

Resilient Leadership and Employee Empowerment: Overcoming Challenges In Sri Lanka's Private Higher Education Sector

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Abstract

This study investigates the impact of resilient leadership (RL) on employee empowerment (EE) in the private sector higher education (HE) context in Sri Lanka (SL). Despite its recognized importance, there is a notable research gap regarding the effects of RL on EE within Sri Lanka's higher education sector (HES). This gap is critical given the sector's increasing demands for quality education, competitive pressures, and the need for adaptive leadership. The study aims to bridge this gap by examining how contingency planning, improvisation, adaptive instructing, contingency control, emergency care, adjustment recovery, and mutual growth influence EE. This research employed purposive sampling to gather data from 136 non-academic employees holding positions above the executive level within private higher education institutions (HEI) in the Western Province (WP) of SL. Data collection utilized a structured questionnaire, and statistical analyses including correlation and regression were conducted to assess the relationship and impact of RL on EE. The results indicate a statistically significant relationship between RL practices and EE, highlighting the critical role of RL in fostering a conducive work environment. The findings suggest that RL positively impacts EE within private HEIs in the WP of SL. The results contribute to the limited body of knowledge on leadership resilience in HE and provide practical insights for educational leaders aiming to enhance EE. By fostering RL practices, institutions can support their employees, leading to a more motivated and effective workforce. This research offers valuable insights for driving positive organizational outcomes such as enhanced job satisfaction, increased productivity, improved institutional effectiveness which fosters a supportive work environment in the evolving private HES in SL.

Keywords: *Employee Empowerment, Higher Education, Leadership, Non-academic, Resilient Leadership.*

1. Introduction

The pressures on Sri Lanka's higher education system are growing as a result of the factors such as globalisation, technological progress, and shifting student demographics (Waidyaratne, 2022). Further, the increased enrolment, technological developments, and shifting student demographics are all considered signs of major changes in Sri Lanka's higher education system (Waidyaratne, 2022). But these adjustments have also brought with them new difficulties, such as tight budgets, shifting regulations, and the need to adjust to international trends in the field of education. It has been observed that the role of leadership plays a critical role in maintaining the resilience of the faculty and staff and the empowerment in this dynamic environment (Liang & Cao, 2021; Prayag, 2023). In addition, it is found that resilient leadership is necessary in this dynamic environment in order to effectively handle the obstacles and to empower staff (Prayag, 2023) in the different industries.

Although resilient leadership is becoming increasingly recognized as an important aspect in the modern world (Kavindi & Chandrasekara, 2023), there is a dearth of thorough research on analysing its effects on the employee empowerment in the higher educational system of Sri Lanka (Waidyaratne, 2022). Different studies have looked at the relationship between various leadership styles and many organisational outcomes, but it is noted that more research is needed to understand how several resilient leadership practices such as adjustment recovery and contingency planning are able to affect employee empowerment in terms of decision making, discretionary skills, and access to information and tools (Kovinthan, 2019).

The capacity that is required to foresee, adjust to, and rebound from the disturbances is what defines the concept of resilient leadership; traits like these include improvisation, contingency planning, and adaptive instruction (Waidyaratne, 2022).

In the context of higher education, employee empowerment is considered essential because it improves the faculty and staff in the capacities of training and development, decision-making, discretionary skills, access to information and resources (Ojeda, 2023), and knowledge and skills (Kovinthan, 2019). By fostering a creative and encouraging culture, resilient leadership techniques like adjustment recovery and contingency planning are thought to have a favourable effect on the employee empowerment (Tenney, 2023).

The previous studies (Liang & Cao, 2021; Tenney, 2023; Prayag, 2023) show a good correlation between employee outcomes and resilient leadership. For instance, Liang and Cao (2021) discovered a favourable correlation between employee resilience and organisational performance, underscoring the significance of resilient leadership in accomplishing organisational objectives (Liang & Cao, 2021). Furthermore, research has demonstrated that resilient leadership practices such as employee

empowerment and positive vision formulation contribute to the effectiveness and resilience of organisations (Tenney, 2023).

