

The Impact of Academic Achievements, Organization Growth, and Leadership Development Programs on Resilient Leadership Skills among University Students at University Utara Malaysia
(*Kesan Pencapaian Akademik, Pertumbuhan Organisasi, dan Program Pembangunan Kepimpinan Kemahiran Kepimpinan Berdaya Tahan dalam Kalangan Pelajar Universiti di Universiti Utara Malaysia*)

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ABSTRACT

In the current landscape of higher education, cultivating resilient leadership in student leaders emerges as a crucial endeavour, propelling students to navigate university complexities. This paper investigates the urgent necessity of comprehending the effects of academic achievements, organisational growth and leadership development programs on resilient leadership skills among university students at University Utara Malaysia. The respondents are 55 undergraduate students from Grantt Student Residential Hall, employing mixed methods incorporating quantitative and qualitative techniques. The research findings show that academic achievements, organisational growth and leadership development programs significantly influence resilient leadership skills. Besides that, they exhibit enhanced adaptability, proficient decision-making skills, and the capacity to motivate and inspire their peers in the face of challenging conditions. This study will contribute substantially to the literature on leadership development in higher education based on the resilient theme. These insights are essential for designing more impactful leadership programs and well-being initiatives among university student leaders. Ultimately, this research empowers upcoming leaders to effectively navigate the complexities of their academic communities and bring about positive transformations. In the dynamic landscape of higher education institutions, fostering resilient leadership skills among students emerges as a catalyst for driving academic achievement, organisational growth, and effective leadership development initiatives.

Keywords: Resilience Leadership, Academic Achievements, Organizational Growth, Leadership Development Programs, University Students, Higher Education Institution

ABSTRAK

Dalam landskap pendidikan tinggi semasa, memupuk kepimpinan berdaya tahan dalam pemimpin pelajar muncul sebagai usaha penting, mendorong pelajar untuk mengemudi kerumitan universiti. Kertas kerja ini menyiasat keperluan mendesak untuk memahami kesan pencapaian akademik, pertumbuhan organisasi dan program pembangunan kepimpinan terhadap kemahiran kepimpinan yang berdaya tahan dalam kalangan pelajar universiti di Universiti Utara Malaysia. Responden adalah 55 pelajar sarjana muda dari Dewan Kediaman Pelajar Grantt, menggunakan kaedah campuran yang menggabungkan teknik kuantitatif dan kualitatif. Dapatan kajian menunjukkan bahawa pencapaian akademik, pertumbuhan organisasi dan program pembangunan kepimpinan secara signifikan mempengaruhi kemahiran kepimpinan yang berdaya tahan. Selain itu, mereka mempamerkan kebolehsuaian yang dipertingkatkan, kemahiran membuat keputusan yang mahir, dan keupayaan untuk memotivasi dan memberi inspirasi kepada rakan sebaya mereka dalam menghadapi keadaan yang mencabar. Kajian ini akan memberi sumbangan yang besar kepada literatur pembangunan kepimpinan dalam pengajian tinggi berdasarkan tema berdaya tahan. Wawasan ini penting untuk mereka bentuk program kepimpinan yang lebih berkesan dan inisiatif kesejahteraan dalam kalangan pemimpin pelajar universiti. Akhirnya, penyelidikan ini memperkasakan pemimpin yang akan datang untuk mengemudi dengan berkesan kerumitan komuniti akademik mereka dan membawa transformasi positif. Dalam landskap dinamik institusi pengajian tinggi, memupuk kemahiran kepimpinan berdaya tahan dalam kalangan pelajar muncul sebagai pemangkin untuk memacu pencapaian akademik, pertumbuhan organisasi, dan inisiatif pembangunan kepimpinan yang berkesan.

Kata kunci: Kepimpinan Berdaya tahan, Pencapaian Akademik, Pertumbuhan Organisasi, Program Pembangunan Kepimpinan, Pelajar Universiti, Institusi Pengajian Tinggi

INTRODUCTION

In the swiftly changing landscape of higher education today, the leadership role of university students within campus organisations has never been more critical. The need for robust leadership qualities among students has become necessary in the increasingly dynamic and complicated academic environment (Alward & Phelps, 2019). Resilient leadership is crucial for effectively managing university life's complexities and fostering positive development within campus organisations. It entails adapting, persevering, and motivating others amidst many challenges and uncertainties. This study investigates the importance of cultivating resilient leadership abilities in university students and its substantial influence on academic performance and organisational development.

