

MEDIATING ROLE OF SITUATIONAL LEADERSHIP ON THE IMPACT OF LEARNING RESILIENCE ON ORGANIZATIONAL PERFORMANCE (A STUDY OF MANUFACTURING FIRMS IN NIGERIA)

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ABSTRACT

Objective: In the face of rising disruption in the 21st century business space, the study establishes the relationship between learning resilience and organizational performance with the intention to use situational leadership as a mediating variable. Using this antecedent as predictors for outcome provides scholars and practitioners with blueprints to enhance organizational performance.

Theoretical framework: The study leveraged on the resource-based view to establish the relevance of aligning resources of the organization in order to avert or reduce the impact of sudden adverse changes.

Methods: To achieve the objective of the study, the survey design was adopted which helped to generate a cross-sectional sample (n = 123) from the firms within the manufacturing industry. Primary data was collected using structured questionnaire disseminated through online platforms.

Results and discussions: The analysis shows that learning resilience plays a vital role in enhancing organizational performance during disruptions, and situational leadership can be used to explain the contribution of learning resilience to improved performance.

Practical implications: The study demonstrated the need for firms to design leadership interventions to equip managerial cadre with situational leadership traits that foster learning as a means of mitigating the effects of disruptions.

Originality value: This study makes novel contribution to literature by empirically validating the mediating role of situational leadership in the relationship between learning resilience and organizational performance.

Keywords: Learning Resilience, Resource-Based View, Organizational Performance, Situational Leadership, Organizational Resilience

1. Introduction

The 21st century birthed several challenges across different sectors and industries which has primarily resulted in sudden changes within the business space. According to Adejumo (2024), the level of rapid changes in the business environment is a major contributing factor to the increasing number of firm mortalities, especially within the manufacturing sector, which negatively affects economic growth. As a result of the adverse effect of disruption in the business space, increased scholarly efforts have been recorded in a bid to ameliorate the negative impact. Knowing that sudden adverse changes has been linked to the undesirable outcome, scholar (such as Chen et al,

2021 and Linnenlueke, 2017) provided significant insight on the extent to which the concept of Organizational Resilience can aid the efforts to reduce rate of decline in Organizational Performance. Based on the works of Chen et al (2021) which demonstrated the need to deconstruct Organizational Resilience into its constituents, along with the study of Adejumo (2024) which empirically validated the impact of Relationship Resilience on Organizational Performance, it becomes pertinent to evaluate the relevance of knowledge and readiness to learn on the capability of Organizations to remain effective and profitable in a rapidly changing business environment. Given that the relevance of Organizational Resilience, which primarily focuses on the ability of firms to adjust its resources (both tangible and intangible) in alignment with the needs caused by changes. It is expected that stakeholders at the firm level be willing to learn from disruption and leverage on the knowledge gained to sustain and enhance performance despite adversity.

Furthermore, several factors have been highlighted as antecedents of Organizational Performance, one of which is Leadership, as shown by (Francisco et al, 2020), the study asserted that the direction and productivity of a firm can be directly linked to the leadership. Given that sudden adverse changes that characterizes the 21st century business space is such that not much preparation can be made ahead of time, it therefore becomes necessary for firms to consider adoption of leadership styles that malleable and responsive to changes as the need arise, which appropriately fits the description for Situational Leadership. Based on the foregone argument, this paper seeks to empirically establish the effect of Learning Resilience on Organizational Performance, then builds on the outcome of the analysis to evaluate the mediating role of Situational Leadership on the effect of learning Resilience on Organizational Performance

2. Literature review

2.1. *Understanding Situational Leadership in the Context of Organizations*

Situational Leadership style stems from the situational theory that posits that there are no traits or sets of skills that a leader must have to be successful. This theory posits that for a leader to be successful, the leader must be able to choose what skills, attitudes, thoughts, and behaviors are most suited for every situation (Rahadiyan & Respati, 2019). Based on this, one of the most important variables in situational leadership is the ability to accurately assess a situation by gathering all needed data to enable one to choose the best practice for that situation (Francisco, Sagcal & Nuqui, 2020). A Situational leader can change their response to work needs and incidents (Arisman & Prihatin, 2021). Woods (2019) identified the ability to be flexible and resilient as necessary for any leader to be situational.

