AN EMPIRICAL STUDY OF THE EFFECT OF ORGANIZATIONAL JUSTICE ON PSYCHOLOGICAL RESILIENCE AMONG UNIVERSITY TEACHERS

Muhammad Yousaf
PhD Scholar, Mohi-ud-Din Islamic University, AJK
Muhammadmubeen534@gmail.com
Dr. Zafar Saleem
Associate Professor, Mohi-ud-Din Islamic University, AJK
drsaleem1947@gmail.com
Dr. Javed Mustafa
Assistant Professor, Khushal Khan Khattak University Karak

Abstract

The aim of this study was to examine how changes in the independent variable Organizational Justice (OJ) impact psychological resilience (PR), which serves as the dependent variable. Moreover, the study sought to determine the extent to which OJ influences PR among university instructors. The researcher targeted all teaching staff at Baluchistan University of Information Technology, Engineering, and Management Sciences (BUITEMS), Quetta. A simple random sampling technique was employed, adhering to the methodology outlined by Mugenda &Mugenda (2003). Data collection utilized survey methods via the Google Forms platform, alongside personal visits and WhatsApp groups, with a total sample size of 184 university instructors, comprising 40 (21.7%) females and 144 (78.3%) males. Statistical analysis was conducted using SPSS version 27, incorporating descriptive statistics, ANOVA, t-test, mean score comparison, regression analysis, correlation, and coefficient methods. Correlation analysis revealed a significant and positive relationship between OJ and PR. Furthermore, regression analysis indicated a significant impact of the independent variable on the dependent variable. Specifically, OJ substantially accounted for variance in PR, as evidenced by the regression analysis finding

Introduction

Organizational Justice pertains to the sense of impartiality across various aspects of the place of work, covering distributive Justice, means equity in outcomes, procedural justice, meaning equity in decision-making processes, and interactional justice means equity in social management, behavior, conduct and communication (Herawati & Sunaryo, 2023). For educators in higher education, the perception of fairness within their academic institutions plays a pivotal role in shaping their professional journey, influencing their drive, job contentment, and ultimately, their capacity to deliver efficient teaching (Cho et al., 2017). Organizational justice is a multidimensional concept in organizational behavior, centers on the perception of fairness within an organization's regulations, protocols, and interpersonal dealings.

Amidst the continuously shifting landscape of organizational dynamics and behavior, the notion of interactive justice has emerged as a pivotal and influential factor shaping employees' viewpoints, encounters, and outcomes within institutions. Interactive justice stands as a fundamental dimension of organizational justice, directing attention towards the perceived equity of social exchanges, communication, and conduct within an establishment. Essentially, it revolves around the caliber of treatment individuals receive from their managers, seniors, peers, and the organization at large. The importance of interactive justice within the domain of organizational behavior holds immense significance (Holley et al., 2023).

The examination of how organizational justice correlates with various facets of teachers' professional outcomes, including motivation, job contentment, job effectiveness, dedication, and intention to leave. Studies indicated that perceptions of equity within organizational contexts are positively correlated with crucial attitudes

and behaviors vital for organizational efficacy, such as dedication, discretionary efforts, and enhanced performance. Furthermore, organizational justice has been associated with successful organizational transformations and favorable results for both employees and institutions (Tremblay et al., 2010).

Concurrently with the quest for effective pedagogy, the mental well-being of university educators is gaining acknowledgment as a crucial element in the academic sphere. The academic environment is prominent for its distinct stress-inducing factors, encompassing the quest of contract, research demands, teaching challenges, and advisory pressures. Amidst these hurdles, the psychological resilience of university educators assumes paramount importance. PR, deeply entrenched in psychological discourse, denotes an individual's capacity to adapt constructively in the face of hardship, shock, or major stressors. It serves as the psychological shield guarding against burnout, anxiety, and emotional depletion (Quintiliani et al., 2022).

