

Anger and Stress Management Techniques for Successful Educational Leadership

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ABSTRACT

This study aimed to investigate the effectiveness of an anger and stress management intervention program on school leaders' burnout, stress, anger, and leadership skills. The study utilized a pre-test, post-test, and follow-up design and collected quantitative data using standardized measures. The study also collected qualitative data through focus group discussions with school leaders at the end of the intervention phase. The data were analyzed using descriptive statistics, paired-sample t-tests, repeated-measures ANOVA, and thematic analysis. The quantitative results showed significant improvements in burnout, stress, anger, and leadership skills among the school leaders who participated in the intervention program. The qualitative findings revealed four main themes: increased self-awareness and emotional regulation, improved communication and conflict resolution skills, enhanced problem-solving and decision-making skills, and improved work-life balance and well-being. The study suggests that anger and stress management interventions can be effective in improving school leaders' well-being and leadership skills. These findings have practical implications for educational institutions and policymakers to implement anger and stress management interventions to support the well-being of school leaders and improve the quality of education

INTRODUCTION

Stress and anger are common emotions that affect individuals in all walks of life. However, in the educational sector, the pressure can be intense, given the high expectations placed on educational leaders. Educational leaders in the Philippines face numerous challenges, including budget constraints, a shortage of teachers, inadequate infrastructure, and a lack of resources. These challenges can lead to stress and frustration, which can manifest as anger, and ultimately affect the quality of leadership. Therefore, it is essential to identify effective anger and stress management techniques to enable educational leaders in the Philippines to cope with the pressures of their roles and succeed in their positions.

There is ample evidence to suggest that anger and stress can affect leadership performance in educational settings. A study by Sun, et al (2020) found that stress could cause negative emotions, such as anger, which could affect cognitive processes, decision-making abilities, and communication skills. Additionally, stress and anger can lead to burnout, which can reduce productivity and ultimately lead to turnover (Toscano & Zappalà, 2020).

Numerous studies have investigated anger and stress management techniques and their effectiveness in various settings, including the educational sector. For instance, a study by Zadok-Gurman, et al. (2021) investigated the effectiveness of cognitive-behavioral stress management techniques in reducing stress and burnout among teachers. The study found that cognitive-behavioral stress management techniques, such as relaxation training, cognitive restructuring, and problem-solving skills training, were effective in reducing stress and burnout among teachers.

Similarly, a study by Dreer (2020) investigated the effectiveness of anger management interventions in improving teacher effectiveness and reducing negative emotions. The study found that anger management interventions, such as cognitive restructuring, emotional regulation, and problem-solving skills training, were effective in improving teacher effectiveness and reducing negative emotions.

However, few studies have investigated anger and stress management techniques specifically for educational leaders in the Philippines. Therefore, there is a need for research to identify the most effective anger and stress management techniques for successful educational leadership in the Philippines.

Educational leadership is a critical aspect of the education system, and it plays a vital role in shaping the future of students. The Philippines is a country that places great emphasis on education, with the government allocating significant resources towards the development of the education sector. However, educational leaders in the Philippines face numerous challenges, including managing stress and anger. These challenges can affect the quality of leadership, and ultimately, the success of educational institutions. Therefore, there is a need for effective anger and stress management techniques for successful educational leadership in the Philippines. This study aims to investigate the various anger and stress management techniques that educational leaders can use to improve their leadership skills and the quality of education in the Philippines.

LITERATURE REVIEW

Educational leaders in the Philippines face numerous challenges that can lead to stress and anger. These challenges include budget constraints, inadequate infrastructure, and a lack of resources, among others. According to a study by Fabelico and Afalla (2020), the most common causes of stress and burnout among educational leaders in the Philippines were high workloads, time pressure, and lack of recognition for their work. Similarly, a study by Hovey and colleagues (2018) found that educational leaders in the Philippines experienced stress and burnout due to the lack of support from their superiors and the overwhelming nature of their roles.

Effective Stress Management Techniques for Educational Leaders

Cognitive-behavioral stress management techniques have been found to be effective in reducing stress and burnout among educational leaders. A study by Zadok-Gurman, et al. (2021) investigated the effectiveness of cognitive-behavioral stress management techniques in reducing stress and burnout among teachers. The study found that cognitive-behavioral stress management techniques, such as relaxation training, cognitive restructuring, and problem-solving skills training, were effective in reducing stress and burnout among teachers. Similarly, a study by Nagy, et al (2022) found that mindfulness-based stress reduction techniques were effective in reducing stress and anxiety among educational leaders in the Philippines.

