Endure, Learn, Inspire, Persist: Academician Job Resilience in Open, Distance, and Digital Education of Higher Institutions

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Abstract
Job resilience among academicians in open, distance, and digital education institutions is crucial for maintaining educational quality and promoting faculty well-being in a rapidly changing academic landscape. This study aims to investigate the interplay between social support, organizational support, and coping strategies in fostering job resilience among educators in these settings. A quantitative approach was employed, utilizing a survey technique to collect data from a substantial number of academicians across various institutions. The data analysis involved Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the proposed hypotheses. The results of the hypothesis testing revealed significant positive relationships among the constructs, indicating that both social support and organizational support significantly influence coping strategies and job resilience. Specifically,

Social Support demonstrated a strong impact, while Organizational Support also played a critical role. The implications of this study highlight the importance of developing structured support systems within educational institutions to enhance job resilience. By fostering a culture of social connectivity and providing robust organizational resources, academic leaders can significantly improve faculty well-being and performance, benefiting overall educational outcomes. This study serves as a foundation for further exploration into the intricate relationships between support and resilience, offering valuable insights for improving faculty experiences in the evolving landscape of higher education. Future research should extend this analysis by exploring the long-term impact of these support mechanisms.

Keywords: Social Support, Organizational Support, Coping Strategies, Job Resilience, Digital Education

Introduction

Job resilience among academicians in open, distance, and digital education (ODDE) Higher Education Institutions has become increasingly essential in today's rapidly evolving educational landscape. The attributes of job resilience, such as adaptability, resourcefulness, and the ability to maintain motivation in the face of challenges, are particularly vital for educators navigating the complexities inherent in online and digital teaching environments (Appolloni et al., 2021). These institutions have experienced significant transformation owing to technological advancements and shifts in student expectations, necessitating a resilient academic workforce capable of fostering engaging and effective learning experiences (Shaya et al., 2023). Current trends indicate that academicians are facing numerous challenges regarding job resilience (Kebah et al., 2019). The global COVID-19 pandemic accelerated the shift to remote education, highlighting issues such as a lack of proper training in digital pedagogy, feelings of isolation, and difficulty in maintaining work-life balance (Alhawsawi et al., 2023). Furthermore, educators in these settings often encounter higher workloads, increased technological demands, and a growing need for continuous professional development (Castro et al., 2023). Job resilience among academicians in Malaysia faces significant challenges due to increasing workloads, limited institutional support, and the pressures of digital education. These factors contribute to burnout and decreased job satisfaction, impacting educators' effectiveness and overall well-being (Hardi et al., 2025) As a result, maintaining job resilience becomes critical not only for individual well-being but also for sustaining educational quality and student engagement (Wang et al., 2025). Despite the growing significance of job resilience, there remain notable research gaps in understanding its nuances among academicians in open, distance, and digital education (Kebah et al., 2019). Most studies focus primarily on traditional educational environments, leaving a lack of targeted research that addresses the specific challenges faced by online educators (Abdolrezapour et al., 2023). Additionally, insufficient empirical data is measuring the effectiveness of various support systems, such as training programs and institutional resources, aimed at enhancing resilience among these academicians (Alkhaldi et al., 2024). Problems associated with job resilience in this context include inadequate institutional support, insufficient peer collaboration opportunities, and the often overwhelming nature of managing diverse student needs in a virtual setting (Krasylnykova et al., 2023). Addressing these issues is crucial for ensuring that educators can thrive in their roles, which in turn positively impacts student success. The significance of this study extends to policymakers, higher education institutions, academicians, and students. For policymakers, understanding the challenges and needs of online educators is vital for creating supportive frameworks that

enhance resilience (Shaya et al., 2023). ODDE Higher education institutions can benefit from adopting targeted professional development programs and fostering communities of practice where academicians can share resources and experiences. For educators themselves, improving resilience translates into greater satisfaction and effectiveness in their teaching roles. Ultimately, this will lead to improved learning outcomes for students in open, distance, and digital education formats, ensuring that they receive a quality education that prepares them for an increasingly complex world. This study aims to assess the influence of social support and organizational support on job resilience with coping strategies as a mediator among the academicians in open, distance, and digital education higher education institutions.

