

## Relationship between Organizational Resilience and Change Management At Lahore Leads University

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**Abstract:** The purpose of the study was to explore the relationship between change management and organizational resilience at Lahore Leads University. Lahore Leads University has four faculties: business, engineering, computer science, and the humanities and social sciences. A multistage sampling approach was used to choose the faculty of humanities and social sciences. Out of the four faculties of Lahore Leads University, the faculty of the humanities and social sciences was chosen for the sample of the study in the first stage using a stratified sampling technique, and in the second stage, a census sampling technique was used. A self-developed instrument was used to gather data from all faculty members of humanities and social sciences. Data for the study was collected using a quantitative survey approach. SPSS (Statistical Packages for Social Sciences) was used to examine the data. The data was calculated and analyzed using descriptive statistics. To improve faculty, staff, and students' capacity to adjust to change and support initiatives aimed at fostering resilience, universities would regularly offer training, workshops, and development programs. The establishment of quarterly management reviews and monthly faculty meetings may be something the quality management team wants to reconsider. To make meetings more enjoyable, they might wish to add additional team-building exercises.

**Keywords:** Organizational resilience, Change Management, Management Effectiveness



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### Introduction

In today's dynamic and unpredictable environment, organizations across all sectors face challenges that demand adaptability and resilience. For higher education institutions, the need for organizational resilience is particularly critical, given the rapidly evolving educational landscape, technological advancements, policy reforms, and societal expectations. Lahore Leads University, like other institutions, must navigate these complexities while ensuring the quality of education and institutional growth. This study focuses on the relationship between organizational resilience and change management at Lahore Leads University, aiming to explore how resilience can enhance the institution's ability to manage and thrive amidst change and prosper in the face of change. Organizations in all industries must be resilient and adaptable to the difficulties presented by today's dynamic and unpredictable environment (Ali & Farah, 2019).

Organizational resilience is the capacity of an organization to anticipate disruptions, respond properly, and adapt to changing circumstances while maintaining critical functions and pursuing strategic objectives. Resilient businesses demonstrate their ability to recover from setbacks, grasp opportunities, and sustain performance in volatile, unpredictable, complex, and ambiguous (VUCA) environments. Resilient universities will be able to handle challenges

like declining funding, changing student enrollment, evolving regulations, and technological breakthroughs. Planning, carrying out, and maintaining change initiatives to accomplish organizational goals while minimizing resistance and disruption is known as change management. In the context of higher education, change management is essential for addressing issues like curriculum reforms, digitalization, and faculty development (Adewale et al., [2019](#)).

curriculum reforms, digitalization, faculty development, and the adoption of innovative teaching methodologies. Change management is the methodical approach to moving individuals, teams, and organizations from a current state to a desired future state. The interplay between organizational resilience and change management lies in their shared focus on adaptability and sustainability. A resilient organization is better equipped to implement change initiatives successfully, as it can balance the need for stability with the demands of transformation. Conversely, effective change management strengthens resilience by fostering a culture of learning, collaboration, and continuous improvement (Aljohani, [2016](#)).

Thompson and Audrey ([2019](#)) explored the link between forgiveness and relationship resilience, drawing on ideas from cultural resilience theory. It was said that people's problem-solving ability, contentment, and productivity might be further enhanced in a culturally varied workplace since it gives them the opportunity to develop their talents and skills. It was said that people's problem-solving ability, contentment, and productivity might be further enhanced in a culturally varied workplace since it gives them the opportunity to develop their talents and skills. In order to build healthier connections in the workplace that can withstand the detrimental impacts of workplace transgressions (Barasa et al., [2018](#)).

The aspects of change management that pertain to organizational performance, acceptability, and resilience were further discussed by Tamunomiebi and Lawrence ([2020](#)). Enhanced adaptability to new circumstances and a more harmonious work-life balance. The change management may help projects succeed even more when combined with other methods, including open communication, participatory debate and learning, and constant monitoring. Butt et al. (2018) state that change management entails ensuring that top-level management is on board, as well as investing in training and development, improving organizational communication, and maximizing individual effectiveness. Training and development, as well as organizational communication, affect workers' efficiency, according to Butt et al. ([2018](#)). Top management should not overlook the possibility of a synergy between training and development and integrating these two concepts into day-to-day operations, even if training and development have a significant influence on individual effectiveness. There is an opportunity to enhance corporate operations and foster innovation thanks to what Yilmaz ([2020](#)) found: cultural variances, effective management approaches, and corporate culture all impact the flow of information and communication in a business context. In addition, the research found that understanding both the company's culture and cultural variances aids in decision-making and reduces resistance to change among employees.