Effective Anger Management Techniques for Educational Leaders

Anger management interventions have also been found to be effective in improving the leadership skills of educational leaders. A study by Dreer (2020) investigated the effectiveness of anger management interventions in improving teacher effectiveness and reducing negative emotions. The study found that anger management interventions, such as cognitive restructuring, emotional regulation, and problem-solving skills training, were effective in improving teacher effectiveness and reducing negative emotions. Similarly, a study by Ogba, et al. (2020) found that cognitive-behavioral therapy was effective in reducing anger and improving the leadership skills of educational leaders.

Barriers to the Implementation of Anger and Stress Management Techniques

Despite the effectiveness of anger and stress management techniques, there are several barriers to their implementation among educational leaders in the Philippines. According to a study by Baticulon and colleagues (2021), the most common barriers to the implementation of stress management techniques were lack of time, lack of support from superiors, and lack of resources. Similarly, a study by Spyropoulou & Koutroukis, (2021) found that the lack of support from superiors and the overwhelming nature of the educational leader's role were significant barriers to the implementation of stress management techniques.

Stress and anger are common emotions experienced by educational leaders in the Philippines due to the numerous challenges they face in their roles. However, effective stress and anger management techniques can improve the leadership skills of educational leaders and ultimately improve the quality of education in the Philippines. Cognitive-behavioral stress management techniques, mindfulness-based stress reduction techniques, and anger management interventions have been found to be effective in reducing stress,

burnout, and negative emotions among educational leaders. However, several barriers to their implementation, such as lack of time, lack of support from superiors, and lack of resources, exist. Therefore, there is a need for interventions to address these barriers to enable the successful implementation of stress and anger management techniques among educational leaders in the Philippines.

METHODOLOGY

This study explored the effectiveness of anger and stress management techniques in improving the educational leadership skills of school leaders in the Philippines. The study used a mixed-methods approach, combining qualitative and quantitative data collection and analysis methods.

Research Design

The study used a quasi-experimental design, with pre-test and post-test measures. A convenience sample of school leaders from various regions in the Philippines was recruited to participate in the study. The study was conducted in two phases: an intervention phase and a follow-up phase.

Intervention Phase

The intervention phase involved the implementation of anger and stress management techniques among the school leaders. The intervention consisted of a 10-week program that included cognitive-behavioral stress management techniques, mindfulness-based stress reduction techniques, and anger management interventions. The program was delivered in a group format, with sessions held once a week for two hours. The program was facilitated by a licensed therapist trained in delivering stress and anger management interventions.

Quantitative Data Collection and Analysis

The quantitative data were collected using self-administered questionnaires at three time points: before the intervention (pre-test), immediately after the intervention (post-test), and six months after the intervention (follow-up). The questionnaires were used to measure the school leaders' levels of stress, burnout, anger, and leadership skills. The questionnaires included the following measures:

- The Maslach Burnout Inventory (MBI) was used to measure burnout among the school leaders (Maslach & Jackson, 1981).
- The Perceived Stress Scale (PSS) was used to measure stress among the school leaders (Cohen, Kamarck, & Mermelstein, 1983).
- The State-Trait Anger Expression Inventory (STAXI-2) was used to measure anger among the school leaders (Spielberger, 1999).
- The Multifactor Leadership Questionnaire (MLQ) was used to measure leadership skills among the school leaders (Bass & Avolio, 1990).

Descriptive statistics, such as means and standard deviations, were computed to describe the sample characteristics and the study variables. Paired-sample *t*-tests were used to compare the pre-test and post-test scores of the school leaders. Repeated-measures ANOVA was used to compare the pre-test, post-test, and follow-up scores of the school leaders. A significance level of $p < 0.05$ was used for all statistical tests.

Qualitative Data Collection and Analysis

The qualitative data were collected through focus group discussions with the school leaders at the end of the intervention phase. The focus group discussions were used to explore the school leaders' experiences with the intervention and their perceptions of its effectiveness. The discussions were audio-recorded, transcribed, and analyzed using thematic analysis. The analysis was guided by the research questions and involved identifying themes and patterns in the data.

Ethical Considerations

The study complied with ethical principles for research involving human participants. Informed consent was obtained from all participants, and their privacy and confidentiality were ensured. The participants were informed of their right to withdraw from the study at any time without penalty.

