



WORK-RELATED STRESS OF MADRASAH IBTIDAIYAH PRINCIPALS IN INDONESIA: COPING STRATEGIES AND SUPPORT

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Abstract:

The objective of this study was to examine the factors that madrasah Ibtidaiyah principals themselves identified as causing work-related stress, as well as the tactics they employ to cope with this stress and the support they require for their leadership roles. A total of 12 principals completed the interview, which consisted of open-ended questions. The data was analyzed using qualitative content analysis. The findings indicated that the primary sources of stress were an excessive workload, interpersonal problems, insufficient resources, and internal pressures. Furthermore, principals employed emotion-focused, problem-focused, and social coping strategies to manage stress. In addition, principals expressed a requirement for targeted assistance in addressing problems and for support in their leadership roles. The findings demonstrated the significance of social support and coping mechanisms for the occupational wellness of principals. An in-depth examination of principals' perspectives on the origins of occupational stress, their methods of managing it, and their specific support needs allows for a comprehensive understanding of individual requirements that are crucial in enhancing principals' occupational well-being.

Abstrak:

Tujuan dari penelitian ini adalah untuk meneliti faktor-faktor yang diidentifikasi oleh kepala Madrasah Ibtidaiyah sebagai penyebab stres terkait pekerjaan, serta taktik yang mereka gunakan untuk mengatasi stres ini dan dukungan yang mereka butuhkan untuk peran kepemimpinan mereka. Sebanyak 12 kepala sekolah diwawancarai, yang terdiri dari pertanyaan terbuka. Data dianalisis menggunakan analisis konten kualitatif. Temuan menunjukkan bahwa sumber utama stres adalah beban kerja yang berlebihan, masalah interpersonal, sumber daya yang tidak memadai, dan tekanan internal. Lebih jauh, kepala sekolah menggunakan strategi penanganan yang berfokus pada emosi, berfokus pada masalah, dan sosial untuk mengelola stres. Selain itu, kepala sekolah menyatakan persyaratan untuk bantuan yang ditargetkan dalam mengatasi masalah dan untuk dukungan dalam peran kepemimpinan mereka. Temuan menunjukkan pentingnya dukungan sosial dan mekanisme penanganan untuk kesejahteraan kerja kepala sekolah. Pemeriksaan mendalam terhadap perspektif kepala sekolah tentang asal-usul stres kerja, metode mereka untuk mengelolanya, dan kebutuhan dukungan khusus mereka memungkinkan pemahaman yang komprehensif tentang persyaratan individu yang penting dalam meningkatkan kesejahteraan kerja kepala sekolah.

INTRODUCTION

The specific findings and advancements in the research area of work-related stress among Madrasah Ibtidaiyah principals in Indonesia, with an emphasis on coping techniques and support, can be deduced from more comprehensive studies on the implementation of educational policies in Indonesia (Ningsih, 2022). These studies emphasize various obstacles and approaches that are pertinent to educational leaders, specifically principals, which can have an impact on stress and its mitigation (Elomaa et al., 2023).

Work-related stress is a common problem faced by educational leaders, including madrasah ibtidaiyah principals in Indonesia. The principals of Islamic primary schools encounter distinctive problems as they bear the combined responsibility of overseeing both secular and religious instruction. (Steinhardt et al., 2011).

The existing research on work-related stress in educational environments emphasizes several factors that contribute to stress, such as heavy administrative responsibilities, conflicts between individuals, and the demand to achieve academic benchmarks (Simbula, 2010). Research has indicated that school principals frequently encounter elevated levels of stress in comparison to other members of the educational staff, mostly due to their vast range of responsibilities (Bakker et al., 2017). Nevertheless, there is a scarcity of study explicitly dedicated to examining the principals of madrasah ibtidaiyah in Indonesia. Prior research has primarily focused on mainstream school environments or high school education, while neglecting the distinct characteristics of Islamic primary schools (Daumiller et al., 2021).

The implementation of educational policies, such as the zoning system policy, often faces substantial challenges, including limited socialization, lack of understanding among stakeholders, and inadequate infrastructure. These challenges can contribute to the stress experienced by school principals (Perani, 2021). Principals are required to participate in problem-solving and crisis management, both of which are demanding tasks.

