

Resilient University Leaders in Contemporary Dynamic Environment: A Preventive Model for Derailed Presidencies

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Abstract-----The environment in which institutions of higher learning are doing their businesses is getting dynamic and has obtained more consideration in the tertiary education and its resilient future research. Worldwide trends in tertiary education, as well as the changing external environment, put many challenges for the university leaders. To meet the demands of an increasingly dynamic and complex environment many university leaders have begun searching for ways to be resilient and receptive to these changes in order to stay competitive. This study offers university leaders a way to face external changes and disruptions in line to make their institutions perform better internationally. It investigated the role of self-efficacy and learning orientation on the performance of university leaders. It also proposed and tested the moderating effect of dynamic environment on the above-mentioned relationships. The research used the quantitative method and a population comprised 242 usable questionnaires that were collected from the leaders of public higher education institutions of Pakistan. The proposed structural equation model was evaluated with Partial Least Squares (PLS) techniques. Results showed support for the theoretical model that was considered. The findings suggest that self-efficacy and learning orientation is linked with performance in such a way that it nullified the moderating effect of dynamic environment. This investigation has importance for both savants and specialists in improving university leadership with a revolutionary approach; also this research helped to provide a conceptual anatomy to trigger future investigations and theory on strengthening university leadership.

Keywords: *university leaders, self-efficacy, job performance, learning orientation, dynamic environment*

I. INTRODUCTION

The evolution in the educational marketplace in many countries is seen as important state goal [56]. In this situation, an increasingly vital consideration of many states is to make clear that their HEIs are closely operating at the most developed phase of scientific and intellectual evolution [57]. Reference [10] examined that current HE sector is facing a crucial change, primarily in terms of mode of operation, its role in society, value to the society, and economic constitution. Thus, there is a sturdy requirement to examine ideas and directions for future. Many researchers have

pointed out the scarcity of capable leaders, and the need for effective leadership in HEIs. Capable leaders are needed in HEIs for accomplishments in organisational changes and reforms, maintaining sustainability, future planning, updating curricula, and adaptation to technological up-gradation and international competition [52]. HEIs are fully linked with the wider national environment. Hence, it is likely to argue that the national environment of university leaders may form their actions [19]. The research also has recognized entrepreneurs' environment as an essential factor, affecting their entrepreneurial activities [67].

At the present time, the core problem facing the Pakistani HEIs is the unavailability of financial support which has taken a toll on many tertiary institutions such as Gomal University and others, where the staffs are yet looking for their pay. There are also teachers' issues about university regulations and inner management [16]. The reduced resources from the government, increased costs, mounting expectations from the students, and the technological and informational developments are some of the challenges that described the HEIs' environment in Pakistan [47].

There has been a rising interest in the jobs of leaders within HEIs in recent years, driven by the altering shape of HE leadership in the face of extensive challenges within the sector [8]. There are various studies linked to leadership competence of college leaders in HEIs. The research, on the other hand, is very insufficient in determining certain factors that could be connected with leadership competence of university leaders [4]. Moreover, university leaders as a population have not been widely investigated, which demonstrates a gap in the research literature [64]. The growth and expansion of many HEIs would not have easily attained. There are fresh challenges in the sector and they have carried with them wide-ranging demands, aspects, and perspectives to the university leaders [2]. Therefore, with the intention to encounter all these challenges, a solid recognition of self-efficacy is very important among the university leaders for them to sustain and thrive. Reference [33] concurred that complexities often motivate people with high self-efficacy to

greater efforts. Though, the research of self-efficacy on the university leader's job performance mainly in the HEIs of Pakistan is scarce and fairly understudied [47].

In view of the changes that have taken place in tertiary education, it would not be incorrect to state that learning orientation is the requirement of today's HEIs, because learning orientation is the degree to which an institution acquires and shares information about competitor actions customer needs, market changes, as well as developments in novel technologies to produce new products or services that are superior to those of competitors [12]. Researchers still consider that the area of learning orientation with respect to job performance has been less investigated [43]. Learning orientation still needs further research due to very small number of studies [18].

