



## Impact of Adaptive Leadership on Organizational Resilience in Higher Education Institutions

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### Abstract

*This research investigates the impact of adaptive leadership on organizational resilience within higher education institutions. While the significance of both concepts is acknowledged, empirical research on their interplay in this context is limited. Utilizing a descriptive research design and structured questionnaire, data were collected from decision-making authorities in Karnataka's higher education institutions. Findings reveal a strong understanding of adaptive leadership's importance, particularly in navigating uncertainty. Collaboration and integration of adaptive leadership into decision-making processes were highlighted, alongside challenges in fostering innovation and communication. The study underscores the critical role of adaptive leadership in promoting resilience, recommending the implementation of training programs to enhance organizational resilience. Overall, the research highlights the importance of addressing communication gaps and fostering collaboration to leverage adaptive leadership effectively in higher education institutions.*

**Keywords:** Adaptive Leadership, Organizational Resilience, Higher Education Institutions.

### 1. Introduction

In an era marked by rapid change, uncertainty, and complexity, higher education institutions face numerous challenges that demand adaptive responses to survive and thrive. The concept of organizational resilience has gained significant attention as a means to understand how institutions can effectively navigate turbulent environments (Cummings, T. G., & Worley, C. G. (2014). At the heart of this resilience lies leadership, particularly adaptive leadership, which is increasingly recognized as a crucial factor in

fostering organizational agility and resilience. This research investigates the impact of adaptive leadership on organizational resilience within the context of higher education institutions (Day, & McKee, R. A. (2014).

#### 1.1. Background

Higher education institutions operate within a dynamic environment characterized by evolving societal needs, technological advancements, economic pressures, and shifting demographics.



These institutions play a pivotal role in shaping future generations, conducting research, and contributing to societal progress. However, they are not immune to disruptions and challenges. From financial constraints to demographic shifts and technological disruptions, higher education institutions must continuously adapt to remain relevant and effective [1-7].

### 1.2. Organizational Resilience

Organizational resilience refers to an institution's ability to withstand and recover from disruptive events while maintaining core functions and adapting to emerging circumstances (Edmondson, A. (2012). Resilient organizations exhibit flexibility, agility, and robustness in the face of adversity. In the context of higher education, resilience encompasses the institution's capacity to navigate funding fluctuations, demographic changes, technological disruptions, and other challenges while fulfilling its educational mission (Yukl, G. (2013).

### 1.3. Adaptive Leadership

Adaptive leadership, as proposed by Heifetz, Grashow, and Linsky (2009), focuses on mobilizing individuals and organizations to tackle complex challenges by fostering adaptive capacity and facilitating organizational learning. Unlike traditional leadership approaches that emphasize authority and stability, adaptive leadership encourages experimentation, innovation, and agility. Adaptive leaders empower followers, encourage dissent, and embrace uncertainty, thereby enabling organizations to navigate ambiguity and change effectively.

### 1.4. Adaptive leadership and Organizational resilience in higher education

The essential relationship between adaptive leadership and organizational resilience in higher education. It emphasizes how adaptive leadership enables institutions to navigate uncertainty and embrace change, fostering agility and innovation. Effective leadership empowers institutions to thrive in turbulent environments by inspiring flexibility and fostering a culture of adaptability. Understanding this interplay is crucial for ensuring the sustainability and effectiveness of higher education institutions amidst dynamic challenges [8-10].

