

# The Influence of School Heads' Leadership Styles towards Teachers' Levels of Stress

Vanissa Choco H. Lofranco,  
(Graduate School Department/National Teachers College/Manila/Philippines)

**ABSTRACT:** This study assessed the influence of school heads' leadership styles on teachers' levels of stress. It was conducted in the district of Medina. The study is quantitative and utilized descriptive design. The study revealed that teachers perceive the school heads' leadership style as excellent. Moreover, they assessed themselves as moderately stressed by the leadership style of their school heads. Although they were moderately stressed, correlation analysis revealed that leadership style and teachers' stress were not correlated. The interview of the school heads also showed how they show support to their teachers so that they will not be stressed with their work. The findings suggest that school heads should acknowledge the burdens that teachers are facing on their work and they should manage their teachers well so that they can develop the academic achievement of the students.

**KEYWORDS:** Leadership style, teachers' levels of stress, school heads, support

## I. INTRODUCTION

The success of teachers lies in the hands of a great school head. Their leadership influence is necessary for cultivating excellent and world-class teachers and providing good working conditions that will keep these teachers in the field. School heads are in pursuit of the right formula for developing their leadership skills that will create an impact on greater achievements. Their leadership styles play a vital role in school and it creates a huge impact on the way they lead their teachers. School leadership is essential as it influences the achievement of the goals in school. School heads and teachers work hand-in-hand in honing the future of the students. However, the leadership styles of the school heads and how they handle their work and their teachers may vary from each other depending on their principles of leadership. Some teachers may like the style that the head is implementing and some may not, but the totality of leading is for the benefit of the school and its personnel. School heads are also responsible for the learning and health of everyone ( Robbins, 2021). So, they should create a good working atmosphere to lessen the burdens of the teachers whether personally or professionally. Studies in the past years have shown that the leadership skills of school heads influenced teachers' overall well-being in their work. How they treat their teachers also affects their mental and emotional health.

Stress is a phenomenon that develops conditions of increased and prolonged pressure and it can lead to emotional exhaustion that diminishes effectivity and productivity (Niessen, et. al., 2017). Teachers inevitably experience stress from work and the people around them and it does not exclude their school heads especially since they serve as their leader. This stress may lead to burnout, job dissatisfaction, lack of motivation, and poor performance. It is also associated with negative mental and physical health ( Canady, 2015). According to the Edna Benett Pierce Prevention Research Center (2016), one of the main sources of teachers' stress is the school organization ( school leadership, climate, and culture). How their school heads treat them and how they manage their teachers have an impact on the overall well-being of teachers. However, school heads can also use their leadership skills to reinforce teachers' motivation and make them have a positive

drive with their work. Their roles and responsibilities are in the school itself and it includes the teachers. They can be the source of teachers' stress or can serve as teachers' motivation to do their best to achieve quality education despite the hurdles that they will encounter in their teaching careers. Teachers also need a sound mental understanding and tolerable levels of stress to become effective and efficient. It was also suggested by Glazzard and Rose (2019) that they should create a positive climate to make teachers thrive. Having a caring environment is beneficial to the school (Casas, 2017).

The stress that teachers encounter may have adverse effects on their morale. Teachers' morale is an issue when it comes to their work, leaders, and colleagues. It affects their performance and also the performance of their students.

This is influenced by the Leader-Member Exchange (LMX) theory by Dansereau, Graen, and Haga that emerged 1970s. Based on this theory, leaders and employees create relationships through their social exchanges and these exchanges may influence the outcome of an employee. It focuses on the dyadic relationship between the leader and the employee (Wang et al., 2018). This relationship is necessary in cultivating good performance of the school as a whole. This performance will reflect the way the school heads lead their teachers. It is also influenced by House's Path-Goal Theory which emerged in the 1970s. It explores the leadership style that is effective in a particular situation. It states that employees' expectations of their effort and performance have been greatly affected by the behavior of their leader. It is focused on the leadership style and the circumstances (Gordon, 2021).

