

## Impact of Agile Leadership on Adaptive Performance and Business Sustainability: Mediating Role of Capabilities

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### Abstract

Agile leadership has emerged as a crucial facilitator of organizational adaptability and long-term sustainability in a time of great change and turbulence. The impact of agile leadership on adaptive performance and business sustainability is examined in this study, with a focus on the mediating functions of knowledge management, social, and dynamic capacities. Based on the firm's Resource-Based View (RBV), the study also investigates how organizational learning influences these connections. A time-lag survey was used to gather information from 100 heads working in Pakistani NGOs and private sector educational intuitions. The results demonstrate that agile leadership greatly improves corporate sustainability and adaptive performance. Furthermore, the key mediating processes through which agile leadership works are dynamic, social, and knowledge management skills. However, social capability was found a significant mediator in enhancing the business sustainability through agile leadership. By providing a nuanced framework that emphasizes how leadership agility, when bolstered by internal capabilities, can promote organizational resilience and lasting competitive advantage, this study increases theoretical knowledge. For educational leaders looking to use capability-driven and learning-oriented techniques to navigate complicated business contexts, the research has practical value.

**Keywords:** Private schools, Leadership Agility, Structural Equation Modeling, Business Sustainability, NGOs.

### 1. Introduction

While creating strategies, organizations need to take their environment dynamics and competency into account. In both market and nonmarket situations, organizations interact directly and indirectly with internal and external stakeholders such as suppliers, contractors, competitors, local and foreign governments, and civic groups and societies. It is obligatory for any institution or organization to manage and maintain its human physical resources as per the situations and circumstances (Hillmann & Guenther, 2021).

Organizations are constrained by their institutional protocols during these interactions, and at the individual level or top management level, they will react to environmental signals.

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(market and nonmarket signals) based on their authority and situation in exploiting and coordinating the resources of the organization in order to upgrade the required capacities and adopt the strategies in order to achieve the targets and maintain the organization performance, and to support the sustainability of the business in the future (Harsch & Festing, 2019).

Leaders will always have boundaries, even though they have the ability to reorganize and shape these qualities into a plan. Although there are many various styles of leadership described in the literature, agile leadership is thought to be one of the best due of its adaptability, competency outcomes, and change-oriented methodology (Abdelilah et al., 2018). This helps people succeed in their careers. Agile leadership operates in rapid development cycles of adaptation, learning, and improvement and it is adaptable to new possibilities and problems (Breakspear, 2017). Agile leadership is a style of leadership that adjusts to organizational innovation processes. It enables businesses to thrive in cutthroat, unpredictably changing circumstances. Since flexible workers are so effective, managers should want to retain them. At enhancing organizational functions and making a substantial contribution to the organizational achievement that is essential for improved professional success

Agile leadership may aid companies in effectively navigating market shifts in a disruptive business environment (Attar & Abdul-Kareem, 2020). According to Debellis et al. (2021)'s paradigm for strategic agility, agile leadership requires the interaction of strategic awareness, unity of leadership, and resource flexibility. Consequently, according to their culture or organizational agility, businesses possessing agility, dexterity, and resources choose the skills that agile leaders can employ (Adhiatma et al., 2023). In the current era where technology is changing very fast, the notion of agile leadership has gained immense traction as organizations grapple with the complexities of an ever-evolving marketplace. Agile leadership embodies a dynamic approach that emphasizes adaptability, innovation, and responsiveness to rapidly changing environments (Chughtai et al., 2023). Despite its recognized importance, the pathways through which agile leadership influences organizational outcomes, particularly adaptive performance and business sustainability, remain insufficiently understood.

The goal of this research is to explore the role of agile leadership and how educational institutions like schools can achieve business sustainability and enhance their performances by empowering their leaders to build the dynamic and social capital of their businesses.

