



Organizational resilience and Employee performance in COVID-19 Pandemic: The mediating effect of Emotional Intelligence

Journal:	<i>International Journal of Organizational Analysis</i>
Manuscript ID	IJOA-06-2020-2261.R4
Manuscript Type:	Original Article
Keywords:	Emotional intelligence, Employee performance, Crisis Management, Work life balance, adaptability, Organizational Resilience

SCHOLARONE™
Manuscripts

Organizational resilience and Employee performance in COVID-19 pandemic: The mediating effect of Emotional Intelligence

Abstract

Purpose – Explosion of the deadly coronavirus (COVID-19) has led to an unprecedented crisis lately, which has adversely affected the performance level of professionals in the educational sector worldwide due to a number of constraints, imposition of lockdown being one of those. Organizational Resilience (OReg) and Emotional Intelligence (EI) discretely have been identified as indicators of employee performance (EP) over the years, but during the period of crisis, these have been scarcely analyzed. Therefore, the present study aims to examine the mediating role of emotional intelligence on the relationship between organizational resilience and employee performance during the pandemic.

Design/methodology/data-analysis – 390 responses from the teaching and non-teaching professionals working in the Higher Educational Institutions (HEIs) were collected from different HEIs located in India through online survey questionnaires. The collected data was further analyzed using regression analysis, factor analysis, structural equation modeling along with bootstrapping technique, reliability and validity analysis, mediation analysis, and model fit indices analysis.

Findings – The results of the study confirmed partial mediation effect of EI on OReg-EP relationship, and further results also exhibited that employees with a higher level of EI, contribute more positively to the organizational resilience level, which further enhances the performance level at the workplace.

Research limitations– The samples collected for the current study pertain to the higher educational institutions (HEIs) only, therefore the present study results have limited general applicability. Furthermore, the study doesn't investigate the influence of time.

Practical implications – This study would assist practitioners of HEIs in improving the resilience capabilities of the organization. Employee performance can be improved by enhancing the levels of organizational resilience and individuals' emotional intelligence, which is in line with the findings of the current study.

1
2
3 **Originality/value** – The current study examines the mediating effect of emotional intelligence
4 on organizational resilience and employee performance relationship for the first time in **the** HEIs
5 in India.
6

7
8 **Keywords:** Organizational resilience, Emotional intelligence, Employee performance,
9 Adaptability.
10

11 **I. BACKGROUND AND PROBLEM IDENTIFICATION**

12 **1. Introduction**

13
14
15
16
17 The outburst of the deadly coronavirus (COVID-19) is an unprecedented crisis which has been
18 declared as a global pandemic by the World Health Organization (WHO). Having its origin in
19 China, the novel coronavirus has led to an increased number of casualties, loss of revenues,
20 employment and disturbance in the everyday activities in more than 180 countries. It was in
21 December 2019 that the people started falling prey to the devastating coronavirus, and
22 approximately a year into the COVID-19 disaster, the impacts of this massive scale pandemic are
23 quite apparent. From the leading economies of the world to the cities regarded as the financial
24 hubs, from the large scale multi-national corporations to the start-ups in infancy, from the people
25 working in the organizations to the ones owning those, coronavirus has catapulted everybody and
26 everything into a state of total dismay.
27
28
29
30

31 It is not only the exposure to coronavirus that has put the economic as well as the social activities
32 in jeopardy, but it is owing to the imposed lockdowns and the social distancing measures too that
33 the routine activities are hampered. One such sector that has been widely impacted by the
34 pandemic and the preventive measures is the education sector. With the multiplication of
35 coronavirus cases each day, a major change that has occurred in the educational institutions is the
36 pivot from regular classroom teaching to the use of digital platforms to impart education (remote
37 learning). With the unpredictable changes being forged by the virus, the question is: how will the
38 organizations and the educational institutions withstand the environmental disruptions of such
39 huge scale?
40
41
42
43

44 The outbreak of coronavirus is not the only one of its type, the outburst of Ebola, Zika, SARS all
45 serve to give a cue to **the** mankind that the unthinkable may actualise one day. As the Ebola
46 crisis has faded from the world's attention, the humans have actually missed the opportunity to
47 learn from the crisis (Gates, 2015). Undoubtedly, crises of such huge scale pose a great challenge
48 for the organizations, at times even threatening their survival, but what is more important is to
49 comprehend the challenges and learn from these (Simmons, 2009). The psychosocial
50 implications of the outbreak of Ebola were seen to be intense at the individual, community and
51 international levels (Bortolet *al.*, 2016) but the impacts of COVID-19 pandemic are even more
52 fatal. In the organizations, the realm of crisis management is intimately linked to organizational
53
54
55
56
57
58
59
60

1
2
3 learning. Learning helps an organization handle the crisis situation better and also enables an
4 organization to learn from the crisis experience so as to improve the future processes of
5 managing a crisis (Wang, 2008).
6

7
8 Today, the world in which the organizations tend to survive is complex and the speed of
9 unforeseen events turning into a disaster is intensifying rapidly (Weick and Sutcliffe, 2001), as a
10 result of which developing organizational resilience is critically important to navigate through
11 the catastrophe successfully. Moreover, the way in which the individuals and the organizations
12 respond to changes influences the key outcomes. The organizational response is not directed
13 towards combating the present crisis only but, also towards facilitating learning for organizations
14 for the times to come. Hence, the present paper seeks to develop an integrated theory of
15 resilience to help organizations to embrace and handle organizational changes effectively during
16 crises like the prevailing COVID-19. Resilience is the maintenance of positive orientation under
17 disruptive conditions such that the organization becomes more resourceful and strengthens itself
18 (Vogus and Sutcliffe, 2007). While, Garmezy (1987) presented an ecological view of resilience,
19 which discussed the protective factors (at individual, family and external to family) that affect
20 the individual resilience. The present work is based on Rutter's (2012) principles of resilience
21 theory, which states that resilience is not only associated with individual psychological attributes,
22 but rather this is a common adaptation towards offered resources. Similarly, description of
23 resilience by Lutharet *al.* (1991) is also offering theoretical background for the current study,
24 which states that resilience is an active process about positive adaptation in the context of
25 considerable adversity.
26
27
28
29
30
31

32
33 Moreover, organizational resilience is a new practice in organizational theory that integrates
34 insights from both usually applicable strategies and contingency theories. Kantur and Say (2015)
35 defined organizational resilience as the capacity of the organizations to resist and combat the
36 unfavourable and taxing conditions, it is the capability of the organization to benefit from the
37 disruptive conditions and sustain its reputation. Additionally, in the times of crisis, resilience is
38 not simply about being adaptive to the situation, it is about finding solutions to the problem
39 proactively and creatively (Weick, 1993). To sustain in the dynamic environments and to
40 prosper, the organizations should be able to handle the unexpected events successfully (Duchek,
41 2020). For the higher educational institutions to navigate through the ongoing pandemic
42 smoothly, development of resilience capabilities is imperative and emotional intelligence of the
43 faculty members has a part to play in the development of resilience capabilities and further
44 influencing the performance of employees.
45
46
47
48

49
50 According to the figures disclosed by UNESCO, around 70% of the learner's around the globe
51 have been refrained from attending the educational institutions by nation-wide closures. It is not
52 just the learners that are largely impacted but the employees of these educational institutions as
53 well, with a major impact on the performance of these employees. In a situation as turbulent as
54 this, it becomes very important to study the factors exerting an influence on their performance. In
55
56
57

1
2
3 addition to organizational resilience, emotional intelligence is one important factor that is a
4 subset of social intelligence and can be defined as the capacity to monitor the feelings and
5 emotions of oneself and the others, assess the emotions and use the information to solve the
6 immediate problems as well as steer one's thinking and actions (Salovey and Mayer, 1990).
7
8

9
10 Considering the havoc wrecked by the outburst of novel coronavirus, this research endeavours to
11 investigate the following research questions:
12

13 RQ1: What is the role of organizational resilience in building emotional intelligence of the
14 professionals working in HEIs and the influence of organizational resilience on employee
15 performance in the times of crisis?
16
17

18 RQ2: What is the effect of emotional intelligence on employee performance and does it mediate
19 the relationship between organizational resilience and employee performance?
20
21

22 By pursuing the above research questions, an insightful theoretical contribution and a more
23 practical understanding to deal with the catastrophes is anticipated. The conceptual framework of
24 this study could be seen as an additional step towards making a novel contribution to the
25 resilience and organizational theory. Since, the crises of such massive scale are rare, there is a
26 lack of research on the role of organizational resilience and emotional intelligence in influencing
27 the performance of employees in the times of crisis. The findings of this paper will help the
28 future researchers to develop arguments based on the results and extend the extant theories
29 related to resilience and organizations at large.
30
31
32
33

34 The remaining part of the paper is structured as follows. Section 2 reviews the literature on **the**
35 study constructs, discusses the gaps and **the** proposed hypotheses as well as **the** proposed model
36 of the study. Section 3 consists of the research methodology including context, target samples,
37 sampling and data collection, data analysis etc. Data analysis results such as (reliability and
38 validity analysis, CFA, Normality analysis, common method bias, correlation and regression,
39 hypothesis testing, mediation analysis and fit indices etc.) are presented in detail in Section 4,
40 followed by the study results, discussion from theoretical and practical viewpoints, limitations of
41 the study along with future directions in the final sections.
42
43
44
45

46 **2. Literature Review and Hypothesis Development**

47

48 In this section, the literature regarding the organizational resilience, emotional intelligence, and
49 employee performance is discussed in detail, followed by research gaps and **the** proposed
50 hypotheses:
51
52

53 *2.1 Organizational Resilience*

54
55
56
57
58
59
60

1
2
3 At the organizational level, resilience may be defined as the ability to reinvent the business
4 models as well as the strategies in accordance with the changing scenario before the need for the
5 adoption of new models and strategies becomes apparent (Hamel and Valikangas, 2003). The
6 interest of academicians in organizational resilience has multiplied in the recent years but there is
7 a lack of consensus on the conceptualization of the construct and the elements of organizational
8 resilience (Duchek, 2020). According to Lengnick-Hall *et al.* (2011) it is essential for the
9 organizations to focus on the development of resilience capacities because it capacitates the
10 organization to respond to the unprecedented events and benefit from the events instead of letting
11 such catastrophes affect the organization's survival. Resilience not only helps the organization in
12 responding to the changes effectively but it also enhances the sense of well-being and stimulates
13 people to make sense of change speedily along with helping them in maintaining their
14 performance levels (Hodges, 2017). Practically, the multidimensional concept of organizational
15 resilience can be critical for the organizations to assess and build the adaptive capacity to bounce
16 back post a crisis (Kim, 2020). In the COVID-19 pandemic, it is critical for the organizations to
17 be resilient to combat the crisis of such massive scale. To navigate through the ongoing
18 pandemic smoothly, the knowledge of resilience capacities is essential and it is equally essential
19 to understand the determinants (discussed below) of organizational resilience:
20
21
22
23
24
25

26 27 *2.1.1 Organizational Capability and Adaptability*

28

29 The organizations should possess the adaptive capacities especially in the unfavourable times.
30 The term adaptive capacity may be understood as the ability of an organization to modify its
31 strategies, decision-making capabilities, operations, governance structure and management
32 system to cope with the disruptions (Starr *et al.*, 2004) and use it as an opportunity. More
33 perceptive and more adaptive organizations have the capacity to lead their members towards
34 enhanced creative thinking, eventually leading to a transformational process (Koronis and Ponis,
35 2018). According to the above-mentioned authors, it is via change, improvisation, transformation
36 and adaptation that resilience is developed as an attempt to step into a new environment and
37 changed organizational reality.
38
39
40
41

42 *2.1.2 Resilient Organizational Culture*

43
44

45 Learning and cultural aspects have a critical role in the development of organizational resilience
46 (Pal *et al.*, 2014). The cultural system of an organization indicates the emotional/belief system of
47 the senior executives largely, and ultimately it is the attitude and beliefs of the senior executives
48 with regard to the organization's potential to help in preparing and managing the crisis which
49 determines success of the organization in crisis management (Pearson and Mitroff, 1993).
50 Culture is the summation of fundamental, tacit assumptions shared commonly by a group of
51 people about how the things are and how they ought to be (Bowers *et al.*, 2017). For the
52 development of organizational resilience, a healthy, positive and learning culture may be
53 considered as an essential precondition.
54
55
56
57

2.1.3 Organizational Crises Policy

Crisis events tend to act as turning point in the lifetime of an organization, however there is a lack of a comprehensive model which helps the organizations to prepare themselves to combat crises and why they tend to behave the way they do (Carmeli and Schaubroeck, 2008). The crises management policy of the organization should delineate how the organization envisages and prepares for the crisis as a distinct constituent of the broad resilience framework. As far as the crisis is concerned, consequences of the crisis are more important than the causes of crisis, to combat and manage the crisis strategically. Therefore, it is imperative to focus on the severity of the situation and the potential impacts (Griffin, 2014).

