



LEADERSHIP SKILLS OF SCHOOL HEADS AND RESILIENCE AS DETERMINANTS OF EMPOWERMENT AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:

The primary aim of the study is to find out if leadership skills and resilience are determinants of empowerment. Using a quantitative, descriptive, non-experimental design using the correlation technique, data were obtained from 310 respondents who are public elementary school teachers from the 2 identified districts-Baganga North and Baganga South. The researcher utilized a universal sampling technique and the statistical tools mean, Pearson r, and regression. From the results of the study, it was found that there is a very high level of leadership skills. There is also a very high level of resilience and a very high level of empowerment. Additionally, there is no significant relationship between leadership skills and empowerment. Meanwhile, there is a significant relationship between resilience and empowerment. Further, leadership skills are not a significant determinant of empowerment. However, resilience is a significant determinant of empowerment.

Keywords: education, leadership skills, resilience, empowerment, correlation, teachers, educational management, Philippines

1. Introduction

In the recent study by Ecarma (2024), school heads who neglect teacher development, self-efficacy, and autonomy negatively impact teacher empowerment. This results in high attrition rates with teachers feeling less empowered in their schools. Also, another study

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by Prasetya and Akrim (2024) highlighted that globally, teacher empowerment is low. Teachers carrying out their duties at school are still controlled by the existence of a system of rules, bureaucratic practices and autocratic leadership, resulting in poor teacher empowerment. In addition, a previous study by Guevara and Valdivia (2023) mentioned that the low empowerment of teachers has a negative impact on the quality of education, limiting the professional preparation of students.

Moreover, Celik and Kiral (2022), empowerment is important as it contributes to professional development. Considering various variables, empowerment is considered a tool to increase the self-confidence of employees. Similarly, Buksnyte-Marmiene *et al.* (2022) in their research found out that empowerment is one of the important components for effective teacher job performance, satisfaction, motivation, and achievement. Teacher empowerment is linked with the desire of teachers to implement the school goals, cooperation with colleagues, and participation in school activities. Further, Nurmaya *et al.* (2020) emphasized that teacher empowerment is significant as teachers will get new ideas about the teaching and learning process. Teacher empowerment also provides innovative ideas in class learning as well as novel teaching techniques.

The related study by Karagozoglu and Ozan (2024) identified that leadership skills have a direct effect on team interaction by promoting a sense of empowerment among teachers. Leadership skills such as sensitivity, autonomy, innovation, creativity, risk-taking, enthusiasm, optimism, and friendliness contribute to teacher empowerment. In a similar vein, another study by D'Aversa (2023) highlighted that positive and strong leadership skills can improve the morale, culture, and empowerment of teachers. Leadership skills can empower teachers so that they feel important and valued.

On the other hand, the study by Cyfert *et al.* (2022) found out that there is no relationship between leadership skills and empowerment. With this, no direct linkages were found between leadership skills and empowerment. Also, leadership skills have no relationship with empowerment. Leadership skills have a weak influence on empowerment (Schermyly *et al.*, 2022).

Additionally, Ramakrishna and Singh (2022) in their research concluded that personal resilience is linked with empowerment and support and is at the core of the resilience process. Resilience is then developed through a network of relationships between teachers, students, and school heads who are strong and trusting in nature. Relatedly, the latest study by Salvo-Garrido *et al.* (2025) assessed that resilience has a relation with empowerment, as teachers are able to confront, manage, and resolve challenging situations. Teachers must navigate a complex environment, requiring that they develop skills to teach their students, as well as be adaptable and resilient.

Furthermore, a similar study by Wilkinson (2020) highlighted that leadership skills and resilience are positively related to empowerment. Leadership skills and resilience lead to empowerment as well as positive work-related outcomes. Lastly, in another study by Dushkova and Ivlieva (2024), leadership skills and resilience can actively make meaningful contributions to driving change, enhancing empowerment, and fostering

development. This emphasizes the need for a better understanding of how to enable empowerment to encourage transformation.