The independent variable of this study is the school heads' leadership styles employed in their respective schools. The leadership style is based on the preferences of the school heads. Various leadership styles are used by them and the following are utilized in this study which is influenced by the LMX theory and the path-goal theory. School heads should be able to recognize the style that they are employing so that they will be aware of how their actions can create an impact in reducing the levels of stress among teachers (Ernst, 2019).

The dependent variable in this study is teachers' levels of stress. Teachers' levels of stress will be measured according to the perceived stress scale of the teachers. These stresses may vary depending on how subordinates respond to the leadership style of their school heads. A certain style employed by a principal may be stressful to a teacher, but not to others.

The study aims to determine the influence of school heads' leadership styles on teachers' morale and levels of stress. Specifically, the study sought to answer the following questions.

1. How do teachers assess school heads' leadership styles?
2. What are teachers' levels of stress towards their school heads' leadership style?
3. Is there a significant relationship between the leadership styles of the school heads and teachers' levels of stress?
4. What is school heads' perceptions of the efficacy of their leadership styles in alleviating teachers' stress?

## **II. METHODS**

This study is quantitative and it employed descriptive correlational design. The research instrument used in conducting this study under the perception of teachers on the leadership of their school heads was an 18 declarative statement that was anchored on the present version of the Multi-factor Questionnaire (MLQ) form

5X (Avolio and Bass 2000). Meanwhile, the instrument used for teachers' levels of stress was a modified Perceived Stress Scale (PSS) by Cohen (1994).). It is a classic stress instrument and the researcher modified it to fit the purpose of this study. This was used to measure the levels of teachers' stress about the leadership style of their school heads. To ensure the validity of the research questionnaire, it underwent a validity test. The validators were one master teacher, one school district supervisor, and one school guidance counselor. They were chosen to validate the questionnaire as they have more expertise in this study. The result of the face validity showed an acceptable result which is one. The acceptable result was an indication that the instrument fits the study and can be used for research purposes.

For this study, recognizing appropriate participants was essential, and purposive sampling was utilized to accomplish this. Purposive sampling is a non-probability sampling method where the investigator chooses respondents based on particular characteristics that are pertinent to the study's goals. In contrast to random sampling approaches, which strive to guarantee the representativeness of the population, purposive sampling enables researchers to intentionally select participants who possess the requisite attributes or encounters to offer valuable insights into the research subject.

Schools chosen were based on specific criteria considered significant for the study. By carefully selecting schools that fulfilled these criteria, they ascertained that the chosen participants would present varied viewpoints and experiences germane to the study's concentration on leadership perception and stress levels among teachers. The criteria for selecting schools were schools who were managed by full-fledged principals and head teachers who have been in the service for five and above years.

Purposive sampling is frequently denoted as judgmental, selective, or subjective sampling because it banks on the researcher's judgment to pinpoint suitable participants. Although this tactic might lack the randomness of probability sampling techniques, it confers benefits in terms of targeting specific groups or individuals who can furnish abundant and meaningful data linked to the research query.

Utilizing purposive sampling empowers researchers to delineate the notable influence of their discoveries on the population. By deliberately selecting participants capable of proffering valuable insights, researchers can engender findings that are essential and applicable to the broader population, notwithstanding not being statistically representative.

Furthermore, Cochran's formula was employed to ascertain the sample size of teacher-respondents. Cochran's formula is a statistical technique frequently utilized in survey research to compute the suitable sample size required to attain a desired level of accuracy in estimating population parameters. By implementing this formula, the researchers ensured that the sample size was adequate to draw meaningful deductions while also taking into account pragmatic limitations such as time and resources. On the other hand, triangulation was employed in this study to avoid biases. In selecting school head participants, the five full-fledged principals and head teachers were chosen as they have more expertise in handling the teachers.

This study was conducted in the district of Medina, Division of Misamis Oriental. In the province of Misamis Oriental, Medina—officially known as the Municipality of Medina—is a fourth-class municipality. The 2020 census indicates that there are 35,612 total population. It is composed of 12 Schools with 148 teachers. Respondents in this study were teachers were 50 teachers as Cochran's formula indicates 50 respondents in the total population of 148.