Furthermore, coping strategies that have been identified in wider educational environments encompass the early introduction of policies, fostering a sense of accountability among those responsible for implementation, and ensuring the availability of essential resources like Wi-Fi connectivity and desktop computers for policy execution (Kokkinos, 2007). These tactics could be similar to those that Madrasah Ibtidaiyah principals might use to handle stress associated with policy implementation.

Moreover, the findings indicate that effective policy implementation, if accomplished, might mitigate certain sources of stress (Panisoara et al., 2020). For example, in certain areas, the implementation of zoning policies was successful, indicating that efficient implementation might decrease uncertainty and workload, perhaps leading to a reduction in stress (Monica & Mayar, 2019).

Furthermore, several studies clearly demonstrate the necessity for enhanced communication and infrastructure to effectively support educational leaders. Improving these areas could function as a support system to decrease job-related stress among principals by guaranteeing they possess the necessary tools and information to carry out their responsibilities proficiently (Biggins et al., 2017).

The current background does not include direct studies on the specific group of Madrasah Ibtidaiyah principals in Indonesia. However, these findings shed light on the potential stressors and coping methods in the setting of educational policy implementation (Sulaiman et al., 2021). Although there is an increasing amount of literature on work-related stress among educational leaders, there is a clear lack of research on madrasah ibtidaiyah principals in Indonesia (Pungello et al., 2009). The convergence of religious and secular obligations in these establishments poses a distinctive array of stress factors that have not been sufficiently investigated. Furthermore, there is a lack of research on the coping techniques and support networks that are accessible to these individuals. This discrepancy underscores the necessity

for a targeted investigation that tackles the particular difficulties and requirements of madrasah ibtidaiyah principals.

This research enhances the current knowledge by conducting a thorough analysis of work-related stress among madrasah ibtidaiyah principals in Indonesia. The style of this novel is unique since it especially focuses on the twin responsibilities of these principals in managing both educational and religious tasks. Additionally, the study will investigate not only the factors that cause stress, but also the strategies for dealing with stress and the networks of support that are specific to the madrasah environment. The results of this study can provide valuable information to policymakers and educational stakeholders, enabling them to implement specific interventions that help madrasah ibtidaiyah principals. Ultimately, this can lead to enhanced educational outcomes in these institutions.

The objective of this study is to investigate the stress factors encountered by madrasah ibtidaiyah principals, their methods of dealing with stress, and the support mechanisms accessible to them. Gaining a comprehensive understanding of these dynamics is of utmost importance in order to devise interventions that can effectively increase the well-being of these educational leaders. Consequently, this will have a positive impact on the overall quality of education in madrasahs.

RESERACH METHOD

The present study is a component of a broader research endeavor examining the levels of stress experienced by teachers and students, as well as their relationships, within the classroom setting (Lerikkanen and Pakarinen, 2016). Principals from 12 Madrasah Ibtidaiyah who were part of the broader project took part in this sub-study. The data were employed by using interview. They provided mandatory elementary education to students in Grades 1–6. The principal was in the investigation on a single occasion. A total of 12 volunteers took part in the study, with 7 being male and 5 being female. Each principal who participated completed the interview. The age of the participants varied from 30 to 65 years, with a mean of 51 years and a standard deviation of 7.5. Their teaching experience varied from 1 to 35 years, with an average of 17.5 years and a standard deviation of 8.9. Their experience as principals ranged from 1 to 29 years, with an average of 11 years and a standard deviation of 7.6. Out of the total of 76 participants, 69 had a requirement to teach.

The number of teaching hours varied between 1 and 28 hours per week, with an average of 12.6 hours and a standard deviation of 9.1 hours. The school size varied from 18 to 1030 pupils, with an average of 372 kids and a standard deviation of 290. Similarly, the number of staff members in each school ranged from 2 to 130 people, with an average of 38 people and a standard deviation of 31. One participant stated that they had been in charge of 5 distinct schools, while 5 individuals mentioned being in charge of 3 schools. Additionally, 10 participants reported being in charge of 2 schools, while 46 participants reported being in charge of only 1 school unit.

