

Self-Regulation, Leadership and Level of Stress among Senior High School Students

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Abstract –*This study aimed to explore the relationship between self-regulation, leadership, and level of stress among senior high school student leaders toward the development of leadership training program. Mixed method of research was employed using the sequential explanatory design. The participants in this study were 150 senior high school student leaders, from various public and private schools in Batangas Province. Senior High School students have an average level of self-regulation, with low ambitions desire to be a leader but has moderate stress. The gathered interview data reveals that student leaders have positive life orientation and belief system; they are also likely to find ways on how they will deal to different stressors and has a sense of responsibility. The given variables of this study which are self-regulation, leadership and level of stress were found to have respective significant differences when group according to demographic profile, specifically in terms of school. Student leader shows that they most likely to self-regulate in long-term rather than in short-term and it is positively correlated to leadership and negatively affects the student stress.*

Keywords –*Self Regulation, Leadership, Stress*

INTRODUCTION

Nowadays, students are dealing with different problems in life, particularly those who are students and at the same time leaders. There are levels of stresses that they encounter, which are mainly physical, interpersonal relationship, environmental factors, and the difficulty of meeting of varied requirements. Being a student leader can be a major struggle, but the real struggle in that is how you can act and handle it professionally, and how to put aside your emotions while working. At that point, self-regulation includes regulating your own behavior in either short-term or long-term procedure.

Leadership is multifaceted idea that includes several aspects of human traits, abilities and characteristics. Thus, leadership particularly involves in the concept of having a power and influence, skill and has a trait and good qualities that can be consider a leader and most specially person that can interact and responds to different environmental cues, resources and needs. Those leaders can develop and use a new set of strategies to be competent and ready in responding to the future, such as setting goals, gaining self-knowledge and of course, self-determination, becoming interpersonally competent, develops a success syntax and be able to cope up easily with value differences and conflicts that may arise.

From multiple points of view, stress and leadership are inseparably connected with each other. Some have contended that it is just in moments of great crisis that gallant administration can be displayed [1]. Others contend that such crises are cases where the genuine character of a pleader may radiate through or that moment of extraordinary stress can fill in as pots for the improvement of leadership skills.

Stress is a reality of our regular day to day existence. At the point when individuals search for help, they are regularly managing conditions, circumstances, and stressors in their life that leave them feeling emotionally and physically troubled. Research has demonstrated that academic workload has been one of the major sources of high school students' stress [2]. Such pressure originates from an excess of homework, unacceptable academic performance, preparation for tests, lack of interest in a particular subject, and instructor's discipline. A person's life is subjected to a few stressors decided as academic pressure with a commitment of success, uncertainty of future goals setting and difficulties in anticipation of excellence in educational system, study [3] cited that sources of worry among adolescents and students incorporates

academic demands, being away from home, and financial pressure.

Stress and self-regulation have been learned finally by researchers more as of late, contemplates have started to look at the crossing point of these diverse hypothetical and exact approaches, enhancing our comprehension of how stress and self-regulation collaborate [4].

Self-regulation is a capability to work calmly and alert and deal with stress efficiently. Self-regulation is a skill which is needed for student leaders to maintain their emotional wellbeing. Students who are able to regulate their thoughts, emotions and behaviors can easily make friends, relate themselves to others, express feelings easily and can organize the school activities well. Learning self-regulation, like learning prayer starts at home. Parents must be the first to teach their children on how to self-regulate. Because learning that skill can help an individual adapt new things, develop a stronger relationship and to handle the normal stresses and difficulties in life [5].

The researchers chose this study because they were interested to know how the senior high school student leaders maintain their self-regulation with the level of stress they are facing while being a student and a leader in their classes and organizations. There are numerous studies about college student leaders, but there are only few that focus on how senior high school student focuses on managing their own behavior to improve their leadership. Students in senior high school are also experiencing the different level of stress, not just the college students. The researchers sought to provide ideas on how to help the senior high school student leaders by implementing a leadership skills training program, self-regulated learning strategy and stress management seminar. It is necessary for them on how they regulate their own behavior with their members and how to be able to direct their learning experiences among the other students or their members.

This study can be significant in the field of psychology by presenting and assessing information about the importance of influencing the members in participating in the school's activities and how the students manage being both a student and a leader with different level of stress they face. This can improve the potential of the senior high school students in molding their leadership and to alter their behavior, emotions and thoughts according to the demands of the school's organization or activities. Learning self-regulation can be essential to help the student leaders focus on their goals and task. The findings of this study can be

important in shaping the student leaders' concerning their leadership, level of stress and self-regulation.