2. Literature Review

There is a review of related literature which is discussed in support of the study. On leadership skills, the research by Mduwile and Komariah (2021) refers to administrative skills as showing uprightness, inspiring the conduct of others, and being proficient at critical thinking. Such skills keep the school together, promote harmony, and encourage teamwork. In a similar vein, the recent study by Wilson and Mukoro (2024) concluded that administrative skills are important aspects that determine the extent of the achievement of school goals. Utilizing the appropriate administrative skills enhances teachers' attitude to work and work commitment.

Further, the study by Gamala and Marpa (2022) defined conceptual skills as significant contributing factors to the success of every school. Effective school heads influence various factors such as student achievement, effective allocation of resources, and development of organizational structures. Also, the conceptual skills of school heads foster teacher creativity. School heads need to relate well with teachers as well as harness the resources at their disposal to improve teacher performance (Ukozor & Edet, 2024).

On resilience, Mostafa and Lim (2020) refer to relationships as personal life events that are linked with personal resilience. The absence of adversity within relationships with parents and an internal locus of control results in higher levels of personal resilience. Also, teachers with resilience have good relationships as they possess the ability to navigate challenges with grace. Such a relationship extends to emotion self-regulation, which aligns with emotional poise (Dumulescu *et al.*, 2023).

Relatedly, the recent study by Kaveh *et al.* (2023) defines self-control as the capacity to control emotions, urges, or behaviors. Teachers with a high level of self-control have good communication skills with others. Further, a previous study by Sagar (2021) determined that personal resilience is associated with self-control. Self-control enables the process of achieving goals.

On empowerment, Jumawan and Namocot (2023) refer to status as providing teachers with a feeling of high social status. Status is linked with a high level of teacher empowerment. Support from school heads enables teachers to portray dedication to their colleagues, stakeholders, and the organization. Similarly, the important function of leaders aids in the growth of subordinates through status and having an impact on the organization. A work atmosphere that offers status empowers teachers to enhance their teaching skills, maintain discipline and boost interpersonal skills (Ilyas *et al.*, 2020).

Relatedly, the recent study by Tanudra (2025) refers to cooperation as teachers collaboratively engaging to enhance both teaching practices and student outcomes. Integrating cooperation into professional development initiatives results in benefits such as sharing best practices and supporting each other's professional journeys. Finally, the research by Toropova *et al.* (2021) highlighted that teacher cooperation enables teachers

to collaborate to come up with new ideas. School head support and teacher cooperation are two factors linked with job satisfaction in schools.

This study was anchored on the Social Exchange Theory by Blau (1964), which asserts that leaders can establish relationships with employees through delegation of authority, personal development support, encouragement to participate in decision making and guidance, which can promote positive behavior and generate positive results for the organization. Social exchange theory is linked with empowerment and divides leadership empowering behavior into three dimensions, namely: personal development support, participative decision making and delegation of authority.

This study was supported by the Empowerment Theory by Cherniss (1997), which varies based on the definer's perceptions. Empowerment includes teachers participating in the development of goals; making professional decisions; working collaboratively and sharing authority and responsibilities; being professionals and treated as such; and creating a culture and working in a climate of trust and open communication. The theory views teacher empowerment as a way to make teachers more professional and to improve performance. The theory supports the study as it underlines that empowerment results in relationships, thus building personal resilience.

This study was also supported by the Trait and Skills Theory by Bass and Stogdill (1990), wherein leaders need to make use of their skills in an efficient manner. The skills that need to be possessed by leaders include time management, technical skills, communication, problem-solving, critical thinking, decision-making, and presentation skills. During changes, the implementation of leadership skills in an effective manner will enable the leaders to carry out their job duties well. The theory supports the study as it suggests that leaders need the skills to empower their people and perform their duties effectively.

Further, this study was supported by the Resilience Theory by Polidore (2004), which highlights that if the number of teachers who remain in education is to increase, there must be an emphasis placed on ensuring teacher longevity. Retaining current teachers in the education profession cannot continue to center around only the current reasons for teacher attrition, such as low salaries. Building and encouraging resilience could become the aspect through which capacity is developed, and retention of teachers is improved. The theory supports the study as it emphasizes that personal resilience empowers teachers to remain in the profession.

3. Material and Methods

The location of the study was in the North and South Districts, Baganga, Davao Oriental. The 2 districts have a total population of 485 public elementary school teachers, and in this study, 310 respondents became the sample size. The 310 respondents are a good sample size where the total population is less than 1,000 (St. Olaf College, 2024).

