

How Servant Leadership Promote Psychological Resilience for Engagement and Performance from Job Demands-Resources View

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ABSTRACT: The purpose of the study is to examine the role of psychological resilience as a mediator in the relationship between servant leadership, work engagement, and academic performance, utilizing the Job Demands-Resources (JD-R) framework in higher education. This study employed a survey technique with a sample of 475 randomly selected lecturers—multivariate analysis using SEM analysis with the maximum likelihood estimation method. The findings underscore the significant positive impact of servant leadership. Servant leadership exerts a significant positive influence on psychological resilience ($\beta = 0.268$, $p < 0.05$), which, in turn, enhances work engagement ($\beta = 0.345$, $p < 0.05$) and performance ($\beta = 0.090$, $p < 0.05$). Furthermore, work engagement mediates the relationship between servant leadership and performance (indirect effect = 0.134, $p < 0.05$). Psychological resilience mediates the relationship between servant leadership and work engagement (indirect effect = 0.055, $p < 0.05$). Work engagement mediates the relationship between psychological resilience and performance (indirect effect = 0.169, $p < 0.05$). The model demonstrated a good fit (CFI = 0.96, TLI = 0.95, RMSEA = 0.034), validating the robustness of the proposed framework. Leaders who prioritize service-oriented leadership and demonstrate responsiveness to subordinates' psychological needs cultivate a resilient workforce, thereby fostering higher levels of engagement and organizational commitment. Furthermore, the study establishes work engagement as a mediating variable in the relationship between servant leadership and performance. These findings offer critical implications for higher education institutions, suggesting that adopting a servant leadership approach can serve as a strategic mechanism for enhancing faculty engagement, resilience, and overall performance in higher education.

Keywords: servant leadership, psychological resilience, work engagement, performance, job demands-resources (JD-R), higher education.

I. INTRODUCTION

Organizational and personal resources can ensure health impairment and motivational processes to produce engagement and high performance. Leadership positions in organizations are an essential resource that ensures the health impairment and motivational processes for performance [1-2]. Although these resources are more short-term, leadership can be optimized to support the availability of personal resources to realize employee performance. One of the leadership styles that can be used as an organizational resource to realize performance is the servant leadership style (SL). This leadership style starts from a natural urge to serve first [3-6]. This leadership style is considered moral and inclusive, emphasizing the importance of people-oriented leadership behaviors [7]. According to [8], servant leadership places a strong emphasis on individual integrity and service to the community, clients, and employees.

A growing body of literature suggests that servant leadership can enhance psychological resilience [9-11]. This influence can be seen from various perspectives, such as a social identity perspective [12], the conservation of resources theory [13], the social exchange theory, and the disaster resilience framework for hotels [14]. Leaders who prioritize their followers' well-being and psychological needs can increase overall resilience, ultimately increasing individual contributions to the organization. According to [9], SL can increase individual psychological resilience. However, an explicit analysis of how this relates across different contexts with different

cultural backgrounds needs further exploration. Scholars and professionals have focused on psychological resilience in relation to leadership and subordinate roles [11].

Despite the increasing relevance of psychological resilience in organizational performance, there is a lack of empirical studies examining how SL fosters psychological resilience in the context of private higher education institutions, particularly in Indonesian. As stated by [15], private universities suggest that the challenges faced are very complex, and leadership is one of the keys to realizing the functions of private universities. Private universities compete and are responsible for supporting and implementing global ideas such as sustainability [16-18]. The importance of private universities to support sustainability is difficult to realize without understanding the mechanisms at the individual level. Leadership plays a crucial role in addressing these challenges, yet little is known about how SL influences resilience mechanisms among faculty members and how this, in turn, drives engagement and performance in Higher education. While previous research has linked SL with psychological resilience in other sectors [9, 13, 19], its specific impact on faculty resilience, engagement, and institutional sustainability in private universities remains ambiguous. SL as a resource that supports engagement, both directly and through resilience, has been rarely explored [10]. Leaders play a crucial role in determining the success of higher education institutions by driving performance at the individual level. The success and credibility of higher education globally are critical, as shown by its understanding of global issues [20].