## 2. Review of Literature

Adaptive leadership skills are crucial in various fields, including healthcare, business, and disaster response. Research has highlighted the importance of developing leadership skills in allied health (Bradd et al., 2017), surgical training (Barnes & Rennie, 2021), emergency medicine (Rosenman et al., 2016), and disaster response (Willems et al., 2013). These studies emphasize the need for well-designed training programs to enhance leadership capabilities and address the shortcomings in leadership skills among professionals (Hunziker et al., 2011). Furthermore, the literature underscores the significance of transformational leadership in empowering followers and achieving organizational goals (Barnes & Rennie, 2021). Leadership development is a dynamic area of study, with challenges such as the lack of leadership skills, racism, corruption, and individualized leadership being addressed in the literature (Megheirkouni & Megheirkouni, 2020). Additionally, research has explored the role of emotional intelligence in relation to transformational and transactional leadership styles (Harms & Credé, 2010). Studies have also delved into the impact of servant leadership theory on organizational contexts, aiming to understand its mechanisms and outcomes (Parris & Peachey, 2012). Moreover, the adoption of leadership skills extends beyond traditional domains, such as in the context of business intelligence and analytics in small and medium enterprises (Wee et al., 2022). The literature suggests that leadership skills play a vital role in the adoption of new technologies and practices within organizations (Liu et al., 2018). Furthermore, the malleability of non-cognitive constructs, including leadership skills, has been empirically demonstrated, indicating the potential for growth and development in this area (Martín-Raugh et al., 2020). (Ng and Ibrahim 2023) studied adaptive leadership and organizational resilience within Malaysian higher education, underlining the moderating influence of innovation capability. In a parallel (vein, Cao and Wei 2022) center their exploration on Chinese higher education, uncovering the mediating effects of knowledge management and innovation culture. (Oluwasegun



and Zakari 2021) illuminate the dynamics of adaptive leadership's significance for resilience in Nigerian higher education. (Haslinda, Ahmad, and Zulkifli 2020) probe into Malaysian institutions, spotlighting the mediating role of innovation capacity. Meanwhile, (Chua, Roth, and Lemoine 2019) contribute insights on organizational effectiveness, highlighting the importance of learning orientation amidst adaptive leadership dynamics. Adaptive leadership skills are vital across diverse sectors such as healthcare, business, and disaster response. Bradd et al. (2017) stress the necessity of honing leadership skills in allied health, while Barnes & Rennie (2021) emphasize their significance in surgical training. In emergency medicine, Rosenman et al. (2016) highlight their critical role, alongside Willems et al. (2013) in disaster response. These studies underscore the need for structured training programs to enhance leadership capabilities, as noted by Hunziker et al. (2011). Moreover, the literature underscores the transformative potential of leadership in empowering followers and achieving organizational objectives, as illuminated by Barnes & Rennie (2021). Similarly, Hanges, Dickson, and Whitney (2019) present a compelling social identity theory of leadership, offering insights into the intricate interplay between identity and leadership dynamics. Uhl-Bien and Arena (2018) contribute to the discourse by synthesizing a theoretical framework for leadership aimed at fostering organizational adaptability. Yang, Zhang, and Zhang (2018) delve into the relationship between adaptive leadership and organizational resilience, highlighting the mediating role of knowledge management capability. Kirkman, Rosen, Tesluk, and Gibson (2017) investigate the impact of team leaders' adaptive leadership on team performance, with a focus on leaders' uncertainty management as a moderating factor. Lastly, Heifetz and Linsky offer practical insights for navigating challenges amidst organizational change in "Leadership on the Line" (2017) [11-16].

### 2.1. Research Gap

While the importance of both adaptive leadership and organizational resilience is widely acknowledged,

limited empirical research exists on their interplay within higher education institutions. Existing studies predominantly focus on one aspect in isolation, neglecting the dynamic relationship between leadership practices and organizational resilience. Therefore, there is a need for empirical investigations to explore how adaptive leadership influences organizational resilience in the unique context of higher education.

### 2.2. Significance of the Study

Understanding the relationship between adaptive leadership and organizational resilience is crucial for higher education leaders, policymakers, and stakeholders. By elucidating the mechanisms through which adaptive leadership contributes to organizational resilience, this research can inform leadership development initiatives, strategic planning processes, and institutional policies aimed at enhancing the resilience of higher education institutions. Ultimately, the findings of this study have the potential to contribute to the sustainability and effectiveness of higher education in an increasingly uncertain and complex world [17-22].