2.1.4 Employee Empowerment Initiatives

Employee empowerment is the phenomena wherein the decision-making authority and responsibility is delegated to the employees working at every level. It is very important for the organizations to respond to the environmental changes quickly, and empowerment of employees is one measure that caters to the realization of such objectives (Baird and Wang, 2010). In today's turbulent times, employee empowerment initiatives are assumed to be crucial in building organizational resilience however Argyris (1998) argues that employee empowerment is rhetoric and superficial, in the organizations the actual control lies with the managers only.

On the basis of the literature, the following hypotheses are developed:

H1: (a) Organizational Capability and Adaptability, (b) Resilient Organizational Culture, (c) Organizational Crisis Policy and (d) Employee Empowerment Initiatives are positively related to organizational resilience.

2.2 Emotional Intelligence

The conceptualization of EI dates back to 1920's when Thorndike (1920) classified the concept into three dimensions namely mechanical intelligence, abstract intelligence and social intelligence. Emotional Intelligence was first introduced by Salovey and Mayer (1990), as the ability to (a) gauge and exhibit emotions, (b) handle emotions and (c) utilize emotions to solve problems. Mayer *et al.* (1999) redefined the notion of emotional intelligence as the competence of an individual to identify and demonstrate emotions for facilitating judgements. The conceptualization of EI encompasses three primary domains of research (Caruso, 2003), the first one considers EI as a set of interconnected intellectual abilities for the use of emotional information (Mayer *et al.*, 1997), in the second domain, similar to the models of dispositional traits and personality, EI is treated as a set of traits for adjusting and enduring (Bar-On, 2000) and the third domain stands on the foundation of behavioural competencies which combines the affective and cognitive abilities (Boyatzis and Boyatzis, 2009; Mahon *et al.*, 2014).

1
2
3 EI has a pivotal role to play in determining competence and success (Goleman 1995, 1998) in
4 various endeavours of life, be it a student, a teacher, a parent, a leader or a manager. With
5 reference to the personality theory, EI has been placed as an umbrella concept which focuses on
6 the non-cognitive capabilities and skills to deal with the environmental demands and constraints
7 (Bar-On, 1997). According to Dulewicz and Higgs (1999), Emotional intelligence has seven
8 components, namely self-awareness, motivation, influence, intuitiveness, emotional resilience,
9 interpersonal sensitivity, conscientiousness and integrity. Whereas, Goleman (2001) has
10 recognized two competencies relating to EI namely- the personal competence consisting of self-
11 awareness and self-management and the social competence which constitutes of social awareness
12 and relationship management. He defined, Self-awareness as the ability to know one's feelings at
13 a point of time and utilizing it for the process of decision making, while self-management can be
14 regarded as the regulation of distressing and disruptive feelings and moreover it is the ability of
15 being unperturbed even in stressful situations. And social awareness is the process of recognizing
16 the feelings of other people and is especially crucial to the job performance when the interaction
17 with different people is in focus and relationship management is the capability to comprehend
18 and influence the emotions of other people along with managing conflicts in the organization,
19 inspiring and guiding people and focusing on teamwork and collaborations.
20
21
22
23
24
25
26

27 EI is a significant psychological variable that exerts an influence on the abilities and performance
28 of employees. In the literature EI has been seen to have an impact on certain work-related
29 outcomes, however there is a dearth of literature on the influence of EI on the positive work
30 related outcomes in the education sector particularly and owing to the direct and frequent
31 interactions between individuals in the services sector, the study of EI becomes significant
32 (Asrar-ul-Haqet *al.*, 2017). Albeit the academic achievements, an individual with high emotional
33 intelligence is considered to be a better worker owing to his ability to be a team player, ability to
34 work under pressure and strengthen the overall organizational productivity (Mohzanet *al.*, 2013).
35 Accordingly, the following hypotheses are developed in the study:
36
37
38
39

40 H2: (a) Self-awareness, (b) Self-management, (c) Social-awareness and (d) Relationship
41 management are positively related to Emotional intelligence.
42
43

44 2.3 Employee Performance

45

46 Performance is the cognition of the organization's capacity to attain the pre-determined goals
47 (Miller and Broamiley, 1990) and in today's business environment individual performance has
48 become critical to the overall organization's performance. Individual job performance is the
49 sum-total of abilities, skills, knowledge and function that is directed towards the prescribed job
50 behaviour (Campbell, 1999). Strategic management of employee performance, translation of
51 organizational objectives into goals and review of such goals on regular basis ensures greater
52 control over the activities of employees (Forrester, 2011). According to Forrester (2011)
53
54
55
56
57
58
59
60

1
2
3 performance management is not limited to monitoring performance only, for it possesses the
4 capacity to shape and reshape the academic institutions.
5

6
7 The concept of employee performance in the educational institutions in the time of pandemic
8 goes beyond the fundamental responsibilities of employees, and it includes different aspects such
9 as adaptability, work-life balance (WLB) in the changing scenario, development through
10 learning, training and other initiatives due to the accelerated adoption of digitalization which will
11 lead to the transformation in higher education. WLB does not necessarily mean an equal balance
12 instead it is a combination of interactions at different levels of an individual's life, it is about
13 adjusting the work patterns in such a way that employees are able to meet out their personal
14 responsibilities sufficiently along with professional responsibilities (Mendis and Weerakkody,
15 2017). WLB is much more than prioritizing the work life and the personal life, it is a
16 phenomenon that exerts an influence on the social, psychological, mental and economic well-
17 being of the employees (Obiageliet *al.*, 2015). In the times when the employees are faced with a
18 crisis of such huge scale, adaptability of the employees to the situation is equally important.
19 Individual adaptability is a comparatively stable individual difference that is seen to influence
20 the way in which the employees interpret and respond to the situation (Ployhart and Bliese,
21 2006). Adaptable individuals tend to perceive the situation positively and their sensitivity
22 towards the environment cues is more, and as a result of which the employees tend to notice
23 more and their ability to appreciate the supportive actions of their organizations is more too
24 (Cullen *et al.*, 2014). Proactiveness of employees is another factor that is expected to impact the
25 employee performance in this pandemic era. The proactiveness can be viewed as the summation
26 of high involvement and commitment, a distinct sense of responsibility and independent
27 contribution with initiative; to combat the crisis, expansion in the role of employees either
28 through alterations in job, or increased involvement or through modifications in the processes
29 and procedures is also critical (Campbell, 2000).
30
31
32
33
34
35
36
37

38 The COVID-19 pandemic has completely changed the economic as well as social scenario
39 around the world. In such turbulent circumstances it is essential for the employees of the
40 education sector too to adapt rapidly to the changing situation and adopt new ways of imparting
41 education like switching to digital mode. Since remote teaching is essential in the prevalent
42 scenario, it would be interesting to see how well the faculties cope up with the new ways of
43 education delivery and also manage the work-life interface. Furthermore, the initiatives taken by
44 the faculty members to make learning more effective and acquiring new skills themselves is
45 crucial too in such distressing times to help in withstanding the pandemic and turn the
46 opportunity into an advantage. On the basis of this discussion, the proposed hypotheses are
47 discussed below:
48
49
50
51
52

53 H3: (a) Initiatives, (b) Adaptability and (c) Work-life Balance are positively related to Employee
54 performance.
55
56
57
58
59
60

All the measurement variables from the literature are summarized in Table I.

(Insert Table I here)

2.4 Research Gap

In the literature, the relationship between emotional intelligence and employee performance (Kulkarni *et al.*, 2009; Wu, 2011; Lam and Higgins, 2012; Lakshmi and Rao, 2018; Ujagare, 2020), has been of great interest to the researchers. But, there is a dearth of literature on the influence of emotional intelligence and organizational resilience on employee performance in the times of crisis. Only a few researchers have investigated resilience within an organizational context (Parsons, 2010), and the organizational resilience and employee performance relationship during crisis has barely received attention.

Moreover, there is limited empirical research on organizational resilience in the organization theory owing to the unpredictability of emergencies and disasters. The possibilities to pursue the construct of organizational resilience in the future are manifold, the impact of organizational resilience on various individuals and other organizational outcomes being of utmost importance. Similarly, the literature on the role of organizational resilience in developing emotional intelligence is scant. Especially, in the ongoing COVID-19 pandemic, the study of these constructs becomes even more significant.

Based on the above discussion and the identified research gaps, the below-mentioned hypotheses and model have been proposed:

H4: Organizational resilience is positively related to Employee Performance.

H5: Organizational resilience is positively associated with Emotional Intelligence.

H6: Emotional Intelligence is also positively related to Employee Performance.

H7: Emotional Intelligence mediates the relationship between Organizational Resilience and Employee Performance.

(Insert Figure 1 here)

II. METHODOLOGY, RESULTS AND IMPLICATIONS

3. Research Methodology

The research framework including all three stages which were followed in the current study is presented in Figure 2.

3.1 Context and Data collection

The Higher Educational Institutes of the country are facing tough times due to the COVID-19 pandemic; this pandemic has disrupted the higher educational sector (ET Government News, April 16, 2020) to a great extent. The teaching as well as the non-teaching staffs are significantly affected in this sector due to the imposed lockdown and many other reasons (UNESCO's Report, 2020). The challenges ahead for the HEIs are multi-fold as they have to not only adopt new ways of education delivery through online mode but also ensure that the quality of education is better than that in the pre-COVID era, as in the post-COVID era there will be accelerated adoption of digitalization making it perhaps the primary medium of education for many. The present study was conducted on various higher educational institutions in India by collecting data from employees (including teaching and non-teaching professionals). With the consent of the top management and the support of senior professionals of the higher educational institutes, the questionnaire was shared online through Google Survey forms with teaching and non-teaching employees. The purpose and context of the study was clearly mentioned and discussed with the assurance of data confidentiality in the instructions of the questionnaire. The convenience sampling (non-probability method) method was used for data collection from the target population.

3.2 Sample and Procedure

Online questionnaire was shared with 500 teaching and non-teaching employees working with various higher educational institutions in India. 390 samples which were complete and valid were received back, at a response rate of 78%. The gender distribution was 71.1% male and 28.4% female, in the age group of 30-52 years. The profile of respondents was as follows: Assistant professors-62.8%, Associate professors and Professors-16.4%, and non-teaching employees-20.8% respectively.

