



RESILIENCE AND LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

The study considers the resilience profile, the major leadership styles, the leadership effectiveness, and the relationship between the resilience factor and leadership effectiveness. A closed Likert type tool was developed and applied to evaluate the resilience profile. An available instrument was used to determine the dominant leadership styles as well as the leadership effectiveness of the respective teachers. In order to verify the relationship between the resilience factor and leadership effectiveness, the linear regression method, which calculates the linear correlation coefficient between the previously mentioned variables, was used. The findings in this article suggest that leader educators need to create safe environments to impact productivity and sustainability, and to help emerging and current leaders thrive in resilience as individuals and educational leaders.

Keywords: resilience, leadership styles, and leadership effectiveness.

Introduction:

Resilience is that the human capacity to affect difficulties, setbacks, and traumas then get over them to measure life to the fullest. Resilient leaders are capable of keeping energy levels under pressure, coping with and adapting to disruptive changes. They come back from setbacks. They also overcome great difficulties without engaging in dysfunctional behaviors or harming others.

Leaders of Tomorrow

It is often forgotten that one must learn to lead oneself before one can lead others successfully. Self-leadership provides the backbone of effective team leadership. A good leader needs to work physically, mentally and emotionally - as well as be strong - in order to inspire and guide others to achieve long-term goals. The motivating journey begins with "How do I encourage myself?"

Resilience is an important factor for good leaders. Leaders must grow on their own in order to progress and be successful. They also carry the responsibility to help protect the power of the people in their groups. Emphasize the importance of promoting healthy human flexibility in the workplace. It also requires people to be open-minded, to express their feelings and to be curious about each other. Resilience is that the human capacity to affect difficulties, setbacks, and traumas then get over them to measure life to the fullest. That being said, it is important to value both bonding and emotional independence. Cooperation is important, but leaders must avoid emotional or psychological captivity to others.

The human resources is by an most crucial resource for 21st century organizations. These workers can be divided into several generations, each with special motivational needs. Kuzins (1999) suggests that managers and leaders should understand people, regardless of age. They need to acquire their skills, abilities, and anything that motivates them. In short they should see that everyone is different and face each task as an individual.

The objective of this subject isn't to review all the literature on leadership. On the contrary, it'll be explained why a specific leadership model, namely Situational Leadership, has been chosen. Situational Leadership was developed by Paul Hersey and Kenneth H. Blanchard (1969) at the middle for Leadership Studies. A person's leadership style involves some combination of task behavior and relationship behavior. The two sorts of behavior, which are central to the thought of leadership style, are defined as follows: a) task behavior—the extent to which leaders are likely to arrange and define the roles of the members of their group, and b) relationship behavior—the extent to which leaders are likely to take care of personal relationships between themselves and members of their group. The effectiveness of the leaders, on the opposite hand, depends on how appropriate their leadership style is to things during which they operate. This appropriateness comes from the matching of leader style and follower task relevant maturity, or task readiness.



Readiness in Situational Leadership is defined because the extent to which a lover demonstrates the power (knowledge, experience, and skill) and willingness (confidence, commitment, and motivation) to accomplish a specific task (Hersey, Blanchard, & Johnson, 2001).

Table 1. Seven Resilience Factors

Factor 1: Emotion Regulation	Awareness and self-awareness and mitigating immediate emotions that hinder peace, patience, tranquility and consideration, ensuring that this is effective in dealing with the difficulties and conflicts between people, facilitating clear, logical and reconciling solutions to problems.
Factor 2: Impulse Control	Know and seek to understand what is to judge with thought and logic, avoiding quick conclusions and actions.
Factor 3: Optimism	The ability and willingness to choose the thoughts and behaviors that are guided by faith and the hope that things will improve.
Factor 4: Causal Analysis	Know and seek to make previous and accurate diagnoses of the cause of the problem, to find solutions for quick fix and prevention
Factor 5: Empathy	To know and want to understand what is happening to another, imagine himself in that situation, with the same thoughts and feelings as his own.
Factor 6: Self-Efficacy	Recognize and seek to lead yourself, to exercise self-control that is able to identify and perform any dynamic behavioral changes, necessary to achieve the intended results.
Factor 7: Reaching Out (Achievement Motivation)	Knowing and wanting to focus the mind and emotions on the pursuit of challenging but achievable goals, without being exposed to criticism and deviating from the focus.

Source: Adapted from Reivich and Shante.

Objective of the study

- 1) To study the importance of resilience factors among teachers
- 2) To understand the relation between resilience and leadership effectiveness

Method

Sampling

66 teachers were selected from 22 institutions. 480 females and 70 males with experience from