## **2. Problem Statement**

In the field of educational management and leadership, the Agile Leadership paradigm has become an innovative approach for navigating the complexities and unpredictable circumstances. In order to promote business sustainability and enable adaptive performance, this conceptual investigation seeks to clarify the complex relationships between Agile Leadership and capabilities like, dynamic, social and Knowledge Management. Therefore, this study is aimed at investigating the effect of agile leadership style of heads/principals of the schools to ensure the sustainability of school growth and adaptive performance and how the capabilities play a role in enhancing this relationship. in the

## **3. Research Questions**

The research questions for the current study will be:

1. Does agile leadership play an imperative role in affecting the employee adaptive performance and business sustainability?

2. Does dynamic capability mediate significantly in the relationship between agile leadership and adaptive performance and business sustainability?
3. Does social capability significantly mediate in the relationship between agile leadership with employee adaptive performance and business sustainability?
4. Does knowledge management capability play a mediating role in relationship between agile leadership with employee adaptive performance and business sustainability?

#### **4. Research Objectives**

The research objectives of current study were to explore the;

1. Role of Agile leadership on business sustainability and employee adaptive performance.
2. Mediation of dynamic capability in the relationship between agile leadership with employee adaptive performance and business sustainability.
3. Mediation of Social capability in the relationship between agile leadership with employee adaptive performance and business sustainability.
4. Effect of agile leadership on the employee adaptive performance and business sustainability mediated through knowledge management capability.

#### **5. LITERATURE REVIEW**

Agile leadership has emerged as a critical determinant of organizational success in contemporary business environments characterized by rapid change and uncertainty. Various research studies have emphasized the significant role of agile leadership in fostering adaptability, innovation, and responsiveness within organizations. Agile leaders exhibit traits such as visionary decision-making, adaptability to change, and the ability to promote the culture of continuous learning and improvement (Afsar & Umrani, 2020).

In addition, research also document the important role of organizational capabilities in shaping an organization's capacity to respond to environmental changes effectively. Dynamic capabilities encompass an organization's ability to adapt the change and innovation, allowing it to respond swiftly to market dynamics (Kludacz-Alessandri & Cygańska, 2021). Social capabilities emphasize the significance of collaboration, teamwork, and effective communication within an organization (Alfawaire & Atan, 2021; Silvestre & Fonseca, 2020). Whereas, knowledge management capabilities involve the efficient utilization and dissemination of information and expertise. Though these capabilities have been acknowledged individually for their impact on organizational performance, there remains a research gap in understanding how these capabilities collectively mediate the relationship between agile leadership and organizational outcomes of adaptive performance and business sustainability (Kim., 2022). However, agile leadership, mediated by organizational capabilities, and its impact on adaptive performance and business sustainability remains underexplored in empirical studies.

#### **6. THEORY AND HYPOTHESES**

##### **Overarching Theory**

According to the resource-based view of the firm (RBV), the company is seen as a collection of resources and skills that could give it a long-term competitive edge (Amit & Schoemaker, 1993). According to this perspective, resources are defined as the firm's own or controlled stocks of readily available factors. A variety of organizations' resources and mechanisms, including digital technology and tools, learning management & information systems, incentive systems, and trust between management and employees, are used to

transform these resources into finished goods or services (Amit & Schoemaker, 1993). Thus, capabilities are centered on developing, transporting, and transferring information, as opposed to resources.

The theory focuses on resources as the foundation of a *competitive advantage of any organization*. These resources encompass all tangible and non-tangible resources, including physical infrastructure and financial capital, as well as knowledge, expertise of employees, brand reputation, organizational culture, and intellectual property. According to RBV, it's not just possessing these resources that matters but leveraging them in a way that competitors cannot easily replicate. There is a consensus among organizational capability academics that the use and application of these capacities, rather than their possession, is what actually allows the firm to carry out the tasks it has to perform, which provide advantage. RBV suggests that the sustained competitive advantage of a firm comes from the combination and integration of these resources into capabilities. These capabilities enable the organization to perform activities in a way that is better than competitors. For instance, having a highly skilled workforce (resource) may lead to a competitive edge when these skills are leveraged to create innovative products or deliver exceptional services (capability).