By analysing the connection between resilient leadership and employee empowerment in the higher educational institutions of Sri Lanka, this study seeks to close various gaps that have been identified by the authors of the research.

Through the identification of the critical resilient leadership qualities that substantially enhance employee empowerment (Srivastava, 2015), this study aims to offer insightful information to leaders and policy makers in the higher education sector of Sri Lanka. In addition, the purpose of this project is to investigate these links in order to offer leaders and policymakers in the education sector some useful insights that will improve organizational resilience and effectiveness (Afram, 2022) in the higher educational system in Sri Lanka which will be helpful to make an impact in the required field of study.

Despite these results, it has also been observed that there is a lack of information in the literature with regard to the precise effect of resilient leadership on the worker empowerment (Kavindi & Chandrasekara, 2023) in the higher educational system, which is suggestive that there is a contextual gap that prevails with regard to the research topic.

Therefore, it can be stated that the research is carried out in order to address the gaps on knowledge, literature and context that could contribute to contract the gaps in literature, improve the industry of higher education and build awareness among the policy makers to initiate the required changes in the higher educational system of Sri Lanka.

1.1 Research Questions and Objectives

Research Questions:

To address this gap that has been rectified in the above-mentioned context, the following research questions will be used to guide this study:

1. What is the impact of Resilient Leadership on Employee Empowerment in the private higher education Sector in Sri Lanka?
2. What is the relationship between Resilient Leadership dimensions and Employee Empowerment in the private higher education sector in Sri Lanka?

Research Objectives:

- a. To identify the impact between resilient leadership and employee empowerment in the private higher education sector in Sri Lanka.
- b. To examine the relationship between Resilient Leadership dimensions and Employee Empowerment in the private higher education sector in Sri Lanka?

2. Literature Review

2.1 Resilience

The contemporary dynamic business environment is highly volatile, uncertain, complex and ambiguous, demanding the entities to portray resilience (Eliot, 2020). Resilience is the extent to which adversities, external shocks or any other traumatic situations can be absorbed by entities in order to bounce back towards normalcy, simply, implying the potential of an entity to get toppled and then rebound, while learning and being future-ready to encounter future crisis situations (Lombardi et al., 2021). Table 1 depicts the way resilience was derived in different perspectives by different scholars.

Table 49 Resilience in different perspectives

Perspective	Description	Source(s)
Trait orientation	Resilience is a personal characteristic that aids individuals to deal with, adapt and develop from crisis situations.	(Connor & Davidson, 2003)
Capacity orientation	Resilience portrays the potential of an individual to resist, adapt, survive, restore and thrive, ultimately coping with adversities.	(Näswall et al., 2013; Wang et al., 2014)
Process orientation	Resilience can be recognized as a dynamic process (preparing prior to crisis, adaptation during crisis, recovering and growing after crisis) via which people adapt and recover from crisis situations.	(Förster & Duchek, 2017; Zhang et al., 2023)
Outcome orientation	Resilience can be viewed as an outcome that has happened due to successful adaptation of individuals during crisis situations.	(Harvey & Delfabbro, 2004)

Source : Author generated

According to Eliot J (2020), resilience is determined as the potential of individuals to encounter negative, traumatic situations or challenges posed via positive changes such as promotions, new projects etc., ensuring the bounce back to equilibrium. In today's dynamic corporate landscape, resilience and leadership has received increased attention (Zhang et al., 2023).

2.2 Resilient leadership

Leadership can be identified as a complex process that consists of a wide array of paradigms such as transformational, transactional, servant, team, authentic leadership etc. The term ‘leadership’ is defined by different intellectuals in different manners, where such definitions and findings about leadership has evolved over time (Northouse, 2007). Yet, all the conceptualizations of the term ‘leadership’ highlights that it is a process that influences another individual or a group of individuals to achieve a stated common goal. Simply, it is an interplay between the leader and the followers (Yadav, 2019). Hence, the leaders are required to adopt the most ideal style of leadership in order to achieve organizational productivity and effectiveness (Nanjundeswaraswamy & Swamy, 2014).

