

# MANAGERIAL EFFECTIVENESS AND JOB STRESSORS IN ELEMENTARY SCHOOL ADMINISTRATION: IMPLICATIONS FOR LEADERSHIP DEVELOPMENT

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## Abstract:

The increasing complexity of elementary school administration has emphasized the importance of managerial effectiveness in sustaining school performance and achieving educational outcomes. School administrators must balance multiple roles, often under considerable pressure, which can lead to heightened job stress. This study aimed to examine the relationship between job stressors and managerial effectiveness among elementary school administrators and draw implications for leadership development. A descriptive-correlational research design was employed, involving 70 respondents from public elementary schools in the Baliangao District, Division of Misamis Occidental. Data were gathered using a structured questionnaire measuring job stressors—specifically job demands, job control, and social support—and managerial effectiveness in terms of technical, human, and conceptual skills. Data were analyzed using mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that administrators experienced a high level of job stressors, with social support rated the highest among the components. Similarly, managerial effectiveness was also rated high, particularly in human skills. However, a significant negative correlation ( $r = -0.256$ ,  $p = 0.035$ ) was found between job stressors and managerial effectiveness, indicating that increased stress levels are associated with decreased administrative performance. The study concludes that although school administrators demonstrate strong managerial competencies, persistent stressors can undermine their effectiveness. Thus, targeted leadership development programs are essential to enhance their capacity for stress management and sustainable performance.

**Keywords:** Job stressors, managerial effectiveness, school administrators, educational leadership, leadership development, stress management.

## INTRODUCTION

The increasing complexity of elementary school administration has highlighted the importance of managerial effectiveness in achieving educational goals and sustaining school performance. School administrators are expected to lead with competence, make sound decisions, and foster a supportive environment, all while managing limited resources and addressing diverse stakeholder demands. However, these responsibilities often expose them to significant job stressors such as workload pressure, role ambiguity, time constraints, and interpersonal conflicts, which can hinder their effectiveness. When unmanaged, these stressors may not only affect the administrators' leadership capabilities but also impact teacher morale, student outcomes, and overall school climate. Understanding the dynamic interaction between managerial effectiveness and job stressors is crucial in identifying areas for leadership development and capacity-building interventions that can enhance the well-being and performance of school leaders.

Recent studies have emphasized the increasing need to address job stressors in educational settings due to their adverse effects on managerial functions. Chico et al. (2023) found that workplace stress significantly influenced job performance among school personnel, underscoring the importance of implementing stress

management strategies to support leadership capacity. Similarly, Hauseman (2020) highlighted the emotional strain and workload overload experienced by school heads, which led to decreased decision-making efficiency and leadership responsiveness. Meanwhile, Dlamini et al. (2024) reported that school leaders who received adequate social support and maintained job control exhibited higher levels of managerial competence, suggesting that supportive work environments can mitigate stress and enhance effectiveness. These findings collectively underscore the importance of examining how stressors interact with managerial effectiveness in the context of school administration.

In the evolving landscape of basic education, elementary school administrators play a critical role in ensuring both instructional quality and institutional management. However, while much research has explored leadership styles, instructional supervision, and organizational performance, there remains a notable gap in understanding how job stressors—specifically job demands, job control, and social support—affect the managerial effectiveness of school leaders at the elementary level. Particularly in the context of increasing administrative burdens, shifting educational policies, and limited support systems in many school districts, the impact of these stressors on the technical, human, and conceptual skills required for effective leadership is underexplored. This study addresses this contextual gap by examining the correlation between job stressors and managerial effectiveness, providing evidence-based insights for leadership development programs tailored to the unique challenges faced by elementary school administrators.

The study aimed to determine the relationship between job stressors and managerial effectiveness among elementary school administrators, recognizing the critical role they play in ensuring the success of school operations and academic performance. With increasing demands, limited control over some aspects of their work, and varying levels of social support, school administrators are often exposed to stressors that can affect their ability to lead effectively. This study seeks to assess how job demands, job control, and social support influence administrators' effectiveness in terms of technical, human, and conceptual skills. By identifying the extent and impact of these stressors, the study intends to propose a leadership development intervention plan that will help improve managerial performance while reducing stress, ultimately enhancing the overall quality of school leadership.