The success of private universities in supporting global ideas lies in the mechanisms developed based on the relationship between SL and psychological resilience. While SL can enhance individual psychological resilience, there has been limited examination of how the output of such influence helps universities cope with sustainability demands as part of their role. Higher education institutions face various challenges that require a deep understanding of faculty engagement, institutional sustainability, and leadership effectiveness.

Understanding and carrying out tasks within a sustainability framework while maintaining core duties requires a process in which employees are fully engaged. From a Job Demands-Resources (JD-R) perspective, both are resources that can drive goal achievement. Private universities by positioning servant leadership and psychological resilience as resources to drive engagement and performance at the micro level. Leadership plays a crucial role in addressing these challenges, yet little is known about how SL influences resilience mechanisms among faculty members and how this, in turn, drives engagement and performance. While previous research has linked SL with psychological resilience in other sectors, its specific impact on faculty resilience, engagement, and institutional sustainability in private universities remains ambiguous.

II. LITERATURE REVIEW

1. SERVANT LEADERSHIP AND PSYCHOLOGICAL RESILIENCE

Servant leadership is a method of influencing subordinates that focuses on people, the needs and interests of individual followers, and shifts attention away from the self and toward helping others in the organization and larger community [9, 13, 21]. Servant leadership is employee-centered, emphasizing employee needs and progress, providing followers with resources, and offering support and care [5, 10, 22]. The fulfillment of resource needs for subordinates will increase psychological resilience [9-11, 12, 13, 23]. Servant leadership helps create more flexible organizations that can deal with rapid external changes with a focus on service and individual growth [24]. Ahmad et al. [19] suggested that servant leadership helps prevent workplace bullying and promotes psychological resilience. Servant leadership helps create more flexible organizations that can deal with rapid external changes with a focus on service and individual growth [24]. The JD-R model classifies factors in the work environment into two main categories [1]: job demands that drain energy and job resources that can increase employee engagement and well-being. However, seen from a contingency perspective, the position of SL is dynamic and in line with [1] and [2] that as an organizational resource, the position of SL is an organizational resource with a short-term range of functions. Not all aspects of SL can be considered as job resources in JD-R. In this study, SL can be positioned as a job resource that helps cope with job demands and increase psychological resilience. The hypothesis is:

- H1: Servant leadership has a positive influence on psychological resilience.

2. SERVANT LEADERSHIP, PSYCHOLOGICAL RESILIENCE, AND PERFORMANCE

Psychological resilience is a dynamic process that shows positive adaptation amid critical stress experiences [25-26]. The fulfillment of employee needs physically and mentally affects their readiness to face demands or pressures. Leaders influence the psychological resilience of the organization [13, 23]. Cai et al. [10] suggest that

servant leaders can increase psychological resilience by reducing emotional exhaustion. Eliot [11] and [27] added, according to the results of their literature review, regarding the position of servant leadership in supporting the psychological resilience of subordinates. Ayoko [28], who conducted research in the literature, showed the effect of servant leadership on psychological resilience. Ahmad et al. [19] suggested that servant leadership helps prevent workplace bullying and promotes psychological resilience. Psychological resilience will ultimately lead to improved performance even when stressful conditions on the job increase. Psychological resilience is an occupational resource that reduces the health impairment process [1-2].

However, servant leadership does not always have a positive impact on resilience and performance; the application of SL may actually exacerbate the gap between employee expectations and workplace reality, which can lead to frustration and burnout [29]. Resilience may serve as a coping mechanism but does not necessarily increase employees' work productivity or innovation. In this study, we propose the hypothesis is:

- H2: Psychological resilience mediates the effect of servant leadership on performance.

3. SERVANT LEADERSHIP, WORK ENGAGEMENT AND PERFORMANCE

Work engagement (WE) is a key factor in the JD-R model [30-32]. Work engagement is a state of mind in which a person may express oneself physically, cognitively, and efficiently at work [33]. According to [34] and [29], work and personal resources are the primary motivators at work. Bakker et al. [1, 2, 35] one of these resources is leadership. Albrecht and Andreetta [36] demonstrate how organizational-level resources and engagement atmosphere affect work resources and engagement. Work engagement enhances performance [37-39]. The impact of leadership on performance is generally mediated by work engagement [40-48]. Servant leadership is more than just caring for and motivating employees; it also involves fostering an atmosphere where social learning is essential in boosting employee engagement and performance. WE mediate the impact of SL on performance [3-4, 49-50]. Mostafa [51] clarified that SL influences driving performance through WE. Work engagement is a strong mediator in the relationship between SL and performance. For example, several studies [38] show that the effect of WE on performance is highly dependent on working conditions and individual factors, such as intrinsic motivation and perceptions of leadership. The hypothesis is:

- H3: Work engagement mediates the effect of servant leadership on performance.