There are five principals and head teachers in the district and there is a total of 103 teachers. In using Cochran's formula, 50 teachers became the respondents of this study. Before the study was conducted, a letter of request was submitted to the division of misamis oriental. After it was approved, the letter was

submitted to the district supervisor and then to the principals and teachers. These respondents were made aware of the objectives of the study. At the same time, ethical considerations were observed in the whole process of this study. They were also told about the data privacy of the information that they will disclose and that their responses will be solely used for this research. Questionnaires were given to them personally and were conducted during the convenient time of the teachers.

### III. RESULTS AND DISCUSSION

Table 1 shows the assessment of teachers on the leadership style of their school heads.

**Table 1. Teachers' Assessment on their School Heads' Leadership Style**

	Mean	Standard Deviation	Description	Interpretation
1. My school head encourages open communication and values input from teachers and staff.	3.82	.44	Always	Excellent
2. My school head provides clear and consistent guidance on the school's vision and goals.	3.86	.35	Always	Excellent
3. My school head fosters a positive and inclusive school culture that promotes collaboration among staff.	3.82	.39	Always	Excellent
4. My school head effectively delegates responsibilities to different departments and staff members.	3.90	.30	Always	Excellent
5. My school head is approachable and open to feedback from teachers, students, and parents.	3.88	.33	Always	Excellent
6. My school head demonstrates a commitment to professional development opportunities for teachers and staff.	3.82	.39	Always	Excellent
7. My school head effectively addresses conflicts and challenges within the school environment.	3.86	.35	Always	Excellent

8. My school head provides clear expectations and feedback to teachers and staff.	3.88	.33	Always	Excellent
9. My school head demonstrates a strong commitment to student success and well-being.	3.86	.40	Always	Excellent
10. My school head adapts leadership strategies to effectively address changing educational needs.	3.78	.42	Always	Excellent
<b>OVERALL MEASURE</b>	<b>3.85</b>	<b>.37</b>	<b>Always</b>	<b>Excellent</b>

<i>Note:</i>	3.26-4.00	Always	Excellent
	2.51-3.25	Sometimes	Very Good
	1.76-2.50	Rarely	Good
	1.00-1.75	Never	Fair

The information in Table 1 offers an all-encompassing outline of educators' assessments concerning the leadership style of their school heads. Each standard is evaluated based on mean ratings, which mirror the average viewpoint of the teachers, and standard deviations, denoting the extent of variability or consensus in their feedback. Moreover, the table incorporates explanations corresponding to specific rating ranges, providing a qualitative backdrop to the numerical information. Lastly, analyses are given to place the importance of each standard's evaluation in the broader context of efficient leadership.

Among the ten leadership criteria, the data illustrates significant variations in teachers' perceptions of their school head's leadership effectiveness across different domains. The highest mean of 3.90 (.30 SD) which states that “*My school head effectively delegates responsibilities to different departments and staff members*” is attributed to the school head's capacity for delegating responsibilities. This notable score emphasizes a widespread agreement among teachers regarding the school head's adeptness in assigning tasks and empowering various departments and staff members. The high mean rating indicates that teachers view this leadership aspect as highly commendable within the school environment, portraying a well-structured system where duties are appropriately distributed, thereby enhancing operational efficiency and cultivating a sense of responsibility and ownership among staff members.

Conversely, the lowest mean score of 3.78 (.42 SD) stating “*My school head adapts leadership strategies to effectively address changing educational needs*” is linked to the school head's adaptation of leadership strategies to address evolving educational needs. While still relatively high, this score suggests a slightly less favorable perception compared to other criteria. It implies that teachers believe there is room for improvement in how the school head addresses changing educational trends and challenges. This facet of leadership necessitates the ability to be flexible and responsive in modifying strategies and programs to meet the dynamic requirements of the educational landscape. The marginally lower mean score indicates that teachers may perceive the school head could improve their proactive leadership style in anticipating and tackling emerging needs, thus positioning the school as a leader in educational innovation and efficacy.

These discrepancies in mean scores underscore specific strengths and areas for development within the school's leadership structure. Despite the school head exhibiting a commendable skill in delegating

responsibilities proficiently, there exists an opportunity to strengthen leadership adaptability and responsiveness to maintain a high standard in meeting the evolving needs of the educational community.