## **METHODS**

### **Research Design**

This study employed a descriptive-correlational design to examine the relationship between job stressors and managerial effectiveness among elementary school administrators and to develop a leadership development intervention plan. Following Creswell (2012), correlational research measures the degree of association between variables without manipulation. The descriptive aspect assessed job stressors, including job demands, job control, and social support, as well as managerial effectiveness in terms of technical, human, and conceptual skills, while the correlational aspect determined whether a significant relationship existed between these variables. This approach was suited to real-world educational settings where experimental manipulation is not feasible, providing both an understanding of existing conditions and evidence to inform strategies for enhancing performance and reducing stress.

### **Research Setting**

This study was conducted in the Baliangao District, Division of Misamis Occidental, Region X – Northern Mindanao, a 5th class municipality in the province's northwestern part. The district comprises coastal and inland public elementary schools serving diverse communities from kindergarten to Grade 6 and is supervised by a Public Schools District Supervisor. It was selected as the research setting because administrators here face varied challenges such as instructional leadership, community engagement, and resource management amid limited resources and geographical constraints, making it an appropriate context for examining the relationship between job stressors and managerial effectiveness and for developing targeted leadership development interventions.

### **Research Respondents**

The respondents were 70 purposively selected elementary school administrators from public elementary schools, including principals, assistant principals, head teachers, and teachers-in-charge. Chosen for their direct responsibility in managing school operations, supervising staff, and ensuring quality education, they

were deemed the most suitable to provide reliable insights on managerial effectiveness and the job stressors they face, making their perspectives vital in assessing the correlation between these variables.

### **Research Instrument**

The study used a structured questionnaire to assess job stressors and managerial effectiveness among elementary school administrators, adapted from validated instruments for accuracy and reliability. The first part, based on Karasek's Job Content Questionnaire (JCQ), measured job demands, job control, and social support through five items each on a five-point Likert scale, with job demands assessing workload, job control evaluating autonomy, and social support gauging assistance from colleagues and supervisors. The second part, grounded in Katz's Three-Skill Approach, evaluated technical, human, and conceptual skills, each through five Likert-scaled items, focusing respectively on operational proficiency, interpersonal abilities, and strategic thinking. The instrument was contextually modified for clarity and designed to yield consistent, quantifiable data for analyzing the relationship between job stressors and managerial effectiveness.

### **Validity of Instrument**

The research instrument underwent validation to ensure accuracy and reliability. Content validation was conducted by experts in educational leadership, psychology, and research methodology, who reviewed each item for clarity, relevance, and alignment with the constructs of job stressors and managerial effectiveness, leading to necessary revisions. A pilot test with a small group of non-participant elementary school administrators assessed clarity, language appropriateness, and response consistency. Reliability analysis using Cronbach's Alpha yielded acceptable coefficients ( $\alpha \geq 0.70$ ), confirming internal consistency. Minor adjustments were made based on pilot results, ensuring the instrument's suitability for full-scale data collection.

### **Data-Gathering Procedure**

The data-gathering process followed a structured and ethical approach to ensure reliable results. Formal permission was obtained from the Schools Division Superintendent, followed by coordination with district supervisors and school heads to secure support. Target respondents, composed of elementary school administrators, were oriented on the study's objectives, confidentiality, and voluntary participation. The validated and pilot-tested structured questionnaire measured job stressors (job demands, job control, social support) and managerial effectiveness (technical, human, and conceptual skills) using a five-point Likert scale. Questionnaires were distributed in print or electronically, with one to two weeks allotted for completion and follow-ups conducted as needed. Completed questionnaires were checked for completeness, and valid responses were encoded for analysis. Descriptive statistics determined levels of job stressors and managerial effectiveness, while Pearson's correlation tested the relationship between variables, forming the basis for a proposed leadership development intervention plan.

### **Ethical Considerations**

This study adhered to established ethical standards to protect the rights and welfare of respondents, guided by Babbie's (2010) principles of voluntary participation, informed consent, confidentiality, and harm minimization. Respondents were fully informed of the study's purpose, scope, and objectives, with the option to decline or withdraw at any time without consequences. Informed consent was obtained through signed forms or documented verbal agreement for electronic participants. No identifying information was collected, and all responses were kept confidential, stored securely, and used solely for academic purposes. The questionnaire was carefully designed to avoid discomfort or distress, and ethical approval was secured from relevant authorities with proper coordination with school officials. Throughout the process, the researcher upheld integrity, respect for human rights, and professional ethics.

### **Data Analysis**

Data were analyzed using the mean, standard deviation, and Pearson's product-moment correlation coefficient. The mean determined the average levels of job stressors and managerial effectiveness, while the standard deviation measured the variability of responses. Pearson's  $r$  assessed the degree and direction of the relationship between job stressors and managerial effectiveness, indicating whether the association was significant and whether higher stress levels corresponded to higher or lower managerial effectiveness.