OBJECTIVES

This study aimed to explore the relationship between self-regulation, leadership, and level of stress among senior high school student leaders toward the development of leadership training program. Specifically, it aimed to determine the self-regulation, leadership, and level of stress among senior high school student leaders; compared the variables when grouped according to profile such as sex, age, academic strand, residence, socioeconomic status, school and previous leadership experience; correlated the three variables of the study, and proposed a leadership skills training program for the student leaders based on the results of the study.

METHOD

Research Design

Mixed method of research was employed using the sequential explanatory design. As explained it consists of first collecting quantitative data which is measured using numbers and values, which makes it a more suitable candidate for data analysis, and the collection of the qualitative data which is a non-statistical and is typically unstructured or semi-structured in nature that helps explain or elaborate the quantitative results [6]. The purpose of this design is to explain quantitative results (significant, non-significant, outliers or surprising results) or to guide to form groups based on quantitative results. The rationale for this approach is that quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture.

Participants

The participants in this study were 150 senior high school student leaders, from various public and private schools in Batangas Province. In terms of sex majority were females ranging from 16 – 18 years of age living in an urban area with a family income of Php 15,780 to Php 31,560 per month under the Science, Technology, Engineering and Mathematics (STEM) strand from the previous leadership experience of President, coming from The Lipa Grace Academy.

Measures

Adolescents Self-Regulatory Inventory (ASRI) was the test used to determine student leaders' self-regulation. It was developed by Kristine Moilanen in

2007. It is composed of 36-item measure that assess adolescent's degree to be able to monitor, inhibit, activate, maintain and adapt their thoughts, behavior, thoughts and emotions. It also consists of two factors which are short-term self-regulation and long-term self-regulation. Short-term refers to regulation in the moment or over very short periods of time, either in response to social conventions or personal goals, while, the long-term refers to regulation over longer durations of time, typically in reference to personal objectives. This measure has the Reliability Cronbach's alpha that provides internal consistency of .72 in the long-term self-regulation and .84 in the short-term self-regulation. (See Appendix J for the questionnaire and its scoring)

Roets Rating Scale for Leadership (RRSL). This was the tool employed to measure respondents' leadership. It is a self-rating scale identification that measures for Leadership with 26-item and was developed by Dr. Lois Roets. Those 26 statements are made from the belief of its author that leadership requires the study of individuals accomplishments, communication skills, planning, how to solve problems and accepting the multiplicity of other people. It is designed only for student's grades 5 – 12 that can also be considered that has ages of 10 – 18. It specifically measures ambition and desires in leadership, it's either for aspiring leaders or active leaders. Convergent validity of Cronbach's alpha of .83 with scales based on the rating of the behavioral characteristics of superiors' students. To get the scores, count each response and multiply it by its corresponding scores then, get the total score. Assign a percentile and stanine rank using the total scores. (See Appendix K for the questionnaire)

Student Stress Inventory (SSI). This scale was utilized to measure student leader's level of stress. It was authored by Mohammad Aziz Shah Bin Mohamed Arip that was developed to measure the level of stress in students. It consists of 4 subscales which are Physical, Interpersonal relationship, To test the scales validity there are experts who were assigned to evaluate the Students Stress Inventory, even the validity for all the four subscales was also accepted by the experts – for subscale Physical .680, Interpersonal Relationship .620, Academic .842 and for the Environmental .806. Thus, Cronbach's alpha in this inventory was greater than 0.7 which has the reliability value of 0.857 as a whole.

Interview Guide is a measure utilized to gain a settlement of underlying reasons, opinions, and encouragement. It gives bits of knowledge into the issue or helps to develop ideas or hypotheses on the quantitative research. The Interview guide used by the

researchers is based on the related literatures that relates to the variables such as self-regulation, leadership and level of stress of the students.

Procedures

Before the research had been conducted, the researchers browse different books and articles to find an interesting concept for a study and proposed it to their adviser. As soon as it was approved, they chose class/organization leaders among senior high school students as their respondents in conducting the study. Questionnaires were produced with a consent form signed by the researchers and adviser.

Then, the researchers divided themselves to go to different schools, carrying a letter to the principal for a proper distribution of questionnaires. Upon approval of the principal, the researcher went to each classroom and sought permission to administer the test. Once the student agreed to participate, the questionnaires were handed to them with instructions of what to do and were given a week for them to answer. 150 senior high school student leaders of different schools were given the same procedure.

Then collection of questionnaires as to scheduled date was facilitated, where 14 students were chosen for follow up questions for the qualitative part of the study, with written and recorded file. Lastly, the data gathered were transcribed and encoded before sending it to the assigned statistician for thematic analysis and interpretation.