4. SERVANT LEADERSHIP, PSYCHOLOGICAL RESILIENCE, AND WORK ENGAGEMENT

According to Schaufeli [29], JD-R is a simple and empirically tested model that explains the consequences of resources such as leadership on engagement [52-53]. Servant leadership is a critical resource that promotes and maintains cognitive resistance and psychological resilience [9]. Psychological resilience can reduce the presence of processes that interfere with employees' health and potentially reduce performance. Eliot [11] added that servant leadership is a way to foster resilience among leaders, which ultimately increases the organization's ability to face challenges and uncertainties. Psychological resilience positively impacts employees due to the fulfillment of resources and the low barriers for employees in completing work demands, including the ability to deal with psychological stress that interferes with both processes.

However, leaders do not entirely cause a positive impact. The effectiveness of SL depends on organizational culture, employee expectations, and leadership implementation [54]. When leaders focus too much on serving and sacrificing themselves for the benefit of subordinates, it can potentially increase deviant behavior in the workplace due to the subordinates' assumption that the leader is serving their subordinates [55]. There is a dark side to SL that has the potential to inhibit engagement and generate resistance. Leaders serving their subordinates can create exploitation, especially of socially more vulnerable groups, such as women and minority groups [22]. According to [2] leadership as an organizational resource has the most influence in supporting individual resources that can ensure long-term engagement. The hypothesis is:

- H4: Servant leadership has a positive influence on work engagement.
- H5: Psychological resilience mediates the effect of servant leadership on work engagement.

5. PSYCHOLOGICAL RESILIENCE, WORK ENGAGEMENT AND PERFORMANCE

The performance of employees in higher education corresponds to the institution's role [56]. A critical performance in higher education is teaching with various methods [57] and research [58]. Individual productivity is one measure of performance in higher education [59]. Performance in higher education is based on creating expertise and functioning for knowledge creation. Teaching, research, student services/mentoring, and publications, including curriculum development [60]. To realize their duties, psychological capital, and resources are needed to face various challenges so lecturers can be resilient and engage in their work. Psychological

resilience reflects an individual's ability to recover and persevere in adversity. It is an individual resource that influences how a person responds to job demands to remain engaged at work and perform as demanded. Ojo et al. [61] suggest that psychological resilience influences work engagement. Employees with solid psychological resilience tend to be more focused, motivated, and engaged. WE require personal resources, and psychological resilience can be an individual resource that affects WE. Lhalloubi and Ibnchahid [62] stated the same thing. High psychological resilience can increase WE. Employees who feel more able to cope with job demands will be more likely to feel engaged and excited at work.

Psychological resilience is an individual's capacity to adapt positively to pressures, challenges, and changes in the work environment. Referring to job demands-resources (JD-R), resilience is a personal resource that helps individuals maintain work engagement and improve performance. However, limited organizational and individual resources can hinder the development of resilience, affecting employee engagement and performance. Poku et al. [63] and [64] explained that the relationship between resilience and work engagement is dynamic because the complex interaction between personal and organizational resources influences it. Individuals with high levels of engagement still experience days with low engagement ("off-days"), which certain work conditions or psychological states can trigger. In this study, we argue that as a personal resource, more resilient individuals have a greater capacity to maintain work engagement despite challenging work situations. Resilience helps individuals avoid burnout, meaning they can maintain their energy levels and motivation to perform well. The hypothesis is:

- H6: Work engagement mediates the effect of psychological resilience on performance.