Resilience refers to the inherent ability of individuals to effectively confront and overcome various forms of adversity, failures, and traumatic experiences, ultimately enabling them to regain a state of complete well-being and lead a fulfilling existence (Dartey-Baah, 2015). Resilient leaders can maintain energy levels throughout challenging circumstances, effectively navigate disruptive changes, and demonstrate adaptability. Individuals demonstrate resilience by effectively recovering from setbacks. Moreover, they successfully navigate significant challenges without resorting to maladaptive conduct or causing harm to others. The attribute of resilience holds considerable importance in the realm of high-performing leaders. To progress and prosper, leaders must actively develop this attribute inside themselves. Additionally, they are obligated to safeguard the vitality of individuals inside their teams. The sustainability of leadership is contingent upon the ongoing ability of individuals and teams to restore and maintain high levels of energy effectively.

Besides that, leaders and organisations frequently encounter difficulties and crises that assess the resilience and adaptability of their systems and resources. Will the objects exhibit plastic deformation under applied force or experience fracture? The challenges of effective leadership have historically been amplified during times of rapid change. However, the current global circumstances have introduced distinct pressures on organisations, leading to a renewed emphasis on examining individual and organisational behaviours to identify the qualities and strategies that define effective and adaptable leadership (Southwick et al., 2016). It is noteworthy that confident leaders and organisations not only endure but also flourish amidst such circumstances, whereas others struggle or disintegrate due to the pressures associated with

change. Extensive research and scholarly deliberation have been dedicated to comprehending the underlying mechanisms contributing to these disparities. In contemporary discourse, there has been a notable shift in the emphasis of transformational business models towards recognising the significance of resilience in achieving success at both the leadership and organisational levels.

This study significantly contributes to the current literature on leadership development in higher education. It emphasises the importance of cultivating resilient leaders to tackle the obstacles a swiftly evolving global landscape presents effectively. Equipping emerging leaders with robust leadership competencies will facilitate their adept navigation of the intricacies inherent in academic communities and facilitate constructive changes within their respective institutions, thereby cultivating an environment characterised by flexibility, creativity, and inclusiveness within university contexts. The primary objective of this study is to establish a basis for enabling the forthcoming cohort of leaders to effectively confront future challenges and guide their academic communities towards a more promising and resilient future.

Research Question

RQ1: Do academic achievements influence the resilient leadership skills of university students?

RQ2: Does organisational growth influence the resilient leadership skills of university students?

RQ3: Do leadership development programs influence the resilient leadership skills of university students?

Research Objective

RO1: To determine the relationship between academic achievements and resilient leadership skills of university students.

RO2: To determine the relationship between organisational growth and resilient leadership skills of university students.

RO3: To determine the relationship between leadership development programs and resilient leadership skills of university students.

Research Framework

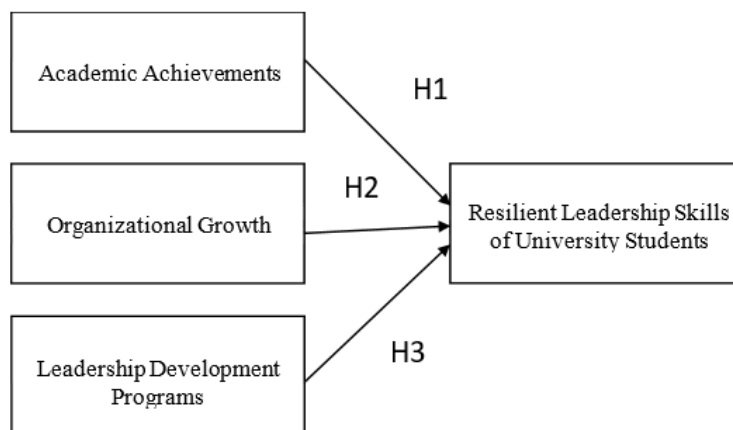


FIGURE 1: Research Framework

Dependent Variable (DV)