The significant relationship between organizational justice and psychological resilience indicates that when workers perceive fairness and equity in their organizational surroundings, they are inclined to cultivate PR. This is because equitable organizational practices, policies, and procedures instill a feeling of assurance and steadiness, fostering heightened confidence and belief in one's capacity to navigate challenging circumstances (Polat et al., 2023). Employees who observe acknowledgment of their contributions and the value of their work are also prone to developing self-efficacy, which bolsters psychological resilience. Conversely, when employees perceive their organizational atmosphere as unmerited or inequitable, it can result in tension, exhaustion, and diminished psychological resilience. Hence, it's imperative for organizations to foster an

environment of fairness and equity to foster the growth of psychological resilience among their workforce (Wald, 2020).

Understanding the influence of the organizational setting, individual characteristics, teacher motivation, and dedication toPR is crucial for educators to effectively manage encounters and preserve their well-being in the field of education. The institutional setting, encompassing supportive atmospheres and resource accessibility, plays a pivotal role in shaping resilience, with effective management and decreased disquiet and nervousness relating with heightened levels of psychological resilience (Zager-Kocjan. 2021). Personal attributes such as support, positive outlook, and strong connections with students ominously contribute to psychological resilience, showcasing teachers' capacity to adapt and thrive in the face of adversity. Motivation and dedication are intricately linked with resilience; teachers who are motivated and dedicated demonstrate enhanced perseverance, job contentment, and stress coping abilities, fostering PR. Inclusively, fostering institutional support, personal traits, motivation, and dedication can authorizeinstructors, tutors and teachers to circumnavigate obstacles, mitigate exhaustion, and enrich their overall well-being within educational environments (Li, 2023).

Statement of the Problem

Numerous research studies have highlighted the influence of organizational justice on various aspects within the workplace environment, such as employee commitment, task performance, psychological resilience and trauma associated with work. Organizational justice holds a central role not just in the personal development of employees but also in enhancing the overall effectiveness of the organization. When educators perceive their institutional environment as equitable and fair, they tend to foster resilience more effectively. This stems from the

perception that fair organizational protocols, policies, and procedures instill a feeling of assurance and steadiness, which in turn bolsters confidence and the belief in one's capacity to confront challenging circumstances. Furthermore, educators who sense appreciation and acknowledgment for their contributions are more inclined to nurture a sense of self-assurance, thereby further enriching the organizational dynamics.

Moreover, when educators perceive their institutional setting as equitable and fair, they often experience heightened psychological resilience and demonstrate greater involvement in their teaching-learning endeavors. Equitable and just organizational procedures have the potential to nurture autonomy, self-assurance, and positive sentiments, all of which encourage enthusiasm and dedication to the profession. Educators who feel supported and esteemed by both their institution and peers exhibit increased resilience, proving advantageous to the organization. Conversely, an inequitable or unjust organizational climate can result in trauma, stress, strain, disillusionment, and burnout, diminishing the psychological resilience of educators. A fair and just organizational atmosphere fosters the motivation of teaching staff and empowers them to actively participate in the teaching and learning process. Teaching staff who receive fair treatment from their institutions tend to exhibit psychological resilience and contribute significantly to the advancement of educational institutions.

Objectives of the Study

1: To determine effect of organizational justice on psychological resilience of university teachers

2: To compare psychological resilience of university teachers.

3: To analyze teachers responses regarding organizational justice at university level.

Null Hypothesis

Ho$_1$: There is no significant effect of organizational justice on psychological resilience among university teachers.

Ho$_2$: There is no significant difference in psychological resilience among university teachcers.

Literature Review

Organizational justice serves as a fundamental principle in any professional environment, embodying an employee's personal assessment of the fairness prevalent in their place of work. When employees perceive their place of work as fair, it can greatly enhance the overall ambiance and contribute to heightened organizational efficacy and competence. Conversely, when OJ is lacking, it may instigate doubts among employees regarding the credibility and intentions of leadership (Ledimo, 2015). It pertains to how justice is perceived within the organization, encompassing the fairness of procedures, allocation of resources, and the general treatment of employees throughout the institute. This notion and conception holds significance in comprehending employees' perceptions of fairness in their work atmosphere, which can influence their level of involvement, drive, and overall welfare. (Yaqub et al., 2022).

