Resilient leadership model for administrators of art colleges in Beihai, Guangxi Province.

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Abstract

The objectives of this research were: (1) to determine the components and indicators of resilient leadership for administrators of art colleges in Beihai, Guangxi Province, and (2) to propose a resilient leadership model for administrators of art colleges in Beihai, Guangxi Province. This research employed a quantitative approach. The population comprised 2,530 administrators and teachers from art colleges in Beihai, Guangxi Province, People's Republic of China. A stratified random sampling method was used to select a sample of 396 participants using G*Power. The data collection instrument was a five-point rating scale questionnaire. Descriptive statistics and Confirmatory Factor Analysis (CFA) were utilized for data analysis. The research findings revealed that: (1) the components and indicators were identified through a theoretical framework, consisting of five components and 15 indicators, namely: adaptability and control, mindfulness, interpersonal relationships and support, organizational innovation, and learning and professional growth; and (2) the resilient leadership model developed for administrators of art colleges demonstrated a very good fit with the empirical data. The model fit indices were as follows: Chi-square (χ^2) = 63.85, p-value = 0.96, Goodness of Fit Index (GFI) = 0.98, Adjusted Goodness of Fit Index (AGFI) = 0.98, Comparative Fit Index (CFI) = 0.99, and Root Mean Square Error of Approximation (RMSEA) = 0.01, all meeting the specified criteria. The key factors showed factor loadings ranging from 0.65 to 0.85. 3.5.Incorporating Emerging Challenges: Future research could examine how resilient leadership can address emerging global challenges, such as digital transformation, climate change, or equity in education. These studies could expand the relevance and applicability of the model to broader contexts.

Keywords: Resilient Leadership Model, Administrators, Beihai, Guangxi Province

Introduction

China is currently undergoing a period of significant social transformation and economic transition (Song, L. & Zhou, X.(2022). This era is characterized by increasing social contradictions, accumulating risks, and the emergence of diverse and complex challenges.

General Secretary Xi Jinping has emphasized the importance of a proactive approach to risk management, urging leaders at all levels to maintain a bottom-line mindset, anticipate major risks, and effectively manage crises (Xi, J. (2019). He highlighted the necessity of being vigilant not only against "black swan" events—unpredictable and rare crises—but also "grey rhinoceros" events—highly probable yet neglected risks (Wucker, M. 2016). Addressing these challenges requires strong leadership capable of crisis management and organizational resilience (Deloitte, 2020,Online).

The COVID-19 pandemic, which emerged in early 2020, exemplified the unpredictable and multifaceted nature of contemporary crises (World Health Organization, 2020). It posed an unprecedented challenge to national governance and tested the crisis management capabilities of organizations worldwide (Rosenthal, U., & Kouzmin, A. (1997). Uriel Rosenthal, a Dutch crisis management expert, has noted that industrialized societies are highly vulnerable to various catastrophic events, including technological disasters and socio-political crises (Rosenthal, U., & Kouzmin, A. (1997). The pandemic underscored the urgent need for resilient leadership, compelling leaders to reconsider organizational survival strategies and crisis response mechanisms (Boin, A. et al., 2021). In this context, organizational resilience has garnered substantial attention from both scholars and industry practitioners (Lengnick-Hall et al., 2011). In the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era, organizations frequently encounter disruptions such as mergers, restructuring, and financial crises (Bennett, N., & Lemoine, G. J. (2014). The ability to adapt and manage change is now a fundamental competency for both organizations and individuals. Resilience, in this regard, refers to the capacity to withstand environmental risks, overcome adversity, and maintain stability during turbulent times (Duchek, S. 2020). For leaders, resilience is an essential quality that shapes their ability to navigate challenges, inspire confidence, and drive organizational growth (Hamel, G., & Välikangas, L. (2003).