The viewpoint of reference [73] that environment plays a moderator role is well supported by many researchers [48; 54]. Reference [29] stated that environmental dynamism has an influence on performance while, [1] associated environmental dynamism straight with performance. Transformational model theoretically identifies the likely moderating impact of the situation on the effectiveness of leader's behaviour [50], but a little number of researches has really tested such moderating impacts [51]. The previous study has also shown uncertainty about the environment and its impact on decision making and entrepreneurial strategy in many ways [71].

So, this article by emphasising on the development of university leadership grounded on problems and issues linked to it talks about the variables self-efficacy and learning orientation that supports university leaders' to raise their job performance. It also proposes and tests the moderating effect of dynamic environment on the above-mentioned relationships.

II. LITERATURE REVIEW

A. Job Performance

Job performance can be explained as all of the behaviours personnel are engaged in while at the work. Reference [45] argued that job performance should be reported in terms of behaviours rather than end-result. He emphasised that end-result grounded measures are not always constructive to the organisation, as workforce may try to maximise outcomes at the price of other things. Job performance is indefinitely one of the most significant dependent variables of interest to educationists, society, business, and the state. Reference [26] highlighted that performance in an institution is influenced by the leader's behaviour. The recognition of individual performance management within HEIs is investigated at the levels of the department's heads, university director, dean, and the assistant dean, who have a prime responsibility for organising the performance of their division of institution, and then the performance of office associates and individual instructors. Increasing liability of substantial competition and answerability for public funds were said to be the basis for utilising performance scales in HE [62]. Performance management in HEIs has not documented satisfactory

consideration from government and policy makers in the past [3]. To estimate the leaders' effects on institutional performance in a precise way within a real-world perspective is identified to be challenging [9]. Job Performance scale has been adopted from [25].

B. Self-Efficacy

Reference [6] discussed self-efficacy as individuals' beliefs about their capabilities to produce designated levels of performance that use influence over events that shape their lives. Self-efficacy beliefs are strong determinants and predictors of the level of success that individual finally attain [37]. It is also named anticipated ability, which refers to the confidence people have in their abilities for success in a given task. If they have the capability to successfully do, then that job will be attempted [7; 63]. Someone with little self-efficacy will be inclined towards giving up and hopelessness. Additionally, a person with better self-efficacy will attribute failure to external factors whereas a person with little self-efficacy will blame low ability [33]. Generally, due to the struggle of Albert Bandura, self-efficacy has a largely commended theoretical base, an extensive knowledge foundation, and a well-known evidence of application at the work place. Although leader's self-efficacy seems to be a promising construct for the understanding of their motivation and behaviour, it has been fairly unstudied [66]. Self efficacy scale has been adapted from [13].

C. Learning Orientation

Learning orientation as individual's inner driving power, persuade the individual to acquire new skills and knowledge, to look for challenges, looking ahead to learn from the challenges and growth, which in return assist to develop his/her creativeness. Learning orientation is internal mindset that encourages an individual to boost his or her competence [69; 28]. Learning orientations have drawn the attention of scholars over the decades [11]. It is also recognised as an elemental approach towards learning, i.e., the institutional and managerial characteristics that support the institutional learning procedure [55]. Reference [22] believed that leadership is another trait that is plausibly associated with learning orientation, as successful university leadership helps organisations to make an uninterrupted learning environment, to advise the best answers to problems in research and teaching and to be innovative to translate challenges into opportunities [31]. Researchers believe that the domain of learning and performance orientation has been limitedly explored [41] and that circumspect studies on the topic of learning are scarce, mainly in the area of performance outcomes [38]. Learning orientation scale has been adapted from [12].

D. Dynamic Environment

Environmental dynamism refers to the extent of unforeseeable change in a firm's environment. Although, the literature uses an array of phrases such as uncertainty, volatility, and high-velocity, they all hold to some level to the core idea of unforeseeable change [27]. Scholars propose that organisations need capabilities dealing with fast changing environments to re-compose resources and to take benefit of

latest opportunities [44]. Reference [61] who investigated the influence of globalisation on management education in India revealed that in such circumstances, building a strong pool of skilled staff is appeared to be inevitable to meet requirements of the challenges of the international environment and to be resilient. Operating in dynamic environments, institutions identify the requirement for adaptation and change and hence encourage the actions of the institutions to create more dynamic means that can better acknowledge to dynamic environment [74]. In dynamic environments, the regulations related to resources and their values are more flexible, as markets recompose in unpredictable ways [60]. The environmental dynamism has to be an important aspect for the source of productivity and strategy development. Firm environment that practiced fast changes have positive and negative effects on the business ventures; they need strategic management outlook based on non-traditional strategies and managerial philosophies to deal with environmental dynamism [36]. Dynamic environment scale has been adapted from [75].

