

Leadership Style of School Heads and Teachers' Resiliency Level



Jonie Queenie C. Pitas¹, Martina A. Brobo²

^{1,2}Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: With the escalating complexities of the lives of students and teachers, leaders need to come up with a better strategy to handle pressing issues to respond proactively to the constantly changing conditions in the educational situation. This study was undertaken to determine the extent of resilient leadership style of school heads in terms of crisis management, care for teachers and organizational capacity. Likewise, this study also determined the teachers' resiliency level in terms of determination, interaction, relationship, and problem-solving. The study employed a descriptive correlational and causal research design which included a quantitative approach to collecting numerical data through an adapted and modified questionnaire from Tuscano (2020 and Yorge (2019). Mean, standard deviation, Pearson Product-Moment Correlation Coefficient or Pearson (r), and linear regression were also used. The respondents were the teachers in Jasaan South District in the Division of Misamis Oriental who were selected through a stratified random sampling procedure, Slovin's Formula. Results revealed that the overall resilient leadership by the school heads was at a Very High Level while the teachers' resiliency was at a High Level of Resiliency. Care for teachers showed significant impact on the teachers' resiliency level. Thus, the school heads have to consider providing additional programs and initiatives on the care for teachers and organizational capacity building as these have an impact their resilient leadership style as well as the teachers' resiliency level.

KEYWORDS: Care for Teachers, Resilient Leadership, Teachers' Resiliency

I. INTRODUCTION

Leadership is the art of inspiring and influencing others towards a shared vision or goal. It is an extensive occupation with many descriptions, prerogatives, and privileges. Leadership is contingent on the setting. Thus, a leader must have the capability to handle the many perspectives of his responsibilities. As such, he must be strong, and tough, and must possess the skills to withstand the vigor under pressure, to cope with upsetting differences, and to adjust. A leader must overcome major complications without engaging in defective behavior or damaging others. In other words, a good leader must have the resiliency in his capacity to lead the members of the organization under his care.

In terms of school leadership, it is everyone's knowledge or the teachers, in particular, that the school heads' job is always multidimensional. They are tasked to strategize school operations and make critical decision-making in responding to the challenges of the new education framework of the Department of Education which will test teachers' resiliency. One of these DepEd frameworks is the implementation of the K to 12 Philippine Basic Education. This requires resilient leaders who can respond proactively to the constant changing conditions in the educational situation. With the escalating complexities of the lives of students and teachers, leaders need to come up with a better strategy to handle these several pressing issues in the Philippine educational system.

Tuscano et al (2022) pointed out that the school leaders necessitate to practice resilient leadership style in which they balance strategic and operational leadership. They also need to practice shared vision and moral purpose, anchor their decisions, and align operations with efficient strategies. The adoption and implementation of the K to 12 Basic Education Curriculum needs resilient school leaders who have the decision of considering the range of impacts to the individual students. Likewise, they must also look into the benefit the school organization, well-being of learners, service provision, and the performance of teachers. Moreover, they are to deliberate the financial implications, management of resources, and sustainability of operation while keeping all the well-being of their teachers and other stakeholders.

In addition, it was emphasized that resilient school heads can immediately act and respond to emergency situations quickly with the foresight and careful consideration of options, consequences, and adverse effects of actions taken. They can

Leadership Style of School Heads and Teachers' Resiliency Level

also communicate with clarity and purpose, empathy and compassion. Marco (2020) stipulated that school heads with resilient leadership style can act swiftly and with carefulness, can cope with tensions between well-being and workloads of students, teachers, and parents. This can be framed as the tension between Maslow and Bloom, in which Abraham Maslow's hierarchy of needs and Benjamin Bloom's taxonomy of learning represents the importance of balancing physical and psychological safety with learning and academic rigor.

Fernandez and Shaw (2020) espoused that resilient school heads ensure that learning continues even during difficult times and in ways appropriate to their contexts. They can also recognize the important social and economic functions that schools play. They always support that schools are meaningfully continuing the education of their pupils in ways appropriate to current circumstances but with fundamental human needs, compassion and kindness at the forefront. In this time of education recovery period, the resilient leaders must consider humans before outcomes, pupils before results and well-being before learning.