Although the connection between change management and resilience has been extensively researched in the business world, little is known about this dynamic in higher education, especially in Pakistan. Examining how resilience affects the efficacy of change management techniques in educational settings is made easier by Lahore University's distinct possibilities and challenges (Chen et al., [2021](#)). Furthermore, property, talent, or aptitude that can be enhanced over time may also be associated with organizational resilience. Patriarca et al. ([2019](#)) is the capacity to maintain one's integrity in the face of stress caused by the ever-evolving nature of business operations. Patriarca et al. (2019) described the monitoring, reacting, learning, and anticipating capacities of the study's participants.

### **Objectives of the Study**

The following were the objectives of the study about the significance of the relationship between organizational resilience and change management at Lahore Leads University:

- to explore how organizational resilience affects change management projects' success.
- to investigate the relationship between change management effectiveness and organizational resilience.



### Research Methodology

Research design, population, sample and sampling techniques, instruments, pilot testing, data validity and dependability, data collection, and data analysis are all covered under research methodology.

### Population of the Study

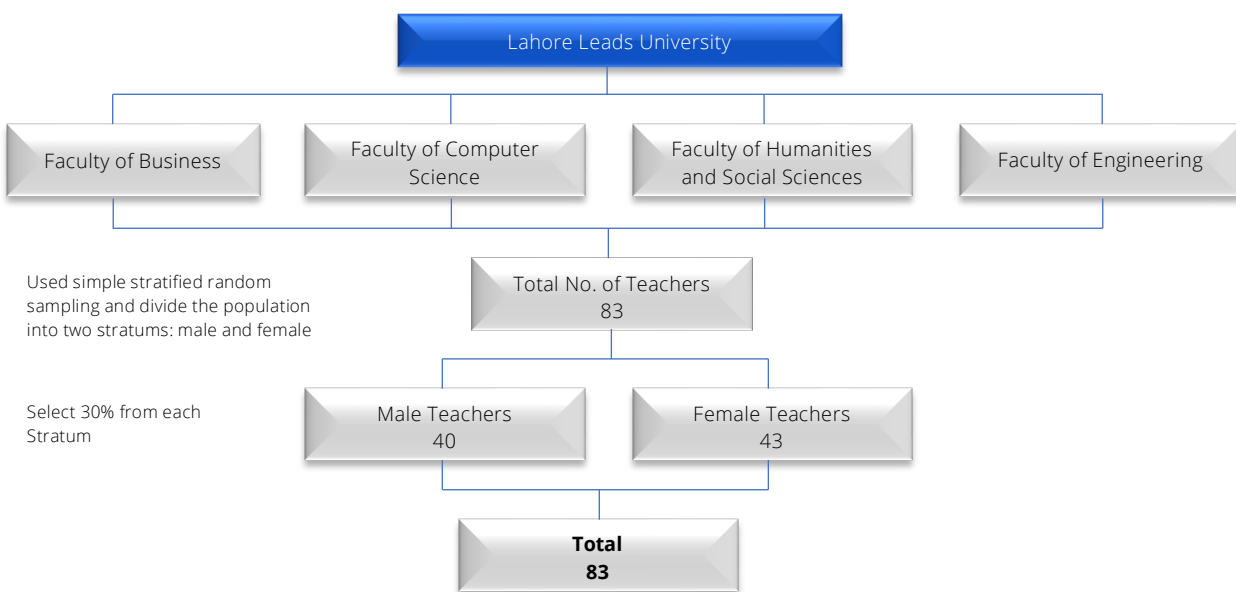
The population for this study consisted of all faculty members working in Lahore Leads University.

### Sample of the Study

Sampling involves selecting a portion of the population for data collection because it is often impracticable to examine the entire population. Lahore Leads University has four faculties: business, engineering, computer science, and the humanities and social sciences. A multistage sampling approach was used to choose the faculty of humanities and social sciences. Out of the four faculties of Lahore Leads University, the faculty of the humanities and social sciences was chosen for the sample of the study in the first stage using a stratified sampling technique, and in the second stage, a census sampling technique was employed.