Resilient Leadership Skills of University Students (RLS)

Independent Variable (IV)

- i. Academic Achievements (AA)
- ii. Organisational Growth (OG)
- iii. Leadership Development Programs (LDP)

RESEARCH SIGNIFICANCE

The outcomes of this study are expected to significantly influence academic achievements, organisational growth, and leadership development programs on resilience leadership skills among university students. This study underscores the need to foster resilient leadership abilities among university students, offering a viable approach to tackle the urgent requirement for adaptable and proficient leadership within academic environments. This study addresses the knowledge gap on the correlation between academic achievements, organisational growth, and leadership development programs on resilient leadership skills. It provides valuable insights that can improve the design of leadership programs and well-being initiatives. Incorporating the mixed-methods technique strengthens the comprehensiveness of the research, facilitating a more comprehensive knowledge of resilient leadership and its ramifications. Integrating quantitative and qualitative methods guarantees a thorough assessment of the university student population's resilience levels

and leadership practices. This study establishes a foundation for enabling rising leaders to proficiently navigate the intricacies of their academic communities and make valuable contributions towards constructive changes within their universities.

LITERATURE REVIEW

The section will focus on the literature review that was conducted. The analysis of earlier research carried out by several authors is included explicitly in this literature review.

Resilient Leadership Skills of University Students (RLS)

The existing body of literature about the resilient leadership qualities exhibited by university students emphasises the need to provide young leaders with the necessary tools to traverse obstacles and foster the development of their effectively organisations (Alward & Phelps, 2019). These studies suggest that individuals who display greater resilience are more inclined to demonstrate enhanced adaptability and decision-making skills, ultimately resulting in improved academic performance (Dartey-Baah, 2015). Furthermore, empirical evidence suggests that resilient leadership favours the advancement and maturation of campus organisations. Specifically, resilient student leaders can effectively stimulate and inspire their peers, fostering an environment conducive to achieving organisational triumph (Southwick et al., 2016). Cultivating resilient leadership skills has become increasingly important, with leadership development programs playing a significant role in this process.

These programs aim to provide university students with the essential training and support required to increase their leadership qualities. However, additional study is needed to investigate better the particular processes through which leadership development programs contribute to cultivating resilient leadership qualities among university students. This research review provides a foundation for comprehending the significance of resilient leadership within the higher education setting. It emphasises the influence of academic accomplishments, organisational expansion, and leadership development initiatives in moulding the efficacy and resilience of student leaders.

Relationship between AA and RLS

The scholarly discourse surrounding academic achievements among university students places considerable emphasis on several aspects, including but not limited to prior academic performance, motivation, time management, and social support (Mishra, 2020). Research indicates a positive association between resilient leadership abilities and academic performance, suggesting that individuals who exhibit more significant levels of resilience are more likely to attain higher academic success (Alward & Phelps, 2019).

Moreover, scholarly investigations underscore the significance of learning environments, instructional approaches, and student involvement in cultivating scholastic achievement (Calderón et al., 2020). Additional investigation is required to comprehend the complex correlation between resilient leadership and academic accomplishments in higher education.

H1: There is a significant relationship between academic achievements and resilient leadership skills.

Relationship between OG and RLS

The scholarly discourse surrounding organisational growth encompasses a range of elements, including strategic management, innovation, leadership effectiveness, and organisational culture (Lam et al., 2021). The concept of resilient leadership has become increasingly recognised as a significant catalyst for organisational growth. Leaders who possess the ability to adapt to changing circumstances and inspire others have been found to have a beneficial influence on the organisation's overall success (Giustiniano et al., 2018). Additional study is required to comprehensively understand the precise mechanisms through which resilient leadership impacts organisational development within diverse contexts (Duchek et

al., 2020). This literature review aims to present a comprehensive examination of the multifaceted domain of organisational growth, establishing a foundation for subsequent inquiries into the intricate relationship between resilient leadership and the attainment of organisational achievements.

H2: There is a significant relationship between organisational growth and resilient leadership skills.