This is supported by the research of Farahnak et al., (2019). In their investigation, it illustrated the significance of transformational leadership behaviors, encompassing delegation, in augmenting organizational efficacy. Their study discovered that leaders who proficiently assign responsibilities can authorize their team members, advocate autonomy, and boost job contentment. Consequently, the elevated average rating in this domain highlights the importance of delegation as a fundamental leadership proficiency linked with favorable organizational results. This discovery is in harmony with the literature on flexible leadership. Flexible leadership involves the capacity to identify and react effectively to evolving circumstances and challenges within an organization or community. Flexible leaders must rally stakeholders to address adaptive challenges, which frequently necessitate innovative resolutions and a readiness to experiment and acquire knowledge. Hence, the decreased average score in this domain underscored the significance of flexible leadership abilities. Meanwhile, table 2 measures the levels of stress of teachers towards the school heads' leadership style.

**Table 2. Teachers' levels of stress towards their school heads' leadership style**

	Mean	Standard Deviation	Description	Interpretation
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.30	.61	Sometimes	Moderately Stressed
2. In the last month, how often have you felt that you were unable to control the important things in your life?	2.22	.65	Sometimes	Moderately Stressed
3. In the last month, how often have you felt nervous and stressed?	2.30	.61	Sometimes	Moderately Stressed
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	2.24	.56	Sometimes	Moderately Stressed
5. In the last month, how often have you felt that things were going your way?	2.32	.65	Sometimes	Moderately Stressed
6. In the last month, how often have you found that you could not cope with all the things that you had to	2.22	.55	Sometimes	Moderately Stressed

do?

7. In the last month, how often have you been able to control irritations in your life?	2.34	.59	Sometimes	Moderately Stressed
8. In the last month, how often have you felt that you were on top of things?	2.24	.56	Sometimes	Moderately Stressed
9. In the last month, how often have you been angered because of things that happened that were outside of your control?	2.24	.59	Sometimes	Moderately Stressed
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.24	.59	Sometimes	Moderately Stressed
<b>OVERALL MEASURE</b>	<b>2.27</b>	<b>.59</b>	<b>Sometimes</b>	<b>Moderately Stressed</b>

<i>Note:</i>	3.26-4.00	Always	Highly Stressed
	2.51-3.25	Often	Stressed
	1.76-2.50	Sometimes	Moderately Stressd
	1.00-1.75	Never	Poorly istressed

The data presents an overall summary of teachers' stress levels regarding their school heads' leadership style, utilizing diverse parameters to evaluate distinct aspects of stress. The average scores present a depiction of the mean level of stress relayed by teachers, whereas the standard deviations signify the extent of variability or uniformity in their reactions. Furthermore, the explanations offer qualitative context to the numeric information, classifying stress levels into varying degrees.

Initially, the high mean is "In the last month, how often have you felt that things were going your way?", which relates to the perspective of occurrences progressing favorably in educators' lives. With a mean of 2.32 (.65 SD), this signifies that, typically, educators occasionally sense that circumstances are aligning positively for them. This implies a feeling of hopefulness or contentment among educators in certain facets of their personal and occupational lives despite encountering stress. Nevertheless, the moderate average score within the "Sometimes" classification suggests that this favorable perspective is not consistently encountered, indicating variations in educators' feelings of satisfaction or achievement.

On the contrary, the lowest average score is "In the last month, how often have you felt that you were unable to control the important things in your life?", where teachers express feeling incapable of governing significant aspects of their lives. With a mean of 2.22 (.65 SD), this indicates that, on average, teachers occasionally undergo a lack of command over crucial matters of their personal or professional lives. This sense of incapacity to influence important factors can lead to high-stress levels among teachers. Despite falling under



the same "Sometimes" classification, the marginally lower mean score implies that feelings of lack of control may be marginally more widespread or noticeable among educators in comparison to feelings of occurrences progressing well.