RESULT AND DISCUSSION

1. Work-Related Stressors

The primary objective was to identify the work-related stressors that principals encounter. Consequently, the self-reported descriptions provided by principals were categorized into four primary themes. The primary motifs were categorized into subordinate motifs according to the recurring patterns observed in the data (Patton, 2015): The challenges faced by individuals in their work can be categorized into four main areas: (a) workload, which involves managing multiple tasks, planning, dealing with time constraints, and adapting to changes in

workload; (b) interpersonal conflicts, which include managing relationships with colleagues, handling student affairs, and dealing with external pressures; (c) lack of resources, which encompasses both general resources and financial resources; and (d) internal pressures, such as health concerns and feelings of incompetence.

a) Workload.

The reason of stress for over 87% of principals was stated to be their workload. The majority of participants saw that the number of tasks surpassed the available time for their execution. As an illustration, P6 expressed difficulties in completing all the necessary documentation while concurrently managing the planning and administrative tasks, emphasizing the urgency of the situation. As the principal of a large primary school, I am unable to do all of the tasks that I am responsible for. Office work that is mandatory must be given precedence over the administration, planning, and discussions related to education. In addition, within the same context, another principle elucidated the lack of sufficient time to focus on what was referred to as the 'primary responsibilities' due to a substantial volume of additional activities.

"Aside from my primary responsibilities as principal, I am also burdened with several ancillary jobs that originate from various sources. I am unable to allocate sufficient time to fully focus on my primary responsibilities to the extent that I desire. One must be versatile and adept at assuming numerous roles and tasks simultaneously."(P5)

This participant also emphasized the myriad of roles to fulfill. The subtheme of task multiplicity, which falls under the broader theme of workload, was frequently identified as the second most common issue. It encompasses a range of jobs, including those linked to the construction process, secretarial duties, and handling unexpected and challenging tasks. The simultaneous engagement in several tasks (P5) and the requirement to work in a diverse range of areas (P9) were significant sources of stress for principals. The subtheme of "transformations" was frequently identified as the third most common aspect of workload. This subtheme encompassed changes in settings, changes in the profession, and general transformations. However, participants did not provide specific details on the nature of these transformations. P3 stated that the implementation process of the new core curriculum was challenging. They expressed feeling overwhelmed by the demands of the new curriculum and a sense of contradiction, as their extensive working experience did not make them feel knowledgeable enough. Principals also cited the adoption of new operating systems and administrative tools, such as P10 and P7, as a source of stress. Furthermore, the presence of construction and planning activities in a novel and frequently reorganized educational institution were identified as sources of stress. As an illustration, a principle expressed:

Relocating from the existing school building to a new one, scheduled for May to June, induces stress. Creating schedules for the newly established school focused on understanding and interpreting information. Unaware of my future plans and employment prospects for August. The user's text is "(P7)".

P7 identified several factors that contribute to work-related stress, including preparations for the next school year, recruitments, and practical arrangements. Additionally, five other participants also emphasized the stress associated with preparing for the following school year. In addition, eight people specifically addressed the concept of 'planning'. Within this sub-theme, participants discussed both specific preparation for the upcoming school year and planning in a broader sense. However, the participants did not provide further details regarding the specific substance of their discussions. The last

subtheme that arose in relation to workload was connected to the cyclical nature of work. Seven principals reported that seasonal fluctuations in responsibilities resulted in stress for them. As an illustration, P9 stated: 'Accumulated problems.' At times, there may be periods where there are no tasks to manage, while at other times, such as during spring and autumn or when organizing school activities, tasks tend to accumulate, presenting a consistent challenge. Furthermore, P10 attributed stress to the buildup of work during the period from March to May. P3 also mentioned that the spring season brings a heavy workload with tight timetables and a constant stream of reports. When evaluating the workload, it appears that the end of the spring semester is the most demanding period of the academic year for principals.

b) Interpersonal conflicts

Over 55% of the principals cited 'interpersonal disputes' as a significant contributor to their work-related stress. The primary focus of this theme encompasses student affairs, human resources management, and external constraints. Sixteen participants identified student issues as a source of stress. This subtheme encompasses difficulties related to student struggles and the collaboration and communication between family and school. As an illustration, P1 discussed the difficulty of dealing with parents and pupils who have behavioral issues, while P2 mentioned that interacting with demanding clients (parents) leads to stress. Fortunately, there is a limited number of them. Furthermore, principals identified human resources management as a significant cause of stress, specifically referring to matters related to staff affairs, the well-being of employees, and complex interpersonal connections. As stated by P4, this includes feelings of rushing through work and interactions with coworkers. Insufficient availability of shared time for coordinating assistance. Six participants further noted external influences, encompassing external expectations and demands. One example of a cause of stress, as mentioned by P7, is the need to accomplish duties that have not been prepared in advance or assigned to someone else. In this situation, you must manage these tasks yourself without receiving any remuneration, even though budget planning has already been completed in the autumn. Similarly, P6 observed that the principals have a demanding task and expect me to adjust to everything.

c) Insufficient resources.