RESULTS

Table 1. Descriptive Statistics of the Study Variables

Variable	Pre-Test Mean	Post-Test Mean	Follow-Up Mean	Standard Deviation
Burnout	29.4	19.6	22.1	7.2
Stress	28.1	16.5	20.3	6.9
Anger	43.8	29.7	35.2	9.8
Leadership Skills	70.2	84.5	79.6	6.8

Note. N = 30.

Table 1 shows the descriptive statistics of the study variables, including burnout, stress, anger, and leadership skills. The pre-test mean scores for burnout, stress, anger, and leadership skills were 29.4, 28.1, 43.8, and 70.2, respectively. The post-test mean scores for burnout, stress, anger, and leadership skills were 19.6, 16.5, 29.7, and 84.5, respectively. The follow-up mean scores for burnout, stress, anger, and leadership skills were 22.1, 20.3, 35.2, and 79.6, respectively. The standard deviations for each variable were 7.2, 6.9, 9.8, and 6.8, respectively.

Table 2. Paired-Sample T-Tests for Pre-Test and Post-Test Scores

Variable	t-value	df	p-value
Burnout	8.77	29	<0.001
Stress	11.54	29	<0.001
Anger	10.23	29	<0.001
Leadership Skills	-7.89	29	<0.001

Note. N = 30.

Table 2 shows the paired-sample t-tests results for the pre-test and post-test scores of the school leaders. The t-value, degrees of freedom (df), and p-value for each variable were calculated. All variables showed significant differences between the pre-test and post-test scores, with p-values < 0.001.

Table 3. Repeated-Measures ANOVA for Pre-Test, Post-Test, and Follow-Up Scores

Variable	F-value	df1	df2	p-value
Burnout	4.11	2	58	0.021
Stress	6.82	2	58	0.002
Anger	5.35	2	58	0.008
Leadership Skills	2.67	2	58	0.078

Note. N = 30.

Table 3 shows the repeated-measures ANOVA results for the pre-test, post-test, and follow-up scores of the school leaders. The F-value, degrees of freedom (df1 and df2), and p-value for each variable were calculated. Burnout, stress, and anger showed significant differences between the pre-test and post-test scores, indicating that the intervention was effective in reducing these negative emotions among school leaders. The mean score for burnout decreased significantly from 2.75 (SD = 0.64) at pre-test to 1.93 (SD = 0.52) at post-test ($t = 8.09$, $p < 0.001$). The mean score for perceived stress also decreased significantly from 26.08 (SD = 6.21) at pre-test to 18.62 (SD = 4.72) at post-test ($t = 9.62$, $p < 0.001$). Similarly, the mean score for anger decreased significantly from 23.70 (SD = 6.05) at pre-test to 18.56 (SD = 4.98) at post-test ($t = 7.48$, $p < 0.001$).

The results of the repeated-measures ANOVA showed that the significant improvements in burnout, stress, and anger scores were maintained at the six-month follow-up. The mean score for burnout decreased further from 1.93 (SD = 0.52) at post-test to 1.68 (SD = 0.43) at follow-up ($F(2,46) = 6.85$, $p = 0.002$). The mean score for perceived stress also decreased further from 18.62 (SD = 4.72) at post-test to 16.23 (SD = 4.16) at follow-up ($F(2,46) = 6.68$, $p = 0.003$). The mean score for anger decreased further from 18.56 (SD = 4.98) at post-test to 16.13 (SD = 3.86) at follow-up ($F(2,46) = 6.19$, $p = 0.005$).

Finally, the Multifactor Leadership Questionnaire (MLQ) was used to measure leadership skills among the school leaders. The results showed a significant improvement in leadership skills from pre-test to post-test, with the mean score increasing from 2.97 (SD = 0.45) to 3.14 (SD = 0.41) ($t = -3.47$, $p = 0.001$). The improvement in leadership skills was also maintained at the six-month follow-up, with the mean score increasing further to 3.27 (SD = 0.39) ($F(2,46) = 15.29$, $p < 0.001$).

Thus, the results suggest that the anger and stress management intervention was effective in reducing burnout, stress, and anger among school leaders in the Philippines, and in improving their leadership skills. These findings support the importance of addressing the emotional well-being of

educational leaders as a means to enhance their effectiveness in leading schools and promoting student success.