Resilient leadership plays a crucial role in ensuring organizational success, particularly in higher education institutions (Smith, L., & Doe, B. (2021). It involves the capacity to reconfigure organizational resources, processes, and relationships during a crisis, swiftly recover, and leverage adversity as an opportunity for growth (Williams, T.A. et al., 2017). Unlike inherent traits, resilient leadership is a skill that develops through experience and strategic adaptation (Coutu, D.L. 2002). Effective leaders must proactively engage with crises, challenge conventional mindsets, and cultivate adaptive strategies to sustain organizational resilience. Leaders who lack this ability often struggle to foresee challenges and make strategic decisions, leading to organizational stagnation (Hodges, J. 2017). Beihai Universities, located in Guangxi Province, offers a unique context for studying resilient leadership. The university

stands at the intersection of traditional educational practices and the demands of modernization. Guangxi Province itself is a region rich in cultural heritage, yet it is also embracing rapid development and globalization. In this environment, the role of educational leaders becomes even more critical, as they must balance tradition with innovation and local needs with global standards. This research aims to develop a resilient leadership model tailored to the needs of administrators. By identifying key components and indicators of resilient leadership, this study seeks to provide a framework that enhances leadership effectiveness and supports the universities' mission to foster creativity, innovation, and academic excellence.

Research Objectives

1. To determine the components and indicators of Resilient Leadership required by Administrators.

2. To propose the resilient leadership model for administrators of art colleges in Beihai.

Research Hypotheses

Resilient leadership model for administrators of art colleges in Beihai was fit with the empirical data.

Literature Review

Resilient leadership is a leadership approach that enables leaders to navigate complex and uncertain environments while fostering organizational adaptability and growth. Rooted in resilience theory, it emphasizes a leader's capacity to recover from adversity, drive organizational transformation, and sustain high performance in challenging situations (Hamel, G., & Välikangas, L. (2003). Resilient leadership has gained increasing attention in organizational studies as researchers seek to understand how leaders can maintain stability while driving innovation and change (Lengnick-Hall, C. A., et al. (2011).. Research on resilient leadership identifies key attributes that contribute to a leader's ability to withstand adversity and guide their organizations effectively. Mallak L. A. (1998) highlights six principles of resilience: vision, preparedness, flexibility, responsiveness, creativity, and social support. These characteristics enable leaders to navigate challenges proactively, encourage collective problem-solving, and promote a culture of adaptability. Additionally, Coutu, D.L. (2002) emphasizes the role of positive adaptation, the ability to find meaning in adversity, and the development of strong relationships as essential factors in resilient leadership.

In the context of higher education, resilient leadership is particularly crucial as universities face rapid changes in technology, policy, and societal expectations. Higher education administrators must navigate financial constraints, shifts in student demographics, and global disruptions such as the COVID-19 pandemic while ensuring institutional growth and academic excellence (Heifetz, R. A., et al.. (2009). Resilient leaders in academic settings foster an environment of continuous learning, empower faculty and staff, and maintain a clear vision for institutional success (Hodges, , J.2017). Beihai universities, like many higher education institutions worldwide, require leadership that can adapt to emerging challenges while maintaining their core academic missions. A resilient leadership model tailored to these universities should integrate key resilience principles, focusing on adaptability, innovation, and emotional intelligence. This leadership approach aligns with the increasing demand for educational administrators who can sustain institutional effectiveness amid evolving challenges (Avolio, B. J., & Gardner, W. L. (2005).

Art education presents unique challenges that require a leadership approach fostering creativity, adaptability, and a supportive institutional climate. Artistic disciplines thrive in environments that encourage risk-taking and experimentation, necessitating leaders who can balance creative freedom with institutional stability. Resilient leadership, with its emphasis on adaptability and crisis management, provides a strong framework for leading higher education institutions specializing in the arts (Brown, R., & Korstanje, M. E. (2021).. In this study, the scope of content was determined through content analysis obtained from both research documents and expert interviews. The key components and indicators of resilient leadership required by administrators at art colleges in Beihai City, Guangxi Province, consist of five key components and fifteen indicators: Adaptability and Control; Flexibility in response to change, Stress management, and Decision-making autonomy. Mindfulness**;** Present-moment awareness, Non-judgmental attitude, and Emotional regulation. Interpersonal Relationships and Support, Communication effectiveness, social support, and Conflict resolution skills. Organizational Innovation; Creative problem-solving, Risk-taking propensity, and Openness to new ideas. Learning and Professional Growth**;** Continuous learning, Career development opportunities, and Feedback receptiveness. These components collectively form a resilient leadership model designed to help administrators in Beihai's art colleges foster institutional adaptability, sustain innovation, and enhance professional development. By examining these factors, this study aims to provide a theoretical and empirical foundation for improving leadership practices in higher education.