Figure 1

Sampling Framework of the Study



### Research Instruments

With the help of literature, the researcher developed the questionnaire herself. Following the demographic data, there were two sections to the questionnaire: the first asked about organizational resilience, and the second asked about change management.

### Validity and Reliability

The instrument's (Questionnaire) validity was ensured by the review of some educational experts. The organizational resilience and change management instrument for professors at Lahore Leads University was finished with guidance and prompt input from experts.

Table 1

Reliability of Relationship between Organizational Resilience and Change Management

Cronbach's Alpha	No. of Items
.903	34

The number of items in the tool was 34, and Cronbach's alpha value for the instrument was .903.

## Data Collection

The researchers created an online Google form with the intention of collecting data. In order to distribute the questionnaire to the faculty, the researcher asked the department heads for authorization. A Google form was sent to all faculty members, and they had one week to fill it and submit it.

## Data Analysis

The data was analyzed using SPSS (Statistical Packages for Social Sciences). Both descriptive and inferential statistics were used to calculate the data. Descriptive statistics were used to establish the frequency, mean, and standard deviation.

**Table 2**

*Mean and Standard Deviation of University Teachers Regarding Organizational Resilience*

Sr.	Statements	Mean	SD
1	Leadership effectively communicates the vision for organizational change.	3.15	1.276
2	Leaders provide clear direction during periods of change.	3.47	.937
3	Leadership decisions promote adaptability in the organization.	4.84	.486
4	The organizational culture supports flexibility and adaptability.	3.79	1.057
5	Staff are encouraged to embrace change.	3.57	.836
6	The university values and promotes a learning culture.	3.84	.715
7	Faculty and staff feel included in decision-making processes related to change.	5.00	.000
8	There is open communication between stakeholders during change initiatives.	3.75	.874
9	Feedback from staff is considered when implementing change.	3.79	.918
10	Information about change initiatives is clearly communicated to all staff.	5.00	.000
11	The organization provides timely updates on the progress of changes.	3.62	.995
12	Staff feel they have enough information to adapt to changes.	3.53	.989
13	The university allocates sufficient resources to support change initiatives.	3.38	.888
14	Staff have the tools and resources needed to adapt to change.	3.77	1.064
15	Budget constraints do not prevent the implementation of necessary changes.	3.80	.843

1. University teachers (mean=3.15, SD=1.276) agreed with the statement that leadership effectively communicates the vision for organizational change.
2. University teachers (mean=3.47, SD=.937) agreed with the statement that leaders provide clear direction during periods of change.
3. University teachers (mean=4.84, SD=.486) agreed with the statement that leadership decisions promote adaptability in the organization.
4. University teachers (mean=3.79, SD=1.057) agreed with the statement that the organizational culture supports flexibility and adaptability.
5. University teachers (mean=3.57, SD=.836) agreed with the statement that staff are encouraged to embrace change.
6. University teachers (mean=3.84, SD=.715) were agree with the statement, the university values and promotes a learning culture.
7. University teachers (mean=5.00, SD=.000) were agree with the statement, Faculty and staff feel included in decision-making processes related to change.
8. University teachers (mean=3.75, SD=.874) were agree with the statement, Feedback from staff is considered when implementing change.
9. University teachers (mean=3.79, SD=.918) were agree with the statement, Feedback from staff is considered when implementing change.
10. University teachers (mean=5.00, SD=.000) were agree with the statement, Information about change initiatives is clearly communicated to all staff.



11. University teachers (mean=3.62, SD=.995) were agree with the statement, The organization provides timely updates on the progress of changes.
12. University teachers (mean=3.53, SD=.989) were agree with the statement, Staff feel they have enough information to adapt to changes.
13. University teachers (mean=3.38, SD=.888) were agree with the statement, the university allocates sufficient resources to support change initiatives.
14. University teachers (mean=3.77, SD=.1.064) were agree with the statement, Staff have the tools and resources needed to adapt to change.
15. University teachers (mean=3.80, SD=.843) were agree with the statement, Budget constraints do not prevent the implementation of necessary changes.