(Insert Figure 2 here)

3.3 Measures

3.3.1 Organisational Resilience (OReg)

To measure organizational resilience, a 16 items self-designed scale was developed, which was first pilot tested for reliability and validity assessment with 120 samples. Principal component analysis (PCA) and Varimax factor rotation methods were employed to explore and confirm important and highly loaded indicators of all the three constructs. The study measures Organizational resilience in a holistic manner. Based on **the** pilot study results, organizational

resilience (OReg) was finalized as a latent variable with its four indicators (i.e. organizational capability and adaptability (OCA), resilient organizational culture (ROC), organizational crisis policy (OCP), and employee empowerment initiatives (EEI). The Cronbach's alpha for this scale was found to be 0.963, which has exceeded the conventional cut-off threshold of 0.70 (Nunnally, 1978), thus fully supporting the internal reliability of the OReg scale. Each indicator of OReg was measured by using four items on the 5-point Likert scale with anchors of 1 (strongly Disagree) and 5 (Strongly Agree) for all 16 items.

Sample items (of OCA) included, "The organization does sufficient planning to establish maps and roadmaps to manage risks", "The organization has a set of plans with diverse focus to deal with emergencies", and "The organization has the capability to restructure itself when confronting crisis". Similarly, few sample items of ROC were: "I like the way my company is handling internal communications during this crisis", "In a crisis, the company gets support from other parts of the organization, resources, and plans", and "Personnel can take time out of their working day to practice how to respond in a crisis". For OCP indicator, the sample items were: "My manager has effectively responded to my needs in the current environment", "My organization has flexible policies to handle crisis and offers financial assistance too", and "The organization has identified and prepared for necessary resources during crisis period". And the sample items (of EEI) included, "Management listens and encourage to my suggestions for the improvement in operations", "Employees are involved and consulted in problem solving and decisions affecting their work", and "My organization provides training opportunities to develop skills necessary to perform the job effectively".

3.3.2 Emotional Intelligence (EI)

To measure emotional intelligence, a 16 items self-designed scale was developed, which was first pilot tested for reliability and validity assessment with 120 samples. Based on the pilot study results, and from the Goleman and Boyatzis (2017)'s elements of EI, emotional intelligence (EI) was finalized as a latent variable with its four indicators namely: self-awareness (SSA), self-management (SM), social-awareness (SA), and relationship-management (RM). The Cronbach's alpha for this scale was found to be 0.918, which met the conventional cut-off threshold of 0.70 (Nunnally, 1978), hence fully supporting the internal reliability of the emotional intelligence scale. Each indicator of EI was measured by using four items on the 5-point Likert scale, where participants indicated their level of agreement for all 16 items on the scale (1 = strongly Disagree, and 5 = Strongly Agree).

Sample items (of SSA) included, "I always know when I'm being unreasonable", "I always know which emotions I am feeling and why", and "I realize the links between my feelings and what I think, do, and say". Similarly for SA, sample items were: "I am attentive to emotional cues and am a good listener", "I show sensitivity and understand others' perspectives", and "I help out based on understanding other people's needs and feelings". For SM, sample items included, "I

1
2
3 manage my impulsive feelings and distressing emotions well”, “I stay composed, positive, and
4 unflappable even in trying moments”, and “I think clearly and stay focused under pressure”. And
5 sample items of RM were, “I cultivate and maintain extensive informal networks”, “I build
6 rapport and keep others in the loop”, and “I make and maintain personal friendships among work
7 associates”.

10 11 3.3.3 Employee Performance (EP)

12
13 To measure employee performance during COVID-19 crisis, a 12 items self-designed scale was
14 developed following existing literature. Based on the pilot study results, employee performance
15 (EP) was finalized as a latent variable with its three indicators.

16
17 The three indicators of EP (latent variable) found from the existing literature were: Initiatives/
18 taking the lead (EPI), Adaptability (EPA), and Work life balance (EPWLB) (Harrington and
19 Ladge, 2009; Parkes and Langford, 2008) while working remotely during this pandemic. The
20 Cronbach’s alpha for this scale came out to be 0.844, which fully satisfied the conventional cut-
21 off threshold of 0.70 (Nunnally, 1978), thereby confirming the internal reliability of employee
22 performance scale. Each indicator of EP was measured by using four items on the 5-point Likert
23 scale with anchors of 1 (Strongly Disagree) and 5 (Strongly Agree) for all 12 items.

24
25 Sample items (of EPI) included, “I am always ready to seize opportunities”, “I pursue goals
26 beyond what’s required or expected of me”, and “I cut through red tape and bend the rules when
27 necessary to get the job done”. For EPA, sample items were: “I smoothly handle multiple
28 demands, shifting priorities, and rapid change”, “I adapt my responses and tactics to fit fluid
29 circumstances”, and “I am flexible in how I see events”. And sample items for EPWLB included,
30 “I feel that I never have chance to catch my breath before I move onto the next projects during
31 this crisis time”, “I am able to manage family and work efficiently while working from home”,
32 and “I feel supported to adjust my work schedule to accommodate my caregiving needs”.

33
34 The key indicators for Organizational Resilience, Emotional Intelligence and Employee
35 Performance were chosen owing to their high relevance during the times of crisis. The existing
36 literature on organizational resilience dominantly conceptualizes organizational resilience in
37 terms of resilient employees (Van der Veget *et al.*, 2015; Kim, 2020) but there is an absolute lack
38 of consensus on how the construct of organizational resilience is to be measured (Kantur and
39 Say, 2015). In the current study, the measurement of organizational resilience is not limited to
40 considering the employees as a resilient system, the other key elements such as the resilient
41 organizational culture, adaptive capabilities, the organizational crisis policy, which are crucial in
42 crisis-specific context have been adapted. Similarly, employee performance has also been
43 calibrated as an amalgamation of initiatives from employees’ end, adaptability and the work life
44 balance. The three indicators are highly relevant in today’s times when the organizations are
45 going through a period of transformation. Moreover, the importance of adaptability and work life
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

balance as indicators of employee performance can be attributed to the monumental disbalance in the conventional work patterns and the lives of the employees (Anwer, 2020; Kumar and Mokashi, 2020). As indicated by Pradhan and Jena (2017) in their findings, there are different aspects of employee performance for example, job performance and contextual performance (Johnson, 2003), Conscientious initiative and Personal and Organizational Support (Borman *et al.*, 2001), Proactive Work Behavior, Problem Solving and Idea Implementation (Parker, Williams and Turner, 2006), Creativity, Reactivity to the difficulties, Training efforts, Dealing with work related stress, Interpersonal adaptableness (Audrey and Patrice, 2012). But, the factors adapted in the current study are of supreme importance during such disruptive times.

3.4 Procedure

The data collection was done in the months of April and May, 2020 during the COVID-19 pandemic. Online questionnaire (Google forms) was mailed to all the target participants in the third week of April 2020. 390 completed responses of questionnaire at a response rate of 78% were collected from target population over a time period of a month.

3.5 Analysis

A path analysis approach was applied to understand the significance of key predictors of employee performance and to determine the empirical associations between the constructs of study and their indicators during the COVID-19 pandemic. The aim of the proposed model in the current study is to examine both direct and indirect relationships among the constructs pertaining to the crisis period and establish the relative importance of these constructs in ascertaining the factors impacting employees performance level in higher educational sector. To the best of our knowledge, this aspect for crisis period has not been formerly analyzed which motivated us to conduct the study.

The Pilot testing was performed on 120 samples for reliability and validity assessment of the self-designed questionnaire (OReg, EI and EP). Skewness and kurtosis tests were performed to check normality of the data with the help of IBM SPSS Statistics 20 software. Reliability (Cronbach's Alpha and composite reliability), validity assessments (convergent and discriminant validity) were performed to test the reliability, convergent validity, and discriminant validity of each construct. Furthermore, the common method bias in data was tested by Harman's Single factor test (HSFT). Hypotheses of study were tested by deploying path analysis through structural equation modelling (SEM) with bootstrapping technique using IBM AMOS 20 software (Arbuckle, 2006).

A mediation model was established to examine/assess the hypothesized direct and indirect effects. All goodness-of-fit indices, chi square (χ^2), chi-square to df (χ^2/df), the comparative fit index (CFI), the root mean squared error of approximation (RMSEA), and the test of close fit

(PCLOSE) etc. were also estimated and analysed to explore the fitness of model with the key predictors of employee performance during this COVID-19 pandemic using SPSS and AMOS software.

4. Results

The proposed path model was tested with the latent variables: organizational resilience, emotional intelligence and employee performance to examine the relationships among these variables. The maximum likelihood method was used to calculate the path coefficients with the assumption of normal multivariate distribution. The normal distribution of data was verified with skewness and kurtosis analysis, in which the skewness values (organizational resilience: 0.828; emotional intelligence: 0.875; and employee performance: 0.424) were below 3.00 (Kline, 2011) and in acceptable range (-1 to +1). Similarly the kurtosis values (organizational resilience: 0.381; emotional intelligence: 1.139; and employee performance: 1.616) were also in acceptable range (-2 to +2) (George and Mallery, 2010; Gravetter and Wallnau, 2014), thus satisfying the criteria for normal distribution of data.

4.1 CFA Results

Confirmatory factor analysis (CFA) was done to explore highly loaded and key items of each indicator, and also to determine the convergent and discriminant validity for all constructs of the study. The proposed hypothesized model comprises of three constructs which were: organizational resilience (OReg), emotional intelligence (EI), and employee performance (EP). A good fit model was found for the collected data with Chi-square $\chi^2 = 113.982$, $p = .110$, CMIN/DF = 3.562, normed fit index (NFI) = 0.955, comparative fit index (CFI) = 0.967, root mean squared error of approximation (RMSEA) = 0.046. Moreover, all the indicators of the proposed hypothesized model were found to be loaded significantly with their corresponding latent variables (as shown in Table V).

4.2 Reliability and Validity Results

Reliability analysis was carried out to examine the internal consistency/reliability based on the Cronbach Alpha (α) scores, which should be more than 0.70 (Nunnally, 1978). It was found that the Cronbach Alpha scores for the instruments of organizational resilience, emotional intelligence and employee performance were 0.963, 0.918, and 0.844 respectively which is far more than the criteria specified by Nunnally (1978). These results confirm that the study instruments have good internal consistency or reliability for measurement of the corresponding construct. In addition to this, composite reliability values on a reflective scale were also estimated for the internal consistency.

The composite reliability values of each latent variable were greater than 0.8, and also the AVE values of each construct were more than 0.5 (Table II). All the three constructs (i.e. organizational resilience, emotional intelligence, and employee performance) of the study have exceeded Cronbach Alpha values of 0.7, composite reliability values of 0.8, and the AVE values of 0.5 (Hair Jr. *et al.*, 2016; Kline, 2015). It confirms the internal reliability of each study construct.

Additionally, the construct validity was assessed using both convergent and discriminant validities. It was found that the condition for the convergent validity (i.e. AVE value > 0.5, Gaskin, 2012a, 2016) of each study construct was fully achieved on the basis of the AVE values of each construct (organizational resilience: 0.856; emotional intelligence: 0.707, and employee performance: 0.647).

(Insert Table II)

Discriminant validity is defined as “the degree to which the constructs are empirically different from other constructs” (Ab Hamid *et al.*, 2017), it was also determined for each study construct. The discriminant validity can be measured by using Fornell and Lacker (1981)’s criterion in which the AVE score of square-root of every construct must be more than 0.50.

The values of AVE and squared correlation for all the factors of OReg, EI, and EP are shown in Table II. All the diagonal elements’ values (Square root of AVE/DV values) are more than the respective values of off-diagonal elements (inter construct correlation values). Therefore, the discriminant validity of each construct (OReg, EI and EP) has been confirmed as the constructs and items (in bold) have duly satisfied the threshold requirements of the criteria (Table II).