Existing research has explored the impact of resilient leadership on organizational performance, employee engagement, and crisis management. However, studies on resilient

leadership in higher education, particularly in art institutions, remain limited. This study contributes to the literature by proposing a resilient leadership model tailored to the needs of art colleges, with a focus on key components such as strategic adaptability, emotional intelligence, and organizational resilience. By validating this model, the research seeks to offer practical recommendations for enhancing leadership effectiveness in Beihai's higher education sector.

Research Methodology

1. Research Design, this study employed a quantitative research design, utilizing Confirmatory Factor Analysis (CFA) to validate the proposed resilient leadership model for administrators at Beihai universities. The primary objective was to confirm the components and indicators of resilient leadership.

2. Population and Sample, the total population for this study consisted of 2,530 administrators and teachers from three major art colleges in Beihai City, Guangxi Province. Using a stratified random sampling method, a sample size of 396 participants was determined using G*Power software to ensure adequate statistical power for analysis.

3. Research Instrument, the main instrument was a five-point Likert rating scale questionnaire administered through the Chinese platform WJX.cn. The questionnaire was divided into two parts: 1) Demographic Information**:** This section collected data on gender, age, education level, position, and years of experience. 2) Resilient Leadership Assessment**:** This section included questions designed to measure the five components of resilient leadership: adaptability and control, mindfulness, interpersonal relationships and support, organizational innovation, and learning and professional growth.

The questionnaire's validity and reliability were assessed using the Item-Objective Congruence (IOC) index and Cronbach's alpha coefficients, both of which exceeded 0.80, indicating high levels of validity and reliability.

4. Data Collection, data collection process involved the steps of permission and coordination**:** permission to collect data was obtained from the Faculty of Education at Bangkokthonburi University. Coordinators at Beihai Universities were selected to assist with data collection. Survey Administration: the questionnaires were distributed to the selected sample group, and responses were collected and managed using the WJX.cn platform.

5. Data Analysis, Descriptive statistics were used to analyze demographic characteristics and responses. Confirmatory Factor Analysis (CFA) was employed to test the fit of the proposed measurement model. The fit was evaluated using multiple indices, including Chi-square (χ^2), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index

(AGFI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA).

Research Results

1. To determining the components and indicators of resilient leadership for the administrators at Beihai universities. Based on a comprehensive analysis that included a review of 15 academic sources and interviews with seven educational experts in Guangxi, five key components and their corresponding indicators were identified as crucial for this leadership in this context: 1) Adaptability and control: flexibility in response to change, stress management, and decision-making autonomy. 2) Mindfulness: present-moment awareness, non-judgmental attitude, and Emotional regulation. 3) Interpersonal relationships and support: communication effectiveness, social support, and conflict resolution skills. 4) Organizational innovation: creative problem-solving, risk-taking propensity, and openness to new ideas. 5) Learning and professional growth: continuous learning, career development opportunities, and feedback receptiveness.

2. To propose a measurement model of resilient leadership for administrators of Beihai university was achieved by testing the proposed model using Confirmatory Factor Analysis (CFA). The model, comprising five components and 15 indicators, demonstrated an excellent fit with the empirical data. Model fit indices were as follows: Chi-square (χ^2): 63.85, p-value: 0.96, Goodness of Fit Index (GFI): 0.98, Adjusted Goodness of Fit Index (AGFI): 0.98, Comparative Fit Index (CFI): 0.99, and Root Mean Square Error of Approximation (RMSEA): 0.01. These indices met or exceeded the specified criteria, confirming the model's validity. Factor loadings for the key components ranged from 0.65 to 0.85, supporting the hypothesis that proposed, resilient leadership model is both theoretically and empirically sound. Among the components, Adaptability and control emerged as the most significant ($\beta = 0.847$), followed by Mindfulness ($\beta = 0.804$), Interpersonal relationships and support ($\beta = 0.748$), Organizational innovation ($\beta = 0.696$), and Learning and professional growth ($\beta = 0.651$). This ranking highlights the relative importance of each component in the overall model. The detail of this results showed in Figure 1 and Table 2 as follows:

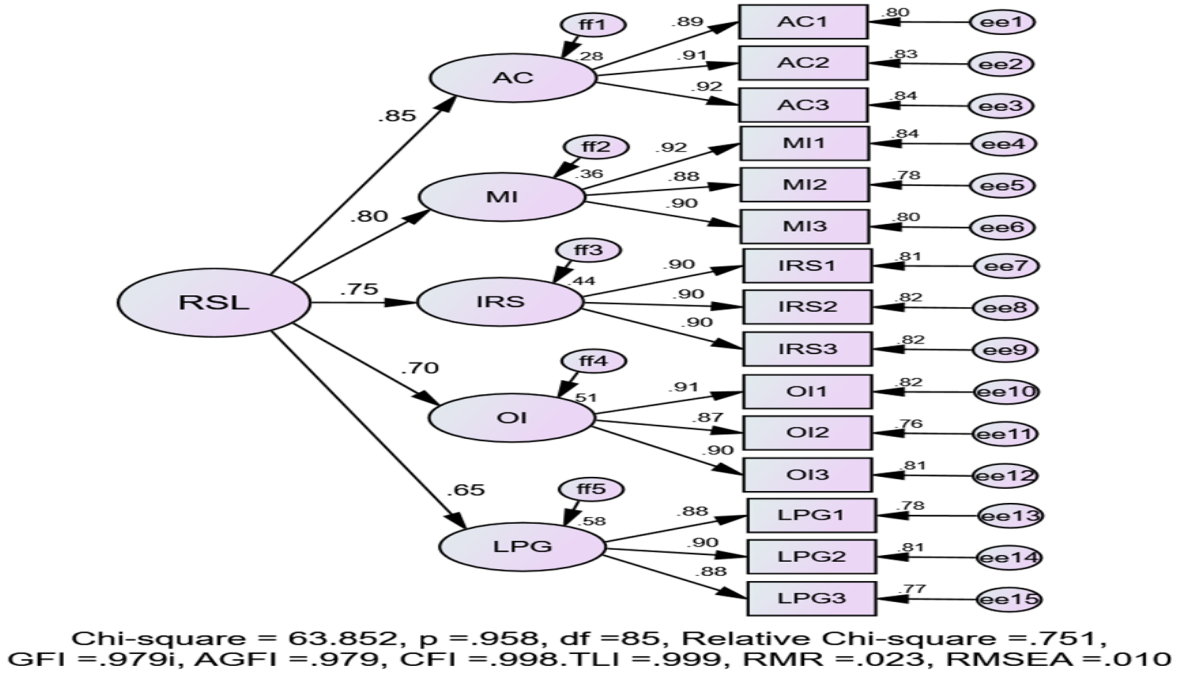

Figure 1 Second Order CFA. model of resilient leadership for administrators of Beihai universities (Standardized)

Table 1 Statistical value of data analysis in the Second Order CFA

Path of variable in the model	Maximum Likelihood Estimates Regression Weights		S.E.	Z-test	p	R^2
	Unstandardized	Standardized				
AC <--- RSL	.999	.847	.090	11.140	***	.717
MI <--- RSL	.887	.804	.084	10.623	***	.646
IRS <--- RSL	1.000	.748	-	-	-	.559
OI <--- RSL	.847	.696	.079	10.679	***	.484
LPG <--- RSL	.633	.651	.071	8.878	***	.424
AC1<--- AC	.969	.893	.035	27.389	***	.797
AC2<--- AC	1.000	.912	-	-	-	.832
AC3<--- AC	.963	.916	.033	28.850	***	.839
MI1<--- MI	1.000	.915	-	-	-	.837
MI2<--- MI	.933	.884	.035	26.336	***	.781
MI3<--- MI	.935	.896	.035	27.048	***	.803
IRS1<--- IRS	.961	.897	.036	26.753	***	.805
IRS2<--- IRS	.989	.905	.036	27.184	***	.819