### **Agile leadership**

The research literature has recognized the importance of perceptions of environmental dynamism that a head/leader possess towards change. The behavior of the leaders towards the regeneration of resources are usually the consequence of their perception because it affects the perception of the leader and his strategy to respond as per their circumstances and resources (Marquis & Raynard, 2014). This style of leadership is called agile leadership which involves flexibility, adaptability, and responsiveness to change. Agile leaders are inclined to encourage innovation, empower their teams, promote collaboration, and swiftly adapt strategies to changing circumstances or market demands.

Moreover, agile leaders in educational institutions often prioritize the development of learning mechanisms within the organization. They might set the established mechanisms in schools that make it easier for teachers and students to gather, organize, share, and use knowledge. These educational leaders promote innovation and curiosity among their students to acquire new knowledge and upgrading their existing knowledge and skills. Due to their visionary and adaptive style, the agile leaders often establish a model of behavior, engaging in knowledge sharing initiatives, joining cross-functional groups and encouraging practices that help to create and apply knowledge.

The knowledge management capabilities may be enhanced through the active participation of agility of educational leaders. The accumulation of such abilities is significantly impacted and enhanced by ensuring the establishment of the culture of learning, transparency, and creativity coupled with assisting in the creation of the mechanism of knowledge-sharing.

### **Adaptive Performance**

Adaptive performance refers to an individual capability to alter his or her behaviors, skills and strategies to effectively comply with the changing needs of their workplace. It entails the process of solving problems, acquisition of new skills, adapting to some changes, and surviving in a changing or uncertain environment. The fact that agile leaders foster and promote adaptability due to the environment in which they contribute to adaptive performance makes the relationship between the two concepts positive. There is a culture within agile leaders who want to experiment new ways or even new thinking, which will

allow them to create the environment wherein people are more open to changing and innovating. They focus on the ongoing learning and development and this means that they offer resources, trainings and support so that employees can learn new skills or knowledge that they can use to adapt to the emerging Agile environment, and they are more participative and flexible in making decisions and, therefore, they can make adjustments and adaptations within a short time. Although individual scholarly sources may differ, across the organizational behavior, management, and leadership literature, a number of studies point to the beneficial effects of agile leadership on adaptive performance, which would make teams in the organization more agile and adaptive to the organizational environment.

### **Business Sustainability:**

The sustainability of school business means introducing practices which lead towards the economy viability in the long term, taking into consideration social responsibility, futuristic approach and cultural concerns. It entails doing in a way that accelerate the productivity of economy of the country, perseverance of the culture, development of the society and more beneficial actions to all the three sectors. Culture and social responsibility is about taking the least footprints on the society and culture by maximizing the utilization of human resources, saving on material resources, use of new technologies and embracing the developed and upgraded curriculum, innovative teaching methodologies, upgraded teaching tools, and continuous professional development programs of teacher with incentives. The core areas of school business as the social responsibility are to ensure positive societal influence that involves fair labor across the spectrum, diversity and inclusion, ethical sourcing, community outreach, and donating to societal wellbeing as philanthropy or community development initiatives.

Sustainable economy seeks profitability of the organization in the long term in a manner that is forth-sighted of the larger effects of their operations. Heads/principals with this vision are concerned with sustainable development, ethical financial operations and development of shared value among the stakeholders. The adoption of sustainable technologies, products and processes, the use of updated curricula, and the incentive of innovation are crucial to the schools' economic growth. Well reputed schools actively engage their employees, parents, communities, and stakeholders in decision-making processes, in which they can reflect divergent views and discuss their concerns on sustainability so that sustainability practices like saving costs, improving efficiency, brand/school name reputation and market differentiation can be ensured. Sustainable practices enable businesses to adapt the changing students and parents' preferences, conducive learning environments, and global challenges, ensuring long-term viability. Such school systems contribute positively to society and the environment, aligning with growing parents/students' preferences for ethical, social, and sustainable progress and services.

Thus, the following hypotheses is proposed:

H<sub>A</sub>: Agile leadership style of school heads positively influences the adaptive performance.