It was highlighted that the schools need to support pupils and family security and welfare. This can be done by means of providing clear communication to pupils and families about changing circumstances and expectations. Doing this, would greatly mean taking on the remote learning model and to reconsider what is only essential or important in the curriculum. As such, pupils are not burdened with their days' work although they may be busy. However, the school will deliver only what is important and indispensable.

On the other hand, Harris (2020) pointed out that school heads with resilient leadership style encourage teachers to be realistic about the work set in a distance or remote learning model. They will also allow time for teachers and students to enhance their psycho-social well-being. They can ensure this through breaks from the traditional routinary works and assignments, mental and physical exercises, and breaks from computer screen works. Moreover, they may be developing positive attitudes in times of suffocations from several restrictions and health protocols.

DepEd's orders, memoranda, and issuances are centered on schools' resiliency in the adoption and implementation of teaching-learning alternatives in the K to 12 Basic Education Curriculum. Yet studies on its effective implementation through the resilient leadership style of school heads in the Philippines are limited. It is based on the aforesaid circumstance that the researcher is motivated to conduct a study on the resilient leadership style of school heads and the teachers' resiliency level in the Jasaan South District in the Division of Misamis Oriental for the School Year 2022-2023.

The paradigm of the study was anchored on the Behavioral Leadership Theory of Gary (2018). In Behavioral Leadership Theory, leader's behavior affects their performance and different leadership behaviors could be appropriate at different times. The theory stipulates that best leaders are those who have the adaptability to flex their behavioral style and choose the right style suitable for each situation. This theory focused on how leaders influence followers' expectations; this is based on the premise that employees' performance and resiliency is greatly affected by the leaders' leadership behaviour. The leaders are expected to help group members in attaining productive work activities by removing obstacles to performance. They do it by providing support and information as well as other resources which are required by employees to complete the tasks. Gary's theory advocated that leadership styles influence followers' work performance and that leadership is not viewed as position or power but rather leaders are considered as coaches and facilitators to their subordinates.

According to Behavioral Leadership Theory, leaders' effectiveness or performance depend on several employees and environmental contingent factors. It can be noted that certain leadership style specifically the resilient leadership is necessary to keep abreast with the challenges in the new normal education landscape. In the context of education, the Behavioral Leadership Theory can be applied when the school heads clearly provide guidelines in the implementation of the remote education system and communicate to teachers of what are expected of them. Additionally, the resilient leaders adopt flexibility and take consideration on the health and well-being of teachers and students.

Furthermore, it is accentuated that one of the most consistent components of resilient leaders is the ability to manage and deal with any crises and critical situations. Thus, school heads who adopt resilient leadership style are most likely to appear sensible in conditions of uncertainty. In times of crisis challenges arise quickly and both information and known solutions may be scarce. But a resilient school head can immediately take the challenge and make critical decisions after early recognition of the crisis (Boin et al, 2020).

Bryce (2020) argued that the success of a leader is based on their behavior rather than their natural attributes. Behavioral leadership theory involves observing and evaluating a leader's actions and behaviors when they are responding to a specific situation. This theory believes that leaders are made, not born. Proponents of this theory suggest that anyone can become an effective leader if they can learn and implement certain behaviors.

The concept of the study was anchored on the study of Tuscano (2020) who pointed out that the implementation of the K to 12 Basic Education Curriculum needs the resilient leadership style of the school heads to successfully implement the

Leadership Style of School Heads and Teachers' Resiliency Level

program and other present situation. Fernandez (2020), on the other hand, purported that the adoption and implementation of the K to 12 curriculum needs resilient school leaders to inspire teachers to make the difference in their teaching. Doing this will ensure effective implementation of the program and achieve the development of the 21st century skills of the learners. In a similar research, Harris (2020) asserted that the resilient school leaders can recognize the inherent tensions between crisis management and reform-oriented leadership. Resilient school leaders often try to minimize the adverse effect, alleviate the condition, and restore pupils' learning interest and teachers' enthusiasm to impart knowledge through different teachers' initiative and teaching creativity.

Additionally, Tuscano (2020) suggested that resilient school leaders influence teachers resilience in whatever challenges they might face. This can be realized through the exercise of crisis management, care for teaching personnel, and other organizational resources. Another way is to enforce higher extent of implementation of organizational capacity building to empower and heighten the performance of teaching and non-teaching personnel.