In this study, universal sampling was employed such that all public elementary school teachers under the 2 identified districts had the chance to be selected and

considered for inclusion in the final sample. Universal sampling technique is a design where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012).

As part of the criteria in the selection of respondents, the researcher considered the inclusion and exclusion requirements. For the inclusion criterion, the respondents were the regular public elementary school teachers for the academic year 2025-2026 of the 2 identified districts (Baganga North and South) and who have been teaching for a period of 2 years, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criterion, those teachers who are not teaching under the elementary department in the areas identified were excluded from the study. Also, teachers who are working in the junior and senior high departments and private schools, whether in the same identified areas, including those teachers who also hold managerial or supervisory positions, were excluded from the study. As to the withdrawal requirement, the respondents were free to decline to participate in the survey without any form of consequence or penalty or loss of benefits. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study.

There were three sets of questionnaires reflecting the 2 independent variables (leadership skills and resilience) and the dependent variable (empowerment), which were adapted from different authors. The adapted standardized questionnaire was valid in content because it was already tested and proven by the authors, as they have undergone modification to classify the questions. The first independent variable is leadership skills, which has its indicators, namely: administrative skills, interpersonal skills, and conceptual skills. The questionnaire for leadership skills was adapted from Northhouse (1999), entitled *Leadership: Theory and Practice*.

The questionnaire for 2nd independent variable, resilience, was adapted from Mackrain (2013), entitled *Devereux Adult Resilience Survey (DARS)*. Devereux Center for Resilient Children. It has the following indicators: relationships, internal beliefs, initiative, and self-control. In addition, the dependent variable is empowerment, which has its indicators, namely: professional development, trust, status, and cooperation is taken from Development of teachers' empowerment scale: A validity and reliability study by Hidiroglu & Tanriogen (2020).

In evaluating leadership skills, resilience and empowerment, the 5 point Likert scale was used with the following range of means with its descriptions 4.20 – 5.00 or very High which means measures are always manifested; 3.40 – 4.19 or high which means measures are often manifested; 2.60 – 3.39 or moderate which means measures are sometimes manifested; 1.80 – 2.59 or low which means measures are seldom manifested; and 1.00 – 1.79 or very low which means measures are almost not manifested at all. The study will cover the period January-December 2025.

Having been adapted, the survey instrument underwent validation by four internal validators and one external validator, whose validation results show an average mean of 4.5 with a descriptive rating of very good. Pilot testing of 30 respondents was done, and the reliability of the scales was established using the Cronbach alpha coefficient. The results revealed the scores of 0.831 for Leadership Skills, 0.800 for Resilience and 0.717 for Empowerment.

The study utilized the quantitative, descriptive, non-experimental design using the correlation technique. This aided in determining the levels of leadership skills and resilience, as the independent variables and empowerment as the dependent variable. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through a survey (Kowalczyk, 2018). The design provided a description of the relationship between leadership skills, resilience and empowerment.

Correlational technique is a non-experimental approach which it analyzes the relationship between two or more variables without control. It also looks into the degree of association by relating it to other variables. Apparently, correlational studies have an independent and dependent variable, with the effects of the independent variable is observed on the dependent variable (Patidar, 2013). This design was used to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aims to determine the significant relationship between leadership skills, resilience and empowerment.

The researcher assured that all procedures in collecting data were properly followed during the conduct of the study. The researcher prepared a letter of request to the Dean of the Professional Schools to proceed with the conduct of the study. Before the data gathering, the researcher secured UMERL approval as per the issued Certificate of Approval Number 2025-376 for compliance with some ethical considerations in research. As soon as permission is granted, the researcher secured a letter of endorsement, noted by the Dean of Professional Schools, addressed to the School Heads of the elementary schools in North and South districts, Baganga, for easy access in the conduct of the study to the concerned students. As soon as permission was granted, the researcher proceeded to the assigned teachers of the identified school of North and South districts, Baganga, for the distribution of the survey questionnaires using the face-to-face method, wherein the researcher made sure that the classes of the teachers were not disturbed or cancelled. All survey questionnaires were collected and tabulated. The statistician's interpretation of the collected data became the basis for the researcher's data analysis, discussion and recommendations.