Organizational Justice

Organizational justice is illustrated as the social norms and rules for the administration of causing about rewards and punishment. if a person found a contrast between the input mentioning to a person's features and ability, for example, social status, effort, education, seniority, age, and the output as far as appraisal, money, reward, job assignments and increase in authority, at that point he/ she will have negative sentiments, for example, guiltiness and anger (Sanjakdar & Premier. 2023). Similarly, the point at which a person recognizes disparity between his/ her

achievement and contribution rates with others, he or she sees unfairness and carries on appropriately to settle this unfairness. In this investigation, organizational justice is conceptualized as a mental state and perception within an individual's cognition. Various theories underlie the comprehension of fairness within organizational settings (Roy & Tiwari. 2020).

Types of Organizational Justice (OJ)

Scholars have classified organizational justice into three main components: distributive justice, procedural justice, and interactional justice.

Distributive Justice: In social psychology, distributive justice concerns the perceived equality in the sharing of rewards and their consequences among society members. For example, when individuals in the same job receive different pay, it can lead group members to perceive that distributive justice has not been achieved. Additionally, when assessing distributive justice, individuals often refer to the distributive norms within their group (Addai, Kyeremeh, Abdulai, & Sarfo.2018).).In the current era of globalization, contemporary societies worldwide accentuate the equitable distribution of goods throughout society, a concept not universally upheld throughout history. Thus, distributive justice pertains to the ownership of goods within society. It is assumed that fairness should prevail in the distribution of goods and rewards, commensurate with individual contributions. If an employee's rewards do not align with their participation, distributive justice is deemed unfair, resulting in an inappropriate allocation of goods within the group (Hülle et al., 2018).

Procedural Justice: Procedural justice, a concept within organizational psychology, concerns the perceived fairness of the procedures employed to make decisions within the place of work. It focuses on the equality of the decision-making practice rather than the actual outcome of those decisions. Rooted in the

notion that individuals are more inclined to accept and endorse a decision if they believe the decision-making procedure was fair (Sheeraz, et al., 2021). Procedural justice aims to ensure equitable outcomes and facilitate decision-making in a fair manner. When procedures are conducted with dignity and respect, individuals tend to experience satisfaction, regardless of whether they agree with the outcome, as it prioritizes consistency and equal treatment.   Kamran & Thomas (2021a) articulated in his work that procedural justice encompasses individuals' perceptions regarding the manner in which decisions are made.

Interactional Justice: It is the perception within institutional psychology, pertains to the perceived equality of social interactions and communication within the organization. It focuses on how individuals are treated by their coworkers, managers and the degree to which they feel esteemed, appreciated, and listened to. In a research of Ledimo's (2015) suggests that employees in organizations prioritize the treatment they receive during interactions over procedural or distributional concerns. Ghani et al. (2020) define interactional justice as the degree to which individuals are affected by decisions and whether they are treated with respect and self-esteem. When individuals perceive respectful treatment, they tend to be more committed to both outcomes and organizational goals, leading to smoother interactions. Positive interactions also increase satisfaction among employees and decrease their intention to leave the organization (Jayus & Al, 2021).

Psychological Resilience Top of Form

Psychological resilience refers to the capacity to adjust and rebound from hardship, difficulty, danger, trauma, shock, or stress. It embodies the ability to sustain or restore psychological and emotive well-being in the midst of challenging life occurrences. The notion of resilience instigates from child psychology and was

initially utilized to elucidate the impacts of argumentative childhood experiences, such as parental divorce, trauma, and abuse, on a child's development (Hosseini et al., 2016). It is an individuals' capability to respond positively to setbacks, obstructions and demanding circumstances in the place of work. This quality assists employees in enduring stress and hardship, empowering them to uphold a constructive outlook and excel even in arduous circumstances. It is underscored as a pivotal element in alleviating the detrimental effects of abusive supervision on employees' expression and perception of distributive justice (Jiang, Sun, & Zhao, 2023).

Psychological resilience as delineated by Qian et al. (2023), denotes the capacity to rebound from adverse encounters and adapt to demanding circumstances. According to Al-Hawari et al. (2020), it involves the capability of individuals to overcome setbacks and effectively handle interpersonal pressures. This resilience equips workers with the composure to navigate stressful scenarios, safeguard their emotional resources, and uphold a positive perspective, thereby mitigating the detrimental effects of organizational stressors on their welfare and enactment. It encapsulates personal attributes that empower individuals to flourish despite adversity, embodying the aptitude to endure and swiftly recuperate from diverse challenging conditions. It is the adeptness to sustain personal and professional well-being amidst persistent work pressure and hardship.