E. Relationship between self-efficacy, learning orientation and job performance of university leaders

Self-efficacy has been generally associated with performance, and in an area of entrepreneurship, several empirical researches have found a positive relation between a general measure of self-efficacy and performance [65]. The extent of self-efficacy people perceived associated positively with their past performances and compels them to demonstrate the confidence that persuades the making of another brilliant performance [35]. So, the subsequent hypothesis may be established on the basis of above debate.
H1: There is a significant association between self-efficacy and performance of University Leaders.

Linking learning orientation to performance generally proves that organisations with top degrees of learning orientation prove higher performance than organisations having a minor degree of learning orientation [49]. Empirical studies have initiated to assess the learning orientation's connection to varied scales of performance [21], and these researches have established some affirmative associations between performance and learning orientation. Earlier studies discovered that learning orientation indirectly influences both gains through innovation and firm performance [53]. So, the next hypothesis may be furnished on the footings of the above reasoning.

H2: There is a significant association between learning orientation and performance of University Leaders.

F. Dynamic Environment as a Moderator

Dynamism shows that uncertainty destabilises the ability of administrators to predict future actions in addition to their effect on the firm [39]. As per reference [70] that both in empirical and conceptual research linked to business strategy, the effect of the business environment has been recognized for long as a key contingency factor. The moderating role played by environmental dynamism is well validated in the literature by cases reviewing a variety of correlations between firm performance and organisational variables [27].

Reference [46] recognized that the dynamic environment moderated the relation between competitive performance and the business level strategy. Reference [73] research, that environment plays a moderator role is well recognized by many scholars [48; 54]. In order to study the moderating effect of dynamic environment, the following hypotheses are proposed:

H3: Dynamic Environment moderates the relationship between self-efficacy and performance of University Leaders.

H4: Dynamic Environment moderates the relationship between learning orientation and performance of University Leaders.

III. METHODOLOGY

This research was considered to study the relationships between self-efficacy, learning orientation, job performance, and the moderating variable, dynamic environment. The unit of analysis of this study is individuals (university leaders). Their attitude towards their job performance was measured in addition to their view towards the impact of their self-efficacy, learning orientation, and dynamic environment on their job performance. The scales utilised in this research were adapted from established research models and a pilot study was performed to check their reliability and validity. These scales were fit to test at the individual level of unit of analysis. The population of the research was the leaders of public sector HEIs of Punjab, Pakistan and data gathering was completed through self-administered questionnaires attached with a one page cover letter on a seven-point likert scale. The proportionate random sampling model was used for its ease, less costly, and simple to manage [59]. As per the same author, for a population of 1000, the suitable sample is 278. Thus, for a population of 1379 university leaders, 322 respondents were required on a 5% error margin. A sum of 271 respondents replied and submitted from the 590 circulated questionnaires. But, a sum of 242 questionnaires was eventually kept for investigation. Purposely, after the data collection, a sum of 29 responses was debarred from the examination because some questionnaires were not filled properly and many missing data for each case was encountered.

A 242 respondents made the sample for this study which gave a constructive 41% response rate. As per reference [58] debate, a response rate of 30% is satisfactory for surveys. More noticeably, the tool used for this research, PLS, needs a bare minimum of 30 responses only [14; 15]. Hence, 242 questionnaires were adequate for analysis. The research followed a quantitative approach through survey instruments design and the projected structural equation model was evaluated through Partial Least Squares (PLS) methods.

A. Confirmatory Factor Analysis (CFA)

Using the PLS principal component analysis (PCA), confirmatory factor analysis was done. All the constructs' measurements for this research were adopted from previous studies; therefore, there was no requirement of exploratory data analysis [32]. PLS-CFA using the PLS-inbuilt PCA was

used to verify the composition of the constructs and, out of 58 items of 4 constructs used in this research, a sum of 26 items were hold for further investigation as specified in Table 1. Items were deleted for low cross-loading. Eliminating items with low cross-loading improves the overall variance explained.