The following statistical tools were used in analyzing and interpreting the data. Mean was used to determine the levels of leadership skills, resilience and empowerment. Pearson r was applied to determine if the relationships are significant between leadership

skills, resilience and empowerment. Regression was used for leadership skills and resilience as determinants of empowerment of public elementary school teachers.

The researcher ensured that ethical standards were strictly observed to protect the rights and well-being of the respondents. The UMERC Certificate of Compliance was issued to the researcher in compliance with the ethical considerations. Moral concerns were observed during the conduct of this study. The researcher has sought the permission of the concerned officials regarding the conduct and involvement of the target respondents. The respondents were oriented on their roles and were informed that their participation was free and voluntary. They were asked through informed consent and were assured that the data collected from them would be kept private and confidential. The researcher ensured that no possible risks were involved, and mitigating measures, psychological, financial and physical preparations were also considered. There was no conflict of interest (COI) or traces of it, and deceit was avoided. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Level of Leadership Skills

Items	SD	Mean	D.E.
Administrative Skills	0.33	4.58	Very High
Interpersonal Skills	0.36	4.56	Very High
Conceptual Skills	0.30	4.55	Very High
Overall	0.18	4.56	Very High

Shown in Table 1 are the levels of leadership skills with their indicators: administrative skills, interpersonal skills, and conceptual skills. As presented, the overall mean score of the level of leadership skills is 4.56, labeled as very high with a standard deviation of 0.18.

This explains that the measures of leadership skills are always manifested. The indicator with the highest mean is administrative skills, with a mean score of 4.58, labeled as very high and a standard deviation of 0.33. After which, interpersonal skills with a mean score of 4.56, labeled as very high and a standard deviation of 0.36. On the other hand, the indicator with the lowest mean is conceptual skills, with a mean score of 4.55 or very high and a standard deviation of 0.30.

The very high level of administrative skills implies that the school heads always show uprightness, inspire the conduct of others, and are proficient at critical thinking. This is aligned with the authors (Mduwile & Komariah, 2021; Wilson & Mukoro, 2024) stating that administrative skills are important to school heads as such skills keep the school together, promote harmony, and encourage teamwork. Administrative skills are important aspects that determine the extent of the achievement of school goals. Utilizing the appropriate administrative skills enhances teachers' attitude toward work and work commitment.

Furthermore, the very high level of conceptual skills implies that the school heads significantly contribute to the success of the school. The result is coherent with the claim

of authors (Gamala & Marpa, 2022; Ukozor & Edet, 2024) who mentioned that effective school heads influence various factors such as student achievement, effective allocation of resources, and development of organizational structures. Also, the conceptual skills of school heads foster teacher creativity. School heads need to relate well with teachers as well as harness the resources at their disposal to improve teacher performance.

Table 2: Level of Resilience

Items	SD	Mean	D.E.
Relationship	0.23	4.77	Very High
Internal Beliefs	0.18	4.70	Very High
Initiative	0.18	4.72	Very High
Self-Control	0.30	4.52	Very High
Overall	0.14	4.68	Very High

Presented in Table 2 is the level of resilience with an overall mean of 4.68, described as very high and a standard deviation of 0.14. This shows that the measures of resilience are always manifested. The results revealed that resilience is rated very high across all items. Moreover, the indicator relationship gained the highest mean score of 4.77 with a standard deviation of 0.23. Followed by an initiative with a mean score of 4.72 and a standard deviation of 0.18. After which, internal beliefs with a mean score of 4.70 and a standard deviation of 0.18. Lastly, the indicator with the lowest mean is self-control, with a mean score of 4.52 and a standard deviation of 0.30.

The very high level of relationship implies that the teachers have great personal life events. The result is consistent with the authors (Dumulescu *et al.*, 2023; Mostafa & Lim, 2020), wherein the absence of adversity within relationships with parents and an internal locus of control results in higher levels of personal resilience. Teachers with resilience have good relationships as they possess the ability to navigate challenges with grace. Such a relationship extends to emotional self-regulation, which aligns with poise.

In addition, the very high level of self-control implies that the teachers have a high capacity to control emotions, urges, or behaviors. The result is aligned with the authors (Kaveh *et al.*, 2023; Sagar, 2021), who highlighted that teachers with a high level of self-control have good communication skills with others. Personal resilience is associated with self-control. Self-control enables the process of achieving goals.