Psychological resilience is a vigorous concept influenced by a variety of interrelated and interlocked elements. Individual attributes, like traits of character, form the fundamental aspects shaping resilience (Fadli et al., 2020). For example, people demonstrating high emotional steadiness and a positive perspective often display increased resilience. A robust belief in self-capacity, the confidence in controlling life situations, and a distinct sense of purpose can additionally

strengthen one's resilience, offering encouragement and frameworks for resilience development (Cherry, 2023). Social support networks represent another crucial aspect. The existence of encouraging connections, both within immediate family and social circles, as well as within the broader community, plays a pivotal role in fostering.

There remains a gap in the literature concerning how resilience might impact teachers' attitudes and behaviors in light of their perceptions of organizational justice, in spite of extensive research on organizational justice and resilience. As Shoenfelt (2016) suggests, while resilience has been a central theme in other social science disciplines, its exploration in industrial and organizational psychology is relatively recent. Previous studies investigating resilience in organizational contexts have established its ability to optimistically effect or mitigate adverse, destructiveconsequencesconnected with various adverse work situations. For instance, existing research has shown resilience's protective function in scenarios such as organizational change, abusive supervision, workplace harassment, victimization and stress, and crises (Wald, 2020).

The correlation between organizational justice and psychological resilience suggests that psychological resilience can mitigate the adverse effects of the external environment. PR assists individuals in bouncing back from negative encounters and adjusting to demanding circumstances, facilitating effective coping with changes (Qian et al., 2023). Findings indicate that psychological resilience can aid employees in managing workplace stressors such as abusive supervision and customer discourteousness. Organizational justice shapes employees' fairness perceptions, potentially influencing their resilience levels and their capacity to handle interpersonal stressors adeptly (Al-Hawari et al., 2020).

Research Methodology

The current study delves into how organizational justice effect psychological resilience. Specified the intricacy of the topic, a quantitative research approach and survey method was utilized for data collection, which is commonly used for such investigations. Quantitative research encompasses analytically investigative phenomena via numerical data collection and employing statistical, mathematical, or computer-based analyses. Quantitative research design was applied in this current research study.

Population of the Study

Population in a research study encompasses the entire group of individuals or entities that are relevant to the researcher. In the context of this study, the population comprises all teaching faculty members working in Baluchistan University of Information Technology, Engineering and Management Sciences, Quetta. The total number of teachers included in this population was 614 (479 male and 135 female).

Sample of the Study

As per Mugenda & Mugenda (2003), selecting a sample size ranging from 10% to 50% of the target population is deemed suitable for a research investigation. For this specific study, a sample size of 30% of the population was chosen to strike a balance between securing a representative sample and considering practical constraints such as resource limitations and the desired level of precision. Simple random sampling methods were utilized. The sample group comprised volunteer teachers selected randomly. It was determined that a group of 184 teachers could adequately represent the population with a margin of error of 5% (Cohen et al., 2007). The participants in the study included 144 (78.3%) males and 40 (21.7%) females, totaling 184 university teachers.

Research Instrument

Two standardized questionnaires were used as a research instrument to collect the data, which were easily available/ openly accessed in the research articles and website. The questionnaires were adopted from different researchers, which are discussed in detail in this section. The OJ questionnaire developed by (Ledimo, 2015), and the psychological resilience questionnaire developed by Martin & Marsh, (2016), were used to collect data. All the questionnaires were based on a five-point Likert scale (1 = Strongly agree to 5 = Strongly disagree).

Findings

Table 1.

Gender wise Mean Score Comparison regarding Organizational Justice

Gender	Mean	N
Male	3.62	144
Female	3.73	40

Table 1 displays a comparison of mean scores for organizational justice based on gender. The average score for male educators is 3.62, while for female educators, it stands at 3.73. The findings indicate that female educators exhibited a higher mean score compared to their male counterparts. This suggests that female educators expressed a more favorable perception of organizational justice in comparison to male educators.

Table 2.