Literature Review

Underpinning Theory

In exploring the interplay among social support, organizational support, job resilience, and coping strategies, both the Social Support Theory (Cohen & Wills, 1985) and the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) offer a robust theoretical framework. The Social Support Theory posits that the quality and availability of social relationships significantly influence individuals' ability to manage stress and recover from challenging situations. It underscores how feeling supported by colleagues and supervisors can enhance employees' coping mechanisms, ultimately promoting resilience in the face of workplace challenges. Meanwhile, the JD-R Model provides a comprehensive view of how job resources, such as social and organizational support, can mitigate job demands and foster positive outcomes, including job resilience. In this context, social support serves as a vital resource that empowers employees to leverage coping strategies, allowing them to effectively navigate job pressures and setbacks. As such, the relationship between organizational support and job resilience is mediated by employees' coping strategies; strong organizational backing not only boosts employees' morale but also equips them with the necessary tools and strategies to cope with stressors. This synergistic combination of theories suggests that when an organization fosters a supportive environment and enhances social bonds among employees, it cultivates resilience through effective coping mechanisms, leading to improved well-being and performance. Therefore, this integrated theoretical approach provides a comprehensive understanding of how these variables interact and influence one another in the pursuit of enhanced job resilience in the workplace.

Relationship between Organisational Support, Coping Strategies & Job Resilience

The relationship between organizational support and job resilience in higher education institutions is significantly influenced by coping strategies, which act as a mediating variable. Organizational support encompasses the resources, encouragement, and infrastructure provided by institutions to help employees navigate challenges and achieve their professional goals (Intaratat et al., 2024). When educators perceive they have substantial organizational support, such as effective training programs, access to technology, and avenues for peer collaboration, they are more likely to develop resilience in the face of stressors and adversities (Mokhtar Abdullah et al., 2024). Coping strategies, which include problem-solving, seeking social support, and emotional regulation, play a critical role in this dynamic (Li et al., 2020). They enable academics to effectively manage workplace challenges and maintain their performance and well-being (Hardi et al., 2025). For instance, when an individual experience stress due to increased workloads or rapid changes in teaching methods, having access to

supportive institutional resources can enhance their ability to implement effective coping strategies, thereby bolstering their resilience (Cabrera-Aguilar et al., 2023). Consequently, the interplay between organizational support and job resilience is strengthened through the deployment of adaptive coping strategies (Sobaih et al., 2025). This relationship is vital for reducing psychological distress and burnout among educators, ultimately promoting better teaching quality and improved student outcomes in higher education institutions (Emerson et al., 2023). Therefore, the following hypotheses were proposed for this study:

> *H1: Organizational support has a relationship with coping strategies toward job resilience among academicians in open, distance, and digital education higher education institutions.*
>
> *H2: Organizational support has a relationship with job resilience among academicians in open, distance, and digital education higher education institutions.*
>
> *H3: There is a mediating effect of coping strategies on the relationship between organizational support has a relationship with job resilience among academicians in open, distance, and digital education higher education institutions.*

Relationship between Social Support, Coping Strategies & Job Resilience
The relationship between social support and job resilience in higher education institutions is significantly enhanced by coping strategies, which serve as a mediating factor. Social support refers to the emotional, informational, and instrumental assistance that individuals receive from colleagues, supervisors, and the broader academic community (Demir & Köksal, 2025). Such support fosters a sense of belonging and security, empowering educators to navigate the inherent challenges of their roles effectively (Mohamad & Osman, 2025). When educators perceive a robust support system, they are better equipped to sustain their resilience in the face of job-related stressors (Kozhakhmet et al., 2025). Coping strategies play a crucial role in this dynamic by providing individuals with tools to manage stress and adversity (Abdullahi et al., 2024). These strategies can include seeking advice from peers, engaging in collaborative problem-solving, or practising mindfulness to maintain emotional balance (Nguyen et al., 2025). By utilizing these strategies, educators are more likely to transform potential setbacks into opportunities for growth, thereby enhancing their job resilience (Hou & Chen, 2024). Ultimately, the interplay between social support and coping strategies creates a synergistic effect that promotes resilience among faculty members (Gebregergis & Csukonyi, 2025). This dynamic not only benefits educators' mental well-being but also contributes to improved institutional performance and student success, highlighting the importance of fostering supportive environments within higher education settings. Hence, the following hypotheses were proposed for this study:

> *H4: Social support has a relationship with coping strategies toward the job resilience among academicians in open, distance, and digital education higher education institutions.*
>
> *H5: Social support has a relationship with job resilience among academicians in open, distance, and digital education higher education institutions.*

H6: Coping strategies has a relationship with job resilience among academicians in open, distance, and digital education higher education institutions.