Table 3: Level of Empowerment

Items	SD	Mean	D.E.
Personal Development	0.14	4.74	Very High
Trust	0.19	4.72	Very High
Status	0.22	4.81	Very High
Cooperation	0.18	4.68	Very High
Overall	0.11	4.74	Very High

Revealed in Table 3 is the level of teacher empowerment with an overall mean rating of 4.74, described as very high and a standard deviation of 0.11. It can also be viewed from

the table that the indicator status gained the highest mean score of 4.81, described as very high, with a standard deviation of 0.22. It is followed by personal development with a mean score of 4.74, described as very high, and a standard deviation of 0.14. Next, trust with a mean score of 4.72, described as very high and a standard deviation of 0.19. Finally, cooperation gained the lowest mean score of 4.68 or very high, with a standard deviation of 0.18.

The very high level of status implies that the teachers have a feeling of high social status. The result is aligned with the authors (Ilyas *et al.*, 2020; Jumawan & Namocot, 2023) emphasizing that a work atmosphere that offers status empowers teachers to enhance their teaching skills, maintain discipline and boost interpersonal skills. Status is linked with a high level of teacher empowerment. Support from school heads enable teachers to portray dedication to their colleagues, stakeholders, and the organization.

Additionally, the very high level of cooperation implies that the teachers highly engage in collaboration to enhance both teaching practices and student outcomes. The result is consistent with the authors (Tanudra, 2025; Toropova *et al.*, 2021) wherein teacher cooperation enables teachers to collaborate to come up with new ideas. School head support and teacher cooperation are two factors linked with job satisfaction. Integrating cooperation into professional development initiatives results in benefits such as sharing best practices, and supporting each other's professional journeys.

Table 4: Significance of the Relationship between
 Leadership Skills, Resilience, and Empowerment

	Leadership Skills	Resilience	Empowerment
Leadership Skills	1	.103	-0.078
Resilience	.103	1	0.174**
Empowerment	-0.078	0.174**	1

Shown in Table 4 are the results of the correlational analysis on leadership skills, resilience, and empowerment. It can be seen from the table that when leadership skills are correlated with the measures of empowerment, the overall r-value results in -0.078 with a p-value of 0.173, which is higher than the 0.05 level of significance. This implies that leadership skills are negatively correlated with empowerment. On the other hand, when resilience is correlated with the measures of empowerment, the overall r-value results in 0.174 with a p-value of 0.002, which is lower than the 0.05 level of significance. This implies that resilience has a significant relationship with empowerment.

The correlation between measures revealed that there is a negative relationship between leadership skills and empowerment. However, there is a significant positive relationship between resilience and empowerment. The result of the study is aligned with the authors (Cyfert *et al.*, 2022; Salvo-Garrido *et al.*, 2025), who stated that there is no relationship found between leadership skills and empowerment. Thus, no direct linkages were found between leadership skills and empowerment. On the other hand, resilience has a relation with empowerment, as teachers are able to confront, manage, and resolve

challenging situations. Teachers must navigate a complex environment, requiring them to develop skills to teach their students as well as be resilient.

Table 5: Multiple Regression Analysis of the Determinants
 of Leadership Skills and Resilience to Empowerment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.288	.263		16.302	.000
	Leadership Skills	-.061	.036	-.097	-1.712	.088
	Resilience	.155	.048	.184	3.248	.001
R .199 R ² .040 F 6.236 P .002						
a. Dependent Variable: Empowerment						

Revealed in Table 5 is the multiple regression analysis of leadership skills and resilience to empowerment. Results show that leadership skills and resilience produced an $R^2 = 0.040$ and $F = 6.236$ which denotes that leadership skills is not a significant determinant of empowerment. Therefore, the null hypothesis of leadership skills is not a determinant of empowerment is accepted. On the other hand, resilience is a significant determinant of empowerment. Thus, the null hypothesis of resilience is not a determinant of empowerment is rejected. The data also revealed that when leadership skills and resilience are regressed on empowerment, an R^2 of 0.040 is generated, which implies that only 4% of the variance of empowerment can be explained by leadership skills and resilience and the remaining 96% is attributed to other factors.