Traits of a situational leader according to Solihin & AD, (2020), and Santoso et al (2020) are summarized below;

Directive - The ability to direct, lead, and supervise followers toward achieving a goal

Flexible - The ability to change, shift, and adapt their personalities to fit a situation

Delegative - The ability to identify team members and classify their capabilities, effectiveness, and efficiency to delegate effectively

Regular coaching - The ability to teach and guide followers with the completion of tasks.

Courage - The ability to take extreme measures and risks, especially with expected and unexpected disruptions.

Clear Vision - The ability to clearly and fully understand the vision, goal, and objectives of the group, this enables the leader to choose the best approach at the time.

Modesty - The ability to explore and maximize skills available within the team and adapt to specific goals and situations.

There are different styles a situational leader can adopt in different situations. These styles were identified by Blanchard (2008) as;

Directing/Telling - This style of situational leadership, is where the leader provides directions and instructions about goals, tasks, and roles, and then tracks performance continuously to give feedback. A typical situation that fits this style would be one where employees are enthusiastic and have an interest but lack the knowledge and skills to carry out tasks. This requires the leader to direct the employee and ensure the employee fully understands the task, role and expected results, the leader must also continue to work very closely with the employee to ensure competency is developed.

Coaching/Selling - This style of situational leadership, is high on-task behaviour and relationship behaviour. The leader engages with employees by explaining more, asking for suggestions and recognizing and reinforcing behaviour. The leader still directs the employee on what the task is, how it should be done and when it needs to be done, but the leader allows discussions on why the tasks need to be done and how it fits into the plan and goals of the organization. This style fits followers who have competence but struggle with interest, and enthusiasm. the follower not only needs direction now but needs support from the leader. The leader works with the employees, guiding them to learn and coaching them to handle challenges to build confidence to carry out tasks, along with competence.

Supporting/Participating - This style of situational leadership focuses more on the employees and prioritizes relationship behaviour. With this style, the role of the leader is to fully support, listen, encourage and facilitate the employee. This style is better suited to followers who have competence but lack confidence and motivation, producing unstable commitment. The focus here for the leader is to support, make decisions with the employee, direct less and support the employee to develop their confidence and motivation levels. When the leader supports more and lets the employees lead themselves, achieving tasks continues to develop their confidence in their abilities. This style aims to build an alignment in employee competence and confidence.

Delegating - This style of situational leadership is both low on-task behaviour and relationship behaviour. This style focuses on empowering employees to act independently with given resources. it aims to create and enhance task mastery and autonomy, creating self-reliant employees. The leader shares the goals but doesn't interfere in how they're achieved. This style is better suited for employees who have a high level of competence, interest, confidence and motivation and can be left alone to accomplish tasks.

2.2. Learning Resilience as a concept

Learning Resilience looks at resilience in terms of situational awareness and a positive attitude towards learning not only from one's positive and negative experiences but even the experiences of other similar organizations. It looks at emotional regulation, behavioral characteristics, positive awareness, and learning ability. Simply put, learning resilience is the ability of companies to cope with the challenges and pressure of learning (Masten, 2018). Learning Resilience is the ability to adjust, learn and thrive in challenges. Learning resilience is vital for learning and development to happen during challenges.

More specifically in organizations, learning resilience is the ability to obtain knowledge amid challenges continuously. It focuses on proactively learning from experiences, adjusting to new expertise and leveraging newfound knowledge to drive performance and improve results. Learning resilience is essential for coping with stresses and disruptions, especially in volatile and unstable environments (Chen, Xie & Liu, 2021). Learning resilience pulls from different perspectives. The Constructivist learning theory stresses the significance of social interaction and active engagement in the learning process (Piaget, 1972; Vygotsky 1978). This suggests that knowledge is developed through interactions, experiences and interactions, recognizing the part of resilience in continuous learning. Experiential learning theory supports learning resilience by highlighting the importance of reviewing experiences to draw valuable insights (Kolb, 1984), further supporting learning resilience.