Table 1 (Continued)

Path of variable in the model	Maximum Likelihood Estimates Regression Weights		S.E.	Z-test	p	R^2
	Unstandardized	Standardized				
IRS3<--- IRS	1.000	.903	-	-	-	.815
OI1<--- OI	1.000	.906	-	-	-	.821
OI2<--- OI	.952	.875	.038	25.043	***	.766
OI3<--- OI	.990	.898	.038	26.280	***	.806
LPG1<--- LPG	.959	.881	.039	24.387	***	.776
LPG2<--- LPG	1.000	.898	-	-	-	.806
LPG3<--- LPG	.937	.880	.038	24.342	***	.774

*** $p < 0.001$

Table 1, Showed the resilient leadership model for administrators of art colleges in Baihai which fit with the empirical data, there were 5 components 15 indicators. This ranking highlight (Factor loading higher than 0.80 or close to it), Adaptability and control as the most important component (β = 0.847), followed by Mindfulness (β = 0.804), and Interpersonal relationships and support (β = 0.748), all of which play a significant role in resilient leadership for the administrators of art colleges. These components and indicators showed in Figure 4.3

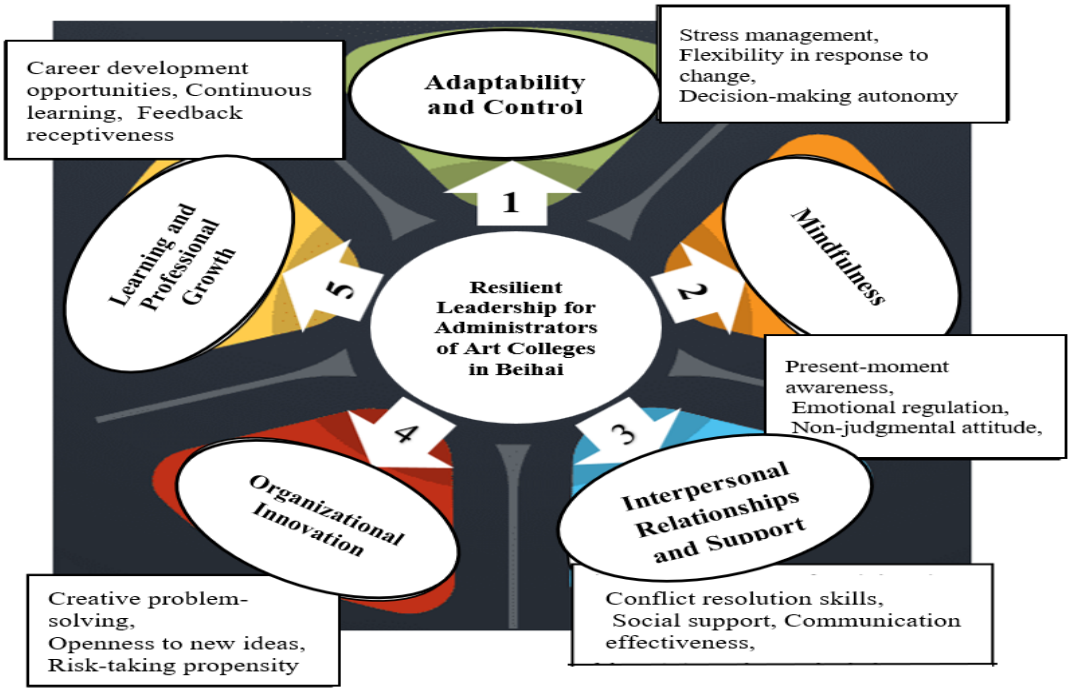

Figure 2 Resilient Leadership Model for administrators at Beihai universities

Discussion

Based on the above-mentioned findings, researcher would like to discuss the results in order to make the following suggestions as follow:

On objective 1: The findings of this study identified five key components and 15 indicators of resilient leadership for administrators of art colleges in Beihai. These components—Adaptability and control, mindfulness, Interpersonal relationships and support, Organizational innovation, and Learning and professional growth—were derived from an extensive analysis of 15 academic sources and interviews with seven educational experts. A majority consensus among the experts (50% and above) reinforced the credibility of these components and indicators, ensuring their relevance to the unique context of art colleges.