4.3 Common Method Variance Considerations

Harman’s Single factor test (HSFT) was conducted in the present study with the help of SPSS software to examine the common method bias (CMB). This test in general is used to examine whether all the study variables in the data set can be explained by any single factor or not. This test exhibits common method bias when any single factor of the data set explains more than 50% of the variable. The result of HSFT in this study was 39% (i.e. < 50%), which showed that one single factor of data set did not explain most of the variance for the research objective, therefore the assumption of common method bias was withdrawn (Podsakoff and Organ, 1986; Podsakoff *et al.*, 2003). Moreover, common latent factor (CLF) test was also performed to observe the presence of CMB, by adding a common latent factor in the study model using AMOS-SPSS. The differences among “the standardized regression weights of the models with CLF” and “the standardized regression weights of the models without CLF” were observed and compared (Podsakoff *et al.*, 2003). As per the criteria, a large difference (larger than 0.2) indicates the presence of biases in the response (Podsakoff *et al.*, 2003; Gaskin, 2012b). The CLF results

1
2
3 showed that the data set was free from the prejudiced/biased responses (because the differences
4 among “the standardized regression weights of the models with CLF and without CLF” were
5 found to be less than 0.2; Refer Table III) and consequently further data analyses were
6 performed.
7
8

9
10 **(Insert Table III)**

11 *4.4 Descriptive Statistics and Correlations*

12
13
14 Descriptive statistics and correlations for all the study constructs are presented in Table IV. Good
15 internal consistency/reliability (i.e. $\alpha > 0.70$), with low-to-moderate correlations among variables
16 is shown by all the constructs of this study. Organizational resilience with its indicators
17 demonstrated significant and positive relationships with emotional intelligence ($r = 0.59, p <$
18 0.01). It explained that both constructs were positively and significantly related with each other.
19 Similarly, OReg was also found to be significantly and positively correlated with EP ($r = 0.713,$
20 $p < 0.01$), and EI also exhibited strong, positive and significant contribution towards EP ($r =$
21 $0.8159, p < 0.01$).
22
23
24
25

26 **(Insert Table IV)**

27 *4.5 Test of Hypotheses and Mediation analysis*

28
29
30
31 Structural equation modelling (SEM) along with bootstrapping was performed to test mediation
32 in the proposed model (Figure 1) using AMOS software. The path coefficients' confidence
33 intervals were identified by SEM with bootstrapping method. The Bootstrapping method utilizes
34 repetitive random sampling with replacements from the original sample for creating bootstrap
35 sample which ultimately attains standard errors for the hypothesis testing. The Direct
36 relationships and mediation analysis results are discussed in the following sections:
37
38
39

40 *4.5.1 Direct Relationships*

41
42
43 As discussed earlier, SEM with bootstrapping was conducted for the analysis of the hypothesized
44 relationship in the proposed model (Figure 1). Direct relationship between OReg and EI, EI and
45 EP, OReg and EP were assessed with regression coefficients (β), and p -values (Table V).
46 Regression coefficient (β) is used to measure the strength and the nature (positive or negative) of
47 the relationship among the constructs. Moreover, p -values associated with regression coefficients
48 describe the significance of the hypothesized relationship. The results of hypothesis testing are
49 presented in Table V.
50
51
52

53
54 The β values were in the range of 0.7 to 0.9 for all the hypothesized direct relationships (Table
55 V) of the proposed model (Figure 1). Consequently, all the relationships were found significant
56 with $\beta > 0.5$ along with their corresponding significant p -values (i.e. $p < 0.001$).
57
58
59
60

(Insert Table V here)

4.5.2 Mediation Analysis

The mediation analysis for Hypothesis 7 (Table V, Figure 3) by measuring the significance of the path coefficients was carried out using SEM with Bias-corrected bootstrapping. This method is used to test mediation effects, especially in the case where variables/data are not normally distributed (Zhang *et al.*, 2009). Bias-corrected bootstrapping is the correct way to test 3-path mediation effects in a single-level setting (Taylor *et al.*, 2008). Bootstrapping is a transparent non-parametric resampling method that determines variability of a statistic through determination of variability of the sample data instead of the parametric assumptions for estimation (Streukens and Leroi-Werelds, 2016). Moreover, the assumptions on which bootstrapping is based are non-restrictive and offer solutions in situations where the use of conventional methods is difficult (Streukens and Leroi-Werelds, 2016). The results of the mediation test to determine the mediating role of emotional intelligence on the relationship among organizational resilience and employee performance during crisis period are shown in Table V and Figure 3.

(Insert Figure 3 here)

The mediation was confirmed (Table V) by following the approach proposed by Preacher and Hayes (2004), which states that the direct and in-direct associations can be measured through bootstrapping technique. The results (Table V) confirmed the partial mediation with the significant standardized direct and indirect effects with a perfect fit model for the collected data having χ^2 (Chi-square) = 113.982 at Probability level = 0.110 and Degrees of freedom = 32 along with other better fit indices (shown in Table VI).

(Insert Table VI here)

The path among organizational resilience and EI was positive and significant ($\beta = 0.615$, $p < 0.001$), and also the path between EI and employee performance was strong, positive and significant ($\beta = 0.729$, $p < 0.001$). The direct path/relationship among organizational resilience and employee performance was as well positive and significant ($\beta = 0.340$, $p < 0.001$) in the presence of mediating effect of EI. Therefore, Hypothesis H7, which assumed the mediating role of EI in the relationship between OReg and EP was accepted. The lower bounds for the direct effect of organizational resilience on emotional intelligence, organizational resilience on employee performance and emotional intelligence on employee performance were 0.544, 0.264 and 0.654 (Table VII) respectively whereas the upper bounds were 0.686, 0.415 and 0.794 (Table VIII) respectively. The bootstrapped coefficient intervals (for direct effect) exceeded zero, confirming the presence of direct effect. The bootstrapped values with 99% bias-corrected confidence interval for the indirect effect of organizational resilience on employee performance

through the mediation of emotional intelligence were 0.358 and 0.549 (Table IX and X) respectively with a significant path coefficient ($\beta = 0.449$, $p < 0.001$). The upper and lower bound standardized indirect effect coefficients were more than zero, indicating the presence of indirect effect of EI on the OReg-EP relationship. Consequently, the SEM with bootstrapping results confirmed the mediation hypothesis (at 99% Confidence Interval) (Preacher and Hayes, 2008).

(Insert Table VII here)

(Insert Table VIII here)

(Insert Table IX here)

(Insert Table X here)

Overall, the results showed that the emotional intelligence level of an individual partially mediates [as the direct as well as indirect paths were found significant (with $p < 0.001$, shown in Table V) in the presence of mediator-EI] the relationship between organizational resilience and employees' level of performance during the crisis period, consequently Hypothesis 7 (the mediation model) was accepted.

Bayesian analysis of mediation effects was also performed as it offers a simpler mediation analysis in multilevel models and is widely accepted (Gelman and Hill, 2007). The estimation of the posterior of quantities which are resulting from the model parameters, like an indirect effect was further analyzed. The results for indirect effect (of OReg on EP through the mediation of EI) were analyzed by the marginal posterior distribution of the additional estimands, which shows the posterior distribution of the indirect effect. The results of Bayesian estimates showed that the distribution of the indirect effect was normal (Figure 4). And it is observed that the posterior distribution of the indirect effect lied entirely to the right side of 0 (Figure 4), which confirmed the indirect effect or mediation as the curve starts with a value more than 0 (Arbuckle, 2010).

The use of Bayesian analysis is advantageous owing to its ability to establish credible intervals pertaining to the indirect effects for both simple as well as complex mediation models in an uncomplicated manner (Yuan and MacKinnon, 2009). As in the Bayesian analysis, the parameters are processed as random variables rather than fixed values, the Bayesian perspective offers a more simple and natural analysis in multilevel models (Gelman and Hill, 2007; Yuan and MacKinnon, 2009).

(Insert Figure 4 here)

Furthermore, the trace plot of standardized indirect effect was also analyzed. This is a useful approach to visually examine the plot of posterior drawn against the iterations. And a stable, well-mixed, and straight trace plot of the standardized indirect effect was found (Figure 5),

1
2
3 which indicated the convergence of the chain, and confirmed the presence of indirect effect in
4 the data set (Arbuckle, J. L., 2010).
5

6
7 **(Insert Figure 5 here)**
8

9
10 The mediating role of emotional intelligence on the relationship between organizational
11 resilience and employee performance was therefore confirmed on the basis of mediation results
12 of SEM with Bootstrapping method and Bayesian estimates.
13

14 **5. Discussion**

15
16
17 The current study has investigated the mediating role of EI on the relationship between
18 organizational resilience and employee performance during COVID-19 crisis in higher
19 educational institutions of India. The overall results of study have shown partial mediation of EI
20 on the OReg and EP relationship.
21
22

23
24 Hypotheses H1a, H1b, H1c and H1d (Table V) were confirmed and accepted as they have
25 significant regression weights (β) 0.90, 0.94, 0.93, 0.91 respectively, with all the β values more
26 than 0.5 at $p < 0.001$. Therefore, the hypotheses testing results exhibited that organizational
27 capability and adaptability (OCA), resilient organizational culture (ROC), organizational crisis
28 policy (OCP), and employee empowerment initiatives (EEI) are significantly and positively
29 contributing to organizational resilience (OReg).
30
31

32
33 Similarly, Hypotheses H2a, H2b, H2c, and H2d predicted that self-awareness (SSA), self-
34 management (SM), social awareness (SA), and relationship management (RM) positively and
35 significantly contribute to the emotional intelligence levels of an individual. These hypotheses
36 were also accepted and confirmed as their relationships were having positive and significant
37 regression coefficients ($\beta = 0.827, 0.838, 0.834, 0.86$ respectively, $p < 0.001$), where β values
38 were > 0.5 on $p < 0.001$. Thus, it can be concluded that self-awareness (SSA), self-management
39 (SM), social awareness (SA), and relationship management (RM) are positively and significantly
40 contributing to emotional intelligence levels of an individual, and this can be further confirmed
41 from the Goleman and Boyatzis (2017)'s elements of EI.
42
43
44

45
46 Hypotheses H3a, H3b, and H3c assumed that initiatives/taking the lead (EPI), adaptability
47 (EPA), and work life balance (EPWLB) are positively contributing to employees' level of
48 performance in the crisis period. These relationships were statistically significant ($\beta = 0.828,$
49 $0.76, 0.82$ respectively, $p < 0.001$), and accordingly these hypotheses were accepted. The results
50 of hypothesis testing supported Hypothesis 4, explaining that the organizational resilience
51 positively and significantly influences employees' level of performance in the current period of
52 COVID-19 ($\beta = 0.34, p < 0.001$). Similarly, Hypothesis 5 was also accepted as organizational
53 resilience positively and significantly affected emotional intelligence ($\beta = 0.615, p < 0.001$).
54
55
56
57
58
59
60

Hypothesis 6 was as well accepted ($\beta = 0.729, p < 0.001$) which confirmed positive and significant relationship among emotional intelligence and employees' performance levels in the crisis period.

In Hypothesis 7, Emotional intelligence was hypothesized to mediate the relationship between organizational resilience and employee performance during the COVID-19 pandemic. As discussed earlier in the "Results section", the mediation model was found to be a perfect fit (Table V) and acceptable model (Figure 3, Table V). The structural equation modelling (SEM) with bootstrapping results provided the evidence to support and accept Hypothesis 7, which confirmed the mediating role of emotional intelligence on OReg and EP relationship (standardized indirect effect-regression coefficient $\beta = 0.449, p < 0.001$). This mediation was also confirmed by the Bayesian estimates; additional estimands and trace plot (Figure 3, Figure 4). Moreover, the model was found to be perfectly fit with $\chi^2 = 113.982$ at $p = 0.110$ and $df = 32$; RMSEA = 0.046, PCLOSE = 0.000, along with other acceptable and good values of fit indices such as CFI=.967, GFI=.922, NFI=.955 and CMIN/DF=3.562 (Table VI).