Data Analysis

In the study, various statistical tools have been used. Computation of the mean scores was used in determining the self-regulation among senior high school students based on the long-term, short-term and total self-regulation. Percentile rank and stanine was also utilized in defining the rank of leadership among the participants, it is to know the difference between each category and to identify on what point should the researchers focus. On the other hand, p-value was used in comparing the main variables through its sub-scales when grouped according to the participant's profile. While, Pearson r was applied to correlate each variable to identify what kind of relationship does it have, which affects the abilities and skills of the senior high school student leaders.

Sutton (2015) thematic analysis was used as the method on analyzing the qualitative data of the study. It aimed to identify patterns and create themes based on the answers given by the respondents during the interview. This type of qualitative data analysis enables

researchers to find meaning in a wide variety of research questions.

RESULTS AND DISCUSSION

Table 1. Self-Regulation among Senior High School Students (n = 150)

| | Mean | VI |
|-----------------------------------|---------|---------|
| Adolescent Self-Regulation | 113.780 | Average |
| Short – term Regulation | 36.787 | Average |
| Long – term Regulation | 52.587 | Average |

Table 1 presents the self-regulation of Senior High School Students. Overall, their self-regulation is average, both on the long-term and short-term. Long-term regulation has a mean of 52.587 with a standard deviation of 7.82. This result indicates that respondents possess ability to regulate their thoughts, emotions and behaviors. As mentioned in the literature review of the study. Lastly, short-term regulation has a lowest mean of 36.787 and with a standard deviation of 5.16.

As mentioned in the literature review of the study, findings of the study somewhat agreed with the results of the study conducted [7] that Senior High School students who possesses self-regulation and critical thinking skills found to be crucial to navigating a smooth transition from high school to college. Student leaders must possess higher self-regulation not just average because it’s a crucial skill of being a leader [8]. In line with this this, study [9] stated that people who have high self-regulation can regulate efficiently their thoughts and feelings have more realistic perception

regarding their own abilities which results to a good performance.

As indicated by the computed mean presented on the table, it reveals that Senior High School Students that took part of the study has higher average for long-term self-regulation. As stated by the creator of ASRI that was used in this study, long term self-regulation means that they can self-regulate for a longer period. In addition to this, it also involves assessing the adolescent’s effort to regulate impulse, emotion and attention towards objectives that lasts up to weeks, months or years. Leaders must be able to self-regulate to control their emotions and responses to manage their member and organizations well [10].

Table 2 shows the emergence of the theme, Belief System for the variable Self-Regulation among the respondents. This belief system is determined by an individual’s personal philosophy and is characterized by their mind set and life orientation. It can be seen from the data gathered by the researchers which states that Senior High School Student Leaders are able to Self-Regulate in the Long-term.

Student leaders based their belief system through their personal philosophy. They use cues well as guidelines in regulating and controlling their overall presentation. It helps them shape their mindset and life orientation in such a way that they have the ability to monitor on behavior and recognize personal limits.

As noted in the table above, most of the answers was about monitoring behavior and being positive about the future.

Table 2. Emergence of the theme, Belief System in the aspect of Self-regulation among Student Leaders (N = 14)

| Transcript of Statements | Emerging Concept | Sub-categories | Categories | Theme |
|--|----------------------|------------------|---------------------|---------------|
| - I interact with new people by being friendly, listening to their thoughts/opinions | Open mindedness | | | |
| - I monitor my behavior in social gatherings by being alert and aware of my behavior. I tend to be more formal and interactive while maintaining my poise. | Self-awareness | Mindset | | |
| - Being judged by others and the pressure I receive from other people are my weaknesses. I make up for them by thinking my weaknesses as a positive way. | Positive Disposition | | Personal Philosophy | Belief System |
| - I have been motivated in reaching my goals by my family and how I will be in my near future. | Goal oriented | Life Orientation | | |
| - Being hardworking, optimistic, faithful and competitive are the value I am learning at the moment that I can still use for the future. | Value oriented | | | |

“I monitor my behavior in social gatherings by being alert and aware of my behavior. I tend to be more formal and interactive while maintaining my poise” “Being judged by others and the pressure I receive from other people are my weaknesses. I make up for them by thinking my weaknesses as a positive way” and “I interact with new people by being friendly, listening to their thoughts/opinions”. This result supported the outcome of the questionnaire that they answer. By being self-aware and open minded, you might as well know how to handle other people around you, which is also manifested in leaders who self-monitor and adapt their behaviors and expression in every situation [11]. In addition of having a positive disposition about the future, leaders must also be goal and values oriented in order for them to succeed in their ideals and ambitions. Without a frame of orientation to where the path you want to pursue, leaders will have nowhere to lead its team.