2.2.1 Characteristics of Learning Resilience

Adaptability and Flexibility

Adaptability and flexibility refer to the ability to adapt expectations, strategies and behaviour in reaction to new knowledge and environmental changes. Adaptable organizations comprehend new knowledge quickly, utilise it for existing disruptions, and design innovative strategies. This is critical for managing disruptions and improving continuously. Bonanno's (2004) and Aguirre's (2007) study reveal that resilience is an ability that is exhibited regularly, which shows that flexibility and adaptability are traits that can be acquired and developed.

Continuous Learning and Knowledge Integration

Continuous learning talks about seeking out knowledge, reviewing experiences and incorporating knowledge into strategies and practices. To continuously learn, an organization must consistently update its knowledge of its working environment, documenting new experiences and knowledge, and encouraging learning and adaptation. Chen et al (2021) stress the significance of continuously reviewing knowledge about the environment and recording experiences to help future decision-making. Promoting a culture of continued learning enhances an organization's ability to adjust to disruptions and improve performance over time.

Proactive Problem-Solving

Proactive Problem-Solving involves foreseeing possible disruptions, recognizing growth opportunities, and promptly managing changes before they grow into bigger challenges. This allows organizations to get in front of possible challenges and ensure continuous learning and development. The importance of cognitive styles in resilience was explored in a study by Reivich & Shatte (2003) proposing that organizations that use a proactive problem-solving approach navigate disruptions better. Dryden (2001) posits that flexible emotional, cognitive, and behavioral responses are critical for resilience, emphasizing the role of proactive problem-solving in enhancing learning resilience.

Reflective Practice

Another critical factor of learning resilience is reflective practice. This means examining past experiences allows the organization to enhance performance and adjust to disruptive situations. Kolb's (1984) theory of experiential learning theory highlights the significance of reflection in the learning process. Effective learning happens when organizations review their experiences and use their reflections to guide future actions. This component of learning resilience enables continuous learning and adaptation. A study by Kumpfer (1999) looks at the significance of cultural practices and values in developing learning resilience across various countries. The study established the role of cultural context in comprehending learning resilience. Sutcliffe & Vogus (2003) looked at how organizations build resilience through adaptive learning and proactive problem-solving. The results show the significance of a culture that supports learning resilience. Martin & Marsh's (2006) research shows the significance of motivation, adaptability, and self-regulation, in developing resilience. The results show the significance of encouraging continuous learning and reflection in educational institutions. Ungar (2008) investigated how community resources help promote resilience in marginalized populations. The research looked at the role of community-based initiatives in encouraging adaptation and continuous learning.

Learning resilience involves reflective practice, adaptability, continuous learning, and proactive problem-solving. The experiential and constructivist learning theory gives a basis for comprehending learning resilience. Learning resilience plays a critical role in managing disruptions and continuous learning and development

The measurement of learning resilience involves assessing various cognitive, emotional, and behavioral indicators. Key components include problem-solving abilities, favourable perceptions, positive reinforcement, and strong faith, as highlighted by Werner & Smith (2001) in their longitudinal study of high-risk children. Chen, Xie & Liu (2021) outline several key components of learning resilience, measuring these components, would provide an organization with an evaluation of how resilient they are in terms of learning

Learning During Disruptions: The ability to keep learning in the face of disruption. Rutter (2012) and Masten, (2018) emphasize the significance of resilience in sustaining learning activities despite challenges

Regular Knowledge Updates: Regularly revising knowledge about the external environment. This looks at how frequently an organization performs market research, participates in competitive intelligence, and revises its strategic plans (Nonaka & Takeuchi, 1995; Senge, 2006).

Sufficiency of Knowledge: This examines whether the current knowledge base is sufficient for succeeding in the sector. To measure this, one can assess the employees' view of the sufficiency of the organization's existing knowledge base, and then benchmark it with industry standards (Argote & Miron-Spektor, 2011).

Cost Implications of Learning: Knowing the financial impact of learning initiatives. Financial metrics can be used to measure the actual costs of learning initiatives implemented by the organization. Studies on Cost-benefit analysis of learning initiatives support this method (Garvin, Edmondson, & Gino, 2008).

Stakeholder Alertness: This refers to the stakeholder's alertness and willingness to learn new things. To measure this, the organization can evaluate the frequency and effectiveness of initiatives that increase stakeholder alertness; like workshops, communication strategies and training programs (Edmondson, 1999; Crossan, Lane, & White, 1999).