In summary, there was confirmation of partial mediation effect of EI in the relationship between organizational resilience and employee performance. The results of current study suggested that organizational capability and adaptability, crisis policies, employee empowerment initiatives, and resilient culture positively contribute to the level of organizational resilience, and it helps in enhancing the level of emotional intelligence (in terms of self-management, relationship management, self-awareness and social awareness) of employees which ultimately improves their performance level during crisis. Similarly, the employees with higher level of EI exhibit higher level of performance. The study results also recommend that the employees, who take initiatives, are adaptable, and are able to manage their work and life effectively during crisis, demonstrate higher level of performance.

6. Theoretical Implications

In addition to Rutter's principles of resilience (2012) and Luthar's *et al.* (1991) description of resilience, the study builds on Lengnick-Hall's *et al.* (2011) theoretical model which suggests that resilience is a capacity that is an amalgamation of cognitive, contextual and behavioural capabilities reflecting a dynamic process of change and adaptation (Akgun and Keskin, 2014). As depicted through the results, resilience capabilities have a significant role to play in developing emotional intelligence and the overall employees' performance. Also, Goleman's EI based theory of performance forms the basis for this study. In consonance with this theory emotional competence has an important role to play in individual, group and organizational success (Goleman, 2001). This study is an advance toward addressing the gap in understanding and managing resilience, emotional intelligence and the contribution of both the constructs towards performance. The results of the current study extend research in the field of organizational resilience and employee performance in the crisis scenario, and add significant

1
2
3 contributions to the existing literature. These findings also provide insights in building
4 organizational resilience capacities and enhancing emotional intelligence of employees at the
5 time of crisis as **these are the** key predictors of employees' performance level. The current study
6 results support findings of Parsons' (2010), which explained significant relationship between
7 organizational resilience and organizational culture. Furthermore, the results also support
8 Suryaningtyaset *al.* (2019)'s findings that confirm positive and significant relationship among
9 OReg and EP. In addition to this, organizational resilience contributes positively and
10 significantly to employee performance indirectly, through the mediation of emotional
11 intelligence. These findings are consistent with organizational and resilience theories which
12 explain that adaptability and other factors at the individual and organizational level have a key
13 role to play in enhancing resilience abilities of both **the** individual and the organization alike.
14
15
16
17
18

19 The contribution of the current study is in identifying **the** factors of organizational resilience and
20 emotional intelligence which boost the employee performance level in the crisis period by
21 managing their emotional needs. This suggests that organizational resilience (organizational
22 adaptability and capability, resilient organizational culture, employee empowerment initiatives,
23 and organizational crisis policies etc.) contributes to employees abilities of adaptability, taking
24 initiatives, and managing work life balance effectively in torrid times of the pandemic.
25 Moreover, the level of emotional intelligence of employees (self-awareness, self-management,
26 social awareness, and relationship management) is also equally important during crisis, as it
27 strengthens the relationship among organizational resilience and employee performance.
28 Therefore, the HEIs practitioners should focus on improving their level of resilience and
29 adaptability as well as their employees level of emotional intelligence to retain and promote the
30 performance of their employees during the period of crisis.
31
32
33
34
35

36 **7. Practical Implications**

37
38 The current study contributes to the existing literature of HRM. This work offers concise
39 suggestions to improve performance level of employees during the COVID-19 pandemic.
40 Especially when the social distancing and work from home is the new normal, the challenges for
41 HEIs' employees are manifold as they are experiencing the mandate to impart education via
42 digital modes for the first time and working from home without the adequate time for
43 preparation and resource constraints make it even more difficult for them. The findings of the
44 current study suggest that organizational adaptability, capability, crises policies, employee
45 empowerment initiatives and resilient culture play key roles in retention and improvement of
46 performance level of employees during crisis. Therefore, the HEIs should consider these
47 organizational factors as well as the individual development of their employees skills in this lean
48 and tough period to handle post pandemic effects in a better and efficient manner.
49
50
51
52
53

54 The results of this study also provide wonderful insights on how performance level can be
55 improved by taking care of individual emotional needs like (self management, social awareness,
56
57
58
59
60

self awareness, and relationship management) in the pandemic. Hence, factors pertaining to individual emotional intelligence should be taken care of by an organization to improve the performance and productivity. The mediator (Emotional Intelligence) analyzed here is an important driving factor in retaining and improving employees performance in the period of crisis.

The potential mechanism among EI and employee performance as well as between organizational resilience and employee performance merit additional empirical analysis. This investigation and understanding will contribute in advancing our knowledge of the links among the indicators/antecedents and criteria to achieve higher level of performance of employees during turbulent times. Hence, the current study offers great practical suggestions and valuable insights to HEIs in the retention and improvement in performance by providing skill development opportunities and also by taking care of emotional needs of employees, when employees are not socially active due to remote working and nation-wide closures and also affected by other organizational and individual challenges.

In summary, the current study results will offer strong foundation for planning and deciding the effective strategies and tactics for the HEIs to maintain and improve employees level of emotional intelligence and performance by being more flexible in organizational culture which makes them resilient in the period of crisis. The current study results are in line with the findings of Suryaningtyaset *al.* (2019) and Parsons (2010). In light of the above results, higher educational practitioners must think out of the box and employ the confirmed strategies as highlighted in the findings of this study to cope up with the after-effects of the pandemic.

8. Limitations and Future Research

A few limitations of the present study that can be addressed in the future are as follows:

- The data collection was done from the same source (teaching and non-teaching staff of HEIs) and at the same time, which may have lead to common method error, even though the common variance estimate is 39% using Harman's Single factor test of common method variance and indicates no major concern for the current data (Podsakoff and Organ, 1986; Podsakoff *et al.*, 2003). However, Bliese and Jex (2002) disagreed on the measurement of individual-level perceptions based on high-level constructs, and accordingly it might be considered more accurate if based on objective scores (p. 271), which may reduce the risk of common method variance.
- The small sample size (n=390) was considered from large number of teaching and non-teaching employees of HEIs in India. Even though the sample size is sufficient, it may perhaps raise the concern of general applicability of the findings in different cultural contexts as all the countries are facing the issues relating to employee performance and retention during the COVID-19 pandemic. Furthermore, convenient sampling (non-

1
2
3 probability method) was used for data collection, the issue discussed above can be
4 addressed by using probability sampling method. Thus, future studies are suggested to
5 replicate the current study with a larger sample size in different contexts (e.g.
6 organizations, industries, companies, and culture) with probability sampling methods to
7 enhance the general applicability of these findings.
8
9

- 10 • Influence of time was not under the scope of **the** current study which can be mitigated by
11 a longitudinal research design.
- 12 • The measurement scales were subjective and self–designed for all the study constructs,
13 therefore both subjective and objective assessment instruments are encouraged to be used
14 in **the** future research for better reliability. In the current study, quantitative data
15 collection method from the employees has been employed, capturing leadership and top
16 management view could perhaps be very beneficial in the future studies. Although the
17 constructs examined in the present study were identified as relevant factors for COVID-
18 19 crisis, other key factors contributing to employee performance in **the** post pandemic
19 era may be addressed to come up with better mitigation strategies. Therefore, the future
20 researchers are recommended to consider other predictors of employee performance and
21 should expand present study by including other antecedents of employee performance
22 with other consequences of emotional intelligence and organizational resilience.
23
24
25
26
27

28 In spite of the above discussed limitations, it is believed that the current study offers the insights
29 on tackling the issue of employee performance in the pandemic by applying organizational
30 resilience through mediation of emotional intelligence in the HEIs.
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

References

- Ab Hamid, M.R., Sami, W. and Mohmad Sidek, M.H. (2017), “Discriminant Validity Assessment: Use of Fornell&Larcker criterion versus HTMT Criterion”, *Journal of Physics: Conference Series*, Vol. 890, p. 012163.
- Akgün, A.E. and Keskin, H. (2014), “Organisational resilience capacity and firm product innovativeness and performance”. *International Journal of Production Research*, Vol. 52 No. 23, pp.6918-6937.
- Arbuckle, J. L. (2006), *AMOS 7.0 [Computer Program]*. Chicago, IL: IBM SPSS.
- Arbuckle, J. L. (2010), *IBM SPSS Amos-19 User’s Guide*. Amos Development Corporation.
- Argyris, C. (1998), “Empowerment: The emperor's new clothes”, *Harvard business review*, Vol. 76, pp. 98-105.
- Asrar-ul-Haq, M., Anwar, S. and Hassan, M. (2017), “Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan”, *Future Business Journal*, Vol. 3 No. 2, pp. 87–97.
- Anwer, M. (2020), “Academic Labor and the Global Pandemic: Revisiting Life-Work Balance under COVID-19”, *Susan Bulkeley Butler Center for Leadership Excellence and ADVANCE Working Paper Series*, Vol. 3 No.1, pp. 5-13.
- Audrey, C.V., and Patrice, R. (2012), “Adaptive performance: A new scale to measure individual performance in organizations”, *Canadian Journal of Administrative Sciences*, Vol. 29 No.2, pp. 280–293.
- Baird, K. and Wang, H. (2010), “Employee empowerment: extent of adoption and influential factors”, *Personnel Review*, Vol. 39 No. 5, pp. 574–599.
- Bar-On, R., Jam-on, R. and Bar-Shavit, R. (1997), *The emotional quotient inventory (EQ-i): Technical manual*.
- Bar-On, R.E. and Parker, J.D. (2000). *The handbook of emotional intelligence: theory, development, assessment, and application at home, school, and in the workplace*. Jossey-Bass.
- Beauregard, T.A. and Henry, L.C. (2009), “Making the link between work-life balance practices and organizational performance”, *Human resource management review*, Vol. 19 No.1, pp.9-22.
- Bliese, P.D. and Jex, S.M. (2002), “Incorporating a multilevel perspective into occupational stress research: Theoretical, methodological, and practical implications”, *Journal of occupational health psychology*, Vol.7 No. 3, p.265.
- Borman, W.C., Buck, D.E., Hanson, M.A., Motowidlo, S.J., Stark, S., and Drasgow, F. (2001), “An examination of the comparative reliability, validity, and accuracy of performance ratings made using computerized adaptive rating scales”, *Journal of Applied Psychology*, Vol. 86 No. 2, pp. 965–973.