Age wise Mean Score Comparison regarding Organizational Justice

Age	Mean	N
21year - 30year	3.73	45
31year - 40 year	3.59	70
41 year - 50 year	3.84	35
51 year - 60 year	3.52	34

The information depicted in Table 2 illustrates that among teachers aged 21 to 30 years, the average score was 3.73, indicating a relatively favorable perception of organizational justice within this younger age bracket, as indicated by the higher mean value. Transitioning to the 31 to 40 age category, the mean score slightly decreased to 3.59, implying a subtle decline in perceived organizational justice compared to the younger age group. Unexpectedly, the 41 to 50 age cohort displayed the highest mean score of 3.84, suggesting a more positive perception of organizational justice among teachers in their forties. However, as the age bracket extended to 51 to 60 years, the mean score declined to 3.52, indicating a comparatively diminished perception of organizational justice among teachers in this older age group.

Table 3.

Experience wise Mean Score Comparison regarding Organizational Justice

Experience	Mean	N
1year - 5 year	3.47	50
6 year - 10 year	3.68	40
11 year - 15 year	3.74	39
16 year - 20 year	3.64	30
21 year and above	3.73	25

In accordance with the information provided in Table 9, analyzing the data reveals interesting patterns in perceptions across different experience groups. Teachers with 1 to 5 years of experience demonstrated a mean score of 3.47, indicating a relatively moderate perception of organizational justice. Moving on to the 6 to 10-year experience group, the mean score increased to 3.68, suggesting a positive shift in perceived organizational justice among those with a few more years of experience. The trend continues with the 11 to 15-year experience group, showing the highest mean score of 3.74, signifying a notable improvement in perceived organizational justice within this bracket. However, the mean score slightly decreased to 3.64 for individuals with 16 to 20 years of experience, indicating a subtle decline in organizational justice perception compared to the previous group. Interestingly, those with 21 years and above of experience rebounded with a mean score of 3.73, showcasing a relatively higher perception of organizational justice among individuals with extensive tenure within the organization.The findings suggest that teachers with mid-range experience, particularly those with 11 to 15 years, tend to have the most favorable perceptions, while those with shorter or more extended tenures exhibit slightly lower mean scores.

Table 4.

Gender wise Mean Score Comparison regarding Psychological Resilience

Gender	Mean	N
Male	3.50	144
Female	3.63	40

The information provided in Table 4 presents a comparison of mean scores for psychological resilience based on gender. The data suggests that male respondents have an average score of 3.50, indicating a moderately positive perception of psychological resilience. Conversely, female respondents demonstrate a slightly higher mean score of 3.63, suggesting a more favorable outlook on psychological resilience. These results imply that, on average, female respondents tend to perceive a higher level of psychological resilience as compare to their male counterparts.

Table 5.

Age wise Mean Score Comparison regarding Psychological Resilience

Age	Mean	N
21year - 30year	3.66	45
31year - 40 year	3.57	70
41 year - 50 year	3.53	35
51 year - 60 year	3.41	34

The data outlined in Table 5 illustrates that teachers aged 21 to 30 years have a mean score of 3.66, indicating a moderately positive perception of psychological resilience. In the 31 to 40 age bracket, the mean score slightly decreases to 3.57, suggesting a subtle decline in perceived psychological resilience compared to the

younger cohort. Similarly, individuals aged 41 to 50 years exhibit a mean score of 3.53, indicating a further decrease in perceived psychological resilience. The 51 to 60 age group displays the lowest mean score of 3.41, signifying a comparatively lower perception of psychological resilience among individuals in this older demographic. Notably, the result highlights that the age group between 21-30 years had a higher mean score compared to other age groups, indicating a more positive response regarding psychological resilience within this age bracket.

Table 6.

Experience wise Mean Score Comparison regarding Psychological Resilience

Experience	Mean	N
1year - 5 year	3.44	50
6 year - 10 year	3.51	40
11 year - 15 year	3.53	39
16 year - 20 year	3.54	30
21 year and above	3.69	25

Table 6 data reveals variations in mean scores among different experience groups of teachers. Teachers with 1 to 5 years of experience displayed a mean score of 3.44, indicating a relatively less favorable perception of psychological resilience within this experience range. Conversely, the 6 to 10 years' experience group exhibited a slightly higher mean score of 3.51, suggesting a moderate perception of psychological resilience. Those with 11 to 15 years of experience scored an average of 3.53, reflecting a reasonably positive psychological resilience compared to the 6 to 10 years' group. Individuals with 16 to 20 years of experience demonstrated a mean score of 3.54, indicating an even more positive perception of psychological resilience. Notably, participants with 21 years and above of experience showcased the highest mean score of 3.69, implying an increased perceived psychological resilience. In summary, teachers with 21 years and above

of experience tend to perceive psychological resilience most positively, whereas those with 1 to 5 years of experience exhibit the lowest perception. This highlights that individuals with 21 years and above of experience express a more optimistic view regarding psychological resilience compared to their counterparts.