The reality that both indicators are categorized under the "Sometimes" classification implies that educators encounter moderate levels of stress. This underscores the important factors contributing to teachers' stress levels and accentuates the significance of addressing both favorable and diverse stressors to cultivate a supportive work environment. Fernandes et al., (2020) underscore the significance of acknowledging and nurturing positive encounters in advancing overall well-being. Educators' perception of circumstances aligning positively implies instances of optimism, which can function as shielding elements against stress. By recognizing and leveraging these positive encounters, the education system can contribute to more encouraging and satisfying work for teachers. Additionally, Kraaij (2020) proposes that individuals who perceive themselves as having little authority over their circumstances are more prone to stress. The emotion of powerlessness or incapacity to influence crucial factors can contribute to high-stress levels among teachers, potentially resulting in consequences such as exhaustion and job discontentment. Tackling problems related to perceived lack of authority is essential for promoting teachers' well-being and fostering a supportive work environment. On the other hand, table 3 shows a correlation analysis of teachers' perception of their school heads' leadership styles and their perceived stress levels.

**Table3. Correlation Analysis on Teachers perception of their school heads' leadership styles and their Perceived Stress Level**

	Teachers' Level of Stress		Remarks
	R-Value	p-value	
School Heads Leadership	.113.436	Not Significant	

Note:  $p > .05$

The correlation analysis conducted in this study focuses on examining the relationship between School heads' leadership styles and teachers' levels of stress. By conducting correlation analysis, researchers aim to quantify the strength and direction of the association between these variables, providing valuable insights into how they interact.

In this result, the correlation outcome reveals that there is no correlation between teachers' stress levels and school heads' leadership styles with a p-value of .436. This suggests that the leadership style of the school heads has nothing to do with teachers' stress levels.

Research by Castaño et al., (2021) accentuates the importance of supportive leadership practices in boosting educator well-being. Their study highlights the significance of leadership behaviors that promote a feeling of autonomy, competence, and relatedness among educators, ultimately resulting in enhanced job satisfaction and decreased stress. By deploying strategies to alleviate stressors and boost support mechanisms, as recommended in the analysis, school leaders can establish a more nurturing and supportive work setting that enhances educator well-being. By enhancing support mechanisms and mitigating stressors within the leadership dynamics, school leaders can cultivate a more nurturing and supportive work environment. Meanwhile, table 4 shows

**Table 4. School Heads' Perceptions on The Efficacy of Their Leadership Styles in Alleviating Teachers' Stress.**



Themes	Frequency	Percentage
Leadership Approach and Supportiveness	5	100%
Effective Communication	4	80%
Workload Management	4	80%
Positive School Climate	5	100%

### Theme 1: Leadership Approach and Supportiveness

The first theme created was leadership approach and supportiveness. The support needed by teachers is essential for them to grow and develop their capabilities. With the sufficient support that they get from their leaders, the burdens that they carry in their work can be lightened. As Participant 1 stated, *"My approach to leadership revolves around support because I acknowledge that a nurturing atmosphere is crucial for our teachers' welfare."* It was also affirmed by Participant 2 by added, *"By nurturing a climate of regard and gratitude, I establish an environment in which teachers feel esteemed and inspired to excel."* Additionally, participant 3 affirmed that *"I am convinced that by investing in the growth and welfare of the teachers, I can establish a favorable school culture that benefits all members of our community."* It is indeed an investment to support teachers in their teaching endeavors to deliver quality education to learners. Moreover, participant 4, stated *"Through offering support, guidance, and resources, I can enable teachers to navigate obstacles and grow in their positions."* participant 5 also realized the essential element of the leadership approach as he stated, *"I realize that my leadership approach establishes the atmosphere for the entire school."*

The result from the interview showed that school heads showed their full support to their teachers and invested in the well-being of their teachers. Believing in the impact of support on their teachers can cause meaningful experiences for the teachers. It implies that they are investing in both the teachers and learners. With this investment and support, learners will gain insightful experiences in their school. Showing support can also boost the morale of teachers and lighten up the stress that they get from work. It is an essential element that would want teachers to work at their best as they feel supported by their leaders. In the department, support does not only mean providing supervision, coaching, and seminars to teachers, but also giving them time to be heard, and to feel valued by their school heads.