H<sub>B</sub>: Agile leadership style of school heads is significant effect on the business sustainability

### **Capabilities play mediating role between agile leadership and adaptive performance and business sustainability**

Dynamic capacities of employees are strongly linked with the top management behaviors and their leadership styles. Research argue that top managers' communication style influences the policies and processes they implement to produce the required capabilities. therefore,

agile leadership tangled with social and dynamic capabilities of the employees (Amankwaa et al., 2022). Research documented that *agile leaders with their managerial discretion* have positive influences on social environment in their institutions through lobbying decisions, participation in regulatory events (Quansah et al., 2022).

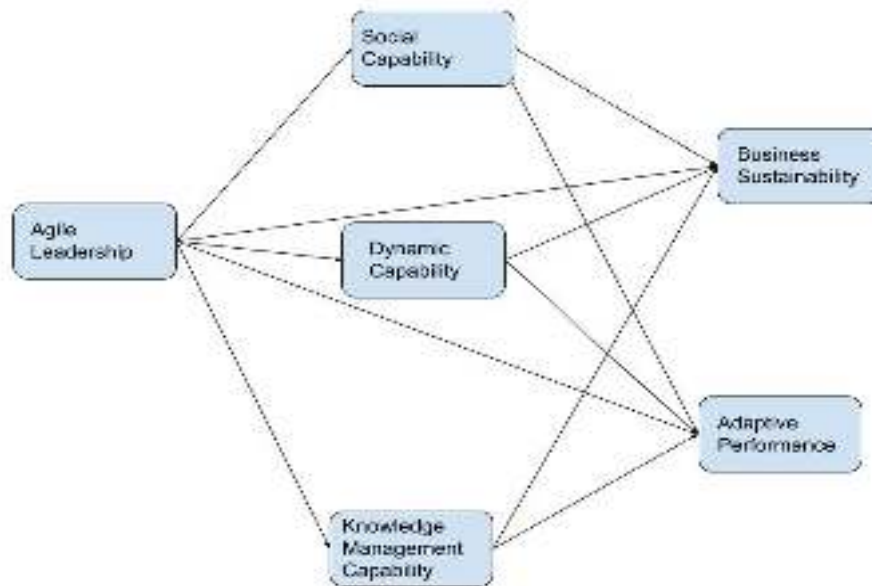
Dynamic capabilities refer to *a firm's ability to adapt, innovate, and reconfigure* its resources and competencies to sustain and prosper in rapidly changing environments. Coined by Teece et al., (1990s), dynamic capabilities emphasize a company's capacity to sense, seize, and transform opportunities and threats. It is very important in Business Strategy Dynamic capabilities enable firms to develop sustainable competitive advantages by constantly adapting to changing circumstances, thus outperforming competitors. They facilitate innovation by enabling firms to develop new products, services, or processes, fostering growth and market differentiation. Private schools with strong dynamic capabilities are more resilient, better equipped to withstand market disruptions, and position themselves for long-term sustainability. Social capabilities assist institutions in managing the social issues in terms of coordination and optimization of resources, logistics educational technologies to provide students a high-quality learning environment (Faulks et al., 2021). Therefore, it is necessary for the leaders by using their agility, inspire and motivate their employees to be involved socially as their responsibility towards the society (Tseng et al., 2019).