H7: There is a mediating effect of coping strategies on the relationship between social support has a relationship with job resilience among academicians in open, distance, and digital education higher education institutions.
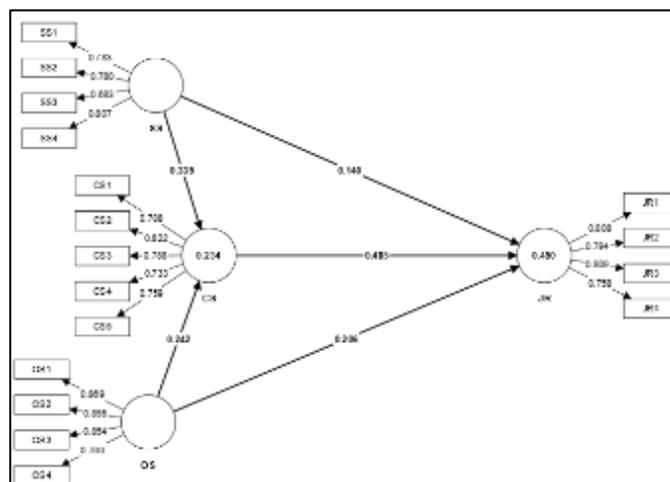

Figure 1: Research Model
Note: SS= Social Support   OS=Organizational Support CS=Coping Strategies
JR=Job Resilience

Methodology

This study aimed to comprehensively evaluate the direct and indirect impact of organizational support, social support, and performance, with coping strategies as a mediator, among the academicians in open, distance, and digital education higher education institutions. To achieve this objective, researchers surveyed to gather primary data, meticulously selecting reliable and valid measurements by thoroughly examining previous research. The survey questionnaires were emailed to selected participants, employing purposive sampling due to the absence of a comprehensive population list. A total of 17 observed variables were scrutinized, incorporating exogenous variables such as social support, adapted from Cohen and Wills (1985) (4 items), and organizational support, adapted from Eisenberger et al. (1986) (4 items). The study's mediating variable was coping strategies, drawn from Lazarus & Folkman (1984) (5 items), while the endogenous variable was job resilience, sourced from Cassidy (2016) (4 items). Respondents assessed elements within each construct using a Likert scale with five response options ranging from strongly disagree to strongly agree. Out of 430 surveys distributed, 336 were collected, yielding a satisfactory response rate of 78.1%, conducive for employing structural equation modeling (SEM) in data analysis. Of the collected surveys, 314 were deemed clean and suitable for analysis. Researchers selected Smartpls4 software, known for its proficiency in structural equation modeling (SEM) techniques, for data analysis and hypothesis testing. This choice was influenced by the software's robust assessment capabilities and expertise in managing multivariate data analysis, aligning with the study's objectives and adhering to the recommendations of Ringle et al. (2022). Smartpls4 facilitated a meticulous evaluation of the proposed hypotheses and conducted extensive multivariate data analysis, enabling a comprehensive assessment of measurement and structural models.

Data Analysis

Respondents' Profiles

The demographic data from a sample of 314 individuals at a higher education institution provides insight into gender, age, years of service, and positions held. The sample comprises 61.0% male and 39.0% female participants. In terms of age distribution, 22.9% are under 30 years old, while 7.9% fall within the 31-40 age bracket. A significant portion, 40.6%, are aged 41-50, followed by 20.0% aged 51-60, and 8.6% are over 60 years old. Regarding years of service, 5.7% have less than 5 years of experience, 13.4% have 6-10 years, and 29.8% have served 11-15 years. Furthermore, 29.0% have 16-20 years of experience, 12.7% have 21-25 years, and both the 26-30 years and over 30 years categories account for 4.8% each. In terms of professional positions, a majority of 75.5% are Senior Lecturers. Meanwhile, 21.0% are Associate Professors, 2.2% are Professors, and only 1.3% are Lecturers.