Documentation of Experiences: Documenting results from experiences to impact future decisions. documentation practices are assessed using the number of documented case studies, and reports on lessons learned; and the frequency of usage of these documents (Davenport & Prusak, 1998).

Rapid Learning: The significance of quick learning in disruptive situations. How long it takes an organization to implement new knowledge and adjust to changes can be measured using case studies and organizational performance data. This aligns with studies on agile learning and rapid adaptation (Burke, 2018; Horney, Pasmore, & O'Shea, 2010).

Learning Culture: Promoting an organizational culture that fosters regular learning. The extent to which a learning culture is integrated into an organization is a measurement of its learning culture. Measuring this involves assessing values, norms, and behaviors that foster continuous learning (Denison, 1990; Schein, 2010).

Mafabi et al. (2012) conducted a full study on the role of knowledge management in enhancing organizational resilience. They asserted that effective knowledge management systems, which promote knowledge acquisition, storage, sharing, and utilization, are critical for boosting resilience. The study assessed knowledge management systems and resilient outcomes of 150 organizations across different sectors. The researchers established a positive correlation between comprehensive knowledge management practices and organizational resilience. Organizations that engage in knowledge sharing and use are better prepared to respond to disruptions and adjust to unstable environments. The study emphasized the impact of knowledge management on immediate crisis response, and long-term resilience by encouraging a culture of continuous learning and adaptation.

Umoh & Amah (2013) improved on the work of Mafabi et al. (2012) by looking at how knowledge management practices particularly influence learning resilience. Their study used a mixed-methods approach, combining qualitative interviews with quantitative surveys. The survey measured knowledge management practices, while the interviews offered deep insights into the implementation practices and their impact on resilience. The study showed that organizations with stronger learning resilience had established knowledge management systems. Common characteristics were identified across these organizations: a culture of trust, open communication, and continuous learning. Employees were motivated to share their knowledge and experiences, leading to enhanced problem-solving capabilities and collective learning. The study deduced that learning resilience is a crucial part of organizational resilience, that enables organizations to navigate disruptions and bounce back.

Liao et al (2011) concentrated on the role of external knowledge in enhancing organizational resilience. They asserted that organizations need knowledge about their external and internal environment to make informed decisions and adjust to disruptions. The study examined the knowledge acquisition practices and resilience outcomes of 200 organizations. The study revealed that organizations that actively seek external knowledge, through collaboration, market research, and partnerships have higher levels of resilience. These organizations can plan for and respond to external shocks, leveraging knowledge to make strategic decisions.

Fane et al (2015) studied the impact of tacit knowledge on organizational resilience. Tacit knowledge, being rooted in individuals' experiences, but difficult to standardize, plays an important role in how organizations respond to disruptions. The study examined five organizations that successfully navigated major challenges; and discovered that organizations with strong relational networks and a culture of trust leveraged tacit knowledge during disruptions. The insights, ideas and experiences of employees are shared informally, leading to innovative solutions and adaptive responses. The study emphasized that tacit knowledge is a critical, yet overlooked, factor of learning resilience. It highlighted the need for organizations to create environments where tacit knowledge can easily be shared and used effectively.

2.3 Relevance of Resource-Based View to learning Resilience

The Resource-Based View (RBV) postulated by Barney (1991, 2001) stated that for firms to have a competitive advantage over other firms in a sustainable manner, they must have tangible and intangible resources. Barney (1991, p.101) defines a resource as “all assets, capabilities, organizational processes, firm attributes, information, knowledge etc. controlled by a firm that enables it to conceive of and implement strategies that improve its efficiency and effectiveness.” Moreover, Wernerfelt (cited in Wright, McMahan, & McWilliams, 1994, p.302) defines a resource as “anything which could be thought of as a strength or weakness of a given firm...whose tangible assets are tied semi-permanently to a firm”. Furthermore, Barney (1991) states that resources that are Valuable, Rare, Inimitable, and Non-substitutable (VRIN) serve as foundations for sustainable competitive advantages for firms over other firms in any industry. These four concepts are the building blocks of the resource-based view. A resource is of value when “they enable a firm to

conceive of or implement strategies that improve its efficiency and effectiveness” Barney (1991, p.106). A resource is considered rare when it is not possessed or utilised by a host of other firms in an industry. On inimitability, Dierickx & Cool (cited in Barney,1991, p.107), state that a firm’s “resources can be considered perfectly inimitable for one or a combination of three reasons:

- The ability of a firm to obtain resources dependent upon unique historical conditions,
- The link between resources possessed by a firm and a firm’s sustained competitive advantage is causally ambiguous.
- The resource generating a firm’s advantage is socially complex.”

