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The Impact of Resilient Academic Leadership on Faculty Job Performance and Well-Being: The Mediating Role of Social-Emotional Competence

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ABSTRACT The study aimed to identify the impact of resilient academic leadership on faculty job performance and well-being, and to examine the mediating role of social-emotional competence among Pakistani university employees. A quantitative, ex-post facto research design was employed. Data were collected from 432 faculty members working in six universities using structured questionnaires designed to measure resilient academic leadership, job performance, well-being, and social-emotional competence. The measurement model was validated through confirmatory factor analysis. Descriptive statistics were used to measure central tendency, normality and reliability, followed by Pearson correlation and multiple regression to identify the relationship among variables. The findings demonstrate that resilient academic leadership enhances faculty job performance and well-being by fostering social-emotional competencies. This research highlights the importance of resilient leadership in strengthening faculty performance and well-being while enhancing their social-emotional skills in higher education institutions.