Common Method Bias

The analysis of common method bias using full collinearity assessments, as advised by Kock & Lynn (2012) and Kock (2015), involves examining the variance inflation factor (VIF) values. VIF values below 3.3 (Table 1) suggest that common method bias is not a significant issue in the dataset. In the provided table, each construct Job Resilience, Social Support, Organizational Support, and Coping Strategies displays VIF values well below this threshold. For instance, Job Resilience shows VIF values of 1.455, 1.451, and 1.351 when correlated with the other constructs. Similarly, Social Support has VIF values of 1.597, 1.363, and 1.612. Organizational Support demonstrates slightly higher VIF values, such as 2.112, 1.807, and 1.744, but these remain below 3.3. Lastly, Coping Strategies have VIF values of 1.756, 1.909, and 1.558. Overall, the analysis indicates that common method bias is unlikely to be a concern in this study, ensuring that the relationships among the constructs are not inflated due to measurement artefacts.

Table 1
Full Collinearity

	JR	SS	OS	CS
JR		1.455	1.451	1.351
SS	1.597		1.363	1.612
OS	2.112	1.807		1.744
CS	1.756	1.909	1.558	

Measurement Model

The analysis of construct reliability and validity (Table 2), based on the metrics of Cronbach Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE), and item loadings, suggests robust measurement properties for the constructs assessed. For Coping Strategies, the item loadings range from 0.733 to 0.822, with a CA of 0.838 and a CR of 0.841, indicating good internal consistency and reliability, while the AVE of 0.606 suggests that the construct effectively captures a significant amount of variance. Job Resilience also demonstrates strong reliability, with item loadings between 0.758 and 0.809. Its CA of 0.803 and CR of 0.809 further confirm internal consistency, and an AVE of 0.629 indicates that the construct has a good level of convergent validity. Organizational Support shows the highest reliability metrics, with item loadings from 0.766 to 0.869, a CA of 0.856, a CR of 0.858, and an impressive AVE of 0.700, which underscores both its substantial reliability and validity. Finally, Social Support exhibits

slightly lower metrics, with item loadings ranging from 0.683 to 0.807, a CA of 0.762, a CR of 0.765, and an AVE of 0.585, which, while still acceptable, indicates potential room for improvement in capturing the construct effectively. Overall, the findings imply that all constructs possess adequate reliability and validity, affirming their appropriateness for further analysis in the study. The Heterotrait-Monotrait (HTMT) ratio was utilized for additional evaluation, following the established guidelines for assessing discriminant validity in Variance-Based Structural Equation Modeling (VB-SEM) as outlined by Henseler et al. (2015). Table 3 displays the HTMT ratios, original sample values, and 95% confidence intervals, confirming adherence to the HTMT threshold of 0.85.

Table 2
Construct Reliability and Validity & Items Loadings

Constructs	Items	Loadings	CA	CR	AVE
Coping Strategies	CS1	0.788	0.838	0.841	0.606
	CS2	0.822			
	CS3	0.788			
	CS4	0.733			
	CS5	0.759			
Job Resilience	JR1	0.808	0.803	0.809	0.629
	JR2	0.794			
	JR3	0.809			
	JR4	0.758			
Organizational Support	OS1	0.869	0.856	0.858	0.700
	OS2	0.855			
	OS3	0.854			
	OS4	0.766			
Social Support	SS1	0.783	0.762	0.765	0.585
	SS2	0.780			
	SS3	0.683			
	SS4	0.807			

Note: CA=Cronbach Alpha   CR=Composite Reliability   AVE=Average Variance Extracted

Table 3
Hetrotrait-Monotrait (HTMT) Ratios

	CS	JR	OS
JR	0.747		
OS	0.431	0.521	
SS	0.526	0.533	0.450

Structural Model
In this study, the structural model was evaluated following the methodology outlined by Hair et al. (2017), which involved a thorough analysis of pathway coefficients (β) and coefficients of determination (R^2). The Partial Least Squares (PLS) method was utilized, incorporating 5,000 sub-samples to determine the significance level of the path coefficients. The results from the hypothesis testing, including confidence intervals, path coefficients (beta), associated t-statistics, and p-values, are detailed in Table 5. This meticulous examination provides essential insights into the significance and reliability of the relationships among the