In a similar investigation, McLeod and Dulsky (2021) asserted that resilient leaders exercise higher degree of crisis management. This must be done in order to bring about solutions to the school organizational challenges and issues. In the same way, a resilient leader must emphasize the importance of providing more comfortable and development-oriented teaching environment to teachers. They will also empower them (teachers) with the technical tools in scaling the heights of performance for both the teaching and non-teaching personnel.

II. METHODOLOGY

The study used the descriptive correlational and causal research design. Mustieles (2020) stated that descriptive correlational research as a type of research design tries to explain the relationship between two or more variables without making any claims about cause and effect. In correlational research, for example and specifically in this study, two variables such as the school head's care for teachers and teachers' determination, are studied to establish their relationship. Meaning to say, when school leaders show care, the well-being and professional growth of their teaching staff enhances determination in many aspects. However, correlation does not necessarily imply causation; just because two variables are related does not mean that one causes the other. There may be other factors that influence the relationship between the variables.

Causal research is also known as explanatory research. It is a type of research that examines if there is a cause-and-effect relationship between two separate events. This would occur when there is a change in one of the independent variables, which causes changes in the dependent variable (Grice, 2018). For instance, the study might show that school heads' conduct of capacity building causes teachers' ability to solve problems quickly in life and career. In summary, while descriptive correlation research focuses on describing phenomena without establishing causation, causal research investigates causal relationships between variables observing its effect on another.

Mean value and standard deviation were used to present the extent of resilient leadership style of the school heads and the teachers' resiliency level; Pearson product moment correlation coefficient was utilized to ascertain the significant relationship between the extent of resilient leadership style of school heads and the level of teachers' resiliency level; and linear regression analysis was used to determine which among the independent variables singly or in combination affects the dependent variable.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of resilient leadership style of school heads in Jasaan South District in the Division of Misamis Oriental in terms of:

- 1.1. crisis management;
- 1.2. care for teachers; and
- 1.3. organizational capacity building?

Table 1. Overall Resilient Leadership Style

Resilient Leadership	Mean	Standard Deviation	Description	Interpretation
Crisis Management	4.33	0.57	Always Practice	Very High
Care for Teachers	4.18	0.56	Often Practice	High
Organizational Capacity Building	4.30	0.56	Always Practice	Very High
Overall Mean	4.27	0.56	Always Practice	Very High

Note: 4.21 - 5.0 - Very High; 3.41 - 4.20 - High; 2.61 - 3.40 - Moderately High; 1.81 - 2.60 - Low; 1.0 - 1.80 - Very Low

Leadership Style of School Heads and Teachers' Resiliency Level

Table 1 presents the overall resilient leadership style of school heads. It registered an overall Mean of 4.27 with SD= 0.56, described as Always Practice and interpreted as Very High level. Moreover, majority of the variables were rated at very high level which imply that the school heads have very high capacity in terms of resiliency in their leadership. This further means that the school heads could easily accommodate and adapt changes in his plans and in setting up activities that will help the teachers and schools survive challenges and circumstances that come their way.

The variable on *Crisis Management* got the highest Mean rating of 4.33 with SD= 0.57, described as always practice and interpreted as very high. This means that crisis management is essential for proactively addressing and reacting to unforeseen situations, guaranteeing people's safety, preserving business continuity, and safeguarding the teachers, non-teaching personnel, pupils, and the school. It is a purposeful and proactive approach that helps school navigate uncertainty and problems efficiently. Most probably, this is the reason why school heads always practice the crisis management, and this was evidently seen mostly by the teachers being surveyed; thus, the very high rating. In educational settings, crisis management encompasses the phases of planning, reacting, recuperating, and gaining knowledge from unforeseen events or crises that could potentially interfere with the regular operations of a school community. Emergencies that endanger the safety and wellbeing of students, faculty, staff, and the school environment can take many different forms, such as natural catastrophes, accidents, violent crimes, health crises, or other unforeseen circumstances.

A leaders' capacity is best tested in a crisis that can create sensitive environments in which leaders may have to make sudden and effective decisions using limited information. In these kinds of environment, emotions and instincts may quite easily override intellect and logic. To reduce the impact of these challenging events, every competent leader must take several actions prior to, during, and after crises (Klann, 2019).