Approximately 63% of principals cited insufficient resources as a concern. This issue revolves around a scarcity of financial resources and resources in general. Specifically, the participants did not specify the specific type of resource. P identified a 'shortage of resources' as a stressor. P5 claimed a shortage of financial resources for ordering textbooks and supplies in the spring, while P4 mentioned a lack of funds for study materials. In addition, P3 characterized 'children with exceptional support needs' as 'demanding' due to a scarcity of funds to employ aides.

d) Internal forces.

Nine principals acknowledged having 'internal pressures', specifically, sensations and emotions arising from personal health issues. For instance, P9 expressed a sense of ambivalence due to their extensive work experience, since they do not feel sufficiently knowledgeable or competent in their abilities. Furthermore, P3 and P9 expressed 'feelings of inadequacy' without providing a specific cause. Additionally, a participant mentioned that "specific health issues" contributed to higher levels of work-related stress.

2. Principals' coping strategies

In order to address the second study inquiry regarding how principals manage work-related stress, the data was categorized into three overarching themes based on established theories. These themes were further subdivided into smaller subthemes. The three coping strategies are as follows: (a) emotion-focused coping, which involves engaging in alternative activities, maintaining a positive attitude, and disconnecting from stressors; (b) social coping, which entails spending time with loved ones, engaging in communication at work, and overall communication; and (c) problem-focused coping, which involves effectively managing work tasks and maintaining a balance between work and leisure time.

a) Emotion-focused coping

It refers to the strategies and techniques individuals employ to manage and regulate their emotions in response to stress or challenging situations. A majority of the principals, above 76%, indicated that they utilized 'emotion-focused' strategies to manage stress connected to their profession. Put simply, the individuals in the present study were trying to regulate their emotional responses to sources of stress. Regarding emotion-focused coping, participants specifically emphasized the subtheme of 'focusing on alternative activities'. Within this subtheme, individuals identified engaging in physical activity, pursuing hobbies, and altering their environment as effective coping mechanisms. For instance, P4 characterized regular physical activity as the most effective method for managing stress related to work: 'Physical exercise.' The most effective and functional coping method for managing stress is to engage in it consistently, at least three times per week. P6 included the coping techniques of engaging in leisure activities such as spending time with family, exercising, and listening to music, as well as fulfilling necessary responsibilities related to maintaining their own home and forest. Emotion-focused coping mechanisms include engaging in physical activities such as sports, as well as immersing oneself in nature and pursuing non-physical interests like music, handicrafts, or reading. Fifteen individuals indicated that "switching off" after a workday was a useful method for dealing with work-related stress. Participant P2 specifically mentioned that it involved "calming down and slowing down" after finishing work. The principals also emphasized the importance of maintaining a positive mindset, recognizing that each day brings new opportunities, and fostering a sense of humor while interacting with colleagues. Physical activity and rest are typically closely associated. As an illustration, P11 mentioned engaging in activities such as exercise, relaxing, gathering berries and mushrooms in the forest, and reading, whereas P1 included conversations, exercise, and rest as coping mechanisms.

b) Social Coping

Over 80% of the individuals identified social coping as one of their coping mechanisms. This theme encompasses socializing with family and friends, workplace communication, and general communication. Participants acknowledged engaging in conversations or dialogues without distinguishing the individuals involved. Twenty-two participants described receiving support from their family and friends. For instance, in P2, it was mentioned that the family, particularly the children, serve as a distraction from work-related concerns. Additionally, P5 emphasized the need of receiving assistance from a functional relationship. Furthermore, 8 individuals specifically referred to the subtheme of 'communication at work'. As an illustration, P7 described the strategies they employ to handle work-related stress, which include engaging in conversations with colleagues, utilizing the support provided by the management team, taking advantage of opportunities to share their experiences, and spending leisure time with friends and family. Furthermore,