They allow companies to reconfigure their strategies and resources, facilitating strategic renewal and transformation in response to shifts in the business landscape. In essence, dynamic capabilities are critical for organizations seeking to thrive in today's volatile and uncertain business environments. Agile leadership, characterized by its adaptive, visionary, and empowering approach, is known to positively influence various organizational aspects, including knowledge management capabilities. They enable firms to not only respond to change but also proactively shape their destinies by continuously adapting, innovating, and reconfiguring resources to stay competitive and relevant. Knowledge management capability refers to an organization's ability to effectively create, capture, share, and utilize knowledge to achieve its strategic objectives and improve overall performance. It involves the processes, systems, and culture within an organization that enable the effective handling and leveraging of knowledge assets (Sen, 2024). Where processes and mechanisms are to generate new knowledge or insights through research, innovation, problem-solving, and learning activities. Systems and tools to collect, organize, and store knowledge from various sources, including tacit knowledge (experiential) and explicit knowledge (codified). Platforms, communication channels, and collaborative environments that facilitate the sharing of knowledge among employees and across departments or teams. Processes and practices that enable the effective use of knowledge assets to inform decision-making, problem-solving, and innovation within the organization (Davenport et al., 1998). Effective knowledge management capability can lead to improved innovation, better decision-making, faster problem-solving, and enhanced competitiveness in the market. Encouraging knowledge sharing and learning fosters employee engagement, skill development, and retention by creating a culture of continuous improvement. Leveraging knowledge effectively can lead to better customer service, product innovation, and responsiveness to customer needs and preferences. Gloet & Terziovski (2004) documented that organizations, like educational, with strong knowledge management capabilities are more adaptive and resilient to change, enabling them to navigate uncertain environments more effectively.

## 7. Conceptual framework

Following was the conceptual framework in the form of hypothetical model in figure 1.  
Figure 1.

Conceptual Framework of the Study



Following the above proposed model, hypotheses for each path are given below;

H<sub>1</sub>: Agile leadership significantly affect the social capacity (SC)

H<sub>2</sub>: Agile leadership has significant direct effect on knowledge management capacity

H<sub>3</sub>: Agile leadership has significant direct effect on dynamic capacity

H<sub>4</sub>: Social capability significantly predicts the business sustainability (BS)

H<sub>5</sub>: Knowledge management capability significantly affects the business sustainability.

H<sub>6</sub>: Dynamic capability significantly affects the business sustainability

H<sub>7</sub>: Knowledge management capability significantly affects adaptive performance

H<sub>8</sub>: The path between social capability and adaptive performance is statistically significant.

H<sub>9</sub>: The path between dynamic capability and adaptive performance is statistically significant.

H<sub>b</sub>: Dynamic capability, social capability and knowledge management capacity significantly mediate in the relationship between agile leadership and adaptive performance

H<sub>c</sub>: Dynamic capability, social capability and knowledge management capacity significantly mediate in the relationship between agile leadership and business sustainability

## 8. Research Methodology

A time-lag survey (or time-lag study) research design was adopted in the current research. This is a research technique that compares groups of people of the same age at different times or from different cohorts to look at changes over time.

The data round had a three-week time lag. The main justification for using time-lagged data collection is to reduce the possibility of reverse causality and get rid of biases brought on by the fact that the data are self-reported.

English, which is the official language of private sector educational institutions and NGOs in Pakistan, was used to in the questionnaire. The questionnaire was consisted on demographic profile of respondents and scales to measure the variables of the study. Each round's surveys were accompanied by a cover note stating that the research had ethical approval and that participants could count on complete secrecy. No individually identifying information would ever be disclosed, only aggregate summary statistics would ever be made public outside the research team, and they might resign from the study at any time, according to the cover letters.

### Population and Sample

To investigate the hypothesis put forth, NGOs catering educational needs and the private sector schools all around Punjab, Pakistan were the population of the current study. The study population of the research consisted of 100 principals /heads working in the NGOs and private sector schools of Islamabad and Lahore, Pakistan. E-mails were sent to around 347 schools & NGOs to get the permission of the principals/heads of institutions. Out of which, 130 sent their reply with consent. The google form link of questionnaire was shared with them. In total 107 replies were received.

## 9. Analysis of Data

The data obtained in the research were analyzed for model validation by using AMOS program. Firstly, the demographic profile of the respondents was analyzed.