Table 7.

Regression Analysis of Organizational Justice and Psychological Resilience

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P
OJ	**.456**	**.208**	**.207**	**.877**	**162.870**	**.000**

Dependent Variable: Psychological Resilience (SR)
Based on the data provided in table 7, it's evident that the correlation coefficient (R) stands at 0.456, indicating a moderate positive relationship between organizational justice and psychological resilience. The coefficient of determination (R Square) is 0.208, suggesting that approximately 20.8% of the variance in psychological resilience can be attributed to organizational justice. The adjusted R Square, which accounts for the number of predictors, remains at 0.207. The standard error of the estimate is 0.877, serving as a measure of how accurately the model predicts the dependent variable. The F-statistic of 162.870, with a p-value of 0.000, denotes an overall significant relationship, indicating that both organizational justice (OJ) and psychological resilience (PR) are statistically significant.

Table 8.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.350	.176		7.685	.000
	OJ	.600	.047	.456	12.762	.000

Dependent Variable: Psychological Resilience (PR)

The data presented in table 8 highlights several key statistics. The unstandardized coefficient (B) of 0.600 suggests that, on average, for each one-unit increase in "OJ," there is an expected increase of 0.600 units in psychological resilience. The standardized coefficient (beta) of 0.456 indicates the strength and direction of this relationship, suggesting a moderate positive association. The t-value of 12.762, along with a p-value of 0.000, underscores the statistical significance of the effect, emphasizing the robustness of the relationship. Overall, these findings indicate a robust and statistically significant relationship between the variable "OJ" and PR.

Table 9.

Significant difference in Psychological Resilience regarding Gender

Gender	Mean	Mean Difference	F	T	Df	P
Male	3.50	-.135	2.317	-1.627	620	.104
Female	3.63					

The examination of table 9 indicates that, based on the independent sample t-test, the mean score for males is 3.50, whereas for females, it is 3.63, revealing a higher mean score for female employees. The slight mean difference of -.135 implies that, on average, males score slightly lower than females in psychological resilience

(PR). Despite a t-statistic of -1.627 with 620 degrees of freedom and a p-value of .104, this difference lacks statistical significance, as the p-value surpasses the conventional threshold of .05. While it approaches significance, it suggests only a marginally non-significant difference. Essentially, the analysis indicates that there is no significant disparity in psychological resilience based on gender, and the population means of the two groups can be considered equal.

Discussion

The researcher in this section concentrated on the justification of hypothesis and addressing the research objective by analyzing the outcomes of the data presented above. The primary aim of this study was to explore and evaluate the impact of organizational justice on the psychological resilience of university teachers. Moreover, in order to investigate this effect, the researchers focused on the research objectives which were to investigate effect of organizational justice on the psychological resilience of university teachers. Second objective was to compare psychological resilience of university teachers. The results obtained from data analysis indicated teachers perceived that organizational justice had significant effect on psychological resilience of university teachers. A significant difference was found among university teachers regarding psychological resilience. Both null hypotheses were rejected. This rejection signifies an overall significant relationship between organizational justice and psychological resilience, indicating that both variables are significantly inter-related.   A prospective explanation could be that teachers who perceived healthier and improved organizational justice felt that their challenges, struggles were being acknowledged, leading them to higher levels of psychological resilience. Discrepancies between teachers' actual experiences and their expectations regarding justice may influence their resilience within their roles. When such

discrepancies arise, teachers may experience dissatisfaction, inconsistency in specific aspects, and if no improvements are made, they may respond psychologically which cause trauma and dissatisfaction. Thus, when teachers perceive lower levels of justice that do not align with their genuine expectations, a decrease in psychological resilience becomes inevitable.