## RESULTS AND DISCUSSION

**Table 1.1 - Level of Job Stressors Experienced by Elementary School Administrators in Terms of Job Demands**

Indicators	Sd	Mean
1. I am required to work very fast.	0.67	3.47
2. I have excessive workloads.	0.59	3.63
3. I am under constant pressure due to deadlines.	0.60	3.50
4. I experience frequent interruptions that affect my productivity.	0.61	3.63
5. I feel overwhelmed by the number of tasks I have to do.	0.61	3.63
<b>Average Mean</b>		<b>3.57 High</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.1 presents the level of job stressors experienced by elementary school administrators in terms of job demands. The computed overall mean is 3.57, which is interpreted as "High" based on the provided scale. This suggests that administrators are frequently exposed to demanding work environments that require them to manage multiple responsibilities under pressure. These high job demands reflect the nature of school administration, where leaders must often make quick decisions, meet deadlines, and juggle competing priorities, all of which can significantly affect their managerial effectiveness.

Analysing the indicators from highest to lowest, the items “I have excessive workloads,” “I experience frequent interruptions that affect my productivity,” and “I feel overwhelmed by the number of tasks I have to do” all share the highest mean of 3.63, indicating that these are the most common stressors. These highlight the burden of administrative workload, constant disruptions, and task overload. Following these is the item “I am under constant pressure due to deadlines,” with a mean of 3.50, showing that time constraints are also a major source of stress. The lowest mean, 3.47, is found in the item “I am required to work very fast,” yet it still falls under the "High" level, which shows that even the least intense job demand contributes notably to the stress experienced by administrators. Overall, the data suggest that all aspects of job demands are perceived as significant stressors, contributing to a consistently high-stress environment.

These findings are supported by the study of Lagawid (2024), which found that employees in elementary school settings frequently encounter stress due to heavy workloads and constant time pressures, ultimately affecting their productivity and decision-making capacity. Further reinforcing that the idea that job demands, particularly when unrelenting, lead to stress that can hinder leadership performance. In this context, the present results validate that the intensity and variety of job demands faced by administrators pose a serious challenge to maintaining effective leadership in elementary school administration.

**Table 1.2 - Level of Job Stressors Experienced by Elementary School Administrators in Terms of Job Control**

Indicators	Sd	Mean
1. I have a say in how I perform my work.	0.53	3.53
2. I can decide the sequence of my tasks.	0.52	3.57
3. I have control over the way I manage my school responsibilities.	0.58	3.54
4. I can apply my own ideas in decision-making.	0.51	3.63
5. I can influence key decisions within the school.	0.51	3.64
<b>Average Mean</b>		<b>3.58 High</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.2 outlines the level of job stressors experienced by elementary school administrators in terms of job control. The computed overall mean is 3.58, interpreted as "High". This suggests that administrators generally

experience a significant degree of autonomy and influence in carrying out their tasks and responsibilities. While job control is typically seen as empowering, it may also come with heightened pressure due to the accountability associated with managing one's own decisions and actions in the school setting.

When examining the specific indicators, the highest mean score is 3.64 for the statement "I can influence key decisions within the school," indicating that administrators are actively engaged in shaping important outcomes. This is followed closely by "I can apply my own ideas in decision-making" with a mean of 3.63, and "I can decide the sequence of my tasks" at 3.57. The items "I have control over the way I manage my school responsibilities" and "I have a say in how I perform my work" received mean scores of 3.54 and 3.53, respectively. Though these are the lowest among the indicators, they still fall under the "High" category, showing that administrators perceive consistently strong levels of control across various job functions. This uniform perception indicates that while autonomy is present, it may contribute to stress due to the constant need to make independent, high-stakes decisions.

These findings align with the study of Goldsby et al. (2022), which emphasized that job control, while beneficial in fostering professional growth and initiative, can also become a stressor when accompanied by high expectations and decision-making pressure. Goldsby et al. (2022) further underscores that administrators who frequently exercise autonomy are often burdened with the responsibility of ensuring the success of their choices. In this context, the current results confirm that the stress associated with job control is not about lack of authority, but rather the mental and emotional demands of sustaining effective leadership through independent action.