## 3. Research Methodology

### 3.1. Objectives of the Study

- Assess the Current Landscape of Adaptive Leadership Practices
- Examine the Relationship Between Adaptive Leadership and Organizational Resilience
- Identify Factors and Mechanisms Underlying the Impact of Adaptive Leadership

### 3.2. Research Design

A descriptive research design was utilized to explore the impact of adaptive leadership on organizational resilience in higher education institutions. This design enabled the assessment of the current landscape of adaptive leadership practices, examination of the relationship between adaptive leadership and organizational resilience, and identification of factors and mechanisms underlying this impact.

### 3.3. Sampling Technique



The research paper utilized a simple random sampling technique, distributing 102 questionnaires to respondents from higher education institutions in Karnataka. From these, 88 questionnaires were completed. Among them, 9 were disregarded due to incomplete information. This approach guaranteed that every member of the population had an equal opportunity to be chosen, thus ensuring a representative sample of decision-making authorities, including Heads of Departments (HODs), principals, directors, secretaries, etc.

### 3.4. Data Collection Method

Data were collected using a structured questionnaire. The questionnaire was designed to gather information on respondents' perceptions and experiences regarding adaptive leadership practices and organizational resilience.

### 3.5. Instrumentation

The questionnaire was developed based on established scales and validated instruments related to adaptive leadership and organizational resilience. It underwent pilot testing to ensure clarity, relevance, and reliability. Necessary adjustments were made based on pilot feedback.

### 3.6. Data Analysis

Quantitative data collected through the questionnaire were analyzed using statistical techniques such as descriptive statistics, correlation analysis, and regression analysis to examine the relationship between adaptive leadership and organizational resilience.

### 3.7. Ethical Considerations

Ethical guidelines regarding informed consent, confidentiality, and anonymity were strictly adhered to throughout the research process. Participants were informed about the purpose of the study, their voluntary participation, and the confidentiality of their responses.

### 3.8. Limitations

The study faced limitations such as potential respondent bias, limited generalizability due to the specific sample and location, and constraints in accessing certain information or data [23-27].

## 4. Demographic Profile

**Gender Distribution:** The data indicates a

significant gender disparity, with females comprising approximately 73.9% of the respondents compared to males at around 26.1%. This suggests that the survey sample predominantly consists of females, highlighting potential gender-related biases in the survey population or outreach strategies.

**Age Distribution:** The majority of respondents fall within the age range of 25-44, with approximately 44.6% aged 25-34 and 36.1% aged 35-44. There is a decline in participation among older age groups, with only about 18.1% aged 45-54 and 7.2% aged 55-64. This distribution reflects a skew towards younger age groups in the survey sample, possibly indicating greater accessibility or interest among this demographic.

**Qualification Distribution:** A significant majority of respondents hold a PhD qualification, constituting approximately 60.7% of the sample, followed by post-graduation at around 35.7%. Only about 8.3% of respondents have other qualifications. This suggests that the survey primarily attracts individuals with higher academic qualifications, potentially influencing the perspectives and insights reflected in the data.

**Experience Distribution:** The largest proportion of respondents, approximately 51.7%, have 1 to 5 years of experience, followed by around 30.9% with more than 10 years of experience and 18.4% with 6 to 10 years of experience. This distribution reflects a concentration of respondents in early to mid-career stages, possibly influencing the depth and diversity of perspectives represented in the survey findings [28-32], Shown in Table 1.

**Institution Types:** The majority of respondents, approximately 79.1%, are affiliated with institutions, while only around 4.7% are associated with public universities, 9.3% with private universities, and another 9.3% with deemed institutions. This imbalance suggests a potential bias towards respondents from specific types of institutions, which could impact the generalizability of the survey findings across different institutional contexts.