Table 3. Leadership among Senior High School Students (n = 150)

| | Mean | Below Percentile / Rank |
|-------------------|--------|-----------------------------|
| Leadership | 46.093 | 47 th Percentile |

As shown in the table above, leadership among class officers in Senior High School is below percentile rank. Leadership is the action of leading a group of people or an organization. Two students serve in positions equivalent to class president and vice president; they represent the class, organize collective activities, and assist in maintaining order. Class leaders have more exposure to teachers and fellow students, who they must motivate as part of their responsibilities.

Supported by a research done [12], stating that the students today are facing with new challenges in education calling for greater effort from students. In addition, there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of

our society, causing heavy stress on students mainly high school students.

It can be seen that it is on a low mid-point percentile rank because based on experience, leadership affects the academic and social status of the student leaders, that they find it hard to maintain the ability to lead others. And on the circumstance that was stated by one student, other members don’t just want to pay attention to them or even listen to what they were doing for the class as leaders.

Table 4 below shows the emergence of the theme’s personal qualities among student leaders. This period qualities are determined by soft skill and hard skill by their individual traits and characteristics, and management practices. it displays the answers of the respondents who agreed with what a true leadership means, based on their own experiences. Each idea was elaborated and divided into group to determine the value of being a student leader with connection on the given quantitative responses. To be accountable and cooperative within their group was also indicated on the table above.

Communication towards the members in the group was also an issue in where misunderstandings were formed. School leaders demonstrated strong instructional leadership and visionary stewardship for school continuous improvement. They played a critical role in developing and communicating a shared vision, shaping a culture of trust, supporting and monitoring collegial learning [13].

The responses given by the participants were more about taking responsibilities on their subordinates. It is very important that as a leader you are able to take part on how things will work under your supervision; may it be in everything that the school requires in the class or in the organization. Being an officer or a leader may not be an easy task, because you still have to manage both academic and non-academic activities that you've been working. The participants also showed concern on how they will handle everything with fairness and effective communication that would result to a cooperative, productive and successful group.

Table 4. Emergence of the theme, Personal Qualities in the aspect of Leadership among Student Leaders (N = 14)

| Transcript of Statements | Emerging Concepts | Sub-categories | Categories | Themes |
|--|-------------------------|---------------------------------------|------------|--------------------|
| 1. A person who can take full responsibility and can make great strategies. | Sense of accountability | Individual traits and characteristics | Soft skill | Personal Qualities |
| 2. Leadership is not just about being a leader, but also, it’s about being a follower. | Being accountable | | | |
| 3. Also, following a leader because of respect not because you are asked to. | Sense of respect | | | |

Table 4. Emergence of the theme, Personal Qualities in the aspect of Leadership among Student Leaders (N = 14)

| Transcript of Statements | Emerging Concepts | Sub-categories | Categories | Themes |
|---|------------------------------|----------------------|------------|--------|
| 4. I improve my patience and I talk to other members, so we won't have any misunderstanding. | Being diplomatic | | | |
| 5. I encourage them to work with me. | Encouraging others | | | |
| 6. Being a leader, we should not be bias. | Sense of fairness/being fair | | | |
| 7. I can describe myself as a strict leader. | Reinforcing obedience | | | |
| 8. I am always keeping in mind that I as a leader should also be a good follower to the teacher. | Setting an example | | | |
| 9. Leaders is not just commanding but also obeying. | Exercising obedience | | | |
| 10. I am a leader who also cooperate and participate in the activities or goals we want to achieve. | Being a team player | Management Practices | Hard skill | |
| 11. My concept is everyone will be participating and that all of the has the capability to lead. | Empowering people | | | |
| 12. I must manage my time for extracurricular and academic activities. | Utilizing time management | | | |
| 13. I step down on my position and make the both party realize our mistakes. | Conflict management | | | |

The responses given by the participants were more about taking responsibilities on their subordinates. It is very important that as a leader you are able to take part on how things will work under your supervision; may it be in everything that the school requires in the class or in the organization. Being an officer or a leader may not be an easy task, because you still have to manage both academic and non-academic activities that you've been working. The participants also showed concern on how they will handle everything with fairness and effective communication that would result to a cooperative, productive and successful group.

Table 5 . Student Stress among Senior High School Students (n = 150)

| | Mean | Rank |
|----------------------------|--------|-----------------|
| Student Stress | 93.573 | Moderate Stress |
| Physical | 23.413 | 3 |
| Interpersonal Relationship | 21.087 | 4 |
| Academic | 23.467 | 2 |
| Environmental | 25.607 | 1 |

The table 5 shows the result of student stress among senior high school students, with a total mean of 93.573 which is considered a moderate stress. It is very evident in this study that in terms of major stressors that every student leader's encounter, environmental stress with a mean of 25.607 rank first.