Meanwhile, Care for Teachers obtained the lowest mean rating of 4.18 with SD= 0.56, described as Often Practice and interpreted as High. Although this variable is rated lowest compared to the rest, it can still be justified that school heads still showed care for their teachers. Perhaps, the practice had not been so obvious that most teachers failed to notice it, but it was done. Care for teachers refers to the school heads' ability to provide the necessary scaffolding for teaching and non-teaching personnel, nurture relationships with teachers, and the ability to affirm teachers' efforts and talents.

The belief that leaders or administrators of schools have a low regard for Care for Teachers may stem from several different factors. It is crucial to remember that these opinions are frequently subjective and can differ from school to school. One is communication issue. A lack of effective communication between school leaders and the teachers can create a perception that leaders are not responsive to the needs and concerns of the school staff. Another factor is also in decision-making processes. Teachers may feel that they are not fully involved in the decision-making processes that directly affect them. When decisions are made unilaterally without teacher involvement, it can lead to a feeling of neglect or lack of care. Next is the lack of recognition and appreciation. Teachers often enjoy being recognized for their hard work. When school administrators do not appreciate or acknowledge teachers' efforts, it can give the impression that they are not care of. And lastly is the concern on professional development opportunities (Oco, 2022). A lack of this factor can lead to the perception that administrators do not invest in teachers' long-term professional satisfaction and development. These results imply that teachers have seen their school heads in this context as consistent and have strong resilient leadership style, specifically in the areas of crisis management, care for teachers, and organizational capacity building. Resilient leadership in schools can have far-reaching positive impacts on school culture, staff's well-being, student outcomes, and the overall sustainability of the institution.

Problem 2. What is the teachers' resiliency level in terms of;

- 2.1. determination;
- 2.2. interaction;
- 2.3. relationship; and
- 2.4. problem-solving?

Data in table 2 presents the overall teachers' resiliency level. Teacher's Resiliency has four components, three of them described as often practice and interpreted as high and only one described as always practice and interpreted as very high. On the whole, it totaled a mean score of 3.98 with SD= 0.72, described as often practice and interpreted as high.

Leadership Style of School Heads and Teachers' Resiliency Level

Table 2. Overall Teachers' Resiliency Level

Indicators	Mean	SD	Description	Interpretation
Determination	4.30	0.67	Always Practice	Very High
Interaction	3.93	0.68	Often Practice	High
Relationship	3.83	0.80	Often Practice	High
Problem Solving	3.86	0.72	Often Practice	High
Overall Mean	3.98	0.72	Often Practice	High

By implication, it can be deduced that teachers' resiliency is at high level. They are better able to manage the demands of the classroom and to create a safe, nurturing environment for their pupils. Teachers with high resiliency levels can have a positive effect on the learning environment. Resilient educators can also act as great role models for their pupils by exhibiting coping mechanisms and tenacity in the face of difficulty.

Among the teachers' resiliency variables, *determination* got the highest Mean of 4.30 and SD= 0.67, described as Always Practice and interpreted as Very High. This confirms that majority of the teachers are resilient in this aspect. That is when they are strongly determined to accomplish a task, they will always find ways to really do it as expected to be done and within the allotted time frame. It can be understood as well that teachers' resiliency is strengthened by their determination, which form a potent force that allows them to rise above adversity and grow from every encounter. Their attitude inspires a never-ending quest for both professional and personal growth, reflecting a strong spirit. Determination is a crucial aspect of teachers' resiliency, as it plays a vital role in how educators navigate challenges and persist in their profession despite various obstacles. Ambitious teachers often exhibit a strong sense of determination, as they are driven to overcome obstacles and persevere in the face of adversity. Jones (2018) posited that teachers with high levels of ambition are more likely to develop resiliency because their intrinsic motivation propels them forward even when faced with setbacks.

Relationship obtained the lowest Mean of 3.83 and SD= 0.80, described as Often Practice and interpreted as High. This entails that building solid relationships with people is something that teachers should work on since it is essential in promoting resilience in the classroom and in other contexts. The quality of the educational system, including teachers, to adapt and flourish in the face of difficulties and changes is referred to as resilience in education.