In total, 80.2% of the 100 heads/principals participating in the research were females and 19.8% were males. 81% of the employees had Master (MA/MSc) degrees and 19% graduate degrees (MPhil/PhD). 10% of the employees were of the age 30 years, 42% were between 31-40 years, and 34% were of the age between 41-50 years, while 13% reported their age 51 years or above. Regarding their work experience, 8.7% of the respondents had work experience of 0-5 years, 17.4% of them had 6-10 years. 23% of them had 11-15 years, 21.2% of them had 16-20 years, and 29.7% of them had seniority of 21 years or more. The loadings of each scale, Cronbach Alpha, Composite Reliability ( $\rho_A$ ) and CR values along their respective Average value extracted (AVE) are given in the table 2.

Table 1.

Measurement Model Validation

Construct	Loading	Cronbach's $\alpha$	$\rho_A$	CR	AVE
AL	1.000				
SC	0.843	0.891	0.893	0.923	0.752
KMC	0.812	0.854	0.857	0.901	0.694
DC	0.791	0.832	0.835	0.892	0.673

To proceed further the validation of the model given in figure 1 through structural equation modeling, the Pearson's correlation coefficients were calculated in the table 1.



Table 1.  
Correlation matrix

	AL	DC	SC	KMC	BS	AP
<b>Agile Leadership</b>	1					
<b>Dynamic Capability</b>	0.704***	1				
<b>Social Capability</b>	0.469***	0.445***	1			
<b>Knowledge Management Capability</b>	0.306**	0.382***	0.123	1		
<b>Business Sustainability</b>	0.722***	0.585***	0.468***	0.337**	1	
<b>Adaptive Performance</b>	0.405***	0.268**	0.269**	0.141	0.324**	1

\*\*\*p<0.001 & \*\*p<0.01

The diagonal from top left to bottom right (AL, KMC, SC, DC, BS, AP) shows significantly positive correlations. However, Knowledge management Capability (KMC) was not found significantly correlated with Business Sustainability (BS) and Adaptive Performance (AP).

In the method of path analysis, structural equation modeling (SEM) was used to validate the model. The main three types of measures that the literature quote are the absolute indices, incremental fit indices and parsimony fit indices (Byrne, 2006; Pacurar & Abbas, 2015; Abbas et al., 2020). These includes Normed Chi square and Root Mean square error of approximation (RMSEA), Goodness of fit index (GFI) and Comparative Fit Index (CFI) were measured, given in table 2.

Table 3

Model Fit indices for Structural Equation Modeling

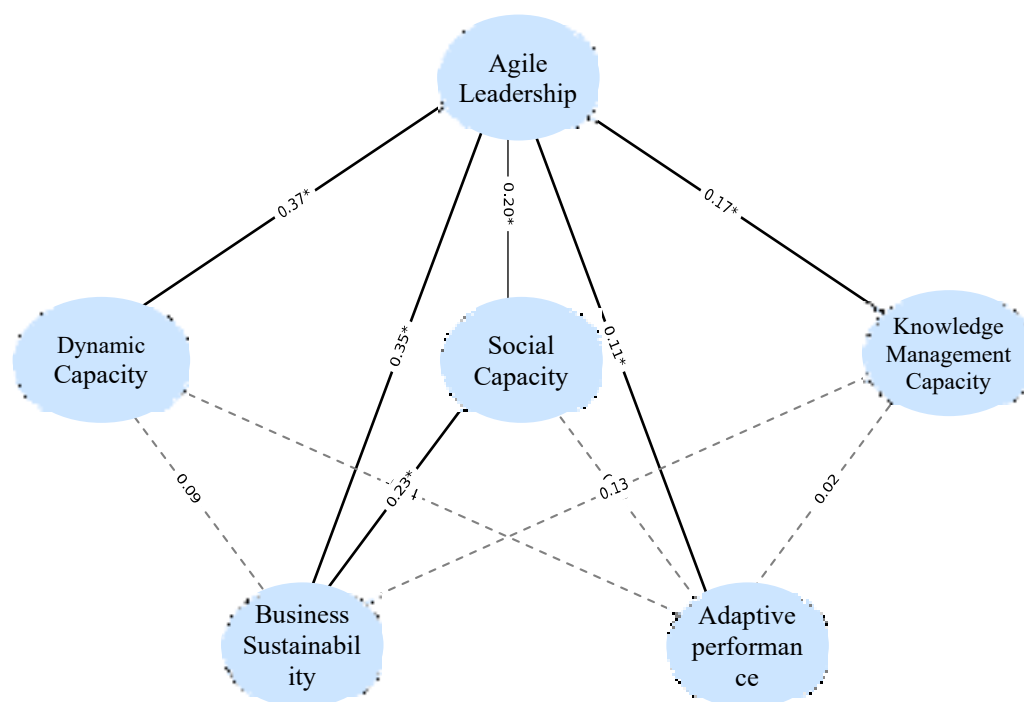
Models	$\chi^2_{(normed)} = \text{CMIN}/\text{df}$	GFI	CFI	RMSEA	RMR
Model-1	2.564	.969	.968	.072	.120