Environmental appears to be the number one cause of stress among student leaders. Various environmental stressors exist within the organization that can cause minor irritations. Dealing with school works under stress is hard and it can affect people in many ways, on how they act, how they feel, and on what they think [14]. Wherein, at the point when the demands of the physical environment exceed a person's capacity to manage those demands, stress occurs. A research stated [15], that chronic form of noise exposure was associated with impaired reading comprehension and high levels of noise annoyance. It was also supported with the study of [16], which found out, that stress in the form of negative classroom conditions, affects the way students pay attention in class, stay on tasks, and they can't move from one activity to another.

Having a moderate stress can be interpreted as, having a moderate coping skill when feeling stressed out or feeling that things are out of control. It can prove that student leaders have good ability in adjusting to social environment with a medium level of resiliency. Being a student leader in middle school and a student at the same time is hard, you must balance your studies, being a leader and having extra-curricular activities, but the result in this study only shows that student leaders have an average time management to do both responsibilities, and they can also monitor their physical health and having a moderate vulnerability of sickness.

Table 6. Emergence of the themes Self-management Skill among Student Leaders (N = 14)

| Transcripts of Statements | Emerging Concept | Sub-categories | Categories | Themes |
|--|--|---------------------|------------------------|-----------------------|
| - Groups who aren't cooperating, and failures are the stressors I encounter. | Dealing with uncooperative group members | Personal challenges | Emotional Intelligence | Self-Management skill |
| - The stressors that I have encounter are the multiple responsibilities that I need to accomplish within a limited time. | Having multiple responsibilities | | | |
| - I will still be able to finish my tasks | Being responsible | Personal traits | Emotional Intelligence | Self-Management skill |
| - I can manage it by having to-do list and I am doing it one by one. | Managing time wisely | | | |
| - I'm becoming the person who wants to be a good role model and I know I have a self-confidence to face people | Being a good role model | | | |
| - Most of the time I am convincing myself that I can do this, and I can surpass these problems | Motivating oneself | | | |
| - By not stressing out and putting myself in a lot of pressure. | Being calm | | | |
| - I handle this problem by making it a motivation and inspiration to do well in school and being a leader. | Being positive/Optimistic | | | |

Table 6 shows the emergence of the theme self-management skill for the variable leadership among the respondents. This self-management skill is determined by individual's emotional intelligence and is characterized by their personal challenges and personal traits.

Student leaders were asked questions regarding the different stressors that they encounter and if it does affect their daily life. In terms of coping mechanisms or strategies that they used to handle them, student leaders tend to be a good role model by dealing with multiple responsibilities that they are facing by managing their time wisely. They always check if everything is doing good, making sure that everyone in the organization were informed of different activities and knows what its responsibilities and role inside the group.

Having emotional intelligence is the capacity to comprehend and control your own emotions and those people around you and this is a key leadership skill that one must possess whereas, with greater emotional intelligence comes with a greater ability to effectively manage, lead, inspire, motivate and influence other people.

The hardest part in dealing with school workloads, as a student and at the same time a leader is managing your time without being pressured and stressed out. According to study [17], the best ways to improve your time management is for you to analyze on how you spend time and execute different strategies or ways to avoid spacing out doing unnecessary things, rather, save time and be productive on doing things which are

worthy and more important. In addition to that, having a full life is great, however if you don't balance your life with a healthy lifestyle, you may feel stressed out most of the time, and to avoid physical and mental crisis one must avoid putting so much pressure on self. Understanding the state of stress for leaders today means not only identifying what causes stress but also who causes stress [18].

There were always come a time that one will meet uncooperative group members and it doesn't need to be your much of concern. Moreover, be the one in the group who is assertive kind of leader that take charges who will fill the gaps that's needed. As study mentioned [19], patience increases productivity, and with that kind of patience, it can inspire your group members to have a positive outlook during hard times. They will push through since they know that there's someone out there believing that they can. Also, if only students embrace the concept of stress it can make them stronger and motivated to do the tasks that was given to them, because once you appreciate the things that are going around you, in time it will be much easier for you to face new challenges and there's this saying, "stress isn't always harmful" it's just how you perceive things.

Table 7 shows the differences on Self-Regulation when grouped according Profile Variables. It could be seen that school influences all the type of self-regulation that the students have compared to different schools that took part the study. Residence shows significant difference on the total and long-term self-regulation.