variables within the structural model. The extensive results for the hypotheses presented in Table 4 deliver a detailed analysis of each hypothesis, highlighting beta coefficients, t-statistics, p-values, and the final decisions regarding the support for each hypothesis, thereby enriching the depth and clarity of the study's findings. The analysis of the hypothesis testing results reveals strong relationships between the constructs examined. *Hypothesis 1 (H1)* posits that Organizational Support (OS) positively influences Coping Strategies (CS), yielding a beta of 0.242, a t-statistic of 4.158, and a p-value of 0.000, leading to the acceptance of this hypothesis. Similarly, *Hypothesis 2 (H2)* asserts that OS impacts Job Resilience (JR) and shows a beta of 0.206, a t-statistic of 3.678, and a p-value of 0.000, resulting in its acceptance as well. The mediation effect of Coping Strategies in the relationship between Organizational Support and Job Resilience is examined in *Hypothesis 3 (H3)*, with a beta of 0.117, a t-statistic of 3.800, and a p-value of 0.000, supporting its acceptance. The relationship between Social Support (SS) and Coping Strategies is explored in *Hypothesis 4 (H4)*, which demonstrates a robust effect with a beta of 0.339, a t-statistic of 5.839, and a p-value of 0.000, thereby confirming its acceptance. *Hypothesis 5 (H5)* evaluates the direct effect of SS on JR and reveals a beta of 0.140, a t-statistic of 2.286, and a p-value of 0.022, leading to its acceptance as well. The direct influence of Coping Strategies on Job Resilience is tested in *Hypothesis 6 (H6)*, resulting in a strong beta of 0.485, a t-statistic of 9.875, and a p-value of 0.000, which supports its acceptance. Finally, *Hypothesis 7 (H7)* investigates the indirect effect of SS on JR through CS, yielding a beta of 0.164, a t-statistic of 4.768, and a p-value of 0.000, thus affirming its acceptance. Overall, all hypotheses are accepted, signifying the critical interplay among organizational support, social support, coping strategies, and job resilience.

Table 4

Hypothesis Testing Results

Hypotheses	Beta	T-statistics	P-values	2.50%	97.50%	Decision
H1: OS -> CS	0.242	4.158	0.000	0.125	0.353	*Accepted*
H2: OS -> JR	0.206	3.678	0.000	0.088	0.307	*Accepted*
H3: OS -> CS -> JR	0.117	3.800	0.000	0.061	0.182	*Accepted*
H4: SS -> CS	0.339	5.839	0.000	0.216	0.445	*Accepted*
H5: SS -> JR	0.140	2.286	0.022	0.021	0.260	*Accepted*
H6: CS -> JR	0.485	9.875	0.000	0.386	0.578	*Accepted*
H7: SS -> CS -> JR	0.164	4.768	0.000	0.100	0.235	*Accepted*

Note: significant at p<0.05, t-value>1.96

Effect Sizes (f^2)

Table 5 provides a detailed overview of effect sizes (f^2), organized according to the benchmarks set by Cohen (1992), which categorize effect sizes as small (0.020 to 0.150), medium (0.150 to 0.350), or large (0.350 and above). In this study, effect sizes varying from small (0.027) to large (0.328) demonstrate the varying degrees of influence among the examined variables. Significantly, the model accounts for a considerable amount of explained variance in the endogenous constructs, with an R^2 value of 0.450 (see Figure 1), suggesting that the predictors in the model explain nearly half of the variability in the dependent variables. Furthermore, for the mediating factor, the model illustrates an R^2 value of 0.234, denoting that approximately 23.4% of the variance is explained. This notable level of explained variance underscores the model's effectiveness in capturing the intricate

relationships among the studied variables, thereby providing a robust understanding of the dynamics involved.

Table 5
Effect Sizes (f^2)