Barney (1991) developed a tool using the resource-based view theory. The tool was developed as a guide to assessing resources and its ability to provide a competitive advantage. Boxall (1996) posited that for an organization to achieve and sustain growth, the resources available to the organization must have certain characteristics. Value, Rarity, Imitability and non-substitutability. Barney & Hesterly (2019) defined the following characteristics:

Value - resources must have the ability to impact the development of strategies that improve the organization and enhance its performance. Barney & Hesterly (2019) also define value as how much that resource helps the organization maximize opportunities or neutralize threats.

Rarity - refers to how scarce a resource is with current and future competitors of the organization. If a resource is readily available to competitors, then it does not provide an organization with a competitive edge

Imitability - the more difficult it is to imitate a resource, the more competitive advantage that resources offer the organization. This characteristic is particularly important because if a resource is valuable and rare but easily imitable, this defeats the purpose of it being valuable and rare as competitors can easily develop these resources, reducing the company's competitive advantage.

Non-substitutability - refers to a resource having no alternative and therefore cannot be substituted by competitors. when a resource has no strategic equivalent then it is said to provide an organization with a competitive advantage.

Boxall (1996) added organization to the framework, positing that possessing these resources and capabilities is not where the work ends, but rather where it starts as how the organization organizes these resources efficiently and maximizes them to gain a competitive advantage. an organization can also deploy and use its resources effectively

It is crucial to mention that the relevance of this theory to the constructs under investigation, is two-fold:

Competition with other firms is both during stability and crisis. Resources are required to compete effectively during stability and crisis. Resources that are valuable, rare, and hard to imitate and substitute and the ability of an organization to effectively deploy these resources gives the organization an advantage in navigating turbulent times, while maintaining its market share. For instance, organizations with valuable and rare resources like strong brand equity can better withstand disruptions in the market. Companies possess resources that cannot be easily imitated like robust supply chain networks can adapt more easily to disruptions.

It is impossible to discuss the concept of resilience of complexity and adaptability. A crisis represents the complexity, and to adapt and thrive accordingly, organizations must assemble their valuable, rare, inimitable, and non-substitutable resources in ways that enable them to gain a competitive advantage over other firms in the industry. Organizations must adapt their product line and supply chain plans in response to changing consumer preferences and regulatory environments.

Several practical steps can be taken for an organization to implement the resource-based view to enhance its resilience. Carrying out a comprehensive audit of an organization's resources, identifying and assessing both intangible and tangible resources and classifying them using the Value, Rarity, Imitability, Non-substitutability and organization. Once an audit has been completed, identified resources should be aligned with the strategic goals of the organization which ensures that the organization can map out a plan to deploy the resources appropriately, in a way that achieves the long-term goals of the organization.

3. Methodology

This study adopted the survey approach to data collection with the intention to mediating role of Situational leadership on the relationship between Learning Resilience and Organizational Performance, the adoption of the Survey design approach is supported by the works of Creswell (2018) highlighting its importance when the aim is to measure the eligibility of respondents from the population already identified. In line with this, the research, considering the level of information needed, opted for samples to be made up of stakeholders in the industry, who would have access to relevant information on the subject matter. Given that the Manufacturing industry is made up of various firms, the survey adopted the cross-sectional survey design to have a representative sample for the study. In line with predominantly adopted data collection in the field of study, which provides a means of adequately and efficiently eliciting needed information on the subject matter, the study adopted the use of a structured questionnaire for measuring Learning Resilience. The study population constituted all firms in the industry, distributed across Nigeria. However, since Organizational perspective is required for the construct under discourse, only employees who are middle level managers to Senior Managers are expected to have the requisite information. This further streamlined the population sample to all middle and senior level managers in all Manufacturing firms across the industry from which a total of 123 respondents were sampled. The study focused on the use of primary data collected through the administered research instrument. The questionnaire was designed to measure key constructs needed to evaluate the hypothesized relationships.