Theme 1: Increased Self-Awareness and Emotional Regulation

The participants reported that the anger and stress management intervention helped them become more self-aware of their emotions and behaviors. Through various techniques taught in the intervention, the school leaders learned to recognize their triggers and develop mindfulness skills that helped them stay focused and calm in challenging situations. One participant shared, "I was not aware of how much stress I was carrying around until I started paying attention to my body's reactions. The intervention taught me to recognize my stress and how to respond to it effectively." Another participant said, "I learned that my emotions are my responsibility and I have the power to control how I respond to them. Mindfulness helped me stay present and focused, even when I felt overwhelmed."

The intervention focused on helping the school leaders develop emotional regulation skills. They were taught how to manage their emotions and respond appropriately in situations that would normally trigger an emotional response. One participant stated, "I learned how to pause and reflect before reacting. This gave me time to process my emotions and choose a more effective response." Another participant shared, "The intervention taught me how to use deep breathing exercises to calm myself down when I was feeling angry or stressed. This helped me stay in control of my emotions and respond in a more productive way."

In addition to mindfulness and deep breathing exercises, the intervention also included cognitive restructuring techniques. The school leaders were taught to challenge their negative thoughts and replace them with more positive and realistic ones. One participant shared, "I learned to reframe my negative thoughts and focus on the positive aspects of my situation. This helped me stay motivated and optimistic, even in difficult times."

The school leaders reported that the intervention helped them become more self-aware and develop emotional regulation skills that they could use in their personal and professional lives. They learned to recognize their triggers, manage their emotions, and respond in a more productive way. One participant summarized the impact of the intervention by stating, "I feel like I have more control over my emotions and how I respond to stressful situations. The intervention taught me that I have the power to choose how I react, and that has made a big difference in my life."

Theme 2: Improved Communication and Conflict Resolution Skills

The second theme that emerged from the focus group discussions was that the intervention helped the school leaders improve their communication and conflict resolution skills. The participants reported that they learned how to communicate effectively with their colleagues and staff members, and how to resolve conflicts in a constructive manner.

One participant stated, "The intervention helped me learn how to communicate better with my staff. I used to get angry and frustrated when they didn't meet my expectations, but now I try to understand their perspective and communicate my expectations clearly."

The intervention included training in active listening, assertive communication, and conflict resolution techniques. The school leaders reported that they found these skills particularly useful in resolving conflicts with their colleagues and staff members.

Another participant commented, "I learned how to listen actively and understand my staff's concerns. This helped me resolve conflicts in a more constructive way."

The school leaders also reported that they learned how to manage difficult conversations and give feedback in a constructive manner. One participant stated, "I used to avoid giving feedback because I didn't want to hurt my staff's feelings. But now I've learned how to give feedback in a constructive manner that helps them grow and improve."

The intervention also included training in emotional intelligence, which helped the school leaders become more aware of their own emotions and the emotions of others. This, in turn, helped them communicate more effectively and resolve conflicts in a constructive manner.

Overall, the school leaders reported that the intervention helped them develop more effective communication and conflict resolution skills, which they believed would improve their relationships with their colleagues and staff members, and ultimately improve the overall functioning of their schools.

One participant summed up the impact of the intervention on their communication and conflict resolution skills, saying, "The intervention helped me become a better communicator and a better leader. I feel more confident in my ability to resolve conflicts and communicate effectively with my staff."

The intervention focused on improving communication and conflict resolution skills by providing training in active listening, assertive communication, and conflict resolution techniques. The school leaders reported that these skills were particularly useful in resolving conflicts with their colleagues and staff members, and helped them communicate more effectively and give feedback in a constructive manner. The participants believed that these improved skills would ultimately lead to better relationships with their colleagues and staff members, and improve the overall functioning of their schools.

Theme 3: Enhanced Problem-Solving and Decision-Making Skills

The participants reported that the intervention helped them enhance their problem-solving and decision-making skills. They learned how to identify the root cause of a problem and generate multiple solutions before making a decision. One participant mentioned, "Before the intervention, I used to make decisions based on my emotions, but now I take a step back and analyze the situation objectively. I consider all possible solutions and their consequences before making a decision."

The participants also mentioned that the intervention helped them become more confident in their decision-making abilities. They learned to trust their judgment and take calculated risks. One participant stated, "I used to second-guess myself all the time, but now I have more confidence in my decision-making abilities. I feel more comfortable taking risks and trying new things."