III. MATERIAL AND METHOD

1. DATA AND SAMPLE

The research design of the causal study data in this study was collected through a cross-section survey [65]. The research respondents are lecturers who are employees of foundations that oversee private universities from various status of private universities, both colleges and universities. The respondents were randomly selected. The number of questionnaires distributed was 700, and the questionnaire's received responses were 475. The selected sample has work experience of > 1 year, is a permanent employee, and is willing to follow the entire series in data collection. By the MLE (Maximum likelihood estimation) method, the number of samples is sufficient, namely between 200 and 500, in line with [66], which sets a minimum sample of 200 for Co-variant SEM.

The questionnaire was distributed offline for three weeks. The questionnaires were distributed through the study program of each college. Most respondents have a Master's degree aged 35 to 45, as much as 62%. The gender of the majority is male 53%. The tenure as a lecturer is 5 to 10 years by 38%.

2. MEASUREMENT

Before the instrument is used, the validity and reliability of the instrument are tested. The test results show that the overall validity value of the instrument is adequate. The smallest validity value is 0.62 and the minimum reliability test result is 0.841. The measurement of servant leadership (SL) was developed based on [8], which consists of 7 statements that have been recognized for their validity and reliability. The instrument's test findings based on GOF are CMIN/DF = 1.126, GFI = .99, CFI = .99, PNFI = .66, RMSEA = .016, and SRMR = .002. The psychological resilience (PR) measurement was developed based on [67] GOF testing results: CMIN/DF = 1.421, GFI = .97, CFI = .99, PNFI = .81, RMSEA = .030, and SRMR = .023. Work engagement (WE) was assessed using the UWES, which has been thoroughly validated in multiple research [68] and has high GOF values (CMIN/DF = 1.539, GFI = .96, CFI = .99, PNFI = .85, RMSEA = .034, and SRMR = .018). Lecturer performance measurement (Perform) was developed based on [56], including: 1) Teaching performance (teaching, guiding thesis, writing textbooks). 2) Research performance (individual or group) with good GOF values, with CMIN/DF = 1.120, GFI = .99, CFI = .99, PNFI = .60, RMSEA = .016, and SRMR = .013. Respondents' answers: The researcher collected data in stages to reduce bias. In the first week, data was collected for exogenous variables, and the following week, for endogenous variables. The test uses Harman's Single Factor Test, which checks whether one dominant factor explains the majority of variance in the data. If one dominant factor is found, common method bias is indicated.

3. ETHICAL CONSIDERATIONS

The entire study adhered to the principles of research ethics and was vetted by Telkom University. The authors maintained the confidentiality and anonymity of the respondents to maintain privacy. Respondents were given precise information regarding the purpose of the study, the procedure for filling out the questionnaire, and

their right to participate voluntarily or withdraw at any time without negative consequences, especially about work. Data collection was voluntary; respondents were free to fill out the questionnaire according to their experience without coercion or pressure to provide specific answers. This research follows strict scientific standards in data analysis and results according to the data to avoid misleading conclusions.

4. HYPOTHESIS TESTING

Hypothesis testing in this study uses SEM (Structural Equation Modeling), which combines factor analysis and path analysis in one framework. According to the method chosen, namely maximum likelihood, the framework has the following stages.

IV. RESULTS

The following describes the research variables (see Table 1).

Table 1. The description of the statistic.

Variable	Mean	Standard Deviation	Category
Servant Leadership	3.9	0.64	Medium
Psychological resilience	3.8	0.62	Medium
Work Engagement	4.0	0.70	High
Performance	3.7	0.69	Medium

¹Source: Data Processing (2024).

Variability in assessments of the research variables may be due to differences in individual experiences and perceptions in a complex work environment such as higher education. Performance has the lowest mean with high variation. The assessment results serve as a starting point for identifying areas that require corrective action based on evidence through the model formulated as follows (see Figure 1).