Relationship between LDP and RLS

The existing body of literature examines leadership development programs' efficacy in augmenting leadership abilities (Subramony et al., 2018). The programs mentioned above prioritise the development of crucial attributes such as effective communication, sound decision-making, and emotional intelligence through experiential learning methods and mentorship opportunities (Karagianni & Montgomery, 2018). According to existing research, the implementation of well-structured programs can have a favourable influence on the efficacy of leadership and the overall outcomes of an organisation (Ibrahim & Daniel, 2018). Nevertheless, the effectiveness of programs can be influenced by individual variations and the specific situations inside organisations. Additional investigation is required to enhance program design and implementation, maximise leadership skills development and achieve organisational success.

H3: There is a significant relationship between leadership development programs and resilient leadership skills.

RESEARCH METHODOLOGY

This research study employs a mixed-method approach, incorporating qualitative and quantitative methodologies.

Qualitative Method

This study employed qualitative case studies to investigate the leadership approaches and behaviours exhibited by accomplished student leaders who exemplified resilient leadership attributes. The study's participants were selected from a wide group of student leaders, with a special focus on Grantt Student Residential Hall, University Utara Malaysia leaders. The data collection method used was interview and it is performed to get comprehensive and intricate insights into the experiences, decision-making procedures,

encountered problems, and employed tactics of student organizations. A total of 5 leaders were chosen. leaders in effectively leading their particular campus

TABLE 4.1 (1): Interview Questions

Interview Questions
a) Can you describe a challenging situation or setback you faced as the leader of a campus organisation and how you demonstrated resilient leadership during that time?
b) What methods or habits have you implemented as a student leader that have helped you adapt to and recover from adversity?
c) Please elaborate on how you feel your ability to lead through adversity has contributed to the development and success of your student group. Can you describe situations in which your leadership style inspired and motivated people to overcome challenges and reach their goals?

<p>Quantitative Method</p> <p>The present study involved administering a structured questionnaire distributed to experienced student leaders in Grantt Student Residential Hall, University Utara Malaysia (UUM). The survey included measures designed to assess the agreement level using the Likert scale, from 1 strongly disagree to 7, indicating strongly</p>	<p>agree, related to academic achievements, organisational growth, and leadership development programs on resilient leadership skills. The sample size of this study consists of 50 students from Grantt Student Residential Hall, UUM student leaders. The sample size was determined to ensure the statistical reliability and generalizability of the findings.</p>
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Table 4.2 (1): Summary of the questionnaire

Variable	No. of Item	Item
Part A: Demographic Variab		
Gender	1	Part A, Item 1
Ethnicity	1	Part A, Item 2
Age	1	Part A, Item 3
Part B: Dependent Variable & Independent Variables		
Resilient Leadership Skills	1	Part B, Item 1
Academic Achievement	1	Part B, Item 2
Organisational Growth	1	Part B, Item 3
Leadership Program Development	1	Part B, Item 4

RESULTS AND DISCUSSION

Results Using Qualitative Method

Below are the responses provided by participants to each question asked during the interview.

Question 1 Findings

Based on the feedback provided by the five participants, it is apparent that student leaders' resilient leadership

abilities play a pivotal role in effectively managing difficult circumstances and setbacks within campus organisations. Respondent 1 showed resilience through their prompt adjustment to unanticipated budget reductions, identification of substitute financing channels, and effective event execution. Respondent 2 demonstrated resilience by effectively engaging team members and cultivating a sense of unity amidst a decline in volunteer participation. The adaptability demonstrated by Respondent 3 in navigating the challenges posed by the COVID-19 epidemic had a

crucial role in maintaining the uninterrupted functioning of their company. The delegation and collaborative approach employed by Respondent 4 was crucial in successfully managing the departure of a critical team member. Respondent 5 played an essential role in facilitating inclusive and collaborative talks, focusing on reaching a consensus among participants. This individual emphasised the importance of resilience in the decision-making process. In general, the instances shared by the participants illustrate the favourable influence of resilient leadership abilities in effectively overcoming obstacles and attaining accomplishments within their respective campus groups.

Question 2 Findings

The insights provided by the five participants offer valuable information regarding the techniques and practices that enhance their capacity to adapt and recover from challenging situations in their roles as student leaders. The responders have identified several critical tactics, including regular self-reflection, obtaining feedback, developing a support network, embracing a growth mindset, setting realistic goals, and supporting open communication. These activities are in accordance with the cultivation of resilient leadership qualities, which are necessary for university student leaders to adeptly traverse obstacles and promote individual development.