The identified components align closely with prior theoretical and empirical research on resilient leadership. For example, Adaptability and control, which includes indicators such as flexibility in response to change and stress management, was identified as the most critical component. This reflects the dynamic nature of art colleges, where leaders must navigate evolving creative trends, resource constraints, and diverse student needs. This finding is consistent with Grote, G. (2018); Chughtai ,M. W., et al. (2023), who emphasize adaptability as a core leadership attribute in complex and unpredictable environments.

Mindfulness, encompassing present-moment awareness, non-judgmental attitude, and emotional regulation, underscores the importance of emotional intelligence in fostering a positive and creative organizational culture. Pang Y. (2020); Wang, Y., & Cai, J. (2021) highlighted that mindfulness enhances leaders' ability to manage stress and promote well-being, enabling them to create a supportive environment that encourages innovation.

Interpersonal relationships and support emphasize effective communication, social support, and conflict resolution skills. These indicators are essential for building trust and collaboration within multidisciplinary art institutions. Gao, L., & Long, H. (2022).; Smith, L., & Doe, B. (2021). similarly demonstrated that strong interpersonal relationships contribute significantly to team cohesion and organizational performance.

Organizational innovation, defined by creative problem-solving, risk-taking propensity, and openness to new ideas, is crucial for art colleges, where experimentation and creativity are central to institutional success. This finding aligns with Amabile, T. M., & Pratt, M. G. (2016). and Drucker, P. F. (2014), who argue that innovative leadership fosters a culture of creativity and drives organizational growth.

Lastly, Learning and professional growth, which includes continuous learning, career development opportunities, and feedback receptiveness, reflects the ongoing need for skill development and professional advancement among administrators and faculty. This

component resonates with the work of Senge, P. M. (2006); Kolb , D. A. (2015), who emphasized lifelong learning as vital for leadership effectiveness in dynamic contexts.

The integration of these components into a cohesive model highlights their interconnected nature and their collective importance in supporting resilient leadership. Furthermore, the results are consistent with foundational theories of resilient leadership, particularly those that emphasize adaptability, emotional intelligence, and innovation as critical for navigating organizational challenges. These findings also underscore the applicability of resilient leadership principles beyond art colleges, suggesting their relevance to a broader range of academic and creative institutions. This reinforces the need for context-specific leadership models tailored to the unique demands of different organizational environments.

On objective 2: The second objective of this research focused on proposing and validating a measurement model for resilient leadership among administrators of art colleges in Beihai. The model was built upon five components and 15 indicators identified in Objective 1, and its fit was tested using Confirmatory Factor Analysis (CFA). The results demonstrated an excellent model fit, with indices such as GFI = 0.98 and RMSEA = 0.01 exceeding the recommended thresholds. The absence of the need for model modifications further underscores the strength of the theoretical foundation and the alignment of the components and indicators with the actual context of art colleges in Beihai.

Theoretical and Contextual Relevance, the robust model fit can be attributed to the use of well-grounded theoretical constructs and their congruence with the real-world challenges faced by administrators in China. The indicators were validated through both academic literature and expert consensus, ensuring their relevance and reliability. Composite Reliability (CR) values exceeding 0.70 and Average Variance Extracted (AVE) values above 0.50 further confirmed the measurement model's validity. Such high values suggest that the components and indicators are not only theoretically sound but also practical for assessing resilient leadership in dynamic environments. Why the findings emerged, because these reflect the unique and rapidly evolving context of Beihai, where art colleges operate under dynamic pressures shaped by economic, cultural, and societal shifts. As Beihai continues to position itself as a developing urban center in Guangxi Province, administrators face increasing demands to navigate economic pressures and adapt to shifting cultural priorities. This aligns with the strategic goals of the region to enhance its cultural and industrial growth