**Table 1 Demographic Profile of the Respondents**



Demographic	Variable	No. of Respondents	%
Gender	Male	23	26.14
	Female	65	73.86
	Total	88	100
Age	25-34	37	42.05
	35-44	30	34.09
	45-54	15	17.05
	55-64	6	6.82
	Total	88	100
Qualification	PhD	51	57.95
	Post Graduation	30	34.09
	Other	7	7.95
	Total	88	100
Experience	1 to 5	45	51.14
	6 to 10	16	18.18
	More than 10 years	27	30.68
	Total	88	100
Institution types	Affiliated	68	72.27
	Deemed	8	9.09
	Private University	8	9.09
	Public University	4	4.55
	Total	88	100
Number of students	Above 1000	26	29.55
	100-300	18	20.45
	300-500	33	37.50
	500-1000	11	12.50
	Total	88	100

## 5. Assess the Current Landscape of Adaptive Leadership Practices

### 5.1. Familiarity with the Concept of Adaptive Leadership

**Data analysis and interpretation:** Respondents demonstrate a high level of familiarity with the concept of adaptive leadership, with an average familiarity rating of 4.35. This suggests that individuals within the institution possess a solid understanding of what adaptive leadership entails. The relatively low standard deviation of 0.62 indicates that responses are generally consistent,

implying a uniform understanding across participants. This indicates a strong foundation of knowledge regarding adaptive leadership among respondents, which could potentially facilitate its effective implementation within the institution.

### 5.2. Adaptive Leadership is Important for Navigating Uncertainty and Change in Higher Education Institutions

**Data analysis and interpretation:** Respondents perceive adaptive leadership as highly important for navigating uncertainty and change within higher education institutions, with an average rating of 4.11. This underscores the recognition of





adaptive leadership as a crucial factor in addressing the dynamic challenges faced by educational institutions. While there is some variability in responses, as indicated by the standard deviation of 0.95, the overall consensus regarding the significance of adaptive leadership is evident. This highlights the widespread acknowledgment among respondents of the pivotal role that adaptive leadership plays in guiding institutions through periods of uncertainty and change, Shown in Table 2 [39-45].

### 5.3. Communicate a Clear Vision and Direction for Your Institution's Future to Faculty/Staff

The data suggests a moderate level of frequency in communicating a clear vision and direction for the institution's future to faculty and staff, with an average rating of 3.52. This indicates that while

communication efforts are being made, there is room for improvement in ensuring clarity and consistency in conveying the institution's future direction. The standard deviation of 0.95 suggests significant variability in responses, implying differing levels of communication effectiveness among respondents. This variability is further reflected in the coefficient of variation of 0.27, indicating inconsistency in communication practices relative to the mean. Thus, while efforts are being made to communicate the institution's vision, there is a notable need for enhancing communication strategies to ensure alignment and understanding among faculty and staff regarding the institution's future trajectory.

**Table 2 Assess the Current Landscape of Adaptive Leadership Practices**

Variable	Mean	S. D	CV
Familiarity with the concept of adaptive leadership	4.35	0.62	0.14
Adaptive leadership is important for navigating uncertainty and change in higher education institutions.	4.11	0.95	0.23
Communicate a clear vision and direction for your institution's future to faculty/staff.	3.52	0.95	0.27

## 6. Examine the Relationship Between Adaptive Leadership and Organizational Resilience

### 6.1. Collaborate with Other Leaders and Stakeholders within and Outside of Your Institution to Foster Adaptive Leadership Practices

Respondents report a moderate level of collaboration with other leaders and stakeholders within and outside of their institution to foster adaptive leadership practices, with a mean rating of 3.77. The standard deviation of 0.72 suggests relatively low variability in responses, indicating a somewhat consistent level of collaboration among respondents. Additionally, the coefficient of variation of 0.19 confirms the stability of responses relative to the mean. Overall, there is a consistent

indication that collaboration is perceived as important for fostering adaptive leadership practices, with relatively little variation in opinions among respondents [46-50].