According to Indeed Editorial Team (2022), it is critical to establish and preserve fruitful connections with stakeholders. People that have an interest in a school's performance are known as stakeholders, and as such, the school frequently takes their opinions into account before making decisions. Teachers and school administrators can strengthen their relationships with stakeholders by learning more about them and why they are essential.

Building strong relationships with stakeholders is crucial for school administrators and teachers to understand their needs, interests, and specifications. This can help the school make well-informed decisions that will satisfy their needs and increase the likelihood of success. Building trusting connections with stakeholders may also open doors to fresh perspectives and recommendations that educators and administrators had not previously considered.

Problem 3. Is there a significant relationship between the extent of resilient leadership style of the school heads and the teachers' resiliency level?

Table 3 displays the correlation analysis between resilient leadership and resiliency level. Resilient leadership includes crisis management, care for teachers, and organizational capacity building while the resiliency level involves determination, interaction, relationship, and problem solving.

Crisis management registered a computed r-value of 0.098 and computed p-value of 0.266. The computed p-value is higher than the p critical value of 0.05 level of significance. Thus, the null hypothesis is accepted. This implies that the school heads' resilient leadership on crisis management has no significant relationship towards teachers' resiliency level. This means that the school heads' activities on crisis management at school have no bearing towards the teachers' resilience in performing their duties and responsibilities for the learners, school and the stakeholders.

Table 3. Correlation Analysis between Resilient Leadership Style and Resiliency Level

Variables	R-value	P-value	Decision on Ho	Interpretation
Crisis Management	0.098	0.266	Accept	Not Significant
Care of Teachers	0.245**	0.005**	Reject	Significant
Organizational Capacity Building	0.188**	0.032**	Reject	Significant

**Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Leadership Style of School Heads and Teachers' Resiliency Level

According to Debes' (2021) study, there was minimal impact of teachers' perceptions of crisis situations on their performance in the classroom. Teachers believed that their school leaders were handling crisis situations in a way that met the needs of the school. Furthermore, with enough experience, teachers were highly skilled at handling crisis situations. Additionally, educators' intervention programs such as in-service training can improve perception on safety-related actions on contingency planning.

Care for Teachers, showed a computed r-value of 0.245 and computed p-value of 0.005. The computed p-value is lower than the p critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that the school heads' resilient leadership on care for teachers have significant relationship towards teachers' resiliency level. This further means that the school heads' activities and efforts on care for teachers at school have bearing or impact towards the teachers' resilience in performing their duties and responsibilities for the learners, school, and the stakeholders despite the challenges that they are facing. Teachers who are stressed and tired must be given attention; these factors can lead to other cases of illness like anxiety which can further lead to depression.

Based on Cleofas and Mijares' (2020) study, anxiety levels were higher in younger teachers who had less experience in the classroom. Additionally, senior high school teachers demonstrated higher cognitive methods of self-care, but younger male teachers demonstrated considerably higher daily balance self-care. Finally, there was a greater likelihood of reduced anxiety levels among teachers who regularly engaged in all facets of self-care. These findings highlight the necessity of schools putting in place initiatives to support teachers' self-care, particularly those who are pursuing graduate degrees.

For Organizational Capacity for Building, it registered a computed r-value of 0.188 and computed p-value of 0.032. The computed p-value is lower than the p critical value of 0.05 level of significance. Thus, the null hypothesis is rejected. This demonstrates that the school heads' resilient leadership on organizational capacity for building has significant relationship towards teachers' resiliency level. This means that the school heads' activities and efforts have bearing or impact towards the teachers' resiliency in performing their duties and responsibilities for the learners, school and the stakeholders despite the challenges that they are facing.

Resilient leaders prioritize professional development opportunities for teachers, helping them build the skills and knowledge they need to adapt to change and thrive in their roles. By investing in teachers' growth and development, resilient leaders empower them to face challenges with confidence and resilience (Oco, 2022). Resilient leaders serve as role models for teachers. When leaders demonstrate resiliency in the face of challenges, they set an example for teachers to follow. In so doing, teachers are more likely to emulate the behavior and attitudes of their leaders, including their ability to bounce back from setbacks.

Problem 4. Which among the independent variables singly or in combination affects the dependent variables?