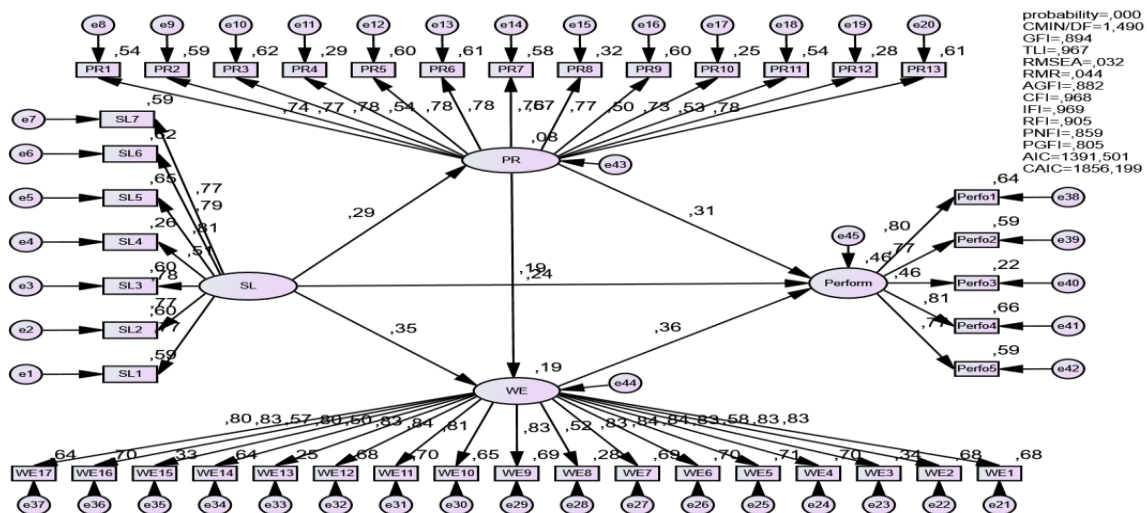


FIGURE 1. Test findings of the study model Standardized regression weight.

Each component weight is found to be appropriate by the test findings, and the variable interactions incorporated into the study emphasize the importance of organizational resource location, including servant leadership. The foundation of successful performance is the process by which employees use a variety of coping methods to cope under pressure, as well as the processes of motivation and health impairment. The following are the findings from the AVE test, discriminant validity, and composite reliability (see Table 2).

Table 2. AVE test results, discriminant validity composite reliability.

Variables	AVE	Composite Reliability	1	2	3	4
Servant Leadership	0.56	0.93	0.56			
Psychological resilience	0.49	0.94	0.01	0.49		
Work Engagement	0.59	0.96	0.03	0.02	0.59	
Kinerja	0.54	0.86	0.04	0.04	0.07	0.54

According to Table 2, the test results show that servant leadership has a suitable AVE value of 56%, whereas psychological resilience has an AVE of 49%. WE can be explained by 59% of its metrics, whereas performance is explained by 54%. These findings indicate that the constructs employed to assess servant leadership, psychological resilience, work engagement, and performance have a reasonable level of validity. However, there is a tiny discrepancy in the degree of validity between these notions. Adequate validity means that these measures can be used to examine the properties of the given variables.

Results from the discriminant validity test demonstrate that the visible variables of each latent variable can differentiate between various constructs and that construct indicators are not confused while evaluating the seen variables. The correlation coefficient between observable factors and the SL latent variable is 0.56, which is greater than those of other latent variables like psychological resilience (0.001), job engagement (0.03), and success (0.04). Psychological resilience has a stronger (0.49) correlation with its latent variable than with other latent factors. Each can clearly differentiate between the latent variables. It is acceptable to apply discriminant validity. The data exhibits a normal distribution, according to the 95% confidence level results of the Kolmogorov-Smirnov test. P-value was 0.625, which is higher above the significance level 0.05. The instruments employed revealed no issues with model identification. The assumptions of singularity (the linear dependence problem) and multicollinearity (strong interactions between predictors) were satisfied. On multivariate testing of extreme data, $p < 0.001$. At a significance level of 0.001, this study shows that the Mahalanobis D-squared value computations are smaller than the chi-square value. This suggests that the data is free of outliers. Furthermore, the outcomes of a goodness of fit model test are displayed in Table 3.

Table 3: Test results for the model.

GOF Parameters	Test Result	Cut of value	Conclusion
p-value (Sig.)	0.00	≥ 0.05	Moderate
CMIN	1.490	≤ 2.00	Fit
GFI	0.894	≥ 0.9	Moderate
RMSEA	0.032	0.08	Fit
AGFI	0.882	≥ 0.90	Moderate
CFI	0.968	≥ 0.95	Fit
IFI	0.969	≥ 0.95	Fit
RFI	0.905	≥ 0.95	Fit
PNFI	0.859	0.6	Fit
PGFI	0.805	Close to 1	Moderate

Data Processing is the source (2024).