### 6.2. Adaptive Leadership Practices Contribute to the Organizational Resilience of Our Institution

Respondents generally agree that adaptive leadership practices contribute to the organizational resilience of the institution, with a mean rating of 3.875. The standard deviation of 0.907 suggests some variability in responses, indicating differing levels of agreement among respondents. However, the coefficient of variation of 0.234 indicates moderate variability compared to the mean, suggesting a consistent perception



overall. Overall, there is a prevailing acknowledgment among respondents that adaptive leadership practices play a significant role in enhancing the organizational resilience of the institution, Shown in Table 3.

### 6.3. Adaptive Leadership Behaviors Are Integrated into the Decision-Making Processes of Our Institution

Respondents believe that adaptive leadership behaviors are effectively integrated into the decision-making processes of the institution, with a

mean rating of 4.10. The standard deviation of 0.77 indicates some variability in responses, suggesting differing opinions among respondents regarding the extent of integration. However, the coefficient of variation of 0.19 suggests relatively low variability compared to the mean, indicating a somewhat consistent perception overall. In summary, there is a prevailing belief among respondents that adaptive leadership behaviors play a significant role in decision-making processes within the institution, with relatively little variation in opinions [50-59].

**Table 3 Examine the Relationship Between Adaptive Leadership and Organizational Resilience**

Variable	Mean	S.D	C.V
Collaborate with other leaders and stakeholders within and outside of your institution to foster adaptive leadership practices	3.77	0.72	0.19
Adaptive leadership practices contribute to the organizational resilience of our institution.	3.88	0.91	0.23
Adaptive leadership behaviors are integrated into the decision-making processes of our institution.	4.10	0.77	0.19
Correlation between the adaptive leadership practices of our institution's leaders and the institution's ability to navigate and respond to changes	4.09	0.77	0.19
Adaptive leadership practices within our institution foster a culture of innovation and continuous improvement.	3.70	1.03	0.28
Adaptive leadership practices within our institution enable us to adapt to unexpected challenges or disruptions.	3.95	0.87	0.22
Adaptive leadership practices within our institution enhance communication and collaboration among faculty, staff, and stakeholders.	3.94	0.65	0.16
Adaptive leadership practices have contributed to the institution's resilience during times of significant change or uncertainty.	3.86	0.80	0.21
Support and guidance provided by institutional leadership in navigating organizational changes and challenges.	3.68	1.10	0.30

### 6.4. Correlation Between the Adaptive Leadership Practices of Our Institution's Leaders and the Institution's Ability to Navigate and Respond to Changes

Respondents perceive a moderate correlation between the adaptive leadership practices of the institution's leaders and the institution's ability to navigate and respond to changes effectively, with a mean rating of 4.09. The standard deviation of 0.77 indicates some variability in responses, suggesting differing perceptions among respondents regarding the strength of the correlation. However, the coefficient of variation of 0.19 suggests relatively low variability compared to the mean, indicating a

somewhat consistent perception overall. In summary, there is a prevailing belief among respondents that adaptive leadership practices significantly contribute to the institution's ability to navigate and respond to changes, with relatively little variation in opinions.

### 6.5. Adaptive Leadership Practices within Our Institution Foster a Culture of Innovation and Continuous Improvement

Respondents perceive that adaptive leadership practices within the institution moderately foster a culture of innovation and continuous improvement, with a mean rating of 3.70. The relatively high standard deviation of 1.03 suggests



significant variability in responses, indicating differing opinions among respondents regarding the effectiveness of these practices in fostering innovation and continuous improvement. Additionally, the coefficient of variation of 0.28 indicates a moderate level of variability compared to the mean, suggesting diverse perceptions among respondents. In summary, there is some uncertainty and variation in respondents' views on the extent to which adaptive leadership practices foster a culture of innovation and continuous improvement within the institution.

#### **6.6. Adaptive Leadership Practices within Our Institution Enable us to Adapt to Unexpected Challenges or Disruptions**

Respondents exhibit a moderate level of confidence, with a mean rating of 3.95, in the capacity of adaptive leadership practices within our institution to facilitate adaptation to unexpected challenges or disruptions. The standard deviation of 0.87 indicates some variability in responses, suggesting differing degrees of confidence among respondents. However, the coefficient of variation of 0.22 suggests moderate variability compared to the mean, indicating a somewhat consistent perception overall. In summary, there is a prevailing belief among respondents that adaptive leadership practices contribute moderately to the institution's ability to adapt to unforeseen challenges or disruptions, with a certain level of variation in confidence levels.