Question 3 Findings

The findings from the survey conducted with the five

participants indicate that resilient leadership qualities have a favourable impact on the development and achievements of their respective campus groups. The student leaders demonstrated the influence of their resilient leadership style on team motivation and achievement through the implementation of various strategies. These strategies included instilling confidence, maintaining composure amid crises, promoting creativity, empowering team members, and cultivating a healthy team culture. The capacity to effectively overcome obstacles and motivate individuals plays a crucial role in fostering the growth and achievement of campus groups.

Overall, the responses from the five respondents provide valuable insights into the importance of resilient leadership skills among university students. The demonstrated link between resilient leadership and academic achievement, organizational growth and leadership development programs.

Results using Quantitative Method

As for the quantitative method, respondents were required to answer demographic questions at Part A and to rate a few questions based on the dependent variable and independent variables at Part B.

Part A: Demographic Profile

This section shows the demographic profile results which consists of gender, ethnicity, and age of the respondents.

TABLE 5.2 (1): Gender, Ethnicity and Age

	Profile	Frequency	%
Gender	Male	18	36
	Female	32	64
Ethnicity	Malay	29	58
	Chinese	14	28
	Indian	7	14
Age	18-21	13	66
	22-25	33	26
	26-29	4	8

The gender in the sample data shows that of the 50 respondents, female respondents accounted for 64%, with a frequency of 32 respondents, while male respondents accounted for 36%, with a frequency of 18.

In the sample data, out of 50 participants, the predominant ethnic group is Malay, representing 58% or 29 individuals. Chinese participants comprise 28%, totalling 14 individuals, and Indian participants comprise 14%, equating to 7 individuals.

In the sample data of 50 participants, the largest age group is those aged 22 to 25, making up 66% or 33 individuals. Respondents aged 18 to 21 constitute 26%,

with 13 individuals, while those in the 26 to 29 age bracket represent 8%, totalling four individuals.

Part B: Dependent Variable & Independent Variables

This research section presents questions regarding the dependent variable, resilient leadership skills, and the independent variable, academic achievements, organizational growth and leadership development programs. Ratings of each question were given based on a Likert scale from 1 to 7, in which one was rated as strongly disagreed with and seven as strongly agreed.

Likert Scale
1- Strongly Disagree
2- Disagree
3- Slightly Disagree
4- Neutral
5- Slightly Agree
6- Agree
7- Strongly Agree

Resilient Leadership Skills (DV)

Question: Please indicate your confidence level in your capacity to exhibit resilient leadership qualities in demanding circumstances.

According to the collected responses, a significant proportion of the participants, precisely 42%, expressed varying degrees of agreement, ranging from slightly agree to agree or strongly agree, on their perceived capacity to exhibit resilient leadership

TABLE 5.2 (2): Resilient Leadership Skills

Variable	Likert Scale	Frequency
Resilient Leadership Skills (DV)	1	4
	2	6
	3	7
	4	12
	5	8
	6	11
	7	2

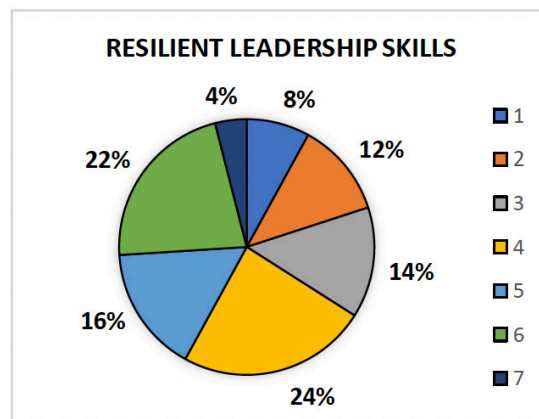


FIGURE 5.2 (3): Resilient Leadership Skills

qualities when confronted with difficult circumstances. The discovery above implies that a notable proportion of individuals enrolled in higher education institutions possess a sense of assurance regarding their aptitude for exhibiting robust leadership qualities. However, it is worth noting that a significant proportion of the participants, precisely 58%, expressed varying degrees of neutrality or disagreement regarding their ability to demonstrate resilience in their leadership roles. This observation suggests that there exists a potential for enhancing the cultivation of resilient leadership

abilities among certain cohorts of university students. Implementing tailored leadership development programs can yield benefits by enhancing individuals' confidence and competence in effectively managing issues.