1
2
3 Bortel, T.V., Basnayake, A., Wurie, F., Jambai, M., Koroma, A.S., Muana A.T., Hann, K., Eaton
4 J., Martin, S. and Nellums L.B. (2016), "Psychosocial effects of an Ebola outbreak at individual,
5 community and international levels", *Bulletin of the World Health Organization*, Vol. 94,
6 pp.210-214.
7

8
9
10 Bowers, M.R., Hall, J.R. and Srinivasan, M.M. (2017), "Organizational culture and leadership
11 style: The missing combination for selecting the right leader for effective crisis management",
12 *Business Horizons*, Vol. 60 No. 4, pp. 551–563.
13

14 Boyatzis, R. and Boyatzis, R.E. (2009), "Competencies as a behavioral approach to emotional
15 intelligence", *Journal of Management Development*.
16

17 Boylan, S.A. and Turner, K.A. (2017), "Developing organizational adaptability for complex
18 environment", *Journal of Leadership Education*, Vol. 16 No. 2, pp.183-198.
19

20 Campbell, D.J. (2000), "The proactive employee: Managing workplace initiative", *Academy of
21 Management Perspectives*, Vol. 14 No. 3, pp. 52–66.
22

23 Campbell, J. P. (1999), "The definition and measurement of performance in the new age",
24 Pulakos (Eds.), *The changing nature of performance: Implications for staffing, motivation, and
25 development*, Jossey Bass, San Francisco: CA.
26

27 Carmeli, A. and Schaubroeck, J. (2008), "Organisational Crisis-Preparedness: The Importance of
28 Learning from Failures", *Long Range Planning*, Vol. 41 No. 2, pp. 177–196.
29

30 Caruso, D. (2003), "Defining the inkblot called emotional intelligence", *Issues and Recent
31 Developments in Emotional Intelligence*, Vol. 1 No. 2, pp.1-8.
32

33 Cullen, K.L., Edwards, B.D., Casper, Wm.C. and Gue, K.R. (2014), "Employees' Adaptability
34 and Perceptions of Change-Related Uncertainty: Implications for Perceived Organizational
35 Support, Job Satisfaction, and Performance", *Journal of Business and Psychology*, Vol. 29 No. 2,
36 pp. 269–280.
37

38
39 Duchek, S. (2020), "Organizational resilience: a capability-based conceptualization", *Business
40 Research*, Vol. 13 No. 1, pp. 215–246.
41

42 Dulewicz, V. and Higgs, M. (1999), "Can emotional intelligence be measured and developed?",
43 *Leadership & Organization Development Journal*, Vol. 20 No. 5, pp. 242–253.
44

45 ET Government News (2020), "Covid-19 Pandemic: Impact and Strategies for education sector
46 in India", April 16. Available at:
47 [https://government.economictimes.indiatimes.com/news/education/covid-19-pandemic-impact-
48 and-strategies-for-education-sector-in-india/75173099](https://government.economictimes.indiatimes.com/news/education/covid-19-pandemic-impact-and-strategies-for-education-sector-in-india/75173099) (Accessed 5 June, 2020).
49

50
51 Everly, G. S. (2011), "Building a resilient organizational culture", *Harvard Business
52 Review*, Vol. 10 No. 2, pp.109-138.
53
54
55
56
57
58
59
60

1
2
3 Everly, G. S., Smith, K. J., and Lobo, R. (2013). “Resilient leadership and the organizational
4 culture of resilience: construct validation”, *International Journal of Emergency Mental Health*
5 *and Human Resilience*, Vol. 15 No. 2, pp. 123-128.

7 Fornell, C., and Larcker, D. F. (1981), “Evaluating structural equation models with unobservable
8 variables and measurement error”, *Journal of Marketing Research*, Vol.18 No. 1, pp.39-50.

10 Forrester, G. (2011), “Performance management in education: milestone or millstone?”,
11 *Management in Education*, Vol. 25 No. 1, pp. 5–9.

13 Garnezy, N. (1987), “Stress, competence, and development: Continuities in the study of
14 schizophrenic adults, children vulnerable to psychopathology, and the search for stress-resistant
15 children”, *American Journal of Orthopsychiatry*, Vol. 57, pp.159-174.

18 Gaskin, J. (2012a), “Confirmatory Factor Analysis”. Available at:
19 [http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#2nd_Order_F](http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#2nd_Order_Factors)
20 [actors](http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#2nd_Order_Factors). (Accessed June 1, 2020).

23 Gaskin, J. (2012b). Available at:
24 [http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#Common_La](http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#Common_Latent_Factor)
25 [tent_Factor](http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#Common_Latent_Factor).(Accessed 22 July, 2020).

28
29
30 Gaskin, J. (2016), “Second Order CFA Issue, Validity and Reliability” July 14.

32
33 Gates, B. (2015), “The Next Epidemic — Lessons from Ebola”, *New England Journal of*
34 *Medicine*, Vol. 372 No. 15, pp. 1381–1384.

36
37 Gelman, A. and Hill, J. (2007), *Data analysis using regression and multilevel/hierarchical*
38 *models*, Cambridge University Press, New York, NY.

40
41 George, D., and Mallery, M. (2010), *SPSS for Windows Step by Step: A Simple Guide and*
42 *Reference (10th ed.)*. Pearson, Boston, MA.

44
45 Goleman, D. (1995), *Emotional intelligence*. New York, NY, England.

46
47 Goleman, D. (1998), *Working with Emotional Intelligence*. Bantam Books. New York.

49
50 Goleman, D. (2001), “An EI-based theory of performance”, *The emotionally intelligent*
51 *workplace: How to select for, measure, and improve emotional intelligence in individuals,*
52 *groups, and organizations*, Vol. 1, pp.27-44.

54
55 Goleman, D. and Boyatzis, R. E. (2017), “Emotional Intelligence Has 12 Elements. Which Do
56 You Need to Work On?”, *Harvard Business Review Article*. Available at:

1
2
3 <https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on>.
4 (Accessed June 10, 2020).
5
6

7 Gravetter, F., and Wallnau, L. (2014), *Essentials of Statistics for the Behavioral Sciences (8th*
8 *ed.)*, Wadsworth, Belmont, CA.
9

10
11 Griffin, A. (2014), “What does it mean to be a crisis ready organization?” *Continuity Central*
12 *Archive*. Available at <https://continuitycentral.com/feature1172.html> (Accessed 31 May, 2020).
13
14

15 Hair Jr, J. F., Hult, G. T. M., Ringle, C., and Sarstedt, M. (2016). *A primer on partial least*
16 *squares structural equation modeling (PLS-SEM)*: Sage Publications.
17
18

19 Hamel, G., and Valikangas, L. (2003), “The Quest for Resilience”, *Harvard Business Review*,
20 Vol. 81, pp.52–65.
21
22

23 Harrington, B. and Ladge, J. (2009), “Present dynamics and future directions for organizations”,
24 *Organizational Dynamics*, Vol. 38 No. 2, pp. 148-157.
25
26

27 Hodges, J. (2017), “Building capabilities for change: the crucial role of resilience”, *Development*
28 *and Learning in Organizations: An International Journal*, Vol. 31 No. 1, pp. 5–8.
29
30

31 Johnson, J.W. (2003), “Toward a better understanding of the relationship between personality and
32 individual job performance”, *Personality and work: Reconsidering the role of personality in*
33 *organizations*, pp.83-120.
34
35

36 Kantur, D., and İşeri-Say, A. (2012), “Organizational resilience: A conceptual integrative
37 framework”, *Journal of Management & Organization*, Vol. 18 No. 6, pp. 762-773.
38

39 Kantur, D., and Say, A. I. (2015), “Measuring organizational resilience: A scale development”,
40 *Journal of Business Economics and Finance*, Vol. 4 No. 3.
41
42

43 Kim, Y. (2020), “Organizational resilience and employee work-role performance after a crisis
44 situation: exploring the effects of organizational resilience on internal crisis
45 communication”, *Journal of Public Relations Research*, Vol. 32 No. 1-2, pp. 47-75.
46
47

48 Kline, R. B. (2011). *Principles and practice of structural equation modeling*. Guilford Press,
49 New York.
50
51

52 Kline, R. B. (2015). *Principles and Practice of Structural Equation Modeling Fourth Edition*.
53 Guilford Press, New York.
54
55
56
57
58
59
60

1
2
3 Koronis, E. and Ponis, S. (2018), "Better than before: the resilient organization in crisis mode",
4 *Journal of Business Strategy*, Vol. 39 No. 1, pp. 32–42.

5
6 Kulkarni, P. M., Janakiram, B., and Kumar, D. N. S. (2009), "Emotional intelligence and
7 employee performance as an indicator for promotion, a study of automobile industry in the city
8 of Belgaum, Karnataka, India", *International Journal of Business and Management*, Vol. 4 No.
9 4, pp.161-170.

10
11
12 Kumar, R. and Mokashi, U.M. (2020),"COVID-19 and Work-Life Balance: What about
13 Supervisor Support and Employee Proactiveness?", *Annals of Contemporary Developments in
14 Management & HR (ACDMHR)*, Vol. 2 No. 4.

15
16
17 Lakshmi, K. N., and Rao, K. S. (2018), "A Study on Role of Emotional Intelligence on
18 Employee Performance", *International Journal of Civil Engineering and Technology*, Vol. 9 No.
19 3.

20
21
22 Lam, C. S., and O'Higgins, E. R. (2012),"Enhancing employee outcomes: The interrelated
23 influences of managers' emotional intelligence and leadership style", *Leadership and
24 Organization Development Journal*, Vol. 33 No. 2, pp. 149-174.

25
26 Lengenick-Hall, C. A., Beck, T. E., and Lengnick-Hall, M. L. (2011), "Developing a capacity for
27 organizational resilience through strategic human resource management", *Human Resource
28 Management Review*, Vol. 21 No. 3, pp. 243-255.

29
30
31 Luthar, S. S. (1991), "Vulnerability and resilience: A study of high-risk adolescents", *Child
32 Development*, Vol. 62, pp. 600-616.

33
34
35 Luthar, S. S., Cicchetti, D., and Becker, B. (2000), "Research on resilience: Response to
36 commentaries", *Child development*, Vol. 71 No. 3, pp.573-575.

37
38 Mahon, E.G., Taylor, S.N. and Boyatzis, R.E. (2014), "Antecedents of organizational
39 engagement: exploring vision, mood and perceived organizational support with emotional
40 intelligence as a moderator", *Frontiers in Psychology*, Vol. 5.

41
42
43 Mallak, L. (1998),"Putting organizational resilience to work", *Industrial Management-Chicago
44 Then Atlanta*, pp. 8-13.

45
46 Mayer, J. D., Caruso, D. R., and Salovey, P. (1999)," Emotional intelligence meets traditional
47 standards for an intelligence", *Intelligence*, Vol. 27 No. 4, pp. 267–298.

48
49
50 Mayer, J. D., Salovey, P., Salovey, P., and Sluyter, D. (1997),"Emotional development and
51 emotional intelligence: Implications for educators", *What is emotional intelligence?*, Vol. 5.

52
53
54 Mendis, M.D.V.S. and Weerakkody, W.A.S. (2018), "The impact of work life balance on
55 employee performance with reference to telecommunication industry in Sri Lanka: a mediation
56 model", *Kelaniya Journal of Human Resource Management*, Vol. 12 No. 1, p. 72.

1
2
3 Miller, K., and Bromiley, P. (1990), "Strategic Risk and Corporate Performance: An Analysis of
4 Alternative Risk Measure", *Academy of Management Journal*, Vol. 33 No.4, pp. 756-779.

5
6
7 Mohzan, M.A.M., Hassan, N. and Halil, N.A. (2013), "The Influence of Emotional Intelligence
8 on Academic Achievement", *Procedia - Social and Behavioral Sciences*, Vol. 90, pp. 303-312.

9
10 Nunnally, J. C. (1978). *Psychometric theory (2nd ed.)*, McGraw-Hill, New York, NY.

11
12
13 Obiageli, D.O.L., Uzochukwu, D.O.C. and Ngozi, C.D. (2015), "Work Life Balance and
14 Employee Performance in Selected Commercial Banks in Lagos State", *European Journal of
15 Research and Reflection in Management Studies*, Vol. 3 No. 4, p. 15.

16
17 Pal, R., Torstensson, H. and Mattila, H. (2014), "Antecedents of organizational resilience in
18 economic crises—an empirical study of Swedish textile and clothing SMEs", *International
19 Journal of Production Economics*, Vol. 147, pp. 410-428.

20
21
22 Parker, S.K., Williams, H.M., and Turner, N. (2006), "Modeling the antecedents of proactive
23 behavior at work", *Journal of Applied Psychology*, Vol. 91 No.3, pp. 636-652.

24
25
26 Parkes, L. P. and Langford, P. H. (2008), "Work-life balance or work-life alignment? A test of
27 the importance of work-life balance for employee engagement and intention to stay in
28 organizations", *Journal of Management & Organization*, Vol. 14 No. 3, pp. 267-284.