Additionally, the resurgence of COVID-19 variants has introduced unprecedented challenges for leaders in academic institutions. Administrators are required to exhibit

flexibility, emotional intelligence, and innovative thinking to address the complex disruptions caused by the pandemic. These demands are particularly pronounced in creative environments such as art colleges, where maintaining a balance between academic rigor and artistic freedom is essential (British Council, 2020). Research supports that creative disciplines are especially susceptible to the mental health and operational challenges brought about by the pandemic, further emphasizing the need for resilient leadership. Moreover, the components identified in this study, such as Adaptability and Control, and Organizational Innovation, resonate with prior research in leadership theory. For example, Grote, G. (2018) emphasizes that adaptability is critical for navigating crises and maintaining institutional stability. Similarly, Amabile, T. M., & Pratt, M. G. (2016). highlight that innovative leadership directly contributes to fostering creativity and achieving organizational goals. These findings suggest that resilient leadership is particularly suited to the cultural and institutional demands of Beihai, where collaboration, trust, and innovation are highly valued (Wang, Y., & Cai, J. (2021).

The proposed model also aligns with leadership expectations in China, where collectivism, relational harmony, and long-term vision play a significant role. Interpersonal Relationships and Support emerged as a crucial component in this study, reflecting the importance of fostering collaboration and trust within academic institutions. This finding is supported by Gao, L., & Long, H. (2022). who argue that strong interpersonal relationships enhance team performance and satisfaction in educational settings. Furthermore, the emphasis on continuous learning and professional growth aligns with global leadership theories, such as those proposed by Senge, P. M. (2006); Kolb , D. A. (2015), who stress the importance of lifelong learning in dynamic environments.

In summary, the findings of this study underscore the critical role of resilient leadership in addressing the unique challenges faced by art colleges in Beihai. By integrating theoretical insights with practical realities, the validated model offers a robust framework for developing effective leadership practices tailored to the needs of creative and academic institutions.

Supporting Research, the empirical fit of the model is consistent with existing literature, which underscores the significance of resilient leadership in high-pressure settings: (1) Adaptability and Control: Grote, G. (2018); Chughtai M. W., et al. (2023) emphasize that adaptability enhances crisis management and organizational stability. (2) Mindfulness: Smith, L., & Doe, B. (2021); Reitz M., et al. (2020) show that mindfulness improves emotional regulation and decision-making, particularly in creative industries. (3) Interpersonal Relationships and Support: Gao, L., & Long, H. (2022).; Wang, Y., & Cai, J. (2021). highlight the role of supportive leadership in fostering collaboration and trust. (4) Organizational

Innovation: Amabile, T. M., & Pratt, M. G. (2016). ;Drucker, P. F. (2014) link innovative leadership with creativity and institutional success. (5) Learning and Professional Growth: Senge, P. M. (2006); Kolb , D. A. (2015) emphasize the need for continuous learning to address evolving educational demands.

Researcher have an opinion about this matter that in critical reflections and Implications as follows: (1) Theoretical Strength: The model's strong theoretical grounding, coupled with its empirical validation, ensures its applicability and relevance. The absence of the need for modifications during CFA highlights the robust design of the measurement model. (2) Ranking of Components: The prioritization of Adaptability and Control over other components reflects the urgent need for responsiveness in a rapidly changing environment. This ranking might vary in different contexts, where factors such as innovation or professional growth take precedence. (3) Interconnectedness of Components: The interplay among components, such as how mindfulness enhances adaptability or how professional growth supports innovation, warrants further exploration to provide a holistic understanding of resilient leadership. (4) Cultural Context: Resilient leadership in China may be shaped by cultural values such as collectivism and respect for hierarchy. Comparative studies could explore how these cultural factors influence the applicability of the model in different regions or institutions. (5) Practical Applications: The model provides a framework for leadership development, enabling institutions to design training programs that prioritize critical components like adaptability, mindfulness, and interpersonal skills. Additionally, it serves as a diagnostic tool for assessing and improving leadership practices.