The overall result of the regression analysis on leadership skills and resilience as determinants of empowerment revealed that leadership skills are not a significant determinant of empowerment. However, resilience is a significant determinant of empowerment. The result of the study is consistent with the authors (Ramakrishna & Singh, 2022; Schermuly *et al.*, 2022), who found out that leadership skills have no relationship with empowerment. Therefore, leadership skills have a weak influence on empowerment. Meanwhile, resilience is linked with empowerment and support and are at the core of the resilience process. Resilience is developed through a network of relationships between teachers, students, and school heads who are strong and trusting in nature.

5. Recommendations

The researcher came up with recommendations based on the results of the study. With the very high levels of leadership skills, resilience and empowerment, the researcher recommends that the schools may sustain the implementation of their best practices in

leadership skills, resilience and empowerment with the fellow teachers and most especially to the students and remain open to different opinions while at the workplace. As to the very high level of leadership skills, it is recommended that the Department of Education may continue to implement targeted training programs and professional development opportunities for school heads, emphasizing skills and strategies related to challenging the process. The school heads may continue to be equipped with leadership abilities through the DepEd School Head Development Program (SHDP) and the Personal and Professional Standard for School Heads Program (PPSSH). The periodic conduct of workshops, seminars, or coaching sessions aimed at enhancing their ability to initiate change, foster innovation, and encourage creative problem-solving within the school environment.

On the very high level of resilience, it is recommended that the spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the students. The school's vision, mission and goals may always be emphasized (or even memorized by students and teachers as well) so that every action in class or in school will always be guided by these principles. An orientation or reorientation may be conducted either in a classroom setting or school-wide, as guidance to everyone.

Moreover, the researcher recommends that teachers continue to develop and nurture positivity, emotional intelligence, balance, spirituality and reflection activities between and among co-teachers, staff and students. To attain this, the schools may continue to create and conduct essential, effective, and functional activities, such as seminars and workshops on team building, stress management, mental health awareness, and communication proficiency, as part of activities to be implemented on a regular basis.

The very high level of empowerment is an indication of the teachers' ability to deliver their teaching functions to the students. The researcher hereby recommends that the teachers may be provided with chances to continue their schooling for professional development, retooling for updates of the latest teaching strategies and attendance to seminars and trainings, which may allow them to improve their communication skills, ICT skills and critical thinking skills. Also, conduct seminars on teachers' mental well-being, like Mental Awareness, Stress Management or Anger Management.

Future researchers may investigate potential mediating factors that may explain the relationship between leadership skills, resilience and empowerment, such as organizational culture, job satisfaction, or teacher support systems. Another quantitative research may be conducted in a bigger population using the Structural Equation Model as a design. Further, other researchers may also complement quantitative research with qualitative studies to gain a deeper understanding of the experiences and perceptions of teachers, by also examining the impact of the best practices being implemented in the schools.

6. Conclusion

In light of the findings of the study, conclusions are presented in this section. There is a very high level of leadership skills and a very high level of resilience. There is also a very high level of empowerment. Moreover, there is no significant relationship between leadership skills and empowerment. However, there is a significant relationship between resilience and empowerment. In addition, leadership skills are not a significant determinant of empowerment. On the other hand, resilience is a significant determinant of empowerment. The result of the study implies that the school heads highly utilize their leadership skills for the achievement of school goals. Additionally, the teachers are highly resilient and are able to face the challenges that may arise. Furthermore, the results imply that leadership skills do not have a significant relation with empowerment. Meanwhile, resilience has a significant positive relation with empowerment. Also, leadership skills is not a determinant of empowerment. Finally, resilience is a determinant of empowerment. The conclusions of the study clearly negate the notion that leadership skills and resilience are significant determinants of work engagement. The conclusions negate the anchor theory, the Social Exchange Theory by Blau (1964), which asserts that leaders can establish relationships with employees through delegation of authority, personal development support, encouragement to participate in decision making and guidance, which can promote positive behavior and generate positive results for the organization. Lastly, the findings of the study also negate the Empowerment Theory by Cherniss (1997), the Trait and Skills Theory by Bass and Stogdill (1990), and the Resilience Theory by Polidore (2004).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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