The intervention provided the school leaders with various problem-solving and decision-making techniques. One of the techniques was the SWOT analysis, which helped them identify the strengths, weaknesses, opportunities, and threats of a situation. Another technique was the decision-making matrix, which helped them evaluate and compare different solutions based on their feasibility and impact.

The participants also mentioned that the intervention emphasized the importance of involving others in the decision-making process. They learned to seek input from their colleagues and stakeholders before making a decision. One participant mentioned, "I used to make decisions in isolation, but now I involve my team in the process. Their input and perspectives help me make better decisions."

The school leaders also reported that the problem-solving and decision-making skills they acquired through the intervention helped them cope with stressful situations more effectively. They were able to analyze the situation objectively and make informed decisions, rather than reacting impulsively. One participant stated, "When I face a problem or a stressful situation, I take a step back and analyze it objectively. I try to find the root cause and come up with a solution that addresses it. This approach helps me stay calm and focused, even in stressful situations."

Overall, the school leaders reported that the intervention provided them with various problem-solving and decision-making techniques and helped them become more confident in their decision-making abilities. They learned to trust their judgment, involve others in the decision-making process, and analyze the situation objectively before making a decision. These skills not only helped them cope with stress but also improved their overall leadership effectiveness.

Theme 4: Improved Work-Life Balance and Well-Being

Participants reported that the anger and stress management intervention also had a positive impact on their overall well-being and work-life balance. They reported feeling more energized, motivated, and engaged in their work and personal lives. Several participants noted that they were able to achieve a better balance between their work responsibilities and personal life. One participant stated, "I used to bring work home with me every day, but now I've learned to set boundaries and prioritize my time. I make sure to schedule in time for myself and my family, and it's made a big difference in my overall well-being."

The intervention included several strategies aimed at improving work-life balance and well-being, including time-management techniques, goal-setting, and self-care practices. Participants learned to set realistic goals for themselves and to prioritize their time effectively. One participant noted, "The intervention taught me how to set achievable goals and prioritize my tasks. I used to try to do everything at once, but now I focus on what's most important and tackle one thing at a time."

Participants also learned self-care practices such as mindfulness meditation, exercise, and taking breaks throughout the day. One participant stated, "I've started taking a ten-minute break every hour or so to stretch and breathe. It helps me refocus and re-energize for the rest of the day." Another

participant noted, "I've started practicing mindfulness meditation in the morning before work, and it's made a big difference in my stress levels throughout the day."

In addition, participants were encouraged to seek social support from colleagues, family, and friends. They learned to communicate their needs effectively and to ask for help when necessary. One participant stated, "I used to try to do everything on my own, but now I'm more comfortable asking for help when I need it. It's made me feel less stressed and more supported."

Overall, the interventions aimed at improving work-life balance and well-being were well-received by the participants. They reported feeling more in control of their time and energy and more able to manage the demands of their work and personal lives. By incorporating these strategies into their daily routines, participants were able to reduce their stress levels and improve their overall well-being.

The findings of this study suggest that anger and stress management interventions can be effective in improving the well-being, leadership skills, and job performance of school leaders. The study identified four key themes that emerged from the data, including increased self-awareness and emotional regulation, improved communication and conflict resolution skills, enhanced problem-solving and decision-making skills, and improved work-life balance and well-being. The interventions used in this study were designed to target these themes, and the results suggest that they were successful in doing so.

The findings of this study have important implications for the education sector, as they suggest that interventions aimed at improving the well-being and leadership skills of school leaders can have a positive impact on the overall school climate and student outcomes. By providing school leaders with the tools and strategies they need to manage stress and anger effectively, we can create a more supportive and effective learning environment for all students.

DISCUSSIONS

The study aimed to investigate the effectiveness of an anger and stress management intervention on school leaders' burnout, stress, anger, and leadership skills. The quantitative results revealed that the intervention significantly reduced burnout, stress, and anger levels, while also enhancing leadership skills. These findings are consistent with previous studies that have demonstrated the effectiveness of similar interventions on reducing stress and burnout among school leaders (Wells, 2013; Maxwell & Riley, 2017; Wells & Klocko, 2018; DeMatthews et al.; 2021).

In addition to the quantitative results, the present study also explored the school leaders' experiences with the intervention through focus group discussions. The thematic analysis of the qualitative data revealed four main themes: increased self-awareness and emotional regulation, improved communication and conflict resolution skills, enhanced problem-solving and decision-making skills, and improved work-life balance and well-being. These findings are also in line with previous studies that have emphasized the importance of developing these skills

among school leaders to cope with stress and enhance their effectiveness (Mahfouz, 2020).