The key construct of this research was job performance. This variable was originally measured by 30 items; after the PLS-PCA 8 items were hold. Initially, self-efficacy originally had 8 items but after deleting 2 items this variable now dominated by 6 items. Secondly, learning orientation was actually measured by 15 items but after deleting 7 items now, this variable reflecting 8 items. Next is moderator, the dynamic environment was represented by 5 items and after deleting 1 item, 4 items were hold for this research.

B. Estimation of Measurement Model

TABLE 1. Measurement Model

Construct	Item		Loadings	AVE	CR
Dynamic Environment	DE1	Competitor universities continually revise their strategies according to the market needs / trends	0.823	0.523	0.812
	DE3	In contrast to my university, other competitor universities are spending more on advertisement	0.757		
	DE4	Variations in university's customer preferences in the market are frequent	0.589		
	DE5	Variations in laws and regulations from higher education commission / bodies like accreditations, quality assurance, funding, infrastructure etc. are frequent	0.703		
Learning Orientation	LO1	I basically accept that our university's capability to learn is the key to our competitive advantage	0.794	0.509	0.891
	LO11	We constantly judge the quality of our activities and decisions over time	0.663		
	LO2	The basic values of our university include learning as a key to improvement	0.738		
	LO3	The perception throughout our university is that employee learning is an investment, not an expense	0.722		
	LO4	Learning in my university is perceived as a key commodity essential to assure organisational survival	0.694		
	LO6	There is a total consensus on our organizational vision across all levels, functions and departments	0.810		
	LO7	All employees are devoted to the objectives of this organisation	0.630		
	LO8	Employees view themselves as partners in charting the direction of the organisation	0.629		
Performance	PF1	I am capable of adapting leadership style to fit varying situations	0.776	0.513	0.894
	PF17	I can handle negative and positive feedback properly	0.703		
	PF18	I can make clear oral presentations of ideas or facts	0.706		
	PF19	I am able to express ideas clearly in writing	0.722		
	PF2	I am capable of recognising when a decision is required	0.762		
	PF20	I interact nicely with students	0.696		
	PF22	I do my job effectively with department professionals	0.667		
	PF4	I am able to assist departmental goal setting	0.693		
Self- Efficacy	SE1	I am capable of accomplishing majority of the goals that I have assigned to myself	0.856	0.570	0.888
	SE2	When facing complicated tasks, I am sure that I will succeed in them	0.823		
	SE3	Generally, I believe that I can achieve outcomes that are significant to me	0.751		
	SE4	I believe I can accomplish at most any aim to which I prepare my mind	0.671		
	SE5	I am capable to successfully overcome many challenges	0.727		
	SE7	As compared to other persons, I can perform majority tasks very nicely	0.685		

Earlier to testing the hypothesized model, the measurement model of all variables was examined for discriminant validity, reliability, and convergent validity. Table 1 reveals the scores fetched from the analysis of the measurement model. Grounded on Table 1, it can be noticed that all loadings were fulfilling the threshold recommended by reference [30]. The scores of composite reliability (CR) were all bigger than 0.7 [30] whereas, all construct's average variance extracted (AVE) surpassed 0.5 [5]. So, we can establish that convergent validity is achieved.

Table 2 reveals the outcomes for the discriminant validity check. The square root of AVE of each construct should be higher than the relationship between it and any other constructs of the model [23; 24]. As revealed in Table 2, all constructs meet this decisive factor showing the constructs have discriminant validity.

TABLE 2. Discriminant Validity

Construct	DE	LO	PF	SE
Dynamic Environment (DE)	0.723			
Learning Orientation (LO)	0.519	0.713		
Performance (PF)	0.483	0.614	0.717	
Self-Efficacy (SE)	0.413	0.550	0.712	0.755

Note: Values in the diagonal are square root of AVEs while the off-diagonals are latent variable correlations

C. Estimation of Structural Model

To compute the structural model, a bootstrapping formula with 500 re-samples was run to produce the t-values. Figure 1, 2 and 3 demonstrate the structural model while Table 3 and 4 demonstrates the strength of the moderating effect and the outcomes of the hypotheses testing respectively.