Conclusion

The conclusion drawn is that among university teachers tends to be high, as it reflects fairness within the organization and exemplifies leadership ethics. Conversely, an unethical leader could potentially precipitate the breakdown of their institution, company, or organization, resulting in significant social repercussions. Such circumstances can impact the psychological and societal needs of university teachers, ultimately influencing their job satisfaction. In conclusion, the impact of organizational justice on the psychological resilience of university teachers is found to be significant. This suggests that teachers' perceptions of organizational justice can influence their resilience within the university environment. Specifically, when teachers experience equitable treatment, fair processes, transparent data sharing, collaborative interactions with colleagues and superiors, as well as fair strategic planning practices, a positive organizational image, ethical conduct, and unbiased practices in workplace diversity and relations, it contributes to higher levels of psychological resilience among university teachers. Conversely, the absence of these factors may result in trauma, stress, and anxiety, ultimately reducing resilience and impacting both university performance and levels of interest among teachers.

It's important to acknowledge that while enhancing resilience is valuable, it may not resolve all issues. Trethewey and Reynolds (2020) contend, argue that in sectors like healthcare, resilience teaching may not effectively address exhaustion,

stress, tension and overwork caused by systemic issues such as underfunding and overstraining. They advocate for providing employees with adequate time period for restitution, refreshment, rest, training, and professional growth as a more effective approach. This caution also applies to teacher training and education: without appropriate organizational support, social recognition, and financial appreciation, efforts to develop resilience in teachers and teacher candidates may only serve as temporary solutions that fail to address underlying issues.

Regarding the makeup of the sample based on years of teaching and instruction, veteran educators with 21 years or more experience, despite facing heightened exhaustion, stress and fatigue risks, attained the highest mean score in PR compared to teachers with 1 to 5 years or even up to 20 years of teaching experience. This raises the inquiry of whether this is attributed to a more extensive array of coping mechanisms or if other influential factors are at play, underscoring the need for additional investigation.

The results also indicate that new and trainee teaching staff face heightened stress levels compared to their veteran and seasoned counterparts, contributing to the early departure of many from the education sector. Given the scarcity of qualified teaching faculty and instructors in university administrators and government officials ought to enact strategies to retain this cohort, such as enhancing undergraduate teacher training to address navigating challenging pedagogical scenarios in universities and resolving conflicts within classrooms and among colleagues. Furthermore, heightened attention should be directed towards the well-being of all practicing teachers. Novice and apprenticeeducators would benefit from structured mentorship programs wherein mentors offer guidance, assistance, and encouragement.

References

Addai, P., Kyeremeh, E., Abdulai, W., &Sarfo, J. (2018). Organizational Justice and Job Satisfaction as Predictors of Turnover Intentions among Teachers in the Offinso South District of Ghana. *European Journal of Contemporary Education*, *7*(2).

Al-Hawari, M. A., Bani-Melhem, S., &Quratulain, S. (2020). Do Frontline Employees Cope Effectively with Abusive Supervision and Customer Incivility? Testing the Effect of Employee Resilience. *Journal of Business and Psychology*, *35*(2), 223–240.

Cherry, K. (2023, May 3). *How Resilience Helps You Cope With Challenges*. Verywell Mind.

Cho, I., Park, H., &Dahlgaard-Park, S. M. (2017). The impacts of organisational justice and psychological resilience on employee commitment to change in an M&A context. *Total Quality Management & Business Excellence*, *28*(9–10), 989–1002.

Fadli, F., Astuti D., S. I., &Rukiyati, R. (2020). Techno - Resilience for Teachers: Concepts and Action. *TEM Journal*, *9*(2), 820–825.

Ghani, U., Zhai, X., Spector, J. M., Chen, N.-S., Lin, L., Ding, D., & Usman, M. (2020). Knowledge hiding in higher education: Role of interactional justice and professional commitment. *Higher Education*, *79*(2), 325–344

Herawati, N., &Sunaryo, S. (2023). The Effect of Organizational Justice on Job Satisfaction: The Mediating Role of Psychological Empowerment. *International Journal of Economics, Business and Management Research*, *07*, 32–53.