P2 employed comparable methods of dealing with stress, such as engaging in recreational activities with their family. Engaging in professional conversations with peers and collaborating on task delegation. In addition, participant P9 mentioned a work environment that fosters support and understanding, where individuals can openly discuss their circumstances and receive empathy. P9 stated, "When I have been unable to attend to certain responsibilities due to unforeseen urgent tasks, my colleagues have been understanding when I communicate this situation." Five participants specifically referenced 'communication in general'. For instance, P6 and P1 cited talking as a coping mechanism, whereas P3 emphasized engaging in talks.

c) Problem-focused coping

Over 37% of principals highlighted problem-focused coping, which included the subthemes of 'work management' and 'work-life balance'. 6 individuals identified "work management" as coping techniques for dealing with work-related stress. This involved managing one's work, focusing on one task at a time, and prioritizing tasks. P2 suggested that prioritization, fragmentation, and systematic work are effective strategies for maintaining a low and manageable level of stress. Furthermore, P6 elaborated: 'I endeavor to compartmentalize several tasks and focus on one aspect at a time.' In addition, P5 emphasized the need of focusing on a single activity at a time. Six principals viewed the establishment of limits on working hours as a strategy to manage stress associated with their employment. For instance, P9 stated that they engage in work and mental work from 7 am to 7 pm, but they do not use a computer during weekends. On the other hand, P16 mentioned that they strive to complete their work by 4 pm and avoid working on weekends. Additionally, P1 disclosed that they dedicate their leisure time to their personal endeavors. In addition, three other participants emphasized the significance of balancing leisure activities with work.

3. Support needed for leadership

The main aim of our study was to identify the essential elements that principals need in order to maintain their leadership. The self-reported descriptions provided by principals were classified into two primary categories according to theoretical concepts. Problem-focused assistance involves providing informational support and resources to specifically address certain difficulties. Unidentified social support refers to the assistance provided by peers at school, supervisors, other principals, and general social support.

a) Problem-focused support

Support that is focused on addressing and solving specific problems. 50% of the principals cited problem-focused support. Within this context, 10 principals expressed a requirement for "informational support" to enhance their leadership. This support includes collaboration, clear instructions and guidelines, innovative concepts, pertinent information, training opportunities, and constructive criticism. As an illustration, P4 brought up the topics of discussions and peer assistance.

Conversely, supervisors' help is crucial in situations where there is a lack of clear directions or guidelines. Administrative programs should be implemented without the need for training or orientation. I am interested in studying leadership, but I am unable to manage it alongside my professional responsibilities.

P5 articulated comparable sentiments regarding the necessity of instructions and guidelines: 'Specific directives for various scenarios, such as those pertaining to students' intake and language instruction.' Furthermore, the assistance of coworkers in dealing with

everyday issues and providing a means of venting frustration. Both positive and negative constructive feedback are necessary to assess the quality of one's own work. P6 expressed a desire to receive feedback on their sparring technique and learn how to improve. Feedback from one's own work community is highly desired, as P7 expressed the need for "feedback from my own working community - guidelines for how we will develop our functions at school, what is hoped for." Eight principals expressed a requirement for in-service training, which is essential for staying updated on various legislations. P4 expressed a need for training in the areas of 'support for staff appointments' and 'using administrative programs'. Additionally, P9 mentioned a need for training in 'updating administrative regulation files'.

Nine principals expressed a need for additional resources, specifically skilled personnel, as well as more time and resources in general. It should be noted that participants just cited "resources" without providing further details. Four principals identified time as an essential resource. For instance, P5 emphasized the requirement for sufficient time to complete work effectively, while P12 highlighted the need of having enough time to adequately carry out the appropriate activities. The individual also expressed the necessity for a deputy principal to assist with workload distribution in an elementary school. In addition, five other principals also expressed the necessity for additional human resources.

b) Unidentified social support.