Table 7. Differences on Self-Regulation when grouped according Profile Variables (N=150)

| | t/F | ASTot p-value | VI | t/F | SRST p-value | VI | t/F | SRLT p-value | VI |
|-----------------------------|--------|------------------|----|--------|-----------------|----|--------|-----------------|----|
| Sex | | | | | | | | | |
| Female | -2.195 | 0.030 | S | -1.893 | 0.060 | NS | -0.793 | 0.429 | NS |
| Residence | | | | | | | | | |
| Rural | 2.47 | 0.015 | S | 1.102 | 0.272 | NS | 2.44 | 0.016 | S |
| Family Income | | | | | | | | | |
| Above 157,800 | 1.789 | 0.105 | NS | 2.582 | 0.021 | S | 1.172 | 0.325 | NS |
| School | | | | | | | | | |
| School 1 (ASTotal and SRST) | 2.848 | 0.006 | S | 3.293 | 0.002 | S | 2.077 | 0.042 | S |
| School 2 (SRLT) | | | | | | | | | |

For interpretation: Mean difference is significant at 0.05 level

Legend: ASTotal – Adolescent Self-Regulation, SRST – Short-term Regulation, SRLT– Long Term Regulation, VI – Verbal Interpretation, S – Significant, NS – Not Significant

While sex has significant difference on the total self-regulation, and family income on the short-term self-regulation.

Sex differences in self-regulation connotes that females are less impulsive than males during stages of menstrual cycle [20]. In a research [21], suggests that adolescents who are living in green space may have better self-regulation than those who are living in urban areas. In a study that followed the impacts of low-income neighborhoods on going on through life, reasoned that the relationship among neediness and self-regulation was solid. Adolescents who moved out of financially advantage groups into needy neighborhoods exhibited poorer self-regulation, when contrasted with peers who stayed [22].

Students studying in University of Batangas has the highest total and short-term self-regulation. While, LPU Batangas has highest long-term self-regulation. This result reflects on type of education and culture the school has. According to one of our respondents, UB professors show support by giving time to practice for the students when there is a competition. In contrast to this LPU students has long term self-regulation because professors are usually strict when it comes to academic policies, so that students can manage their time which can be helpful for the future. When it comes to sex, females self-regulate in total because males are more impulsive. Residing in rural areas have more total and long-term self-regulation, this is due to the fact that they are used to live in simpler way without the aid of technology that is convenient is urban areas. Lastly, having an income of above 157,800 has short term self-regulation because they are financially stable and have an easier access to things while families having low income was exposed early to poverty-related stressors which shape their chances for positive outcomes by self-regulating.

Table 8. Differences on Leadership when grouped according Profile Variables (n = 150)

| | t/F | p-value | Verbal Interpretation |
|---------------|-------|---------|-----------------------|
| School | 6.218 | 0.000 | Significant |

For interpretation: Mean difference is significant at 0.05 level

As shown in the Table 8, school has significant influence when it comes to leadership when grouped through the respondent’s profile. School leaders demonstrated strong instructional leadership and visionary stewardship for school continuous improvement. They played a critical role in developing and communicating a shared vision, shaping a culture of trust, supporting and monitoring collegial learning [17].

As stated [23], student learning is a priority requiring that school leaders respond positively to changes in the management and development of teaching methods, classroom organization and management, and delivery of the curriculum. Effective school leadership develops all areas of the school as a learning community. Most successful school leaders are open-minded; ready to learn from others; flexible; have a system of core values and high expectations of others; and are emotionally resilient and optimistic. It asserts that it is these traits that enable successful leaders to make progress in schools facing challenging circumstances.

Setting aside the remaining profile variables of the student leaders, most officers that were elected have influenced by their school through a good leadership that they possessed. There were instances that the school really helped students especially those class leaders through their offered activities like community extensions, leadership camp and many more. Some schools enhance the credibility and competencies of those students to shape them up for a better future.

Table 9. Differences on Stress when grouped according to Profile Variables (n = 150)

| | VI | IntRel t/F p-value | VI | Acad t/F p-value | VI | Env t/F p-value | VI | Total t/F p-value | VI |
|---------------|----|--------------------------------|----|--------------------------------|----|-------------------------------|----|--------------------------------|----|
| Residence | NS | 1.993 (0.048) | S | 0.946 (0.345) | NS | 0.421 (0.674) | NS | 1.18 (0.240) | NS |
| Family Income | NS | 0.964 (0.452) | NS | 1.335 (0.245) | NS | 2.93 (0.010) | S | 1.079 (0.378) | NS |
| School | NS | 3.267 (0.002) | S | 2.063 (0.043) | S | 0.956 (0.473) | NS | 2.024 (0.048) | S |

For interpretation: Mean difference is significant at 0.05 level

Legend: VI = Verbal Interpretation, S = Significant, NS = Not Significant

Phy- Physical, IntRel – Interpersonal Relationship, Acad – Academic, Env – Environmental, Total – Total Stress

The table 9 shows the differences on stress when grouped according to profile variables. It is shown that school has the most significant influence when it comes to interpersonal relationship, academic and total stress. Residence also influences interpersonal relationship. While family income to environmental stress has significant influence.

Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. The school leader indirectly influences academic performance by means of his or her effect on the school culture and school association. It is normal, notwithstanding, that the impact of class leader behavior will be more noteworthy on school authoritative practices than on school culture [24]. Majority of the parents who can afford to educate their children in private schools are those capable to sustain in paying high tuition and other miscellaneous fees, projects, assignments and co-curricular activities. In a research studied, the nature of student life in public school is different from private due to the different levels of economic status which may somehow influence the attitude and behavior of the students towards on how they look at the environment based on their social orientation within their sphere. Stress is

accepted to be caused by the different issues that exist, for example, issues at school, universities, budgetary issues, family issues and issues in their environment [25].

Personal factors happen to really cause so much stress than we can imagine, and they also play a very important role in the various aspect of the life of a student. The reality that stress occurs when an event requires us to change in some way makes a change in living environment a stressful experience. Apart from moving from home to school, our daily bumping into new faces on campus, disorders from roommates, etc. is tensed experience. It is definitely not a conducive experience when a student has to handle dual challenges of academics and financial constraints. Life becomes very challenging when a student is behind on bills payment; for when deadlines are not met, and bills stares at you, it is enough to get a student tensed and depressed.

Results in Table 10 displays that in terms of strong relationship of self-regulation it would lies on the long-term self-regulation and it is positively correlated to what kind of leadership they had and negatively correlated to student stress with -.427 which academic subscale has the highest value of -.424.

Table 10. Correlation Matrix for the Variables of the Study (n = 150)

| | SRT | SRST | SRLT | L |
|------------------------------------|--------|--------|--------|--------|
| Self-Regulation (SRT) | 1 | .686* | .793* | .424* |
| Short – term Regulation (SRST) | .686* | 1 | .188* | .148 |
| Long – term Regulation (SRLT) | .793* | .188* | 1 | .408* |
| Leadership (L) | .414* | .148 | .408* | 1 |
| Student Stress (SS) | -.427* | -.274* | -.327* | -.321* |
| Physical (SPHY) | -.260* | -.096 | -.243* | -.172* |
| Interpersonal Relationship (SINTR) | .346* | -.173* | -.307* | -.361* |
| Academic (SACAD) | -.424* | -.339* | -.290* | -.380* |
| Environmental (SENV) | -.224* | -.178* | -.135 | -.040 |

For interpretation: * Correlation is significant at the 0.05 level (2-tailed).

As theorized [26], when student leaders have the ability to apprehend and be considerate in the feelings of others it contributes effective leadership in the organization. self-regulation as defined [5], as how well a student is able to deal with stressors and on how they manage to recover from it. More specifically, when the demands in academic workload and considering the number of hours you spent studying and doing things that you still need to do as a student leader, it is likely to compound all of this pressure and acts as an additional source of stress in daily life [27]. When the student leaders increase their self-regulation, their way of handling different stressors especially with academic, decreases. It only means that they are sufficiently flexible to circumstances that permits uncontrolled reactions, and the fact that most student leaders are intellectually capable, achiever on their own wherein they can manage their time well and capable of controlling their own emotions and thoughts in pursuing their long-term goals. In addition to that, in the article Explaining self-regulation at Kids matter, it was stated that, at the point when students learn on how to self-regulate they can build a stronger relationship with other people, they are more likely pay attention and learn new things around them, and can be able to compromise with difficulties, usual stresses that students faced, failures, rejections and disappointments in their daily life.

Self-regulation is positively significant to interpersonal relationship which has a .346 value, which means when student leaders in senior high school increase their self-regulation behavior it also increases how they handle their interpersonal relationship. Sometimes it also occurs when two individuals who are unwilling or unable to fulfil the expectations of one another, they tend to argue in small things. Given the fact that you're adjusting or adapting to other people around you and then the demands of this people contradict to your own judgement, it causes interpersonal conflicts.

Interpersonal relationship shapes the person's capacity for self-regulation. In accordance to article, it's difficult to accomplish and balance this, however great leaders value the importance of their wellbeing. They know when they won't be the best leader that they can be if they are burnt out and exhausted [28]. Self-perception theory, individuals perceive their own emotions, feelings and other inside states in part by constructing them from perceptions of their own

behavior as well as conditions in which it occurs. It is one way our emotional experiences can be affected which is based on the way we see or think our own expressive behavior [29].