The test findings indicate that the model has been represented after the goodness of fit (GOF) criteria, including absolute fit indices, incremental fit indices, and parsimony indices. The research model is constructed using data from the field. Additionally, the following findings from the processing of research data serve as the foundation for hypothesis testing (see Table 4).

Table 4. Results of the regression weight test for causality.

Path	Estimate	SE	CR	p-value	Standardized regression weight
PR <--- SL	0.283	0.05	5,626	0.00	0.286
WE <--- SL	0.42	0.061	6,922	0.00	0.345
WE <--- PR	0.235	0.058	4,040	0.00	0.191
Perform <--- WE	0.332	0.043	7,691	0.00	0.362

Perform	<---	PR	0.353	0.052	6,797	0.00	0.313
Perform	<---	SL	0.263	0.053	4,989	0.00	0.235

Source: Regression weight Data processing (2024).

Servant Leadership plays a vital role in increasing psychological resilience and work engagement, contributing to improved performance. With the exception of the relationship between performance and servant leadership, the test results show that the most of the associations between variables are significant. Both the > 1.95 and < 1.95 two-sided hypothesis acceptance areas contain the critical ratio value (C.R.). There is a significant link between each variable if the P value < 0.05 . The mediating variable will next be tested, as shown in Table 5 below.

Tabel 5. Unstandardized regression weights of mediation test results.

Path					Estimate	Sobel Test
Perform	<---	PR	<---	SL	0.090	4.347
Perform	<---	WE	<---	SL	0.134	5.138
WE	<---	PR	<---	SL	0.055	3.294
Perform	<---	WE	<---	PR	0.069	3.587

Source: Outcomes of SEM data processing.

The Sobel test results in Table 5 show the mediating role of psychological resilience (PR) and work engagement (WE) in the relationship between servant leadership (SL) and performance (Perform). All paths in the table have values above 3.0, which means that all mediation relationships are highly significant. PR and WE mediate partially and significantly. Testing the hypothesis is the next stage (see Table 6).

Tabel 6. Standardized regression weight for the findings of the hypothesis test.

Hypothesis	Estimate	Conclusion
H1: Servant leadership has a positive influence on psychological resilience	0.268	Supported
H2: Psychological resilience mediates the effect of servant leadership on performance.	0.090	Supported
H3: Work engagement mediates the effect of servant leadership on performance	0.134	Supported
H4: Servant leadership has a positive influence on work engagement	0.345	Supported
H5: Psychological resilience mediates the effect of servant leadership on work engagement.	0.055	Supported
H6: Work engagement mediates the effect of psychological resilience on performance	0.069	Supported

Based on Table 6 that H1, H2, H3, H4, H5, H6, are supported. The results show that the complex relationships among the variables servant leadership, psychological resilience, work engagement, and performance based on the JD-R perspective are in line with previous research. This suggests that resources, namely leadership and psychological resilience, are inputs for work engagement and performance. The research results are in line with previous studies. Psychological resilience and work engagement are mediators between leadership and performance in higher education.

V. DISCUSSIONS

Efforts to realize the demands of sustainability in higher education must be balanced with a paradigm shift in placing organizational resources to support sustainability in micro level. These resources are servant leadership and employees' psychological resilience. From the JD-R perspective [1-2], both are important resources

to support the balance of processes that ensure performance. The study results also show a positive relationship between SL, which is an organizational resource, and psychological resilience as a personal resource.

Although in a different context, such as the study by [10], the results further emphasize the importance of servant leadership as a major factor influencing work engagement through the mechanism of psychological resilience. Servant leadership is an organizational support that can increase employee resilience to increase engagement and productivity. Although different in placing resilience as a moderator, the study of [69] shows that resilience can strengthen the relationship between servant leadership and work engagement, ultimately affecting performance. This study refutes what [70] stated regarding the insignificant relationship between leadership and engagement. Resources ensure dual processes, namely health impairment and motivational processes, are in balance amid high work demands.