As revealed in Figure 1 and Table 4, there is a positive link ($\beta = 0.537$, $t = 5.518$) between self-efficacy and

performance and learning orientation was also positively connected ($\beta = 0.318$, $t = 3.345$) to performance both explaining 58% variance. Thus H1 and H2 were supported.

To examine the third and fourth hypotheses, initially, the strength of the moderating effect of dynamic environment on the relationships between self-efficacy, learning orientation and the performance of university leaders, effect size was determined [17]. The strength of the moderating effect can be evaluated by comparing the coefficient of determination (R-squared value) of the main effect model with the R-squared value of the complete model that integrates both moderating variable and exogenous latent variables [72; 34].

Moderating effect size (f^2) values of 0.02 can be observed as weak, effect size of 0.15 as moderate while the effect size above 0.35 may be considered as strong [34; 17]. Table 3 demonstrated that the effect size for performance was 0.013, indicating the moderating effect is average.

TABLE 3. Strength of the Moderating Effect

Endogenous Latent Variable	R-Squared		f - Squared	Effect Size
	Included	Excluded		
Performance	0.590	0.577	0.013	Moderate

The results exhibited in Figure 3 and Table 4, pointed out that the interaction terms representing SE*DE ($\beta = -0.072$, $t = 0.424$) and LO*DE ($\beta = -0.016$, $t = 0.094$) were not empirically significant. Therefore, hypotheses H3 and H4 were not supported.

FIGURE 1. PLS Algorithm for SE and LO with direct effects on PF

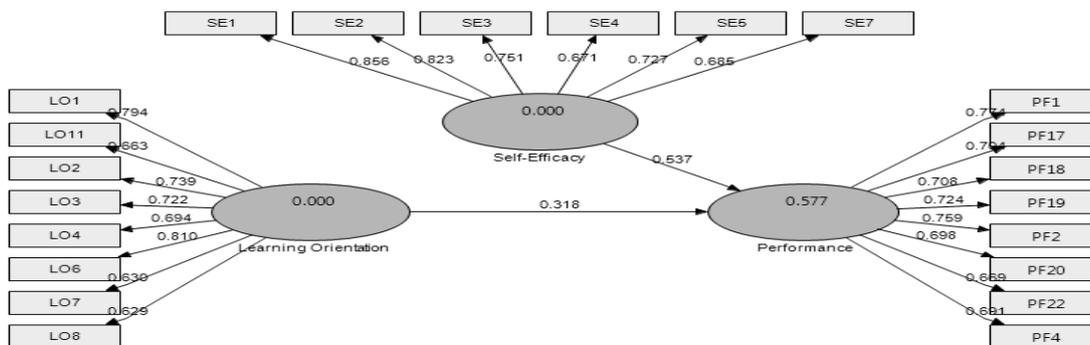


FIGURE 2. PLS Algorithm for SE, LO and Moderator DE with direct effects on PF

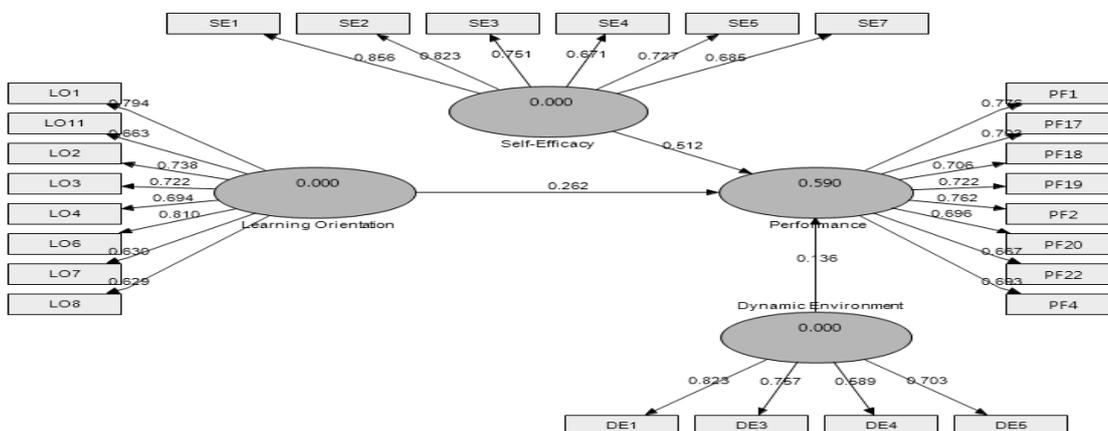


FIGURE 3. PLS Algorithm for SE, LO, DE and PF with moderation interaction effects