29
30
31 Parsons, D. (2010), "Organizational resilience: Parsons argues that a modern organization's
32 ability to survive and prosper against the flow-on effects of natural disasters will depend on its
33 resilience capacity", *Australian Journal of Emergency Management*, Vol. 25 No. 2, pp.18-20.

34
35
36 Pearson, C.M. and Mitroff, I.I. (1993), "From crisis prone to crisis prepared: a framework for
37 crisis management", *Academy of Management Perspectives*, Vol. 7 No. 1, pp. 48-59.

38
39 Ployhart, R.E. and Bliese, P.D. (2006), "Individual adaptability (I-ADAPT) theory:
40 Conceptualizing the antecedents, consequences, and measurement of individual differences in
41 adaptability". In *Understanding adaptability: A prerequisite for effective performance within
42 complex environments*. Emerald Group Publishing Limited.

43
44
45 Podsakoff, P. M., and Organ, D. W. (1986), "Self-reports in organizational research: Problems
46 and prospects", *Journal of management*, Vol. 12 No. 4, pp. 531-544.

47
48 Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., and Podsakoff, N. P. (2003), "Common Method
49 Biases in Behavioral Research: A Critical Review of the Literature and Recommended
50 Remedies", *Journal of Applied Psychology*, Vol. 88, pp.879-903.

51
52
53 Pradhan, R.K. and Jena, L.K. (2017), "Employee performance at workplace: Conceptual model
54 and empirical validation", *Business Perspectives and Research*, Vol. 5 No.1, pp. 69-85.

1
2
3 Preacher, K. J., and Hayes, A. F. (2008), “Asymptotic and Resampling Strategies for Assessing
4 and Comparing Indirect Effects in Multiple Mediator Models”, *Behavioral Research Methods*,
5 Vol. 40, pp. 879-891.

6
7
8 Pulakos, E. D., Arad, S., Donovan, M. A., and Plamondon, K. E. (2000), “Adaptability in the
9 workplace: Development of a taxonomy of adaptive performance”, *Journal of applied*
10 *psychology*, Vol. 85 No. 4, p. 612.

11
12
13
14
15 Rutter, M. (2012), “Resilience as a dynamic concept”, *Development and Psychopathology*, Vol.
16 24, pp.335-44.

17
18
19 Salovey, P., and Mayer, J. D. (1990), “Emotional intelligence”, *Imagination, Cognition and*
20 *Personality*, Vol. 9 No. 3, pp.185–211.

21
22
23 Seville, E., Brunson, D., Dantas, A., Masurier, J.L., Wilkinson, S. and Vargo, J. (2006),
24 “Building Organisational Resilience: A New Zealand Approach”, *Resilient Organizations*
25 *Research Programme*, p. 18.

26
27 Shahzad, K., Sarmad, M., Abbas, M., and Khan, M. A. (2011),” Impact of Emotional
28 Intelligence (EI) on employee's performance in telecom sector of Pakistan”, *African Journal of*
29 *Business Management*, Vol. 5 No.4, p.1225.

30
31 Simmons, C. (2009), “Crisis management & organizational learning: How organizations learn
32 from natural disasters”. Available at SSRN 1351069.

33
34
35 Starr, R., Newfrock, J., and Delurey, M. (2003), “Enterprise resilience: managing risk in the
36 networked economy”, *Strategy and Business*, Vol. 30, pp.70-79.

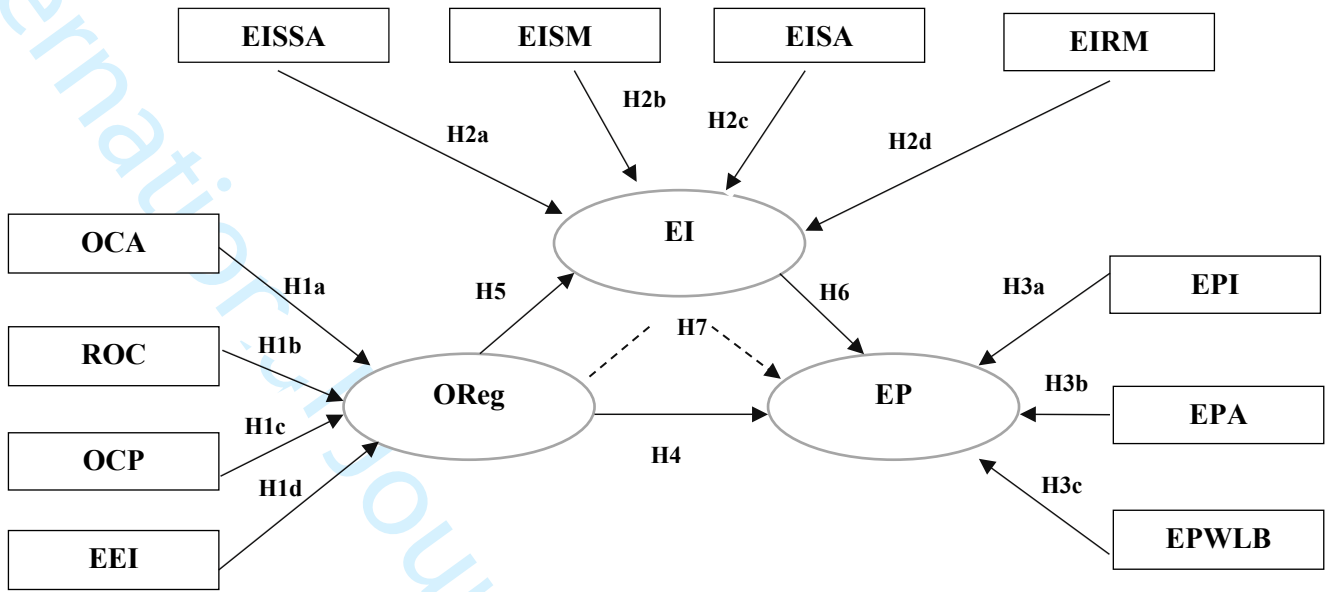
37
38
39 Streukens, S. and Leroi-Werelds, S. (2016), “Bootstrapping and PLS-SEM: A step-by-step guide
40 to get more out of your bootstrap results”, *European Management Journal*, Vol. 34 No. 6, pp.618-
41 632.

42
43
44 Sunindijo, R.Y., Hadikusumo, B.H. and Ogunlana, S. (2007), “Emotional Intelligence and
45 Leadership Styles in Construction Project Management”, *Journal of Management in*
46 *Engineering*, Vol. 23 No. 4, pp. 166–170.

47
48 Suryaningtyas D., Sudiro, A., and Dodi, W. I. (2019), “Organizational resilience and
49 organizational performance: examining the mediating roles of resilient leadership and
50 organizational culture”, *Academy of Strategic Management Journal*, Vol. 18 No. 2.

51
52
53 Taylor, A. B., MacKinnon, D. P., and Tein, J. Y. (2008), “Tests of the Three-Path Mediated
54 Effect”, *Organizational Research Methods*, Vol. 11, pp. 241-269.

- 1
2
3
4
5 Thompson, J. A. (2005), "Proactive personality and job performance: a social capital
6 perspective", *Journal of Applied psychology*, Vol. 90 No. 5, p.1011.
7
8 Thorndike, R. K. (1920), "Intelligence and its uses", *Harper's Magazine*, Vol. 140, pp. 227–335.
9
10
11 Ujagare, S. (2020), "Emotional Intelligence and Employee Performance", *Studies in Indian
12 Place Names*, Vol. 40 No. 23, pp.735-740.
13
14
15 UNESCO (2020), "COVID-19 Educational Disruption and Response". Available at
16 <https://en.unesco.org/covid19/educationresponse> (Accessed 25 May, 2020).
17
18
19 UNESCO's Report (2020). Available at: [http://www.iesalc.unesco.org/en/wp-
20 content/uploads/2020/04/COVID-19-EN-090420-2.pdf](http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf) (Accessed 25 May, 2020).
21
22
23 Van Der Vegt, Gerben S., Peter E, Margareta W, and Gerard G (2015), "Managing risk and
24 resilience", pp. 971-980.
25
26
27 Vogus, T. J., and Sutcliffe, K. M. (2007), "Organizational resilience: towards a theory and
28 research agenda", *In 2007 IEEE International Conference on Systems, Man and Cybernetics*,
29 IEEE, pp. 3418-3422.
30
31
32 Wang J. (2008), "Developing Organizational Learning Capacity in Crisis Management",
33 *Advances in Developing Human Resources*, Vol. 10 No. 3, pp. 425–445.
34
35
36 Weick, K. E. (1993), "The collapse of sensemaking in organizations: The Mann Gulch disaster",
37 *Administrative science quarterly*, pp. 628-652.
38
39
40 Weick, K. E., and Sutcliffe, K. M. (2001), *Managing the unexpected (Vol. 9)*, Jossey-Bass. San
41 Francisco.
42
43
44 Wu, Y. C. (2011), "Job stress and job performance among employees in the Taiwanese finance
45 sector: The role of emotional intelligence", *Social Behavior and Personality: an international
46 journal*, Vol. 39 No. 1, pp. 21-31.
47
48
49 Yuan, Y. and MacKinnon, D.P. (2009), "Bayesian mediation analysis". *Psychological
50 methods*, Vol. 14 No. 4, p.301.
51
52
53 Zhang, Z., Zyphur, M. J., and Preacher, K.J. (2009), "Testing Multilevel Mediation Using
54 Hierarchical Linear Models: Problems and Solutions", *Organizational Research Methods*, Vol.
55 12, pp. 695-719.
56
57
58
59
60



----- Denotes mediation

Figure 1: Proposed Model of Research.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

LITERATURE REVIEW

Problem Identification: Role of Organizational resilience and Emotional Intelligence in enhancing employee performance during the time of crisis.

Gap: Dearth of literature on the relationship between OR, EI and EP during crisis times.

Final Data Collection:

The questionnaire was sent to a total of 500 people across India, 390 complete and valid responses were received for further data analysis.

Structural Equation Modelling (SEM) along with bootstrapping to test mediation.

Bayesian Analysis was also performed to confirm Indirect effect.

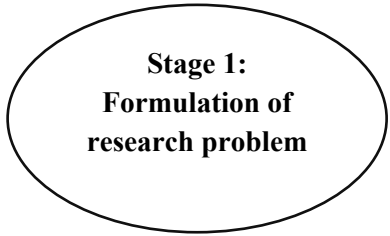


Figure 2: The research Framework.