Among all the different styles of leadership, “resilient leadership” has received much prominence over time due to the dynamic nature of the corporate landscape. It is identified as an effective style of leadership during turbulent times as it allows the entities to rapidly catapult back towards normalcy by ensuring organizational success despite all odds (Kumar & Kumar, 2022). Resilient leaders realize the requirement of being highly adaptive in order to tolerate, survive, adapt and bounce back during crisis situations (Dartey-baah, 2015). It is realized that leaders who are resilient have the potential of working under pressure while facing radical fluctuations in the business environment (Sanaghan, 2016). As per Kohlrieser & Rossi (2014), resilient leaders have the ability of encountering crisis situations without causing any alterations to their behaviour and also without harming others. Resilient leaders must perceive crisis situations as it is in an optimistic manner without denying the adverse effects of the calamity and must have the will to encounter the challenge despite all odds (Sanaghan, 2016). Also, it is vital that resilient leaders possess the courage to face challenges and make tough decisions. Leaders which portray resilient leadership behaviours tend to be sophisticated and intellectually curious as they tend to explore an array of solutions to mitigate the calamity (Sanaghan, 2016). Table 2 highlights various interpretations of resilient leaders and resilient leadership.

Table 50 Interpretations of Resilient Leaders and Resilient Leadership

Different Interpretation(s) of Resilient Leader/Leadership	Sample Source
Resilient Leadership allows organizations to sustain during volatile, uncertain, complex and ambiguous corporate environment ensuring the achievement of the organizations’ mission.	(Dbal & Chal, 2021)
Also, it can be realized as a process of preparing people, practices, processes and systems to be adaptive in order to encounter challenging times	

- Resilient Leadership ensures the management of fluctuations in an organization aligning with the organizations' vision, managing one's own self, increasing awareness, encountering situations with perseverance and inculcating a growth mindset while being adaptive and flexible. Further, it is about motivating others to be calm, empathetic, compassionate, logical and systematic when dealing with uncertainties. (Renjen, 2020)
- Resilient Leadership can be identified as a leadership style that fosters the ability of complex systems to function and thrive during crisis situations. (Willis & Nadkarny, 2020)
- It can also be identified as a quality that a leader should possess in order to cope up with traumatic situations without shrinking during either physical or mental fatigue.
- Resilient Leadership is a style of leadership that allows individuals to survive and move forward with the team during complex situations by being flexible and adapting to new normal situations. (Sanaghan, 2016)
- A sense of optimism, coherence, self-esteem, hardiness, self- efficacy, perseverance and tolerance of uncertainties are traits portrayed by a resilient leader (Ledesma, 2014)
- Resilient leaders have the capacity to face challenges and recover from such traumatic situations while providing support to the team members to sustain their energy throughout. (Kohlrieser & Rossi, 2014)
- Resilient leadership is an effort taken to realize the purpose of life by mastering the ability of influencing situations that will happening the future. It is the process of understanding both positive and negative challenges and thriving through them (Bonanno, 2014)

Source : Interpretations of Resilient Leaders and Resilient Leadership

According to Zhang et al. (2023), resilient leadership consists of seven (07) dimensions; (1) Contingency planning, (2) Improvisation, (3) Adaptive instructing, (4) Contingency control, (5) Emergency care, (6) Adjustment recovery, (7) Mutual growth.

Prior to the crisis, leaders set plans and strategies to avoid uncertainties and ensure continuous operations, which is identified as contingency planning. Improvisation is identified as the leaders initial assessment, quick response and early discarding of uncertainties in order to avoid the impact of crisis situations (Zhang et al., 2023). In other words, improvisation consists of the requirement to respond to and to adapt to uncertain situations immediately, portraying reactive and adaptive qualities. This will allow entities to face traumatic situations without even planning beforehand (Lombardi et al., 2021). Adaptive instructing means the attempt of leaders to provide instructions and assistance to the employees in order to cope up with uncertainties optimistically. Leaders provide clear requirements of tasks and duties to the employees to ensure successful regulation and motivation of employees, which is identified as contingency control (Zhang et al., 2023). The dimension of emergency care highlights the sense of care portrayed by the leaders' on their employees work and personal life, while ensuring that the customers' needs are met and social benefits are valued. In order to eliminate the negative impact of tragedies and bounce back into normalcy, leaders undertake various measures, which could be identified as adjustment recovery; sixth dimension as stated by the scholar (Zhang et al., 2023). Lastly, the dimension of mutual growth is the focus that leaders show on employee growth and the growth of themselves after the crisis situation (Zhang et al., 2023)