**Table 3***Mean and Standard Deviation of University Teachers Regarding Change Management*

Sr.	Statements	Mean	SD
16	The university provides adequate information about upcoming changes to all stakeholders.	3.69	.889
17	There is a clear process for communicating changes to faculty, staff, and students.	3.37	.798
18	The university leadership effectively communicates the rationale behind major changes.	3.86	.891
19	Faculty and staff are provided with sufficient training and resources to adapt to new changes.	3.38	.930
20	Change initiatives at the university are implemented smoothly without disrupting academic or administrative functions.	3.65	.883
21	Students are actively involved in the decision-making process for changes that affect their academic experience.	3.65	.839
22	The university seeks and values feedback from all stakeholders during the change process.	4.17	3.423
23	The university offers support services (e.g., counseling and workshops) to help individuals manage change-related stress.	3.67	.975
24	There is a clear strategy for addressing resistance to change among staff and students.	4.90	.339
25	Change management efforts at the university are aligned with the institution's long-term goals and vision.	4.85	.503
26	The university provides enough time and preparation for staff and students to adjust to new changes.	4.85	.527
27	Leadership at the university demonstrates a commitment to managing change effectively.	3.69	.917
28	There is transparency in the change management process, and all stakeholders are kept informed.	3.81	.808
29	The university has successfully managed previous changes, leading to positive outcomes for both faculty and students.	3.68	.946
30	The change management process at the university encourages innovation and the adoption of new ideas	3.38	.930

16. University teachers (mean=3.69, SD=.889) were agree with the statement, The university encourages innovative solutions during change processes.
17. University teachers (mean=3.37, SD=.798) were agree with the statement, Faculty and staff are able to adapt quickly to new policies or procedures.
18. University teachers (mean=3.86, SD=.891) were agree with the statement, Changes are implemented in a way that allows for continuous improvement.
19. University teachers (mean=3.38, SD=.930) were agree with the statement, Training is provided to staff to help them adapt to new processes.



20. University teachers (mean=3.65, SD=.883) were agree with the statement, Change initiatives include opportunities for professional development.
21. University teachers (mean=3.65, SD=.839) were agree with the statement, Training programs are effective in helping employees deal with changes.
22. University teachers (mean=4.17, SD=3.423) were agree with the statement, The organization has plans in place to handle unexpected challenges during changes.
23. University teachers (mean=3.67, SD=.975) were agree with the statement, Staff are aware of contingency plans for potential issues in change initiatives.
24. University teachers (mean=4.90, SD=.339) were agree with the statement, The university conducts risk assessments before implementing change.
25. University teachers (mean=4.85, SD=.503) were agree with the statement, Staff feedback is regularly sought during and after change initiatives.
26. University teachers (mean=4.85, SD=.527) were agree with the statement, Feedback provided by staff leads to improvements in change processes.
27. University teachers (mean=3.69, SD=.917) were agree with the statement, Feedback mechanisms are effective in identifying issues during changes.
28. University teachers (mean=3.81, SD=.808) were agree with the statement, The organization provides support to help employees cope with change.
29. University teachers (mean=3.68, SD=.946) were agree with the statement, Staff feel they can reach out for emotional support during periods of transition.

**Table 4***Relationship between Organizational Resilience and Change Management Among University Teachers*

Variables	N	r value	Sign
Organizational Resilience → Change Management	81	.587	.000

Table shows the relationship between organizational resilience and change management among university teachers. There was moderate significant relationship ( $r=.587$ ,  $p=.000$ ) between organizational resilience and change management among university teachers.

## Conclusions

- Young people make up the majority of responders, women predominate, there is a nearly equal distribution of married and unmarried workers, and there is a mix of employees with short and long tenures. Furthermore, the majority are lower middle income, contractual, and have a growth attitude.
- The evaluation of organizational resilience in terms of learning, culture, strategic, and capital was accepted by the teachers. Regarding the evaluation of organizational resilience in connection to relational resilience, the teacher overwhelmingly concurs. Employees also concur on the evaluation of change in terms of company culture and project management. First place went to corporate culture.
- When categorized by duration of service, assessments of organizational resilience show notable differences concerning learning, relational, cultural, and strategic resilience. Additionally, the assessment of organizational resilience in terms of capital, strategic, cultural, and learning resilience varies significantly when categorized by monthly revenue. The assessment of organizational resilience in terms of capital, strategic, cultural, relationship, and learning resilience does not significantly differ when classified by age, sex, civil status, educational achievement, or job position.
- The evaluation of change management varies significantly when categorized by length of service and monthly salary. The evaluation of change management and corporate culture does not significantly differ when categorized by age, sex, civil status, educational attainment, and employment position.