**Table 1.3 - Level of Job Stressors Experienced by Elementary School Administrators in Terms of Social Support**

Indicators	Sd	Mean
1. I receive support from my colleagues.	3.74	0.67
2. I can rely on my superiors when I encounter difficulties.	0.70	3.83
3. I feel emotionally supported by my peers.	0.55	3.91
4. There is a strong sense of teamwork in my school.	0.53	3.97
5. I can easily access help when I need it.	0.80	3.90
<b>Average Mean</b>	<b>3.87</b>	<b>High</b>

**Scale:** 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.3 highlights the level of job stressors experienced by elementary school administrators in terms of social support. The computed overall mean is 3.87, which falls under the High category. This indicates that administrators perceive a strong presence of social support within their work environment. While social support is generally viewed as a positive factor that eases stress, a high level in this context may also suggest that administrators rely significantly on interpersonal relationships to cope with the demands of their roles, making it a crucial aspect of their daily professional experience.

Analyzing the indicators, the item "There is a strong sense of teamwork in my school" recorded the highest mean at 3.97, indicating that collaboration is a key feature of the school environment. This is followed by "I feel emotionally supported by my peers" with a mean of 3.91, and "I can easily access help when I need it" with 3.90, reflecting the availability of emotional and practical support. "I can rely on my superiors when I encounter difficulties" received a mean of 3.83, showing that superiors are also perceived as dependable sources of support. The lowest mean, 3.74, was noted for the item "I receive support from my colleagues", which, although the lowest among the five, still falls within the High category. This consistency across all indicators suggests that administrators experience strong social support from various sources within the school community.

These findings are supported by the study of Ibrahim et al. (2024), which emphasized that workplace social support significantly reduces the negative effects of job stress and improves well-being and performance,



pointing out that strong support systems foster resilience, particularly in high-pressure positions like school administration. The results of the present study affirm that while administrators are exposed to considerable stress, the presence of dependable and accessible support systems plays a key role in sustaining their leadership effectiveness.

**Table 1.4 - Level of Job Stressors Experienced by Elementary School Administrators**

Components	Mean	Interpretation
Job Demands	3.57	High
Job Control	3.58	High
Social Support	3.87	High
<b>Average Mean</b>	<b>3.68</b>	<b>High</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.4 determines the overall level of job stressors experienced by elementary school administrators across three major components: job demands, job control, and social support. The computed average mean is 3.68, which falls under the High category. This suggests that administrators face a generally high level of job-related stress across different aspects of their roles, highlighting the complex and multifaceted pressures inherent in educational leadership.

Among the three components, social support recorded the highest mean at 3.87, indicating that while administrators experience stress, they also receive strong emotional and professional support from colleagues, peers, and superiors. This is followed by job control with a mean of 3.58, reflecting that administrators have substantial autonomy in managing their responsibilities, which can be both empowering and stressful. The lowest mean, though still rated High, is 3.57 under job demands, showing that heavy workloads, time pressure, and frequent interruptions are also significant sources of stress. All components consistently fall within the high range, underscoring that administrators experience various stressors regardless of the nature of the task or context.

Blasco et al. (2024) emphasized that both workload intensity and the responsibility associated with autonomous decision-making contribute to overall occupational stress. Additionally, Gray et al. (2020) affirmed that strong social support mitigates stress, but its presence may also indicate administrators’ reliance on support systems to handle the demands of their position. Taken together, these findings validate the conclusion that elementary school administrators operate in high-stress environments, necessitating effective coping strategies and institutional support to maintain their effectiveness and well-being.

**Table 2.1 - Level of Managerial Effectiveness of Elementary School Administrators as Perceived in Terms of Technical Skills**

Indicators	Sd	Mean
1. I am knowledgeable in school management policies.	0.57	3.59
2. I ensure compliance with school regulations and procedures.	0.56	3.94
3. I effectively manage school resources and logistics.	0.64	3.89
4. I use technology and data in decision-making.	0.63	3.91
5. I monitor and evaluate teacher and student performance.	0.64	3.99
<b>Average Mean</b>		<b>3.86</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 presents the level of managerial effectiveness of elementary school administrators as perceived in terms of technical skills. The computed average mean is 3.86, which falls under the High category. This indicates that administrators demonstrate a strong level of technical competence in managing school

operations, applying policies, utilizing resources, and monitoring performance. Their effectiveness in these areas reflects a solid foundation in the practical and procedural aspects of school leadership.