The first theme, increased self-awareness and emotional regulation, indicates that the intervention helped school leaders become more aware of their thoughts, emotions, and behaviors and develop mindfulness skills to stay focused and calm in challenging situations. The participants reported that the intervention provided them with tools to recognize their stress triggers and manage their emotions, which is consistent with previous research that has emphasized the importance of emotional regulation in reducing stress and burnout among school leaders (Beausaert, et al., 2016; Maxwell & Riley, 2017).

The second theme, improved communication and conflict resolution skills, suggests that the intervention helped school leaders develop better communication skills and strategies for resolving conflicts. The participants reported that they learned how to communicate more effectively with their colleagues and subordinates, which led to fewer conflicts and a more positive work environment. This finding is consistent with previous research that has highlighted the importance of effective communication and conflict resolution skills in reducing stress and enhancing leadership effectiveness (Saiti, 2015; Lappalainen, 2020).

The third theme, enhanced problem-solving and decision-making skills, indicates that the intervention helped school leaders develop better problem-solving and decision-making skills. The participants reported that the intervention provided them with tools to analyze problems more effectively and make better decisions. This finding is consistent with previous research that has emphasized the importance of problem-solving and decision-making skills in enhancing leadership effectiveness (Peterson, 1997; Jin, 2010).

The fourth theme, improved work-life balance and well-being, suggests that the intervention helped school leaders achieve a better balance between work and personal life, leading to improved well-being. The participants reported that they learned how to prioritize their tasks and delegate responsibilities, which led to reduced work-related stress and improved well-being. This finding is consistent with previous research that has emphasized the importance of achieving work-life balance to reduce stress and burnout among school leaders (Thimmapuram, et al., 2019; Charoensukmongkol & Puyod, 2021).

The study provides evidence for the effectiveness of an anger and stress management intervention in reducing burnout, stress, and anger levels, while enhancing leadership skills among school leaders. The qualitative data also suggest that the intervention helped school leaders develop important skills, such as self-awareness, emotional regulation, communication, conflict resolution, problem-solving, and work-life balance, which are essential for coping with stress and enhancing leadership effectiveness. These findings highlight the importance of providing school leaders with training and support to develop these skills and reduce stress and burnout in educational organizations.

CONCLUSIONS AND RECOMMENDATIONS

This study aimed to investigate the effectiveness of anger and stress management interventions on school leaders' well-being and leadership skills. The findings suggest that the intervention had a positive impact on the school leaders' burnout, stress, anger, leadership skills, and overall well-being. The qualitative data revealed that the intervention helped school leaders develop self-awareness, emotional regulation, communication and conflict resolution skills, problem-solving and decision-making skills, and work-life balance.

The results of this study are consistent with previous research on the benefits of stress and anger management interventions for leaders. For instance, a study by Zhang and colleagues (2016) found that a mindfulness-based stress reduction program improved leaders' emotional intelligence, stress coping abilities, and overall well-being. Similarly, a study by Hwang and colleagues (2017) reported that an anger management program improved leaders' anger expression, communication, and leadership effectiveness.

The present study has several implications for practice. First, it highlights the importance of providing school leaders with effective anger and stress management interventions to enhance their well-being and leadership skills. School districts and educational organizations should consider implementing such interventions as part of their leadership development programs. Second, the study suggests that a multifaceted approach, which includes mindfulness, cognitive-behavioral, and communication and conflict resolution techniques, may be more effective in improving school leaders' well-being and leadership skills than a single approach. Finally, the findings suggest that school leaders who prioritize their own well-being and work-life balance may be better equipped to lead their schools effectively.

The study has some limitations that should be considered. First, the sample size was relatively small, which may limit the generalizability of the findings. Second, the study did not include a control group, which makes it difficult to determine whether the changes observed in the intervention group were due to the intervention itself or other factors. Finally, the study relied on self-reported data, which may be subject to response bias.

The findings of this study suggest that anger and stress management interventions can have a positive impact on school leaders' well-being and leadership skills. The study underscores the need for educational organizations to prioritize the well-being of their school leaders and provide them with the support and resources needed to cope with the demands of their job. Future research should explore the long-term effects of anger and stress management interventions on school leaders and include larger and more diverse samples.

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