Academic Achievement (IV)

Question: Please indicate the degree to which you perceive your academic accomplishments as beneficial to your overall efficacy as a leader.

TABLE 5.2 (4): Academic Achievement

Variable	Likert Scale	Frequency
Academic Achievement (IV)	1	3
	2	5
	3	3
	4	6
	5	10
	6	15
	7	8

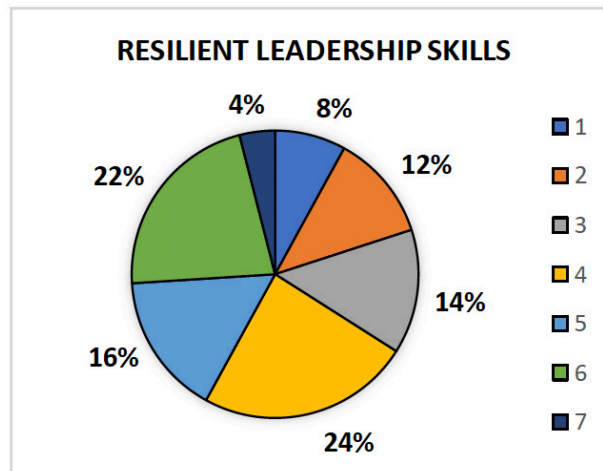


FIGURE 5.2 (5): Academic Achievement

According to the findings, a significant proportion of the participants, precisely 66%, agreed or strongly agreed with the favourable impact of their academic accomplishments on their overall efficacy as leaders. This discovery indicates a perceived favourable correlation between academic accomplishments and the development of leadership abilities. However, it is worth noting that 31% of the participants expressed a neutral stance or a slight disagreement, suggesting that a considerable proportion did not perceive a clear link between academic accomplishments and the efficacy of leadership. There is potential value in conducting

additional research to examine the underlying variables contributing to these divergent perceptions and to explore strategies for optimising the utilisation of academic accomplishments to bolster leadership abilities within the university student population.

Organisational Growth (IV)

Question: Please evaluate the extent to which your resilient leadership abilities have facilitated the advancement and growth of your campus organisation.

TABLE 5.2 (6): Organisational Growth

Variable	Likert Scale	Frequency
Organisational Growth (IV)	1	1
	2	4
	3	6
	4	5
	5	11
	6	16
	7	7

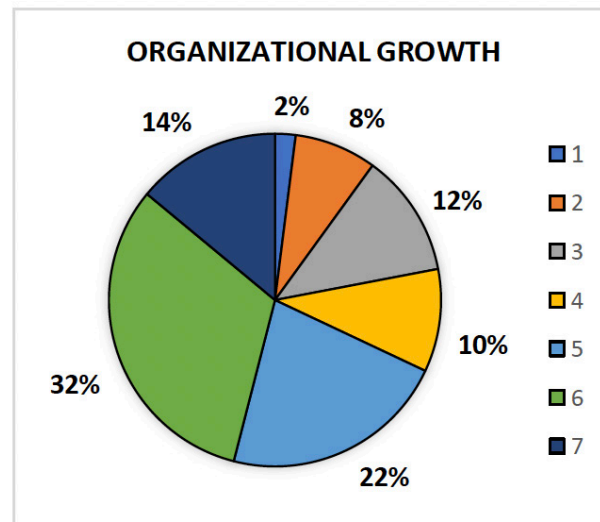


FIGURE 5.2 (7): Organisational Growth

According to the findings, it was observed that 68% of the respondents expressed agreement, which includes a slight and strong agreement with the positive impact of their resilient leadership abilities on the advancement and growth of their respective campus groups. The discovery mentioned above suggests a positive correlation between resilient leadership and the development of organisational groups in universities. Nevertheless, it is worth noting that a considerable proportion of participants, approximately 32%, expressed a neutral stance to strong disagreement. This implies that certain student leaders may not

attribute a substantial influence of their resilience on the organisation’s overall success. Examining the particular occurrences and obstacles in which resilient leadership had a discernible impact could yield significant perspectives on enhancing leadership methodologies for the advancement of organisations.