Conclusion, the validated resilient leadership model is a significant advancement in understanding how administrators can effectively lead in challenging environments. Its alignment with both theoretical foundations and empirical data ensures its credibility and applicability. The model not only addresses the specific needs of art colleges in Beihai but also offers insights into leadership practices that can be adapted to diverse academic and creative institutions. By emphasizing components like adaptability, mindfulness, and innovation, this research contributes to the broader field of educational leadership and provides a practical framework for future application.

Recommendations

Based on the findings and conclusions of this research, the following recommendations are provided in three key areas: policy setting, implementation, and further research.

1. **Recommendations for Policy Setting**

1.1 Incorporate Resilient Leadership into Leadership Development Policies: Educational policymakers should formally recognize resilient leadership as a critical competency for administrators in art colleges and other academic institutions. Policies should mandate the inclusion of components such as Adaptability and Control, Mindfulness, Interpersonal Relationships and Support, Organizational Innovation, and Learning and Professional Growth in leadership development frameworks.

1.2 Establish Resilient Leadership Training Programs: The Ministry of Education or regional educational authorities should develop and fund specialized training programs focused on building resilience among academic leaders. These programs should address the unique challenges posed by dynamic environments, such as rapid societal changes and public health crises.

1.3 Promote Institutional Support for Resilient Practices: Policies should incentivize institutions to foster a culture of resilience by providing resources for continuous learning, innovation, and well-being. This could include grants for professional development, funding for innovative projects, and support systems for stress management.

2. **Recommendations for Implementation**

1.1 Enhancing Leadership Practices in Art Colleges: Art colleges should adopt the Resilient Leadership Model as a framework for evaluating and improving leadership practices. Administrators can use the model as a diagnostic tool to identify strengths and areas for improvement, focusing on key components such as Adaptability and Control and Mindfulness.

1.2 Leadership Development Workshops: Institutions should organize workshops and seminars based on the five components of resilient leadership. These sessions should include hands-on training in crisis management, emotional regulation, and fostering a culture of innovation and support.

1.3 Integrating Resilient Leadership in Recruitment and Evaluation: Hiring and evaluation criteria for administrative roles should incorporate indicators of resilient leadership. For example, candidates' ability to adapt to change, manage stress, and promote learning and growth should be assessed during recruitment and performance appraisals.

1.4 Adapting to Local Contexts: While the model was developed for art colleges in Beihai, institutions in other regions can adapt its components to suit their specific needs. For example, regions with less dynamic change might place greater emphasis on Learning and Professional Growth, while highly volatile environments may prioritize Adaptability and Control.

3. Recommendations for Further Research

3.1 Exploring Contextual Adaptation: Future research should investigate the applicability of the Resilient Leadership Model in other educational contexts, such as vocational colleges, primary schools, or international settings. Comparative studies could reveal how cultural and institutional factors influence the prioritization of leadership components.

3.2 Longitudinal Studies on Resilient Leadership: Conduct longitudinal studies to explore how resilient leadership evolves over time, particularly during periods of crisis or rapid change. Such research could examine how administrators develop resilience and how its impact on institutional outcomes changes over time.

3.3 Examining Interrelationships Among Components: While this study treated the five components as distinct, future research could explore their interconnections. For instance, how does Mindfulness influence Adaptability and Control, or how does Learning and Professional Growth enhance Organizational Innovation?

3.4 Impact on Institutional Outcomes: Further studies should investigate the direct and indirect effects of resilient leadership on institutional outcomes, such as staff performance, student satisfaction, and organizational success. This could provide deeper insights into the tangible benefits of adopting resilient leadership practices.

3.5 Incorporating Emerging Challenges: Future research could examine how resilient leadership can address emerging global challenges, such as digital transformation, climate change, or equity in education. These studies could expand the relevance and applicability of the model to broader contexts.

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