2.3 Employee empowerment

According to Tanjeen (2013), employee empowerment can be identified as the process of fostering and encouraging a corporate environment in which the employees are given the autonomy to make decisions, solve problems, set goals etc. Simply, the tasks, duties, responsibilities and work is delegated to the employees in employee empowerment, ensuring the increment of responsibility and the quality of work of employees (Tanjeen, 2013). In other words, employee empowerment is the action of transferring the power or rather the discretion of work from the employer to the employee (Jaya Kumar & Kumar, 2017). The focus of employee empowerment is to ensure that trust of the employees is developed and the employees are motivated and involved in the process of decision-making (Hieu, 2020).

According to Motamarri et al. (2020), six (06) dimensions on employee empowerment have being identified, which are namely, (1) Decision-making, (2) Discretionary Skills, (3) Information Access, (4) Knowledge and Skills, (5) Tools and Technologies, (6) Training and Development. Figure 1 depicts these dimensions of employee empowerment with the definitions..

Figure 17 Dimensions of empowerment and definitions

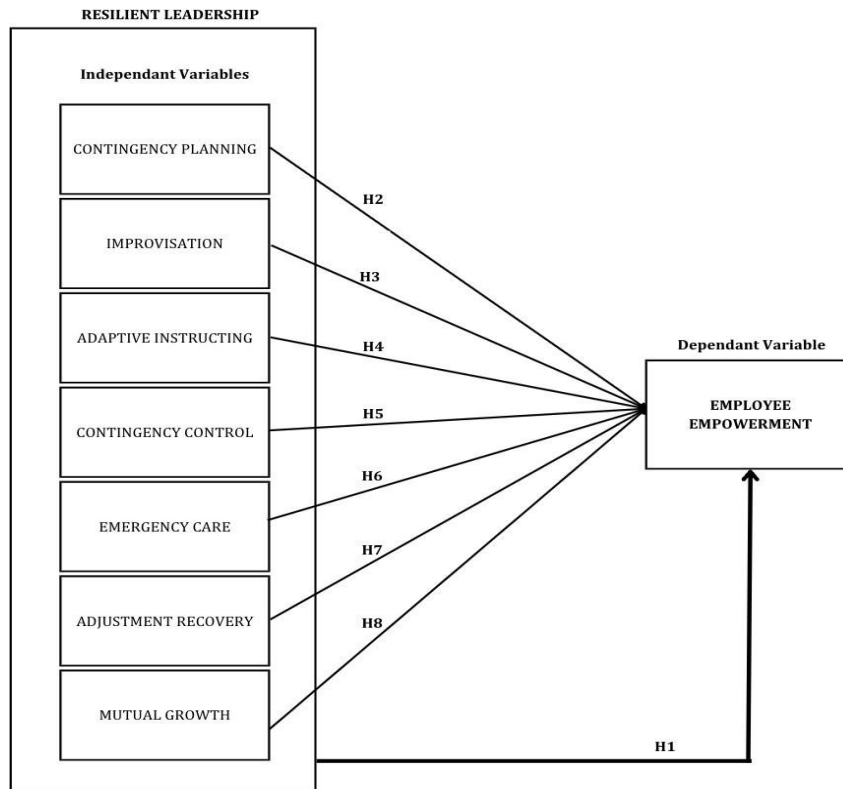


Source : (Motamarri et al., 2020)