- There is a strong correlation between evaluations of organizational resilience, which includes capital, strategic, cultural, relationship, and learning resilience, and change management, which includes project management and corporate culture.
- The study's findings have led the researcher to identify a few drawbacks. The capital resilience portion of the Organizational Resilience questionnaire contains questions that are not well suited for use in a government setting; rather, they are intended to elicit responses from private enterprises. It might have been difficult for the respondents to honestly respond to the aforementioned question as a result. They might have given uncomfortable and inaccurate answers.

## Discussion

The results of the study show that building organizational resilience requires effective change management. It backs up the notion that organizations, especially academic ones like Lahore Leads University, need to foster an atmosphere where change adaptation is ingrained in the very fabric of the company in addition to managing transitions smoothly. Because their capacity to set a good example, keep lines of communication open, and empower staff members is crucial to an organization's ability to adjust to change, leaders are at the center of this shift. The study also emphasizes how crucial it is to include teachers and staff at all levels in the process of transformation, highlighting the fact that resilience is not solely a top-down endeavor. It also emphasizes how organizational culture influences how changes are viewed and handled. Lack of knowledge or fear of the unknown are common causes of resistance to change, indicating that excellent training and clear communication are essential to removing these obstacles (Flores, [2022](#)).

Because organizational change involves a shift from a known situation to an unknown one, it frequently results in uncertainty. The way social gatherings were organized at the start of the remote work period is one way that the study's organization reflects the uncertain nature of the transition. The first reaction was to maintain the office's current structure, including coffee breaks at the same hours. This decision makes sense in terms of maintaining a sense of security by keeping things as normal as possible, but social events must be digitalized and modified for the virtual setting (Hornstein, [2015](#)). When social contact became challenging in large virtual rooms with just one person able to speak at a time, the organization also understood this. As a result, they attempted to find alternative ways to engage the participants without requiring them to speak. We get the sense that they are actively trying to stabilize the uncertainty of the transition when they keep adapting to the situation after learning that the prior attempts failed. Through its commitment to establishing a viable digital environment for all, we see this as unmistakable proof that the organization has a strong stream of resilience. Since open communication is essential to identifying problems and finding constructive solutions, the communication resilience stream is, therefore, quite pertinent in this context (Patriarca et al., [2018](#)). Therefore, we contend that when it comes to digital settings, it can be advantageous to view the communication stream as superior to the other streams.

We want to highlight the key findings from the study to wrap up this conversation. First of all, without being modified to suit the requirements of a digital environment, the communication styles of a physical office do not transfer over to a digital platform. Although it is evident that this transition is difficult, ongoing changes must be made to prevent knowledge exchange from suffering too much. Second, despite signs of a downward trend in internal communication and information sharing, the business remained financially successful and showed remarkable resilience in several areas (Thompson & Audrey, [2019](#)).

This is interesting because, on the one hand, there is an opposition between the obvious decline in communication and the rise in employee stress and, on the other hand, the fact that the organization has not yet been significantly impacted. Since employee well-being is decreasing while communication is deteriorating and workload is increasing, the answer to our research question is that communication and knowledge sharing have a significant impact on organizational resilience. Since communication is so important to resilience, we can see that if these problems persist, the organization's resilience will decline in many areas, not just in communication (Grimolizzi, [2017](#)).



## **Recommendations**

The following recommendations can improve the connection between organizational resilience and change management in higher education, based on the results of earlier research:

- A culture that welcomes change, creativity, and flexibility may be fostered by universities. Institutional resilience will be improved by promoting open communication, feedback loops, and knowledge exchange.
- Universities may wish to strengthen their relations with faculty members by creating online bulletin boards where educators can share their opinions (perhaps via a pulse survey).
- The establishment of quarterly management reviews and monthly faculty meetings may be something the quality management team wants to reconsider. To make meetings more enjoyable, they might wish to add additional team-building exercises.





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