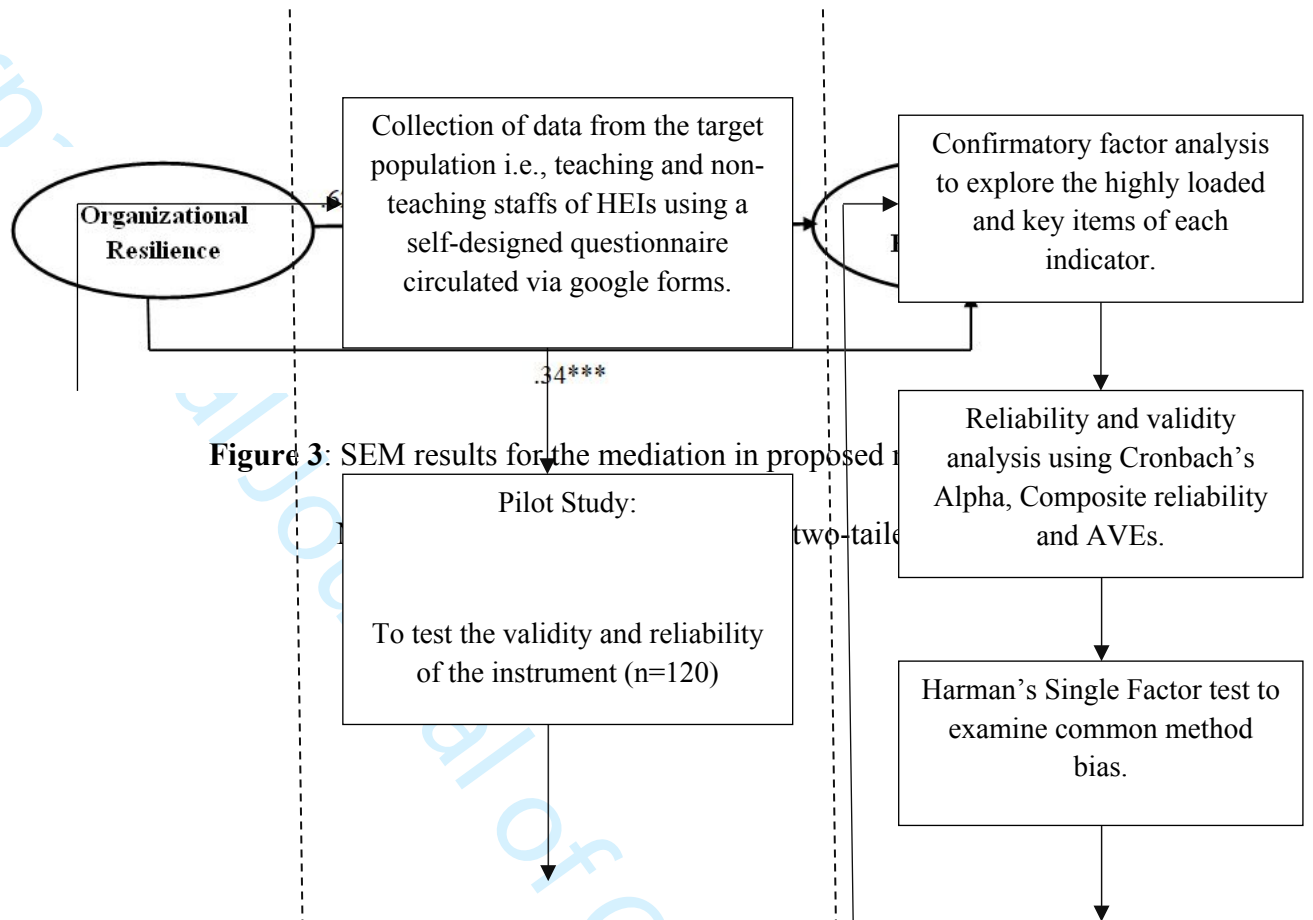


Figure 3: SEM results for the mediation in proposed model

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Intern-

Journal of Organizational Analysis

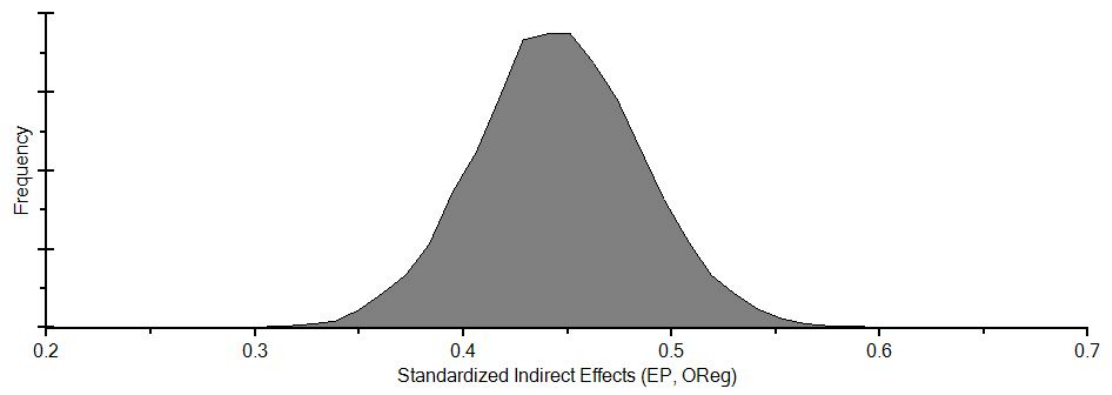


Figure 4: The posterior distribution of the indirect effect

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

International Journal of Organizational Analysis

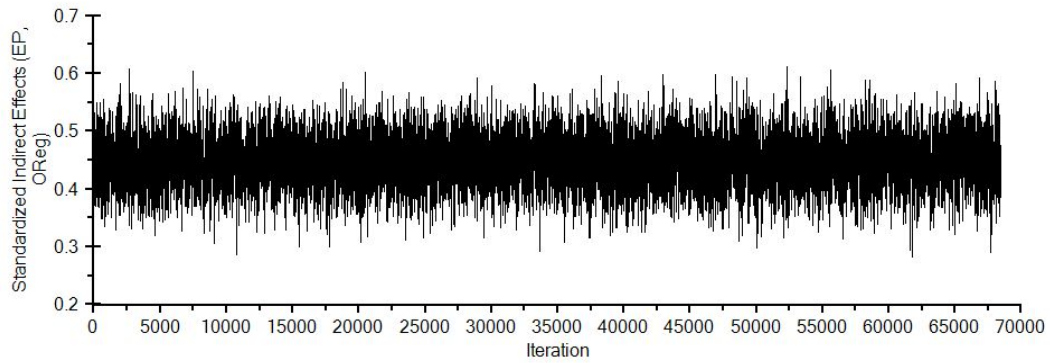


Figure 5: Trace plot for posterior samples of the mediated effect $\alpha\beta$ for the Bayesian single-level mediation analysis of the data.

Table I: Summary of measurement variables with evidence from the literature.

S. No.	Construct	Indicators	Citations
1.	Organizational Resilience (OReg)	Organizational Capability and Adaptability (OCA)	Seville <i>et al.</i> (2006), Starr <i>et al.</i> (2014), Boylan and Turner (2017), Koronis and Ponnis (2018).
		Resilient Organizational Culture (ROC)	Mallak (1998), Everly <i>et al.</i> (2013), Everly (2011), Pal <i>et al.</i> (2014).
		Organization Crisis Policy (OCP)	Griffin (2014).
		Employee Empowerment Initiatives (EEI)	Mallak (1998), Baird and Wang (2010), Kantur and Say (2012).
2.	Emotional Intelligence (EI)	Self -Awareness (SSA)	Dulewicz and Higgs (1999), Goleman (2001), Sunindijo <i>et al.</i> (2007), Shahzad <i>et al.</i> (2011), Goleman and Boyatzis (2017).
		Self -Management (SM)	
		Social Awareness (SA)	
		Relationship Management (RM)	
3.	Employee Performance (EP)	Initiative (EPI)	Campbell (2000), Thompson (2005).
		Adaptability (EPA)	Pulakoset <i>et al.</i> (2001), Ployhart and Bliese (2006), Cullen <i>et al.</i> (2014).
		Work Life Balance (EPWLB)	Parkes and Langford (2008), Beauregard and Henry (2009), Obiageliet <i>et al.</i> (2015), Mendis and Weerakkody (2017).

Table II: Reliability and Discriminant validity estimates for the proposed research model

Latent Variable	Cronbach's Alpha	Composite Reliability (CR)	AVE values	Square root of AVE/ DV values	OReg	EI	EP
OReg	0.963	0.959	0.856	0.925	0.925		
EI	0.918	0.878	0.707	0.840	0.636	0.840	
EP	0.855	0.845	0.657	0.804	0.787	0.801	0.804

Table III: Comparison of Standardized Regression Weights among the Models with and without Common Latent Factor (CLF)

Indicator		Construct	Without CLF Estimate	With CLF Estimate	Difference ^a
OCA	<---	OReg	0.909	0.756	0.153
ROC	<---	OReg	0.948	0.841	0.107
OCP	<---	OReg	0.931	0.815	0.116
EI	<---	OReg	0.912	0.786	0.126
EISSA	<---	EI	0.827	0.722	0.105
EISM	<---	EI	0.838	0.752	0.086
EISA	<---	EI	0.834	0.713	0.121
EIRM	<---	EI	0.860	0.746	0.114
EPI	<---	EP	0.828	0.751	0.077
EPA	<---	EP	0.763	0.602	0.161
EPWLB	<---	EP	0.820	0.724	0.096

^a Common method bias if the difference is greater than 0.2

Note: The comparison among the model with CLF and without CLF approach for Common Method Biases are particularly explained on StatWiki website by Prof. James Gaskin.

Available at:

http://statwiki.kolobkreations.com/index.php?title=Confirmatory_Factor_Analysis#Common_Latent_Factor.

Table IV: Correlation matrix of all constructs and descriptive statistics (N=390)

	Mean	SD	1	2	3
1. OReg	67.6717	15.86454	1		
2. EI	48.6491	7.07705	.590**	1	
3. EP	45.5094	7.06362	.713**	.815**	1

** . Correlation is significant at the 0.01 level (2-tailed). Here 1-OReg, 2-EI, and 3-EP

Table V: Results of hypothesis testing

Hypothesis	Standardized regression weight	S.E.	Accept /Reject
Organizational Resilience (OReg)			
H1a Organizational Capability and Adaptability (OCA) → Organizational resilience	0.909***	-	Accept
H1b Resilient Organizational Culture (ROC) → Organizational resilience	0.948***	0.052***	Accept
H1c Organizational Crisis Policy (OCP) → Organizational resilience	0.931***	0.043***	Accept
H1d Employee Empowerment Initiatives (EEI) → Organizational resilience	0.912***	0.042***	Accept
Emotional Intelligence (EI)			
H2a Self-Awareness (SSA) → Emotional intelligence	0.827***	0.053***	Accept
H2b Self-Management (SM) → Emotional intelligence	0.838***	0.056***	Accept
H2c Social Awareness (SA) → Emotional intelligence	0.834***	0.053***	Accept
H2d Relationship Management (RM) → Emotional intelligence	0.860***	-	Accept
Employee Performance (EP)			
H3a Initiatives/ taking the lead (EPI) → Employee performance	0.828***	-	Accept
H3b Adaptability (EPA) → Employee performance	0.763***	0.047***	Accept
H3c Work life balance (EPWLB) → Employee performance	0.820***	0.078***	Accept
Mediating effect of Emotional intelligence			
<i>A. Standardized Direct Effects - Two Tailed Significance (BC)</i>			
H4 Organizational resilience → Employee performance	0.340***	0.031***	Accept
H5 Organizational resilience → Emotional intelligence	0.615***	0.041***	Accept
H6 Emotional intelligence → Employee performance	0.729***	0.056***	Accept
<i>B. Standardized Indirect Effects - Two Tailed Significance (BC)</i>			
H7 Organizational resilience → Employee performance (through the mediation of emotional intelligence)	0.449***	-	Accept

*** $P < .001$

Table VI: Fit indices of the proposed model

Model	χ^2	df	P	CMIN/DF	CFI	GFI	NFI	RMSEA	PCLOSE
Proposed Model	113.98	32	.110	3.562	.967	.922	.955	.046	.000

Table VII: Standardized Direct Effects - Lower Bounds (BC)

	OReg	EI	EP
EI	.544	.000	.000
EP	.264	.654	.000

Table VIII: Standardized Direct Effects - Upper Bounds (BC)

	OReg	EI	EP
EI	.686	.000	.000
EP	.415	.794	.000

Table IX: Standardized Indirect Effects - Lower Bounds (BC)

	OReg	EI	EP
EI	.000	.000	.000
EP	.358	.000	.000

Table X: Standardized Indirect Effects - Upper Bounds (BC)

	OReg	EI	EP
EI	.000	.000	.000
EP	.549	.000	.000