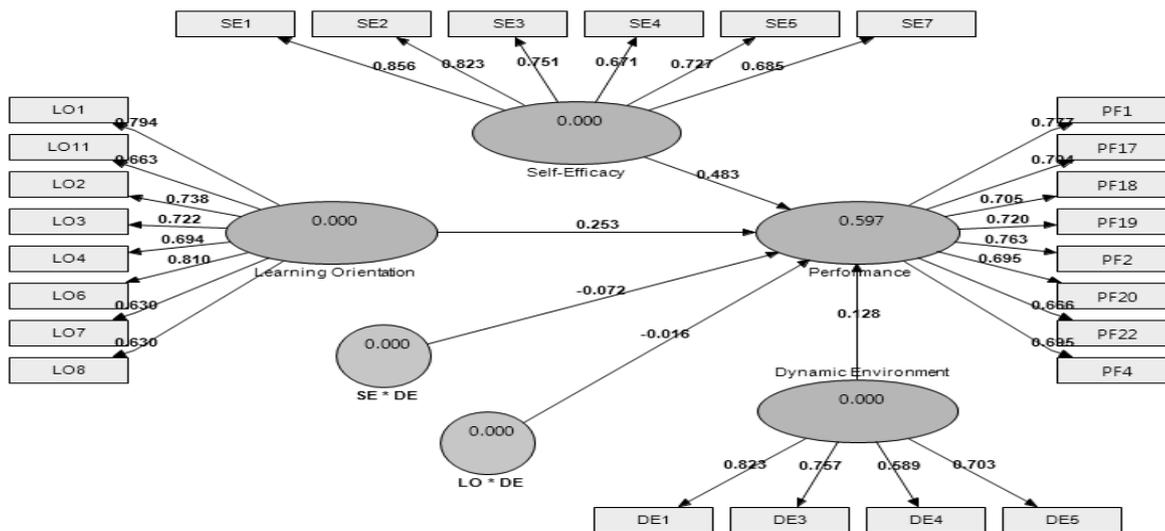


TABLE 4. Hypotheses testing Results

Hypothesis	Relationship	Std Beta	Std Error	T-Value	Decision
H1	SE → PF	0.537	0.097	5.518**	Supported
H2	LO → PF	0.318	0.095	3.345**	Supported
H3	SE*DE → PF	-0.072	0.169	0.424	Not Supported
H4	LO*DE → PF	-0.016	0.170	0.094	Not Supported

**p < 0.01, *p < 0.05

IV. DISCUSSION

The objective of this research was to examine the effect of learning orientation and self-efficacy on the performance of the university leaders. Also, dynamic environment was tested for its moderating effect on the relationships between self-efficacy, learning orientation and performance of university leaders. Self-efficacy was found to have a positive influence on the performance of university leaders. The results are in line with past studies done by [33], [35] and, [68] who established that past performances drive to radiate the confidence that impacts the creation of another exceptional performance. Likewise, learning orientation was also found to have a positive impact on the performance of university leaders. The outcomes are in sequence with former studies done by [20], [55] and, [40] who advocated that management

commitment in advocating a culture that promotes learning orientation as one of its core values, allows for continuous improvement in performance. The research on dynamic environment is very diverse and contrary, mainly if we perceive the research with reference to performance. Apart from the studies discussed in this article that confirms the moderating effect of dynamic environment on the performance, research of [42], confirmed that being conscious and alert of the changes in the environment cripple and weaken the impact of environmental changes on performance. Moreover, reference [61] also reported that a strong pool of skilled staff is emerged to be inevitable to satisfy requirements of the challenges of the international environment. So it may be proposed that positive effect of self-efficacy and learning orientation on the performance of university leaders' enfeeble the moderating effect of dynamic environment.

On the whole, this research is very useful and of a significant value for policy framers in realising the high level of product and services quality by equipping university leaders fundamental training and consultation. For prospective research, additional predictors of university leader's performance may be categorised and explored according to their influence on performance with respect to environmental dynamism. Grounded on this investigation model there could be a comparative research between public and private sector HEIs.

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