Among the indicators, the highest mean is 3.99 for the item “I monitor and evaluate teacher and student performance”, showing that performance monitoring is a key area of strength among administrators. This is followed by “I ensure compliance with school regulations and procedures” with a mean of 3.94, and “I use technology and data in decision-making” at 3.91, highlighting a strong emphasis on adherence to policy and data-informed leadership. “I effectively manage school resources and logistics” received a mean of 3.89, indicating efficient resource handling. The lowest mean, 3.59, was noted for “I am knowledgeable in school management policies”, which, while slightly lower, still falls under the High category and shows a consistent level of competence across all technical domains.

Gardose (2024) emphasized that effective school leaders must possess strong technical skills to ensure smooth organizational operations and policy compliance, reinforcing that technical expertise directly impacts the quality of administrative performance and educational outcomes. The present results confirm that elementary school administrators are highly capable in executing the technical aspects of their role, which is essential for sustaining effective school management and improving overall institutional performance.

**Table 2.2 - Level of Managerial Effectiveness of Elementary School Administrators as Perceived in Terms of Human Skills**

Indicators		Sd	Mean
1.	I maintain positive relationships with teachers and staff.	0.62	3.89
2.	I communicate clearly and effectively with stakeholders.	0.65	4.00
3.	I resolve conflicts constructively.	0.71	3.99
4.	I show empathy and concern for others.	0.57	3.81
5.	I motivate teachers and staff toward achieving school goals.	0.64	3.89
Average Mean		3.91 High	

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.2 highlights the level of managerial effectiveness of elementary school administrators as perceived in terms of human skills. The computed average mean is 3.91, which is interpreted as High based on the provided scale. This indicates that administrators are perceived to be highly effective in interpersonal aspects of their role, including communication, relationship-building, empathy, and motivation. Strong human skills are essential in fostering a positive school climate and in maintaining productive collaboration among staff and stakeholders.

The indicator with the highest mean is “I communicate clearly and effectively with stakeholders” with a score of 4.00, reflecting a strong ability to convey messages and build understanding within and beyond the school community. This is followed closely by “I resolve conflicts constructively” with a mean of 3.99, and “I maintain positive relationships with teachers and staff” and “I motivate teachers and staff toward achieving school goals”, both with a mean of 3.89. Meanwhile, “I show empathy and concern for others” received the lowest mean of 3.81, though it still falls under the High category. The consistent ratings across all indicators suggest that administrators are perceived to possess well-developed human skills, contributing to effective leadership and staff morale.

These findings are aligned with Fullan (2020), who emphasized that effective school leadership depends greatly on strong human relations, especially in building trust, managing teams, and resolving conflicts. Administrator with strong interpersonal competencies create more inclusive and motivated work environments. The present data confirm that human skills are a vital dimension of managerial effectiveness, enabling administrators to lead with empathy, collaboration, and clear communication.

**Table 2.3 - Level of Managerial Effectiveness of Elementary School Administrators as Perceived in Terms of Conceptual Skills**

of Conceptual Skills		
Indicators	Sd	Mean
1. I develop long-term plans for school improvement.	0.76	3.71
2. I analyze problems and generate appropriate solutions.	0.61	3.79
3. I align school goals with DepEd policies and community needs.	0.58	3.80
4. I make strategic decisions based on available data.	0.56	3.79
5. I anticipate challenges and take proactive steps to address them.	0.69	3.76
<b>Average Mean</b>	<b>3.77 High</b>	
<b>Scale:</b> 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”		

Table 2.3 presents the level of managerial effectiveness of elementary school administrators as perceived in terms of conceptual skills. The computed average mean is 3.77, which falls under the High category based on the provided scale. This implies that administrators demonstrate a strong ability to think strategically, solve problems, and plan for the long-term development of their schools. Conceptual skills are crucial for navigating the broader educational landscape and aligning internal goals with external policies and community expectations.

Among the indicators, the highest mean is 3.80 for the item “I align school goals with DepEd policies and community needs,” indicating that administrators are effective in integrating institutional objectives with national standards and local priorities. This is followed by “I analyze problems and generate appropriate solutions” and “I make strategic decisions based on available data,” both with a mean of 3.79, reflecting their analytical and evidence-based approach to school management. The item “I anticipate challenges and take proactive steps to address them” has a mean of 3.76, while “I develop long-term plans for school improvement” received the lowest mean of 3.71. Despite the slight variation, all indicators fall within the High range, demonstrating consistent strength in conceptual thinking and planning.