4. Analysis and Results

The variables of interest in this hypothesis are Organizational Performance, Learning Resilience, and Situational leadership. To have an overview, the hypothesis is depicted in the diagram below

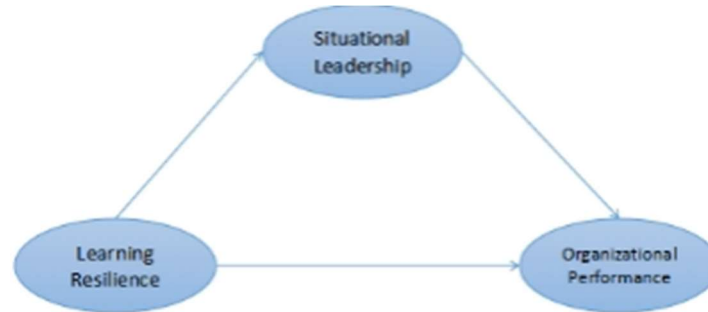


Fig. 1: Mediating role of Situational Leadership on effect of Learning Resilience on Organizational Performance

Source: Authors, 2024.

Using the Hayes’ Process macro to test the mediating effect of Situational Leadership on Learning Resilience and Organizational Performance, the result table is summarized below;

Table 4.1: Unstandardized Regression Coefficient, Direct and Indirect Effects

Variables	Situational Leadership Model 1		Organizational Performance Model 2	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Constant	2.34	.51	2.26	.27
LR	.75**	.12	.31**	.05
SL			.07*	.02
Gender			-.02	.10
Experience			-.00	.01
R ²	.51**		.51**	
Direct effect			.41**	.05
Indirect effect			.05[.01	.10]

Source: Authors, 2024.

Note(s): $n = 123$, *SE*: Standard Error; LR, Learning Resilience; SL, Situational leadership, Bootstrap size = 5,000; CI = Confidence interval, * $p < 0.05$, ** $p < 0.01$

It was important to consider the two paths of the analysis shown in the diagrammatic representation of the hypothesis, the first path showed the level of effect that Learning Resilience has on Situation Leadership (path a), in which case Learning Resilience becomes the antecedent variable while Situational Leadership become the consequence variable, the measure of this effect is shown as Model 1 (above table). Based on the output of the analysis, it was discovered that the coefficient of Learning Resilience, which measures the magnitude of its effect on

Situational Leadership, is 0.75 with a standard error of 0.12. This level of effect is significant at 0.05 level of significance, indicating that with a unit increase in Learning Resilience, Situational Leadership is expected to increase by 0.75. This reflects the tendency for Situational Leadership to affect other variables that Learning Resilience affects, having established some level of correlation between the two variables. However, for a complete understanding of the path analysis, variables that were considered as having possible impact on the relationship between the antecedent variables and consequence variables were controlled for in the study. Based on this, controlling for the effect of Gender would have remove the possible effect of the variable before measure the extent and magnitude of relationship between the independent and dependent variable, given that there could be significant gender. The same explanation exist for the need to control for the years of experience of respondents in the manufacturing industry, it is expected that experience will significantly affect the Learning level of organizations among Organizations. The study took the possibility of this occurrence into consideration and controlled for the effect of the two variables in model 2 of the analysis which presents the outcome of path b of the diagrammatic representation.

Model 2 showed that the control variables does not significantly affect the impact of Learning Resilience and Situational Leadership on Organizational Performance, it was discovered based on the output showing the coefficient of gender as -0.02 with standard error of 0.01. The sign (-) assigned to the coefficient indicates that there is a tendency for discrepancy in the perception of both genders on the subject matter; however, based on the magnitude of the coefficient, the level of perception of Learning Resilience based on gender is not significant, hence negligible for this analysis. Considering the impact of experience level, it was observed that the coefficient for the experience variable is -0.00 with standard error of 0.00, indicating that the impact of experience on the relationship between Learning Resilience and Situational Leadership is not significant, however, the negative sign indicates that varying level of experience, could view the relationship in different ways, however, since the size of the effect is not significant, the output of the analysis is discussed without consideration for the negligible effect of experience and gender.