2.4 The impact of resilient leadership on employee empowerment

Prior studies states that different styles of leadership influences the empowerment of employees, fostering the autonomy in making decisions and coming up with novel, creative and innovative ideas (Jaya Kumar & Kumar, 2017; Junaid & Samman, 2021; Murari & Gupta, 2012; Rajamohan, 2020). According to Junaid & Samman (2021), democratic leadership style ensures that employees are brought together, ensuring group cohesiveness despite independent decision-making, prompting a positive impact on employee empowerment. Further, transformational leadership style creates a working environment that fosters responsibility, critical reasoning to decision making, creativity and innovation, ultimately promoting cultural norms that facilitates employee empowerment (Jaya Kumar & Kumar, 2017). Moreover, it is identified that servant leadership style, where collaboration, empathy, trust and also ethical utilization of power is given prominence has a significant impact on employee empowerment that ultimately results in increased commitment of employees towards the organization, job satisfaction and increased involvement (Murari & Gupta, 2012). Yet, lack of studies have being conducted in order to analyse the impact of resilient leadership style on employee empowerment, setting the ground for this research study on the effects of resilient leadership on employee empowerment in private sector higher education landscape of Sri Lanka.

Based on the information provided earlier, the following conceptual frameworks have been developed.



Source : 2 Developed by the researcher, (2024)

H0: There is no relationship between resilience leadership and EE in private higher education sector in Sri Lanka

H1: There is a relationship between resilience leadership and EE in private higher education sector in Sri Lanka

H2: There is a relationship between Contingency planning and EE in private higher education sector in Sri Lanka

H3: There is a relationship between Improvisation and EE in private higher education sector in Sri Lanka

H4: There is a relationship between Adaptive instructing and EE in private higher education sector in Sri Lanka

H5: There is a relationship between Contingency control and EE in private higher education sector in Sri Lanka

H6: There is a relationship between Emergency care and EE in private higher education sector in Sri Lanka

H7: There is a relationship between Adjustment recovery and EE in private higher education sector in Sri Lanka

H8: There is a relationship between Mutual growth and EE in private higher education sector in Sri Lanka

3. Methodology

3.1 Population, Sample, and Sampling Technique

The non-academic employees at the private higher education sector in Sri Lanka is considered as the population of this study. The sample is a subset of the population consisting of several members of the population. This subset was taken because in many cases it is impossible to take all members of the population for the study. Therefore, sampling is a form of representative population. The sample is part of the number and characteristics possessed by the population on the condition that the samples taken from the population must be truly representative (Riyadi, R. P. & Auliya, Z. F., 2021). The sample in this study were 136 employees of the western province private higher education sector in Sri Lanka. The characteristics of the sample taken are non-academic employees who is working under a supervisor or leader within the private higher education sector. They were taken using purposive sampling by setting certain considerations or criteria that must be met by the samples used in this study (Riyadi, R. P. & Auliya, Z. F., 2021). The considerations for determining the sample are employees who have a minimum length of work of three months, so that their organizational commitment can be evaluated and employees have felt enough empowerment and team work space under a leader within the institute or organization.

3.2 Data collection technique

Data collection can be done with various settings, sources, and ways. In terms of the method employed, data collection techniques can be done through the interview, questionnaire, observation, and a combination of three (Riyadi, R. P. & Auliya, Z. F., 2021). The data collection technique used in this study was a questionnaire. The questionnaire is a data collection technique where respondents fill in questions or statements completely and return them to the researcher (Sugiyono, 2014). The scoring in this questionnaire uses the agreement measurement scale. This case used a 5- point scale. Respondents were asked to choose alternative answers ranging from a scale of 1 (strongly disagree) to a scale of 5 (strongly agree). The agreement measurement scale is another form of a bipolar adjective by developing statements that produce agree-disagree answers in various ranges of values (Ferdinand, 2014). To collect common details which researchers, need to derive and analyze according to some criteria's' questionnaire included the common and personal information section with multiple choice answers. The selection of the aforementioned measurement scales refers to the acceptable values of Cronbach's alpha which provide evidence of reliability.