#### **6.7. Adaptive Leadership Practices within Our Institution Enhance Communication and Collaboration Among Faculty, Staff, And Stakeholders**

Respondents perceive that adaptive leadership practices within our institution effectively enhance communication and collaboration among faculty, staff, and stakeholders, with a mean rating of 3.94. The relatively low standard deviation of 0.65 suggests minimal variability in responses, indicating a consistent belief among respondents regarding the effectiveness of these practices in fostering communication and collaboration. Additionally, the coefficient of variation of 0.16 indicates low variability compared to the mean, reaffirming the stability of responses relative to the mean. In

summary, there is a prevailing consensus among respondents that adaptive leadership practices play a significant role in enhancing communication and collaboration within the institution, with little variation in opinions.

#### **6.8. Adaptive Leadership Practices Have Contributed to the Institution's Resilience During Times of Significant Change or Uncertainty.**

Respondents generally agree that adaptive leadership practices have contributed to the institution's resilience during times of significant change or uncertainty, with a mean rating of 3.86. The standard deviation of 0.80 indicates some variability in responses, suggesting differing levels of agreement among respondents. However, the coefficient of variation of 0.21 indicates moderate variability compared to the mean, indicating a somewhat consistent perception overall. In summary, there is a prevailing acknowledgment among respondents that adaptive leadership practices have played a role in enhancing the institution's resilience during periods of change or uncertainty, with some variation in agreement levels.

#### **6.9. Support and Guidance Provided by Institutional Leadership in Navigating Organizational Changes and Challenges**

Respondents express a moderate level of satisfaction, with a mean rating of 3.68, regarding the support and guidance provided by institutional leadership in navigating organizational changes and challenges. The relatively high standard deviation of 1.10 suggests significant variability in responses, indicating differing levels of satisfaction among respondents. Additionally, the coefficient of variation of 0.30 indicates a high level of variability compared to the mean, suggesting diverse perceptions among respondents. In summary, there is some uncertainty and variation in respondents' satisfaction levels with the support and guidance provided by institutional leadership during organizational changes and challenges Shown in Table 4.





## 7. Identify Factors and Mechanisms Underlying the Impact of Adaptive Leadership

**Table 4 Identify Factors and Mechanisms Underlying the Impact of Adaptive Leadership**

Variable	Mean	S.D	C.V
Adaptive leadership training or development programs for leaders within our institution to further enhance organizational resilience	4.3	0.8	0.2
Role of organizational culture in facilitating adaptive leadership within your institution.	3.9	1.1	0.3
Effective communication channels contribute to the success of adaptive leadership practices in your institution.	3.4	1.5	0.4
Influence of leadership development programs in fostering adaptive leadership skills among faculty and staff.	3.9	0.9	0.2
Organizational structures or processes facilitate the implementation of adaptive leadership practices effectively.	3.1	1.6	0.5
Alignment of incentives and rewards with adaptive behaviors in promoting adaptive leadership within your institution.	4.1	0.9	0.2

### 7.1. Adaptive Leadership Training or Development Programs for Leaders Within Our Institution to Further Enhance Organizational Resilience

Respondents are highly likely to recommend adaptive leadership training or development programs for leaders within our institution to further enhance organizational resilience, with a mean rating of 4.33. The relatively low standard deviation of 0.75 suggests minimal variability in responses, indicating a consistent inclination among respondents to recommend such programs. Additionally, the coefficient of variation of 0.17 indicates low variability compared to the mean, confirming the stability of responses relative to the mean. In summary, there is a prevailing consensus among respondents that adaptive leadership training or development programs would be beneficial for enhancing organizational resilience, with little variation in opinions.

