-0.147	-0.078	-0.192	<b>0.606*</b>
	Probability	0.043	0.493	0.718	0.368	0.045
<b>Laissez-faire</b>	Corr. coef.	0.122	-0.127	-0.043	-0.088	0.212
	Probability	0.572	0.553	0.840	0.681	0.319
<b>Transformational</b>	Corr. coef.	0.199	-0.102	0.079	0.073	0.026
	Probability	0.352	0.637	0.712	0.733	0.903
<b>Coach style</b>	Corr. coef.	0.199	<b>-0.537*</b>	0.130	-0.147	0.106
	Probability	0.351	0.048	0.544	0.494	0.624

\*Correlation is Significant at 0.05 level

\*\*Correlation is significant at 0.01 level

#### 4. CONCLUSIONS

As this paper demonstrates the aims, methods and result of the study were attained. The researcher managed to determine the leadership styles of the school heads which is autocratic, coach, democratic, laissez faire, and transformational. It has a positive level of stress management techniques of the school heads. There is a significant relationship between leadership style and stress management techniques and the leadership style has significantly influence on stress management techniques. Moreover, the contribution of the study will be intensified and maintain the democratic and coach leadership style of the school heads to avoid the stress.

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