Being a student and a leader is both a responsibility and a privilege. Once you embrace being a student leader, you must be accountable, and it entails pressure and various stressors. Respondent's states that, *"It stresses me out when some are too dependent on me that I will prioritize them first instead my own works and myself."* It is something that can cause interpersonal conflicts within the group, especially when some *"Groups aren't cooperating"*, though you know how to self-regulate but sometimes there will be a point that you'll be tired and everything is too much to handle plus the fact that there's *"multiple responsibilities that you need to accomplish within a limited time"*.

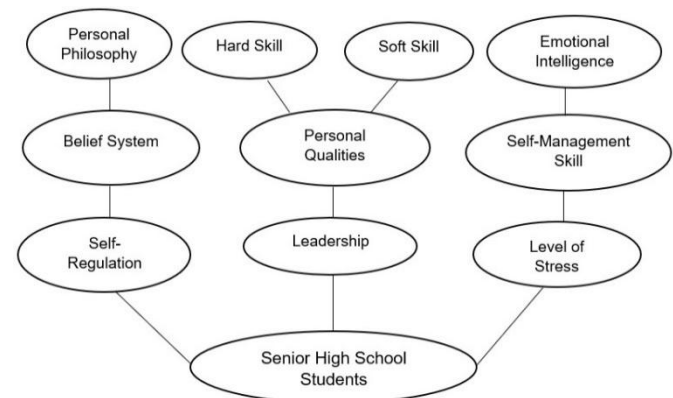


Figure 2. Framework of Self-Regulation, Leadership and Level of Stress among Senior High School Students

Figure 2 which can be seen at the top is the framework of the qualitative data. It can be inferred in the results of the study that the theme of self-regulation among senior high school students is through their belief system. As for the leadership, the theme is personal qualities, and lastly it shows that having self-management skill is the theme for the level of stress. Senior high school students based their belief system on their personal philosophy. In addition to this, they show their personal qualities through hard and soft skill. Finally, the respondents have self-management skill which is integrated with their emotional intelligence.

Table 11. Proposed Leadership Skills Training Program

| Objectives | Participants | Facilitators | Location | Schedule |
|--|---|---|---|---|
| Aims to aid in honing senior high school student leadership, coping level of stress and maintaining self-regulation in a long-term goal. | The target participants of the proposed leadership training program are selected student leaders in their school's organization and classroom officers. | Facilitators are responsible for planning, organizing and conducting processes that bring people together for the purpose of achieving a common goal. | The proposed location for this leadership skills training program is preferable on a place with wide open field with function hall and other possible facilities that can be utilized for various physical activities. Also, facilitators may consider rooms for overnight stay and a swimming pool for leisure time. | The researchers proposed this leadership skills training program as a 2-day workshop. |

In general, the result of the study indicates that self-regulation, leadership and level of stress are correlated. Student leaders must possess self-regulation because it's a crucial skill of being a leader and to be able to cope their level of stress. The total self-regulation in senior high school student leaders are average. Leadership among student leaders in senior high school is below percentile rank (47th). Having a moderate of coping skills when feel stressed or feel out of control can typically adjust in new environment and form relationships. To put it simply, when self-regulation increases, academic stress decreases; and when interpersonal relationship increases, self-regulation also increases. Also, leadership skills training program were proposed that can be utilizing to become an effective student leader.

CONCLUSION

Senior High School students have an average level of self-regulation, with low ambitions desire to be a leader but has moderate stress. The gathered interview data reveals that student leaders has a positive life orientation and belief system; they are also likely to find ways on how they will deal to different stressors and has a sense of responsibility. The given variables of this study which are self-regulation, leadership and level of stress were found to have respective significant differences when group according to demographic profile, specifically in terms of school. Student leaders showed that they most likely to self-regulate in long-term rather than in short-term and it is positively correlated to leadership and negatively

affects the student stress. The given variables of this study which are self-regulation, leadership and level of stress were found to have respective significant differences when group according to demographic profile, specifically in terms of school.

RECOMMENDATION

A comparative study between student leaders and non-student leaders may be done to gain an insight on the leadership skills of non-student leaders. Results of the study may be incorporated in teaching major subject like social psychology. The propose leadership skills training program may be utilized in leadership trainings or seminars to enhance self-regulation, leadership skills and to reduce the level of stress. Based on the results of the study, the researchers recommend the institutions to conduct a leadership skills training program that aids in honing senior high school students' leadership, coping level of stress and maintaining self-regulation. For the future researchers, it is recommended to increase the number of respondents in qualitative interview to have a better output that can support the quantitative data.

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