### 7.2. Role of Organizational Culture in Facilitating Adaptive Leadership within Your Institution

Respondents rate the role of organizational culture in facilitating adaptive leadership within the institution moderately, with a mean rating of 3.86. The relatively high standard deviation of 1.06 suggests significant variability in responses, indicating differing

perceptions among respondents regarding the role of organizational culture. Additionally, the coefficient of variation of 0.28 indicates a moderate level of variability compared to the mean, suggesting diverse opinions among respondents. In summary, there is some uncertainty and variation in respondents' ratings of the role of organizational culture in facilitating adaptive leadership within the institution.

### 7.3. Effective Communication Channels Contribute to the Success of Adaptive Leadership Practices in Your Institution.

Respondents believe that effective communication channels contribute to the success of adaptive leadership practices in the institution to a moderate extent, with a mean rating of 3.42. The relatively high standard deviation of 1.51 suggests significant variability in responses, indicating differing opinions among respondents regarding the importance of communication channels. Additionally, the coefficient of variation of 0.44 indicates a high level of variability compared to the mean, suggesting diverse perceptions among respondents. In summary, there is some uncertainty and variation in respondents' beliefs about the contribution of effective communication channels to the success of adaptive leadership practices within the institution.



#### **7.4. Influence of Leadership Development Programs in Fostering Adaptive Leadership Skills Among Faculty and Staff**

Respondents perceive leadership development programs as moderately influential in fostering adaptive leadership skills among faculty and staff, with a mean rating of 3.94. The standard deviation of 0.86 suggests some variability in responses, indicating differing perceptions among respondents regarding the influence of these programs. However, the coefficient of variation of 0.22 indicates moderate variability compared to the mean, suggesting a somewhat consistent perception overall. In summary, there is a prevailing belief among respondents that leadership development programs play a significant role in fostering adaptive leadership skills, with some variation in perceptions among respondents.

#### **7.5. Organizational Structures or Processes Facilitate the Implementation of Adaptive Leadership Practices Effectively**

Respondents believe that certain organizational structures or processes facilitate the implementation of adaptive leadership practices effectively to a moderate extent, with a mean rating of 3.07. The relatively high standard deviation of 1.57 suggests significant variability in responses, indicating differing opinions among respondents regarding the effectiveness of these structures or processes. Additionally, the coefficient of variation of 0.51 indicates a high level of variability compared to the mean, suggesting diverse perceptions among respondents. In summary, there is uncertainty and considerable variation in respondents' opinions about the organizational structures or processes that effectively facilitate the implementation of adaptive leadership practices.

#### **7.6. Alignment of Incentives and Rewards with Adaptive Behaviors in Promoting Adaptive Leadership Within Your Institution**

Respondents consider the alignment of incentives and rewards with adaptive behaviors as important in promoting adaptive leadership within the institution, with a mean rating of 4.10. The standard deviation of 0.86 suggests some variability in responses, indicating differing opinions among respondents regarding the importance of this alignment. However,

the coefficient of variation of 0.21 indicates moderate variability compared to the mean, suggesting a somewhat consistent perception overall. In summary, there is a prevailing belief among respondents that aligning incentives and rewards with adaptive behaviors is significant for promoting adaptive leadership, with relatively little variation in opinions among respondents.

### **8. Findings, Conclusion and Suggestions**

#### **8.1. Findings**

1. Respondents generally exhibit a high level of familiarity with adaptive leadership, indicating a strong foundational understanding within higher education contexts.
2. There is widespread recognition among respondents of the importance of adaptive leadership in navigating uncertainty within higher education institutions.
3. Communication of the institution's vision to faculty/staff varies among respondents, suggesting potential room for improvement in leadership communication practices.
4. Respondents show moderate collaboration with leaders and stakeholders, both within and outside their institution, indicating a perceived importance of collaboration for fostering adaptive leadership.
5. Respondents generally agree that adaptive leadership practices significantly contribute to their institution's organizational resilience, despite some variability in responses.
6. Adaptive leadership behaviors are believed to be effectively integrated into the decision-making processes of the institution, suggesting a consistent perception among respondents about their role in shaping decisions.
7. There's a moderate perceived correlation between adaptive leadership practices and the institution's ability to navigate changes effectively, reflecting the importance of adaptive leadership for organizational adaptability.