Both are resources with different roles. Servant leadership is more about the short-term demands and ultimate performance of employees. Servant leadership can optimize employees' needs for resilience. Servant leadership increases the availability of personal resources for long-term needs and focuses more on performance. Servant leadership is a key driver in realizing employee engagement for high performance. The interaction between servant leadership and subordinates is an interaction that functions as part of the HR governance system and leads to increased resilience, engagement, and performance. Their interaction ensures engagement and performance in the long run. Different from previous studies that examined the project sector [10], banking [69], and engineering industry [70], in this study, servant leadership affects not only impacts individuals but also students and education quality. The study results also validated psychological resilience as a mediator.

Servant leadership focuses on more than just service and attention to the needs of subordinates. Servant leadership can positively impact psychological resilience, work engagement, and employee performance through two essential processes, namely the health impairment process and the motivational process and social learning process, which creates a supportive work environment and promotes employee growth. Servant leadership helps prevent or reduce stress and burnout that can hinder employees in achieving optimal performance. Leaders who care about their subordinates' well-being can identify potential health issues and provide the necessary support to prevent fatigue and ongoing burnout. Servant leadership provides intrinsic motivation for employees.

A servant leader's dedication to fulfilling his subordinates' needs creates a strong relationship between the leader and the subordinates. Subordinates feel valued and empowered, increasing motivation to work harder and with more focus. One of the critical elements of servant leadership is to encourage learning through good examples of service, feedback on employee well-being, and support for resource fulfillment. Subordinates learn these behaviors and attitudes, encouraging them to be more engaged in their work and deliver performance. Servant leadership inspires better service performance according to the demands of the job. Servant leadership serves as an example and model that subordinates emulate. In line with [2], leaders in the workplace play an essential role in providing employees with the resources they need to balance the demands of the job and the resources they have in the college environment. Supporting long-term employee performance and work engagement requires psychological resilience as a human resource. According to JD-R theory, workers require job resources to meet expectations. Psychological resilience is one tool that helps workers manage their jobs' stresses, which eventually improves engagement and performance. In line with [1] and [2], work resources are organizational, social, psychological, or physical elements that can serve as motivators, help achieve employment objectives, control the effects of job demands, and promote learning and personal development.

VI. CONCLUSION

Servant leadership and employee psychological resilience play crucial roles in driving engagement and performance. Servant leadership focuses on short-term demands and critical performance while optimizing long-term needs. Servant leadership creates solid relationships and motivates employees by helping to reduce stress and creating an environment that supports growth, better performance, and a work culture that encourages shared learning. Psychological resilience as a personal resource supports work engagement and long-term employee performance. Servant leadership is a short-term organizational resource, while psychological resilience is a long-term personal resource that ensures sustained engagement and performance. These findings strengthen the JD-R model and confirm that the interaction between servant leadership and employee resilience is critical in creating a work environment that supports academic performance.

1. THEORETICAL IMPLICATION

Achieving sustainability in higher education requires a paradigm shift in managing organizational resources by utilizing Servant Leadership and employee psychological resilience—efforts to improve performance by

optimizing motivational processes and learning by subordinates. At the same time, servant leadership reduces health impairment processes that inhibit engagement and performance. Servant leadership promotes psychological resilience as a long-term mechanism to improve engagement and performance: Servant leadership and psychological resilience are resources that ensure engagement and performance in the long term.

2. PRACTICAL IMPLICATION

In terms of practical implications, this research provides insight for leaders in higher education to adopt a servant leadership style to build resilience and increase the involvement of lecturers and education personnel. Focusing in service in education, paying attention to the needs of subordinates, and creating social interactions between leaders and subordinates as a social learning mechanism helps improve employee engagement and performance in the short term. Increased psychological resilience based on servant leadership positions helps employees develop psychological resilience. For engagement and performance in the long term, resource management for the short and long term is based on servant leadership positions that ensure the health impairment process, motivational process, and social learning. By understanding these mechanisms, lecturers, especially in research, can be more effective in managing engagement and realizing work demands in higher education.

3. LIMITATIONS FOR FUTURE RESEARCH

The study examined the position of psychological resilience at the organizational level in facing the demands of digitalization in higher education service systems with different cultures. Data collection is recommended to use more techniques, such as performance based on the results of lecturer performance documentation in each college. This data is used as comparative data against data sourced from personal respondents.

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