Effective school administrators must possess strong conceptual abilities to anticipate change, adapt strategies, and drive school improvement. Planning, problem-solving, and alignment with educational policy are key contributors to sustained institutional success (Department of Education, 2020). The current results affirm that conceptual skills are a vital component of managerial effectiveness, enabling administrators to lead with foresight, coherence, and innovation.

**Table 2.4 - Level of Managerial Effectiveness of Elementary School Administrators as Perceived**

Components	Mean	Interpretation
Technical Skills	3.86	High
Human Skills	3.91	High
Conceptual Skills	3.77	High
<b>Average Mean</b>	<b>3.85 High</b>	

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.4 presents the overall level of managerial effectiveness of elementary school administrators as perceived in terms of three core skill areas: technical skills, human skills, and conceptual skills. The computed average mean is 3.85, which falls under the High category based on the provided scale. This result indicates that administrators are generally perceived as highly effective across all dimensions of managerial performance, reflecting their competence in handling operational tasks, building positive relationships, and engaging in strategic planning and problem-solving.

Among the three components, human skills received the highest mean score of 3.91, suggesting that interpersonal communication, empathy, conflict resolution, and motivation are the strongest attributes of



school administrators. This is followed by technical skills, with a mean of 3.86, indicating a strong capacity for policy implementation, resource management, and performance monitoring. Conceptual skills recorded the lowest mean at 3.77, yet still within the High category, reflecting administrators’ solid but slightly less emphasized ability in long-term planning, strategic decision-making, and policy alignment. The consistent high ratings across all three areas underscore a well-rounded managerial profile among the administrators.

Resoor et al. (2024) emphasized that effective school leadership requires a balance of technical proficiency, human relations, and conceptual thinking. Administrators who demonstrate strength in all three skill domains are more likely to lead successful school initiatives and maintain a positive organizational climate. The results of the current study affirm that elementary school administrators are perceived as competent, adaptable, and strategic leaders capable of meeting the complex demands of school management.

**Table 3 - Test of Significant Relationship between Job Stressor and Managerial Effectiveness**

Test Variables	Correlation Coefficient	P value	Decision
Job Stressor and Managerial Effectiveness	-0.256	0.035	reject the H <sub>0</sub>

**Note:** If  $p \leq 0.05$ , with a significant relationship

Table 3 presents the test of significant relationship between job stressors and managerial effectiveness among elementary school administrators. The computed correlation coefficient is -0.256, with a p-value of 0.035. Since the p-value is less than or equal to 0.05, the result is statistically significant, leading to the decision to reject the null hypothesis. This indicates that there is a significant negative relationship between job stressors and managerial effectiveness.

The negative correlation suggests that as job stressors increase, the level of managerial effectiveness tends to decrease. This implies that high levels of stress—whether due to job demands, limited control, or challenges in support systems—can potentially hinder the administrators’ ability to perform effectively in their managerial roles. Stress may impair decision-making, reduce motivation, and impact interpersonal relationships, all of which are vital for effective leadership in school settings.

Kilag et al. (2023) observed that prolonged exposure to occupational stress negatively affects leadership performance, particularly in educational institutions. Their study emphasized that stress management is crucial for maintaining the effectiveness of school administrators. Thus, the present findings reinforce the importance of addressing job stressors to sustain high levels of managerial effectiveness in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The results of the study reveal that elementary school administrators are functioning under consistently high levels of job stressors—particularly in the areas of social support, job control, and job demands—while still maintaining a high level of managerial effectiveness as perceived in their technical, human, and conceptual skills. This suggests that while these leaders possess the competence to fulfill their managerial roles effectively, their performance may be challenged by the ongoing pressures and expectations inherent in their work environment. Importantly, the significant negative correlation between job stressors and managerial effectiveness underscores the potential risk that prolonged or unmanaged stress may diminish leadership performance over time. Therefore, it is imperative for educational institutions and policymakers to implement targeted leadership development initiatives that not only enhance administrative competencies but also equip school heads with strategies to manage stress, build resilience, and foster supportive work cultures that sustain long-term effectiveness.

Recommendations

Based on the findings, elementary school administrators should join professional development on stress management, leadership resilience, and emotional intelligence, applying time management, delegation, and peer support. Teachers and staff should foster open communication, collaborate in decision-making, and join wellness programs. The Department of Education should assess administrative stress regularly and implement

leadership and wellness programs. Future leaders should receive mentoring and training in stress management and adaptive leadership. Researchers should explore long-term and comparative studies on stressors and effectiveness. Learners and the community should support leadership initiatives through active participation, feedback, and collaboration.

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