The acceptable range of Normed Chi-square is 1 to 3 (Schumacker & Lomax, 2010). Here, the  $\chi^2_{(normed)}$  was found 2.564 which is within the acceptable range, it shows that the hypothetical model is good fit. Further, RMSEA (Root Mean Square) value ranges from 0 to infinity, lesser the value of RMSEA, and if its' value is 0 then it means the model is perfect fit. Here, for this model, the value of RMSE was found 0.092 which is less than 1 means model exists and is a good fit. Moreover, the value of GFI ranges from 0 to 1, the value closer to 1 is considered as good fit. In this model, the GFI value was found 0.969 which ensures the good fir of the model. Next the value of comparative fit index (CFI) was found 0.968 > 0.9 is considered to be good (Byrne, 2006).

Further, the value of  $R^2$  were analyzed. Dependent variables have highest  $R^2$ : that is BS  $\approx$  56.1% and AP  $\approx$  17.5%.

Figure 2.

SEM model of the study



The path coefficients were calculated to test the hypotheses. There were nine direct paths and two indirect paths in the current study's model. The path coefficients are given in the following table 4.

Table 4

Paths Coefficients

Hypothesis	$\beta$	Std Error	t-value	p-value	95% CI Lower	95% CI Upper	Supported?
H <sub>1</sub> : AL → SC	0.20	0.038	5.29	<0.001	0.28	0.48	Yes
H <sub>2</sub> : AL → DC	0.37	0.038	9.853	<0.001	0.21	0.41	Yes
H <sub>3</sub> : AL → KMC	0.17	0.052	3.197	= 0.001	0.17	0.37	Yes
H <sub>4</sub> : SC → BS	0.23	0.110	3.78	<0.05	0.10	0.32	Yes
H <sub>5</sub> : DC → BS	0.09	0.047	1.92	0.055	-0.01	0.19	No
H <sub>6</sub> : KMC → BS	0.14	0.052	2.67	0.008	0.04	0.24	Yes
H <sub>7</sub> : DC → AP	0.037	0.067	0.551	=0.581	-	-	No
H <sub>8</sub> : SC → AP	0.073	0.067	1.09	=0.276			No
H <sub>9</sub> : KMC → AP	0.017	0.047	.355	=0.723	-	-	No

### Indirect paths or Mediation

Hypothesis	$\beta$	Std Error	t-value	p-value	95% CI Lower	95% CI Upper	Supported?
H <sub>10</sub> : AL → SC → BS	0.08	0.023	3.45	<0.001	0.03	0.13	Yes
H <sub>11</sub> : AL → KMC → BS	0.04	0.016	2.51	0.012	0.01	0.07	Yes
H <sub>12</sub> : AL → SC → AP	0.11	0.027	4.12	<0.001	0.06	0.17	Yes
H <sub>13</sub> : AL → DC → AP	0.04	0.018	2.18	0.029	0.01	0.07	Yes

Full Model with Mediators (AL + DC + SC + KMC → DVs)

For business sustainability (BS), the Agile leadership variable remained significant ( $\beta = 0.345$ ,  $p < 0.001$ ). Among the all three mediators, social capacity (SC) appeared as the significant mediator ( $\beta = 0.230$ ,  $p = 0.048$ ) while dynamic capacity (DC) and Knowledge management capacity (KMC) didn't appear as the significant mediators ( $R^2 = 0.561$ ). for the Adaptive performance (AP), Agile leadership was also appeared as significant predictor ( $\beta = 0.107$ ,  $p = 0.005$ ), however the mediation was not found significant ( $R^2 = 0.175$ ). Hence, it was concluded that a partial mediation exists for SC in the path  $AL \rightarrow SC \rightarrow BS$ , while for AP, no mediators explain the relationship, it's a direct-only effect from AL.