Leadership Development Programs(IV)

Question: Engagement in leadership development initiatives has exerted a favourable influence on my aptitude for leadership.

TABLE 5.2 (8): Leadership Development Programs

Variable	LikertScale	Frequency
Leadership Development Programs (IV)	1	2
	2	1
	3	4
	4	5
	5	8
	6	19
	7	11

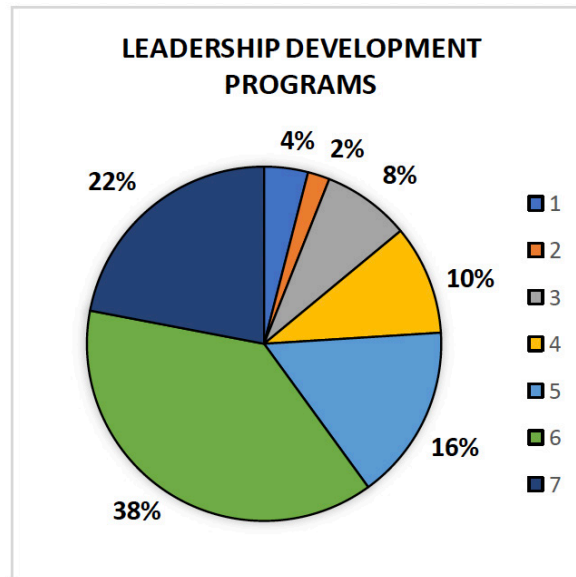


FIGURE 5.2 (9): Leadership Development Programs

The data presented indicates that 76% of the respondents expressed agreement, which includes slight agreement to strong agreement, regarding the favourable impact of their participation in leadership development programs on their leadership abilities. The present study indicates that most university students consider leadership development programs advantageous. Nevertheless, a notable proportion of participants, amounting to 24%, expressed either a neutral stance, slight disagreement, disagree or strongly disagree, suggesting that many students may not perceive the programs to have an equivalent degree of influence. Enhancing the influence of leadership development programs on developing resilient leadership abilities among students can be achieved by comprehending the elements that contribute to their effectiveness and customising them to cater to individual needs.

In conclusion, the results demonstrate a range of favourable and varied perspectives concerning the influence of academic accomplishments, organisational expansion, leadership development initiatives, and resilient leadership abilities on university students. These insights can potentially provide valuable guidance for educators, institutions, and policymakers in developing specific interventions aimed at improving leadership abilities and cultivating resilient leaders within the context of universities.

CONCLUSION

In conclusion, the research findings indicate a significant and positive correlation between the possession of

resilient leadership skills and various outcomes, including academic achievements, organisational growth, and engagement in leadership development programs, among individuals enrolled in university. A significant number of the participants demonstrated a high level of self-assurance in their capacity to exhibit resilient leadership in difficult circumstances, and they believed that their academic accomplishments played a role in enhancing their overall effectiveness as leaders. In addition, there was a correlation between resilient leadership and favourable results within campus groups, as students perceived that their resilient leadership abilities had played a role in the advancement of these organisations. Furthermore, it was found that a considerable proportion of respondents believed that engagement in leadership development programs had a beneficial impact on enhancing their leadership abilities.

RECOMMENDATION

According to the research findings, it is recommended that universities place a high priority on the cultivation of resilient leadership qualities among their students. The organisation should execute focused leadership development initiatives and offer tangible opportunities for individuals to gain practical leadership experience. The implementation of tailored programs that cater to individual requirements, the integration of academic accomplishments, and the ongoing assessment of their efficacy are essential components of educational practices. Promote the cultivation of a nurturing and

all-encompassing academic setting by implementing mentorship programs, fostering peer support networks, and facilitating the provision of constructive criticism. Cultivating a culture that promotes adaptive leadership and resilience among students can enhance their ability to effectively navigate adversities, thereby positively influencing their academic performance and contributing to the organisation's overall growth.

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