Considering the direct and indirect effect of Learning Resilience and Situational Leadership on Organizational Performance, it was observed from the above table that the direct effect of Learning Resilience on Organizational Performance had a coefficient of 0.41 with standard error of 0.05. This outcome shows that with a unit increase in the level of Learning Resilience practiced within Organizations in the manufacturing industry, there would be a corresponding increase of 0.41 in level of Organizational Performance achieved. In measuring whether or not, the Situational Leadership variable mediates the relationship significantly, the indirect effect showed a coefficient of 0.05 which falls within the Confidence interval of [0.01, 0.10]. In terms of the level of explanation of each of the models, it was observed that Model 1 which measure the impact of Learning Resilience on Situational Leadership had a R^2 value of 0.41, indicating that it explained 41% changes in the consequence variable while the R^2 value for Model 2,

showing the level of explanation of change caused by Learning Resilience and Situational Leadership on Organizational Performance was 0.50 (explaining 50% of the changes). Both R^2 were significant, however, it shows that Situational Leadership caused additional desirable changes (9%) in the level of Organizational Performance in the industry.

Given that the indirect effect size falls within the 95% confidence interval, it indicates that Situational Leadership significantly mediates the relationship between Learning Resilience and Organizational Performance within the manufacturing industry. Hence the outcome of the analysis is interpreted to show that Situational Leadership significantly mediates the effect of Learning Resilience on Organizational Performance within the manufacturing industry.

5. Discussions

5.1. Implications of the study

From the results, there are insights to be gleaned from the study which has implications for both academics and practitioners. Some of such implications are as follows;

Theoretical implications

- Literature showed that theories of Organizational Resilience are still evolving, it is important at this points to begin to empirically test the relevance of constructs of the concepts, both as antecedents and outcomes of other constructs.
- The study showed that Learning Resilience serves as a significant antecedent for enhancing Organizational Performance, hence should be considered as an integral part of the Theoretical Framework on Organizational Resilience, as efforts towards propounding a Unified Theory of Resilience (URT).
- Theoretically, the study shows that the understanding of Organizational Resilience and how to develop it within firms would not yield optimal results if the concept of leadership is excluded, hence the interaction of leadership and Organizational Resilience should be given attention in further studies, as it provides insights on how firms respond to crisis.

Practical implication

- Given limitation in time and resources, there is always a challenge of knowing what the organization needs to do in a bid to enhance performance, especially during disruption. This study provides empirically tested insights that show that managers can leverage Learning Resilience of workforce to drive performance during disruption.
- More so, knowing that leadership plays a significant role in the survival or fall of firms, the study showed that Situational Leadership style will significantly help managers to navigate crisis and disruption without negatively affecting the performance of the firm and wellness of the workforce.

5.2. Limitations and future studies

The outcome and conclusions of the study are restricted to the manufacturing industry from which data from generated, thereby limiting the scope of generalization. The study recommends that future studies evaluate the relevance of the constructs in this paper in other industries to

enable generalization of results and outcome. Further studies should incorporate qualitative approach to the studies, in order to understanding the linkages and implications of the relationship that were empirically established.

6. Conclusion

Learning Resilience which speaks to the ability of the firms to take advantage of the disruptions to learn better ways of carrying on business or leverage on new technologies in the industry, was found to be a significant way through which firms can enhance Organizational Resilience. The study showed that technological disruption has led to firms having comparative advantages over others and the firms that can readily learn to adopt the technology will thrive during such disruption. More so, the Situational Leadership variable also contributed significantly to enhancing Organizational Resilience through learning.

Learning Resilience is the ability of an organization to learn from disruptions and utilize learning to improve operations and adjust to new circumstances. In the manufacturing industry, this would mean embracing new technologies, enhancing procedures, and designing new products or services. The study found that organizations that learn and adjust quickly are better equipped to manage disruptions and thrive.

Situational Leadership improves Learning Resilience by promoting a culture of innovation and continuous learning. Leaders who adjust their style to situational needs and the team's capabilities effectively guide the organization through learning and adaptation. This means promoting experimentation, supporting risk-taking, and giving opportunities for employees to grow. Learning Resilience also needs a dedication to continuous improvement. This means frequently reevaluating and revising systems and processes and being open to new ideas and approaches. Leaders play a crucial role in this process by promoting a culture of curiosity and openness to change.

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