	CS	JR
CS		0.328
OS	0.066	0.063
SS	0.130	0.027

PLSpredict & Cross-Validated Predictive Ability Test (CVPAT)
The analysis of PLSpredict, as recommended by Shmueli et al. (2016, 2019), reveals that the Root Mean Square Error (RMSE) values from PLS-SEM predictions consistently outperformed those from the Linear Model (LM) benchmarks. For all constructs, the PLS-RMSE values are lower than the corresponding LM-RMSE values, indicating superior predictive accuracy. For instance, CS1 shows a PLS-RMSE of 0.649 compared to an LM-RMSE of 0.657, yielding an improvement of -0.008. Similarly, Job Resilience (JR1) exhibits a PLS-RMSE of 0.654 against an LM-RMSE of 0.662, also demonstrating a -0.008 difference. In nine comparative scenarios, every RMSE value derived from PLS-SEM predictions surpassed those of the Linear Model (LM) prediction benchmarks, underscoring the predictive power of the proposed model, as illustrated in Table 7. These results support the efficacy of the PLS-SEM approach in predicting outcomes within this model. The Cross-Validated Predictive Ability Test (CVPAT), as recommended by Hair et al. (2022) and Liengaard et al. (2021), demonstrates significant predictive capability for the constructs examined. The average loss differences for Coping Strategies (CS) and Job Resilience (JR) are -0.065 and -0.085, respectively, both indicating strong predictive performance. The corresponding t-values of 3.577 for CS and 4.244 for JR, along with an overall t-value of 4.465, further support the statistical significance of these findings, as evidenced by p-values of 0.000. These results affirm the model's robust predictive ability, highlighting its efficacy in capturing the underlying dynamics of the constructs.

Table 6
PLSpredict

	Q^2predict	PLS-RMSE	LM-RMSE	PLS-LM
CS1	0.175	0.649	0.657	-0.008
CS2	0.123	0.651	0.660	-0.009
CS3	0.112	0.684	0.688	-0.004
CS4	0.109	0.707	0.710	-0.003
CS5	0.117	0.646	0.653	-0.007
JR1	0.197	0.654	0.662	-0.008
JR2	0.163	0.639	0.642	-0.003
JR3	0.164	0.703	0.718	-0.015
JR4	0.095	0.746	0.756	-0.010

Table 7
Cross-Validated Predictive Ability Test (CVPAT)

	Average loss difference	t-value	p-value
CS	-0.065	3.577	0.000
JR	-0.085	4.244	0.000
Overall	-0.074	4.465	0.000

Importance-Performance Map Analysis (IPMA)
The Importance-Performance Map Analysis (IPMA), as recommended by Ringle and Sarstedt (2016) and Hair et al. (2018), provides valuable insights into the relationship between construct importance and performance. From the data presented in Table 8, Coping Strategies (CS) exhibit the highest importance (0.485) but a moderately low performance score (60.854). Conversely, Organizational Support (OS) and Social Support (SS) have lower importance scores but slightly higher performance ratings. To enhance job resilience, it is crucial to focus on improving Coping Strategies, which play a significant role in overall outcomes but are currently underperform. Strategies may include implementing targeted training programs that enhance educators' ability to develop effective coping techniques, promoting resilience workshops or peer support groups, and providing resources that enable self-care and stress management. By concentrating efforts on boosting the performance of Coping Strategies, institutions can significantly elevate job resilience, leading to improved employee well-being and productivity.

Table 8
Importance-Performance Map Analysis (IPMA)

	Importance	Performance
CS	0.485	60.854
OS	0.324	67.475
SS	0.305	66.586

Discussion & Conclusion
Discussion
To enhance job resilience among academicians in open, distance, and digital education institutions, practical strategies centred around fostering social and organizational support are essential. The statistical results reflect the significant positive impact of both types of support on coping strategies, with betas of 0.339 for Social Support (H4) and 0.206 for Organizational Support (H2), underscoring their roles as crucial predictors of resilience. Institutions should prioritize creating robust support systems that facilitate interaction among faculty members. For instance, developing mentorship programs can enhance peer networks, enabling educators to share coping strategies and resources effectively (Abdullahi et al., 2024). Additionally, fostering an inclusive online community through collaborative platforms can enhance social interactions, crucial for building emotional and informational support (Demir & Köksal, 2025). Organizations must also implement structured professional development initiatives that respond to faculty needs, ensuring access to necessary resources and training that bolster coping mechanisms (Hardi et al., 2025). This approach can effectively mitigate the stressors associated with remote and digital teaching. Despite the compelling correlations evidenced in the hypotheses, a few might not achieve significance. For example, while Organizational Support had a positive beta, its lower importance compared to Social

Support might be due to insufficient awareness or perceived accessibility of available resources, leading to cynicism among educators. Furthermore, the mediation effect of Coping Strategies, evidenced by a significant beta of 0.485 for H6, can lead to positive outcomes in job resilience by providing immediate tools for faculty to manage stress effectively, thereby reinforcing the critical need for continuous improvement in social and organizational support systems. Additionally, institutions should gather feedback from educators to continuously refine support initiatives and ensure they are responsive to evolving needs, creating a culture where faculty feel valued and supported. Ultimately, these strategies not only enhance the well-being of faculty but also contribute to a more resilient academic environment, directly influencing the quality of education provided to students.