3.3 Operational Definition of the Variables

Empowerment is an effort to give autonomy, supervisor trust, and creativity encouragement in order to complete their duties as best they can (Pratama et al, 2015). Kanter (1993), argues that organizational structures alone determine the empowerment experienced by employees. According to Motamarri, S., Akter, S., & Yanamandram, V. (2020), indicators in measuring employee empowerment are (1) Decision-making, (2) Discretionary Skills, (3) Information Access, (4) Knowledge and Skills, (5) Tools and Technologies, (6) Training and Development. These elements need to be adapted for analytics- driven services context, as both customer needs and task complexity vary across customers. Resilience Leadership defined as the quality of the leaders who can quickly return to normal conditions when suffering setbacks, conflicts and difficulties and even continue to move toward the established goals persistently. Based on Zhang, J., Xie, C. & Huang, S. (2023) framework of crisis life cycle model and resilient leadership dimensions there are 7 dimensions. Those are (1) Contingency planning, (2) Improvisation, (3) Adaptive instructing, (4) Contingency control, (5) Emergency care, (6) Adjustment recovery, (7) Mutual growth.

3.4 Data Analysis Technique

The research questionnaire included a combination of categorical data, to measure demographic characteristics, and continuous data to measure characteristics of the two concepts being explored. The researcher used the descriptive statistics to describe and summarize the collected data, such as mean, median, mode, standard deviation etc. Researcher analysed the demographic factors and describe accordingly. For continuous data analysis researcher used regression and correlation analysis the impact towards the employee engagement from resilient leadership within the private higher education sector. Further to measure the impact and effect between two variables it has been use the regression analysis which is describe as a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables (Sarstedt, M. et al, 2019). Correlation analysis used to measure the relationship between variables which is known as bivariate, is primarily concerned with finding out whether a relationship exists between variables and then determining the magnitude and action of that relationship (Senthilnathan, S., 2019). As mentioned, several statistical techniques consisting of descriptive analysis, Pearson correlations and regression analysis have been applied using SPSS software to analyse collected data.

4. Results and Discussion

This study provides a comprehensive examination of the impact of Resilient Leadership (RL) on Employee Empowerment (EE) within private higher education institutions (HEIs) in Sri Lanka. The analysis reveals a highly significant and positive relationship between RL and EE, with important implications for leadership practices in this sector.

4.1 Impact of Resilient Leadership on Employee Empowerment

The regression analysis underscores a strong positive relationship between RL and EE. The model summary shows an R^2 value of 0.987, which indicates that approximately 98.7% of the variance in EE can be explained by the RL practices under study. This exceptionally high explanatory power highlights the robust influence of RL on EE within private HEIs. The statistical significance of this relationship, with a p-value of 0.000, confirms the validity of the association and emphasizes that RL practices are a potent predictor of EE.

The coefficient for RL is 1.052 with a standardized beta of 0.951, suggesting that each unit increase in RL practices leads to a substantial increase in EE. The high t-value of 35.659 reinforces the strength of this relationship, underscoring that RL is crucial in fostering an environment where employees feel more empowered and valued. This result indicates that RL is not only influential but also essential for creating a supportive work environment.

4.2 Role of Resilient Leadership Components

Resilient leadership encompasses several dimensions, including contingency planning, improvisation, adaptive instructing, contingency control, emergency care, adjustment recovery, and mutual growth, each of which plays a role in handling challenges and fostering a supportive work environment. The study's findings reveal that improvisation has a notably significant positive impact on employee empowerment, with a coefficient of 0.523 and a standardized beta of 0.618, indicating that leaders who are skilled in adapting and responding to changes greatly enhance employee empowerment. Contingency planning, while also important, shows a less pronounced effect ($p = 0.090$), suggesting its impact on empowerment is secondary to that of improvisation. On the other hand, adaptive instructing and contingency control exhibit minimal influence, with adaptive instructing having an insignificant coefficient of 0.000 ($p = 0.995$) and contingency control showing a negative coefficient of -0.039 ($p = 0.212$), indicating their direct effects on empowerment are limited. Emergency care, with a negative coefficient of -0.074 and a significant p-value of 0.029, suggests a complex role that may require balancing with other supportive practices. Conversely, adjustment recovery demonstrates a significant positive impact, with a coefficient of 0.170 and a standardized beta of 0.192, underscoring the critical role of leaders in helping employees recover from setbacks and adapt to changes. Mutual growth, with a coefficient of 0.284 and a standardized beta of 0.274, significantly enhances employee empowerment by emphasizing the importance of leaders supporting employees' professional and personal development.