Holley, E., Thiel, C., &Avey, J. (2023). Justice perceptions and reappraisal: A path to preserving employee resilience. *Human Performance*, *36*, 1–19.

Hosseini, S., Barker, K., & Ramirez-Marquez, J. E. (2016). A review of definitions and measures of system resilience. *Reliability Engineering and System Safety*, *145*(C), 47–61.

Hülle, S., Liebig, S., & May, M. J. (2018). Measuring Attitudes Toward Distributive Justice: The Basic Social Justice Orientations Scale. *Social Indicators Research*, *136*(2), 663–692.

Jayus, J. A., & Al, E. (2021). The Effect of Distributive Justice, Procedural Justice and Interactional Justice on Teacher Engangement and Teachers Performance. *Turkish*

Journal of Computer and Mathematics Education (TURCOMAT), *12*(7), Article 7.

Kamran, M., & Thomas, M. (2021a). The Effect of Teachers' Perception of Organizational   Justice on their Job Stress. *International Journal of Organizational Leadership*, *2021*.

Ledimo, O. (2015a). An Exploratory Study Of Factors Influencing Organisational Justice Among Government Employees. *Journal of Applied Business Research (JABR)*, *31*(4), Article 4.

Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in Psychology*, *14*, 1–13.

Polat, H., Karakose, T., Ozdemir, T. Y., Tülübaş, T., Yirci, R., &Demirkol, M. (2023). An Examination of the Relationships between Psychological Resilience, Organizational Ostracism, and Burnout in K–12 Teachers through Structural Equation Modelling.   *Behavioral Sciences*, *13*(2), 164.

Qian, Z., Song, Q., Zhang, X., &Hou, Y. (2023). The Impact of Academic Justice Climate on Employability: What Role Does Psychological Security and Psychological Resilience Play? *Psychology*, *14*(5).

Quintiliani, L., Sisto, A., Vicinanza, F., Curcio, G., &Tambone, V. (2022). Resilience and psychological impact on Italian university students during COVID-19 pandemic.Distance   learning and health. *Psychology, Health & Medicine*, *27*(1), 69–80.

Roy, D. A., & Tiwari, D. A. (2020). Organization Justice impact on Employee Work Engagement.   *International Journal of Advanced Science and Technology*, *29*(02), 2694–2700.

Sanjakdar, F., & Premier, J. (2023). Teaching for social justice in higher education: Reflexive and   critical auto-ethnographic narratives of hope, resilience, and change. *Teaching and Teacher   Education*, *127*, 104114.

Sheeraz, M. I., Ungku Ahmad, U. N., Ishaq, M. I., Sarfraz, M., & Md. Nor, K. (2021). The Research on Organizational Justice in Scopus Indexed

Journals: A Bibliometric Analysis of Seven Decades. *Frontiers in Psychology*, *12*, 647845.

Shoenfelt, E. L. (2016). How Much Do We Really Know About Employee Resilience? More, If

Tremblay, M., Cloutier, J., Simard, G., Chênevert, D., &Vandenberghe, C. (2010). The role of HRM practices, procedural justice, organizational support and trust in organizational commitment and in-role and extra-role performance. *The International Journal of Human Resource Management*, *21*(3), 405–433.

Trethewey, S. P., & Reynolds, E. K. M. (2020). Burnout: is resilience training the solution? The   Clinical Teacher, 2020; 17, 109–110.

Wald, H. S. (2020). Optimizing resilience and wellbeing for healthcare professions trainees and healthcare professionals during public health crises – Practical tips for an 'integrative resilience' approach. *Medical Teacher*, *42*(7), 744–755.

We Include the Sport Psychology Resilience Research. *Industrial and Organizational Psychology*, *9*(2), 442–446

Yaqub, R. M. S., Kousar, S., Mahmood, S., &Maqsood, A. (2022). Moderating role of Organizational Justice in Relationship of Innovative Climate, Psychological Capital,   Positive   Deviance,   and   Employees Engagement. *Review of Education, Administration &   Law*,   *5*(3), 371–387

Zager-Kocjan, G., Kavčič, T., &Avsec, A. (2021). Resilience matters: Explaining the association between personality and psychological functioning during the COVID-19 pandemic.   *International Journal of Clinical and Health Psychology*, *21*(1),