Theoretical Implications

This study offers significant theoretical implications by enhancing the understanding of the Social Support Theory (Cohen & Wills, 1985) and the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007). By integrating these frameworks, the research highlights how social support directly influences coping strategies and job resilience, providing empirical evidence for the mechanisms underlying these relationships. The findings indicate that coping strategies mediate the effects of both organizational support and social support, enriching the JD-R Model by illustrating how these resources can be operationalized to optimize employee well-being in a digital education context (Mokhtar Abdullah et al., 2024). Additionally, the notable beta coefficients associated with Social Support and Coping Strategies contribute new insights into the nuanced interplay between these constructs, suggesting that institutions can leverage social connectivity to foster resilience among educators (Hardi et al., 2025). This research underscores the importance of enhancing social and organizational support systems in higher education, emphasizing that cultivating a supportive environment can lead to improved job resilience and ultimately benefit educational quality (Alhawsawi et al., 2025). Moreover, the findings advocate for continuous assessment and adaptation of support mechanisms to align with the evolving challenges faced by educators. Overall, the study significantly contributes to existing theories by elucidating the vital role of coping strategies as mediators in the relationship between social and organizational support and job resilience, thereby expanding the theoretical understanding of these critical constructs (Demir & Köksal, 2025; Abdolrezapour et al., 2025).

Managerial Implications

The findings of this study present vital managerial implications for leaders in open, distance, and digital education institutions. First, it is essential to prioritize the development of structured social support systems that facilitate interaction among faculty members. By fostering peer mentorship programs and collaborative platforms, institutions can enhance social ties, thereby improving coping strategies and overall job resilience among educators. Moreover, managers should focus on providing ample organizational support by ensuring that resources, training, and development opportunities are readily available. This includes continuous professional development programs tailored to equip educators with effective coping strategies that address the unique challenges of digital teaching environments. Additionally, leaders should cultivate a culture of open communication, where educators feel comfortable sharing concerns and seeking help. Regular feedback mechanisms can help identify gaps in support structures and allow for timely adjustments. Ultimately, by emphasizing both social and organizational support, education managers can enhance job

resilience among their faculty, which in turn positively impacts teaching quality and student outcomes. Implementing these strategies not only strengthens the workforce but also builds a more adaptive and resilient educational environment that can thrive amid the complexities of modern education.

Suggestions for Future Studies
Future studies could build upon the findings of this research by exploring the long-term effects of social and organizational support on job resilience in varying educational contexts. Investigating how different forms of social support, such as formal mentorship versus informal peer connections, impact coping strategies and resilience would provide nuanced insights into effective interventions. Additionally, future research could utilize qualitative methodologies to gain a deeper understanding of personal experiences and perceptions of support among educators, uncovering specific barriers to effective implementation. Longitudinal studies examining the dynamic nature of these relationships over time would be invaluable, allowing researchers to assess how support mechanisms adapt to changing educational landscapes. Examining the impact of individual differences, such as personality traits or prior experiences, on the effectiveness of coping strategies may also yield significant findings. Overall, these avenues could enrich theoretical frameworks and offer targeted recommendations for enhancing faculty resilience in open, distance, and digital education institutions.

Conclusion
This study highlights the critical role of social and organizational support in enhancing job resilience among academicians in open, distance, and digital education institutions. The findings demonstrate that robust social support significantly influences coping strategies, which mediate the relationship between support and resilience. With strong statistical evidence, including notable beta coefficients for both social support and organizational support, the study underscores the importance of fostering supportive environments for educators to thrive. By implementing structured mentorship programs and ensuring accessible resources, institutions can effectively bolster faculty resilience, ultimately improving educational quality and student outcomes. As the landscape of higher education continues to evolve, this research serves as a valuable guide for education leaders in developing effective strategies that address the unique challenges faced by faculty. Ultimately, enhancing job resilience is vital for sustaining a dynamic and adaptive academic workforce capable of navigating the complexities of modern education successfully.

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