Table 4 presents the regression analysis if independent variables like crisis management, care for teachers, and organizational capacity predict resiliency level of the teachers in terms of determination, interaction, relationship, and problem solving. It is hypothesized that the three predictors will be associated with the level of resiliency. Results show that the 6.1% of the variance is explained by the three predictors, F-value= 2.757, $p < .000$. Specifically, care for teachers ($\beta=0.219$, t-value=1.860, p-value= $< .035$) positively affects with teachers' resiliency level. It can be inferred that if the school heads are able to increase their resilient leadership by 1% it will also increase the teachers' level of resiliency into 6.1%. This indicates that school heads' better resilient leadership can improve teachers' level of resiliency as well. Moreover, it can be explained that better implementation of resilient leadership style of school heads by showing care for the teachers is important in developing their (teachers) resiliency towards their duties and responsibilities at school.

Table 4. Regression Analysis between the Independent and Dependent Variables

Variables	Unstandardized		Standard	T-value	Sig.
	Coefficients		Coefficient Beta		
	B	Std. Error			
Constant	2.746	.529		.4913	0.000
Crisis Management	-0.022	1.29	-0.016	-0.168	0.862
Care of Teachers	0.229	1.23	0.219	1.860	0.035
Organizational Capacity Building	0.059	1.43	0.049	0.417	0.678
	R 0.247	R² 0.061	Adjusted R² 0.201	F-value 2.757	Sig. .000

Note: Significant if computed p-value is less than 0.05 level of significance.

Leadership Style of School Heads and Teachers' Resiliency Level

Formula: $Y = 2.746 + 0.229 X$

Where X = Care for Teachers

Resilience, according to Zhang and Luo (2023), is the capacity to overcome adversity and adjust to changing conditions. Teachers who are resilient can manage these problems. It was observed that teachers' resiliency is impacted by anger, anxiety, mindfulness, enjoyment, social support, fear, and training. Stress, depersonalization, personal achievement, emotional tiredness, children's resilience, job engagement, happiness, well-being, self-care, and success are all impacted by teachers' resiliency.

On the other hand, crisis management ($\beta = -0.016$, $t\text{-value} = -0.168$, $p\text{-value} = 0.862$), and organizational capacity building ($\beta = 0.049$, $t\text{-value} = 0.417$, $p\text{-value} = 0.678$) do not significantly affect teachers' level of resiliency. This suggests that school head's crisis management, and organizational capacity building have no bearing on the teachers' level of resiliency. This further implies that the crisis management and organizational building can still be performed by the teachers at their level specially on dealing with learners and parents' problems. The teachers only consult the school heads if the situation or challenges continue to arise and have not been resolved.

According to Matus and Mickan (2018), building capacity is an essential process that helps people, groups, and communities become better at recognizing, organizing, carrying out, and assessing their objectives. It has a big impact in boosting productivity and effectiveness, fostering creativity and innovation, empowering communities, facilitating knowledge transfer, building resilience, and enhancing organizational and individual performance. Moreover, building capacity also gives communities the ability to take charge of their own development. It assists people in determining their needs and priorities, creating plans to meet those requirements, and developing the abilities and know-how necessary to carry out those plans successfully. This may result in a greater capacity for sustainability and self-sufficiency, which may lessen reliance on outside assistance and support.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. School heads who employed the resilient leadership style were performing very well in their respective responsibilities in managing the school environments.
2. Teachers with high resiliency level were able to cope with the challenges of their teaching job.
3. Teachers need due recognition of their performance and their achievements. They also need more capacity building and professional enhancement for their profession.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated:

1. School heads who already employed the resilient leadership style may continue to do so; those who are practicing other leadership styles may shift and try out this recently identified and a more effective leadership style.
2. Care for teachers may be given more importance by school heads as this greatly affects the teachers' resiliency in handling their responsibilities.
3. School heads have to come up with teachers' recognition programs and related activities to give due commendation and acknowledgment of the efforts and accomplishments of teachers.
4. Teachers need more capacity building and enhancement activities to upgrade their professional well-being; hence, school heads have to plan out what must be done to satisfy this concern that teachers want.

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Leadership Style of School Heads and Teachers' Resiliency Level

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Leadership Style of School Heads and Teachers' Resiliency Level

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