Numerous research has emphasized the importance of encouraging leadership in promoting teacher well-being. A supportive school head establishes a setting where educators feel appreciated, esteemed, and authorized to flourish (Hakanen et al., 2020). Competent school heads prioritize interaction, openness, and fairness, guaranteeing that teachers feel appreciated and involved in decision-making procedures (Sinambela, 2020). Supportive school heads enable chances for teamwork, guidance, and introspective practice, authorizing educators to broaden their competencies and adjust to developing educational environments.

### Theme 2: Effective Communication

Another theme created is effective communication. Communication is an essential tool to channel information in such a way that it can be understood by the listener. participant 1 acknowledged the importance of open communication by stating, *"Open communication is the foundation of my leadership style. By maintaining transparent lines of communication, I guarantee that the teachers feel listened to, appreciated, and informed."* It was also agreed by participant 3 by stating that *"Communication is not solely about relaying information; it is about nurturing connections."* Additionally, participant 4 stated *"I comprehend that breakdowns in communication can lead to misunderstandings and heightened stress levels. That is why we emphasize clarity and openness in all our interactions with teachers, ensuring that everyone feels supported and informed."* Participant 5 agreed by stating *"My communication approach is grounded in empathy and*

comprehension. By recognizing the obstacles teachers encounter and keeping them informed about important developments.

School heads showed that they are active in open communication. With this, they can understand the thoughts and feelings of the teachers. They considered it essential. With proper communication, misunderstandings will be avoided and harmony in the school among staff will be present. School heads in these schools showed through the interview how they value open communication and always consider the voice of the teachers. They are not the only ones who are running the school, but they also include stakeholders, and most importantly, the teachers as they play a big role in the lives of the students. Hearing the side of the teachers are important element in the school head's decision-making for the school. For them, students' success lies in the hands of both school heads and teachers.

Effective communication is widely acknowledged as a basic element of efficient educational leadership. Leaders who prioritize clear communication promote trust, cooperation, and shared understanding among stakeholders. Proper communication allows leaders to establish rapport, exhibit comprehension, and cater to the various needs of stakeholders (Hoque et al., 2018) and teachers. By recognizing and affirming the experiences of others, leaders establish a nurturing and all-encompassing atmosphere that promotes transparent discourse and mutual esteem.

### **Theme 3: Workload Management**

The third theme created is workload management. Aside from teaching, teachers have paperwork to do after class that adds up to their workload. Teachers have different additional workloads as it depends on the task that their school heads are giving. Participant 2 stated *"I acknowledge that overwhelming workloads can detrimentally influence teachers' welfare and employment contentment. That is why I prioritize task burden oversight techniques, such as efficient assignment allocation and prioritization, to guarantee that teachers can flourish both personally and professionally."* This was also agreed by Participant 3 by stated *"By supplying assistance and resources, I aid our teachers in managing their obligations sustainably."* Participant 4 also added *"I understand that teachers welfare is directly associated with task burden management. That is why I actively supervise task levels, provide essential assistance, and advocate self-care routines to ensure that teachers feel supported and esteemed."* Moreover, participant 5 stated *"By cultivating transparent communication and adaptability, I enable our educators to champion their necessities and seek aid when needed. Together, we can establish a work atmosphere where everyone can flourish."*

Teachers have many tasks to accomplish aside from their teaching loads. They also have coordinators, and many papers work to be submitted. In the Department of Education, teachers will inevitably be tasked with works that can benefit the entire department just like the implementation of action research conducted in the division office where teachers' and students' participation is much needed. There is also a tendency for them to bring their work at home especially when tasks need immediate actions and they can't finish it in school. However, in the results of the interview, school heads showed that they divide the tasks equally so that teachers will not be burned out. It shows that they care for teachers and they also show the importance of equal division of tasks and show equality to all teaching staff. They made sure that teachers felt valued and cared for. This is also one of the effects of their leadership style that they use in their school.

Alongside instructional duties, teachers frequently manage various administrative responsibilities, including organizing roles and document submissions. Efficient workload supervision entails fair allocation of duties, explicit anticipations, and acknowledgment of teachers' endeavors (Herman et al., 2017). Leaders who prioritize even distribution of responsibilities exhibit impartiality and justice, enriching educator morale and job contentment (Wang et al., 2021).