8. There's variation in perception regarding the effectiveness of adaptive leadership practices in fostering a culture of innovation and continuous improvement within the institution.
9. Respondents express moderate confidence in the capacity of adaptive leadership practices to enable adaptation to unexpected challenges or disruptions, indicating a belief in their role in organizational adaptability.
10. Adaptive leadership practices are perceived to effectively enhance communication and collaboration among stakeholders, indicating consensus among respondents about their positive impact.
11. There's a prevailing acknowledgment among respondents that adaptive leadership practices contribute to the institution's resilience during times of significant change or uncertainty, despite some variation in agreement levels.
12. Respondents express moderate satisfaction with the support and guidance provided by institutional leadership in navigating organizational changes and challenges, though satisfaction levels vary among respondents.
13. Respondents highly recommend adaptive leadership training programs to enhance organizational resilience, with strong consensus and minimal variability in opinions.
14. Views on the role of organizational culture in facilitating adaptive leadership vary moderately among respondents, indicating diverse perceptions and some uncertainty.
15. There's moderate belief in the importance of effective communication channels for the success of adaptive leadership practices, but opinions vary considerably among respondents, suggesting uncertainty about their significance.

## Conclusion

In this study, researcher set out to explore the current landscape of adaptive leadership practices, examine their relationship with organizational resilience, and identify underlying factors and mechanisms shaping

this impact. Study findings shed light on several crucial aspects of adaptive leadership within higher education contexts. Firstly, respondents displayed a robust foundational understanding of adaptive leadership, highlighting its widespread recognition and importance in navigating uncertainty. However, there were notable variations in leadership communication practices, indicating room for improvement in fostering a cohesive vision among faculty and staff. Collaboration emerged as a key theme, with respondents recognizing its importance in fostering adaptive leadership and enhancing organizational resilience. The integration of adaptive leadership behaviors into decision-making processes further underscored its perceived significance in shaping institutional strategies. Moreover, our study revealed a moderate correlation between adaptive leadership practices and the institution's ability to navigate changes effectively, emphasizing the pivotal role of adaptive leadership in fostering organizational adaptability. Despite these strengths, challenges remain, particularly in fostering a culture of innovation and continuous improvement. Additionally, while effective communication channels were deemed important for the success of adaptive leadership practices, there was considerable variability in opinions, indicating uncertainty about their significance. Nevertheless, our findings support the implementation of adaptive leadership training programs as a means to enhance organizational resilience, with respondents showing strong consensus and minimal variability in opinions. Furthermore, while perceptions of the role of organizational culture in facilitating adaptive leadership varied moderately, there was a prevailing acknowledgment of its impact. In conclusion, this study highlights the critical role of adaptive leadership in promoting organizational resilience within higher education institutions. By addressing communication gaps, fostering collaboration, and investing in leadership development programs, institutions can better leverage adaptive leadership to navigate



uncertainties and thrive in an ever-changing landscape.

### Suggestions

1. **Develop Clear Leadership Communication Strategies:** Establish comprehensive communication plans to ensure consistency in organizational vision and goals.
2. **Promote Cross - Departmental Collaboration:** Foster collaboration among leaders and stakeholders to leverage diverse expertise in decision-making.
3. **Integrate Adaptive Leadership into Decision-Making:** Prioritize the incorporation of adaptive leadership principles into institutional strategies and processes.
4. **Improve Communication Channels:** Invest in enhancing communication channels to facilitate transparency and information sharing among stakeholders.
5. **Invest in Leadership Development:** Allocate resources to adaptive leadership training programs to cultivate skills for navigating uncertainties and driving organizational resilience.

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