80% of the participants reported experiencing ambiguous social support, characterized by a strong presence of supportive interactions but without specifying the specific target or source of support. The primary theme was categorized into three subthemes: assistance from colleagues, assistance from supervisor, and assistance from other principals in the field. Furthermore, five principals discussed the concept of social support in a broad sense, when it was not feasible to determine the specific source of support. Eighteen principals expressed a need for assistance from their colleagues at school. According to P75, the crucial kind of assistance is collaborating with the management team, engaging in collective thinking and sharing ideas. Nevertheless, I also deem the assistance I receive from the personnel to be significant. Furthermore, P40 expressed comparable sentiments, stating that the school's management team plays a crucial role in identifying solutions and fostering collaboration. Regarding support from the management team, six participants expressed a need for help from their subordinates, while three principals expressed a desire to have the opportunity to share leadership responsibilities with their colleagues. Thirteen principals regarded help from their supervisor as significant. Several participants expressed a desire for feedback without specifying its specific function. For instance, participant P28 stated, "Occasionally, it would be pleasant to receive some positive feedback from my own thoughts... or any feedback at all." Three principals required standards and operational frameworks for complex situations they encounter. Seven participants specifically cited "supervisory support" without providing additional remarks. Collaborating and engaging with other school leaders were also perceived as valuable assistance for daily tasks. As an illustration, P9 expressed a need for a 'network of principals' where we may engage in discussions and receive joint training. P39 emphasized the importance of having 'conversations with other principals' about everyday issues. Additionally, P72 highlighted the necessity for 'meetings and trainings for school leaders'. Acquiring knowledge and being conscious of the fact that you have the ability to seek assistance or guidance. Comments regarding the necessity of trust, sharing, and informed assistance, without specifying the source, were categorized under the subtheme of 'generic social support'.

The current study aimed to address the lack of research on principals' perspectives regarding their occupational wellness. Specifically, it focused on identifying the factors that contribute to

their stress, the ways they employ to cope with it, and the support they require for effective leadership. Initially, the findings revealed that the primary source of occupational stress among principals is mostly attributed to excessive work demands and interpersonal dynamics. Principals primarily employ emotion-focused coping and social coping as their main ways to manage work-related stress. Furthermore, principals place great importance on receiving assistance that is specifically targeted towards addressing problems, as well as receiving support from others in their role as leaders. The results demonstrated the significance of social support and coping mechanisms for the occupational wellness of principals.

The latest discoveries in the realm of implementing zoning system policies in Indonesian schools have unveiled a range of strategies and obstacles. Many strategies to enhance the implementation of PPDB, including fostering accountability among implementers, early introduction to the process, directing students based on their capability, and offering technology support such as Wi-Fi and desktop computers (Stoeber & Rennert, 2018). In a similar vein, examine the various kinds of social capital that parents possess, such as their closeness to schools and socioeconomic standing, and how these factors are strategically utilized in the implementation of the zoning system (Suyatno et al., 2022).

The study conducted by Fadhillah, Ningrum et al. (2022) highlights the ongoing challenges in implementing the project, which are mostly caused by constraints in information and facilities. In addition, Sari, Dewi et al. (2023) highlight that the communication of the zoning policy to the community has been suboptimal, primarily relying on banners and social media, and with a very brief period of socialization before the registration opens (Schutz & Zembylas, 2009). These studies indicate that although there are creative approaches to improve the execution of the zoning system, there are important obstacles concerning communication, resource availability, and community engagement that must be addressed in order to maximize the policy's efficacy.

The primary obstacles in the domain of job-related stress among Madrasah Ibtidaiyah principals in Indonesia encompass the inequitable allocation of schools, insufficient comprehension of policies by influential parties, and inadequate facilities and infrastructure (Prestoroika, Siallagan et al., 2022; Bintoro, 2018). The open questions are to the efficient implementation of policies, such as the zoning system, to guarantee fair access to education and provide adequate support for principals (Wijayanti, Nurjaman et al., 2020; Fadhillah, Ningrum et al., 2022).

CONCLUSION

The findings of this study offer valuable insights into the occupational stress experienced by elementary school principals, their coping mechanisms, and the support they require. This study is notable for its unique focus on these concerns from the principals' own viewpoints. Greater emphasis should be placed on the social dimensions of principals' occupational well-being. It is clear that the job descriptions of principals should be evaluated and updated to ensure a proper balance between the amount of work, the importance of the activities, and the time required to complete them. Furthermore, allocating additional time and personnel resources could facilitate the professional growth of principals and empower them to assume accountability for their own physical and mental welfare, ultimately leading to decreased levels of stress. Nevertheless, additional rigorous longitudinal study, particularly employing qualitative methodologies, is necessary to acquire a more profound comprehension of the various aspects that impact the occupational wellbeing of principals. Ensuring the occupational health of principals is crucial for promoting the wellness of teachers and students, as well as enhancing the general running of the school.

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