#### **Theme 4: Positive School Climate**

The last theme created was a positive school climate. Creating a positive school climate affects teachers' views on their work. This was affirmed by Participant 1 by stated "*Nurturing an optimistic school atmosphere is my foremost priority because I acknowledge its influence on teachers' well-being and student academic success*" Additionally participant 2 added that "*By nurturing a sense of belonging and community among teachers, we create an environment where teachers feel free to excel and students feel secure to study and develop.*" Participant 3 also shared "*I understand that a positive school atmosphere is not realized overnight; it necessitates dedication from all in our community.*" Participant 4 stated "*Establishing a positive school atmosphere necessitates quality leadership and collective effort.*" Participant 5 added, "*We think that a positive school atmosphere is the groundwork for student academic success and teachers' welfare. By advocating a culture of optimism, tenacity, and mutual aid, we construct an environment where everyone feels esteemed, respected, and empowered to attain their complete capability.*"

School heads showed a positive climate that may listen to teachers' stress. This kind of character shows support for teachers' well-being. The well-being of the staff is an essential element of the school as they are the ones who reflect the academic success of the students. Protecting teachers from stress necessitates good leadership skills. The result implies that school heads create a positive atmosphere in the school. In this way, it benefits the staff and the students. A positive atmosphere creates a place where teachers feel safe and a sense of belonging. It causes teachers to be free to develop themselves into the best teachers that they can. The result from the school heads' interview implies that they want their teachers to have a positive outlook on their work by providing a positive atmosphere in the school. This shows that these school heads are doing their best not to give stress to their teachers, but allow them to enjoy their work despite the many tasks they need to accomplish daily.

Recent research has confirmed the crucial function of efficient leadership in establishing and sustaining a favorable school environment (Rodić & Marić, 2021). The significance of high-quality leadership and collaborative endeavor in fostering a positive school ambiance is essential in the school climate. Leaders who place importance on hopefulness, persistence, and reciprocal assistance contribute to a climate of regard, empowerment, and backing within the school populace (Cohen et al., 2020). Furthermore, leaders who prioritize teachers' welfare establish a nurturing atmosphere where faculty members feel esteemed, esteemed, and empowered to achieve their utmost capacity (Savvides & Pashiardis, 2016).

Although teachers have different tasks to deal with every day, they are great contributors to students' and schools' success. School heads need to show value to teachers as individuals who create great contributions to the lives of the students. Furthermore, they also need to consider the ideas and feelings of the teachers towards their work so that they will not be stressed.

#### **IV. CONCLUSION**

Although the leadership style of school heads and teachers' levels of stress are not correlated, school heads showed how they manage their teachers to lighten up their work to avoid stress in the workplace. Teachers develop the skills of the students, but first, they need to develop themselves to become better. They play a big role in the academic success of the students. So stress issues must be addressed by the school heads by showing support to their teachers.

#### **REFERENCES**

- [1.] Robbins, Z. S. (2021). Leadership That Alleviates Sunderman, H. M., Headrick, J., & McCain, K. (2020). Addressing complex issues and crises in higher education with an adaptive leadership