## 10. Discussion

This study investigated the mediating effect of social, dynamic and knowledge management capabilities on the relationship between Agile Leadership (AL) and the Adaptive Performance (AP) and Business Sustainability (BS). The analysis revealed significant direct only effect of Agile leadership was found on adaptive performance while significant and partial mediation of Agile leadership (AL) was found on business sustainability through social capacity (SC). However, the interaction between AL and KMC & DC did not yield a statistically significant impact on either AP or BS.

Agile leaders promote organizational culture where the key value is learning, innovation, and sharing of knowledge. They also foster free flow of communication, team work and even experimentation which are some of the key aspects of efficient management of knowledge. The aforementioned positive impact of agile leadership on adaptive performance and business sustainability demonstrates the relevance of establishing the Agile Leadership concept and instilling the culture of adaptive performance and business sustainability among the NGOs operating in the realm of private schools. The development of the adaptive performance and overall business sustainability may be improved by the investment in the approaches that promote the leadership agility and the conveniences of organizational capabilities.

The businesses of the private sector educational institutions which aim to improve their adaptive ability and sustainability may adopt leadership development programs by focusing on agility, decision-making under incomplete information and developing a learning-focused environment within organizations. The adoption of the inspirational practices involving collaboration, experimentation as well as sharing of knowledge is potentially the positive outcome when it comes to performance as well as sustainability.

## 11. Conclusion

The present research provides important explanation of the meaning of Agile Leadership to adaptive performance and business sustainability of schools in private sector. Although their relative significance is reflected by the findings of the study, the lack of significant indirect effect of agile leadership mediated through capabilities for adaptive performance might require additional investigation or situations-specific behaviors. The results support how influential Agile Leadership is, on promoting social capacities and knowledge management capacities in academic institutions to increase performance and business survival. Although the current research presents a solid foundation of future research studies that may explore the significant interactions between leadership and organizational outcomes. More in-depth researches are required to investigate subtle relationships and situation differences. Such research will help in proving an important knowledge of how leadership agility plays a significant role in influencing positive results in enhancing the quality of education through ensuring the sustainability in economic growth of schools along with the quality education.

Although the results of current study are really pivotal, however, the results may not be generalized, particularly when the research was carried out within the confines of a limited

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geographical locality or particular schools. There is also a chance that sample size would have affected the generalizability of the study that should be further confirmed in through different organizational environments.

Moreover, the current study was conducted based on quantitative methodology and scale-based instrument was used, which was its limitation. Therefore, by using qualitative research methodology, the phenomenon of agile leadership may be studied subjectively which may explore new dimensions and variables. Further studies could address how to measure other aspects and variables and to prove the findings.

Last but not least, more studies can be conducted as well primarily focus on possible mediating variables that may provide reasons behind the effect of AL on AP and BS. Considering such variables, as the organizational culture, employee engagement, or technological adaptation may help to understand these relationships in more detail. Longitudinal study would be possible as means of getting information on the instability of leadership, learning and their impacts on organizations over period of time. By using this longitudinal approach, the cause and effect of these variables might be identified as well as the evolutions and fluctuations the same might experience in changing organization environments.

### **Conflict of Interest Statement**

The author declares that there are no conflicts of interest regarding the conduct, outcomes, or publication of this research. All procedures were carried out with full ethical consideration, and informed consent was obtained from the participants. The research was conducted independently, without any financial or personal relationships that could have influenced the results.

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