5. Conclusion and Implications

This study provides compelling evidence that Resilient Leadership (RL) is a significant predictor of Employee Empowerment (EE) within private higher education institutions (HEIs) in Sri Lanka. The research highlights a critical gap in the understanding of how RL impacts EE in the context of Sri Lanka's higher education sector, which is increasingly under pressure to deliver high-quality education amidst competitive and evolving demands. By addressing this gap, the study offers valuable insights into the role of various RL components—contingency planning, improvisation, adaptive instructing, contingency control, emergency care, adjustment recovery, and mutual growth—in influencing EE.

The study's findings underscore the importance of resilient leadership practices in creating a supportive and empowering work environment. The robust relationship between RL and EE, as demonstrated by the high R^2 value and statistically significant results, confirms that RL is instrumental in enhancing employee empowerment. Specifically, the dimensions of improvisation, adjustment recovery, and mutual growth emerged as particularly influential. Leaders who excel in these areas are better equipped to foster a work environment where employees feel supported, valued, and empowered.

The practical implications of these findings are significant for private HEIs in Sri Lanka. Institutions should prioritize the development and implementation of RL practices that emphasize improvisation, adjustment recovery, and mutual growth. Training programs for leaders should focus on these dimensions to enhance their ability to create an empowering work environment. Moreover, while emergency care is important, its role should be balanced with other supportive practices to ensure a comprehensive approach to empowerment. Investing in leadership development programs that promote resilience, adaptability, and supportive behaviours can lead to enhanced job satisfaction, increased productivity, and improved institutional effectiveness.

Theoretically, this research contributes to the body of knowledge on resilience theory by demonstrating how specific RL dimensions impact EE in the higher education sector. The study extends our understanding of how resilient leadership practices can foster employee empowerment and underscores the practical relevance of resilience theory in organizational settings. It also highlights the need for further research to explore the interactions between different dimensions of RL and their combined effects on various organizational outcomes.

Overall, by fostering resilient leadership practices, private HEIs in Sri Lanka can better support their employees, leading to a more motivated and effective workforce. The insights gained from this study offer a foundation for driving positive organizational outcomes, including enhanced job satisfaction, increased productivity, and improved institutional effectiveness, thereby contributing to a more supportive and effective work environment in the evolving higher education sector.

The findings of this study offer several practical and theoretical implications for private higher education institutions (HEIs) in Sri Lanka. Practically, institutions should concentrate on developing and implementing resilient leadership (RL) practices that have a pronounced impact on employee empowerment (EE), particularly in areas such as improvisation, adjustment recovery, and mutual growth. Training programs for leaders should therefore emphasize these dimensions to foster an empowering work environment. Additionally, while emergency care remains important, its role should be balanced with other supportive practices to ensure a comprehensive approach to empowerment. Leaders should integrate emergency response strategies with broader empowerment initiatives to create a well-rounded support system for employees. Furthermore, investing in leadership development programs that focus on resilience, adaptability, and supportive behaviors can lead to enhanced job satisfaction, increased productivity, and improved institutional effectiveness. Theoretically, these findings contribute to the resilience theory by demonstrating how specific RL dimensions influence EE, thereby extending our understanding of how leadership practices can foster employee empowerment in the context of higher education. The study underscores the practical relevance of resilience theory in organizational settings and highlights the need for further research to explore how these dimensions of RL interact to influence various organizational outcomes.

6. Limitations and Future Research

This research focal point on private HEIs within a specific region bounds the ability to generalize its findings to other contexts. Future research could broaden the scope by examining the impact of RL on EE across different sectors, such as state HEIs, corporate entities, or non-profit entities, and in diverse geographical locations. Such studies would allow to validate and extend the ability to apply these results. Moreover, utilizing qualitative approaches, such as in-depth interviews or case studies, could enhance the understandings of this study on how specific RL practices influence EE. These mechanisms could uncover additional factors, such as cultural, organizational, or industry-specific variables, that might mediate or moderate the relationship between RL and EE, thereby offering more comprehensive insights of this dynamic.

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