- framework. *Change: The Magazine of Higher Learning*, 52(6), 22-29. <https://doi.org/10.1080/00091383.2020.1839322>
- [1] Atasoy, R. (2020). The relationship between school principals' leadership styles, school culture and organizational change. *International Journal of Progressive Education*, 16(5), 256-274. <https://doi.org/10.29329/ijpe.2020.277.16>
- [2] Niessen, C., Mäder, I., Stride, C., & Jimmieson, N. L. (2017). Thriving When Exhausted: The Role of Perceived Transformational Leadership. *Journal of Vocational Behavior*, 103, 41-51.
- [3] Canady, V. A. (2015). APA annual survey: Emotional support key in handling stress. *Mental Health Weekly*, 25(6), 3-5. <https://doi.org/10.1002/mhw.30070>
- [4] Edna Bennett Pierce Prevention Research Center (2016) Teacher Stress and Health Effects on Teachers, Students, and Schools *Issue Brief*. <https://www.prevention.psu.edu/uploads/files/rwjf430428-TeacherStress.pdf>
- [5] Glazzard, J., & Rose, A. (2019). The Impact of Teacher Well-being and Mental Health on Pupil Progress in Primary Schools. *Journal of Public Mental Health*, 19(4), 349-357. <https://doi.org/10.1108/jpmh-02-2019-0023>
- [6] Casas, J. (2017). *Culturize: Every student, every day, whatever it takes*. San Diego, CA: Dave Burgess Consulting, Incorporated.
- [7] Wang, F., Hauseman, C., & Pollock, K. (2021). "I am here for the students": Principals' perception of accountability amid work intensification. *Educational Assessment, Evaluation and Accountability*, 34(1), 33-56. <https://doi.org/10.1007/s11092-021-09368-6>
- [8] Gordon, J. (2021). House's Path-Goal Theory of Leadership - Explained. *The Business Professor*. [https://thebusinessprofessor.com/en\\_US/management-leadership-organizational-behavior/houses-path-goal-theory-of-leadership](https://thebusinessprofessor.com/en_US/management-leadership-organizational-behavior/houses-path-goal-theory-of-leadership)
- [9] Ernst, M. (2019). The Relationship of Stress and School Leadership on Teacher Morale. *Trevecca Nazarene University ProQuest Dissertations Publishing*. <https://www.proquest.com/openview/85d63e0dfc46750490b0ada03478e9da/1?pq-origsite=gscholar&cbl=18750&diss=y>
- [10] Farahnak, L. R., Ehrhart, M. G., Torres, E. M., & Aarons, G. A. (2019). The influence of transformational leadership and leader attitudes on subordinate attitudes and implementation success. *Journal of Leadership & Organizational Studies*, 27(1), 98-111. <https://doi.org/10.1177/1548051818824529>
- [11] Fernandes, L., Gouveia, M. J., Castro Silva, J., & Peixoto, F. (2020). 'Positive education': A professional learning programme to foster teachers' resilience and well-being. *Cultivating Teacher Resilience*, 103-124. [https://doi.org/10.1007/978-981-15-5963-1\\_7](https://doi.org/10.1007/978-981-15-5963-1_7)
- [12] Kraaij, V., & Garnefski, N. (2019). The behavioral emotion regulation questionnaire: Development, psychometric properties and relationships with emotional problems and the cognitive emotion regulation

- 
- questionnaire. *Personality and Individual Differences*, 137, 56-61. <https://doi.org/10.1016/j.paid.2018.07.036>
- [13.] Castaño, E., Sánchez-García, J., Garrigos-Simon, F. J., & Guijarro-García, M. (2021). The influence of management on teacher well-being and the development of sustainable schools. *Sustainability*, 13(5), 2909. <https://doi.org/10.3390/su13052909>
- [14] Hakanen, J. J., Bakker, A. B., & Turunen, J. (2021). The relative importance of various job resources for work engagement: A concurrent and follow-up dominance analysis. *BRQ Business Research Quarterly*, 234094442110124. <https://doi.org/10.1177/23409444211012419>
- [15] Hoque, M., Alam, M., & Nahid, K. (2018). Health consciousness and its effect on perceived knowledge, and belief in the purchase intent of liquid milk: Consumer insights from an emerging market. *Foods*, 7(9), 150. <https://doi.org/10.3390/foods7090150>
- [16] Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90-100. <https://doi.org/10.1177/1098300717732066>
- [17] Wang, F., Hauseman, C., & Pollock, K. (2021). "I am here for the students": Principals' perception of accountability amid work intensification. *Educational Assessment, Evaluation and Accountability*, 34(1), 33-56. <https://doi.org/10.1007/s11092-021-09368-6>
- [18.] Rodić, M., & Marić, S. (2021). Leadership style and employee readiness: Basic factors of leadership efficiency. *Strategic Management*, 26(1), 53-65. <https://doi.org/10.5937/straman2101053r>
- [19.] Savvides, V., & Pashiardis, P. (2016). School academic optimism questionnaire--adapted. *PsycTESTS Dataset*. <https://doi.org/10.1037/t56133-000>