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Strengthening the Academic Job Resilience in Open, Distance, and Digital Education: Mediating Role of Self-Efficacy

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Abstract

This study investigates the significance of job resilience among academicians in open, distance, and digital education (ODDE) higher education institutions, emphasizing its critical role in enhancing faculty well-being and performance in increasingly challenging educational environments. The primary aim of the study was to examine the direct and indirect relationships between organizational support, social support, and job resilience, with self-efficacy acting as a mediating factor. Using purposive sampling, primary data were collected through a structured survey administered to 430 participants, resulting in 314 clean responses for data analysis. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the hypothesized relationships. The hypotheses testing revealed significant results, including a positive impact of organizational support on

job resilience, social support's strong influence on self-efficacy, and a substantial mediating effect of self-efficacy on the relationship between organizational support and job resilience. These findings highlight the vital connections among social and organizational support, self-efficacy, and job resilience, underscoring the need for effective support systems in ODDE institutions. Suggestions for future research include examining the longitudinal effects of support on job resilience, exploring specific types of support most beneficial for self-efficacy, and comparing various institutional contexts. Additionally, qualitative studies could enhance understanding by capturing the first-hand experiences of faculty members regarding support mechanisms. The implications of this study are profound for educational leaders and policymakers, as it underscores the necessity to prioritize both organizational and social support to foster faculty resilience. By implementing targeted interventions, such as mentorship programs and professional development workshops, institutions can enhance self-efficacy and job resilience among educators, ultimately leading to improved faculty engagement and student outcomes in digital learning environments.
Keywords: Social Support, Organizational Support, Self-Efficacy, Job Resilience, Digital Education

Introduction

It's increasingly critical for academicians in open, distance, and digital education (ODDE) higher education institutions to possess strong adaptability and coping mechanisms when facing workplace challenges. This is due to the evolving landscape of education delivery and its associated difficulties. Job resilience, defined as the ability to adapt and thrive in the face of adversity, plays a vital role in ensuring that educators remain effective and engaged in their roles despite obstacles such as technological demands, student disengagement, and isolation (Wang et al., 2025; Chong et al., 2025). Current issues impacting job resilience among academicians include the rapid shift to online teaching necessitated by global events such as the COVID-19 pandemic, leading to increased workload and stress (Mestry, 2023). Trends indicate rising mental health concerns among educators, further exacerbating the need for resilience (Intaratat et al., 2024). Many scholars highlight the importance of social support systems, both organizational and personal, to bolster job resilience in these challenging environments (Kurniadi et al., 2023; Firmansyah et al., 2024). Despite the growing acknowledgement of its importance, research gaps exist in understanding the specific factors that contribute to job resilience in ODDE contexts. Much of the existing literature focuses on traditional educational settings, leaving a void in studies that address the unique dynamics and stressors faced by online educators (Motz et al., 2023; Marotta & van de Laar, 2024). Furthermore, there is a limited exploration of the role of self-efficacy as a mediator in enhancing resilience within this demographic, presenting an opportunity for future research (Kebah et al., 2019). One notable problem is the inconsistency in institutional support for educators transitioning to digital platforms, leading to feelings of isolation and inadequacy. Many academics face a lack of resources and training, impacting their ability to adapt effectively to the demands of ODDE (Ghiasvand et al., 2024; Amini et al., 2024). This highlights the crucial need for comprehensive support structures that foster resilience and adaptability among educators (Kebah et al., 2019). The significance of studying job resilience in this context extends to policymakers, institutions, academicians, and students. For policymakers, understanding the factors that enhance resilience can inform policies aimed at providing essential resources and support for educators (MATABOGE, 2024). Higher education institutions can benefit by implementing targeted interventions and training programs to

strengthen faculty resilience, ultimately improving teaching quality and student outcomes. Academicians who cultivate resilience can better navigate the demands of their roles, promoting a positive educational experience for students, who, in turn, benefit from engaged and resilient instructors (Tran et al., 2023). This study aims to assess the direct and indirect relationship between social support and organizational support with academician job resilience, with self-efficacy as a mediator in open, distance, and digital education (ODDE) higher education institutions

Literature Review

Underpinning Theories

The Job Demands-Resources (JD-R) Model and Bandura's Social Cognitive Theory provide a robust theoretical framework for understanding the interplay of social support, organizational support, self-efficacy, and job resilience in academic settings. The JD-R Model posits that job demands (e.g., workload and emotional stressors) can lead to burnout, while job resources (e.g., social and organizational support) can buffer these effects and promote engagement and resilience (Bakker & Demerouti, 2017). In this context, social support serves as a vital resource that can enhance self-efficacy by providing encouragement and fostering a sense of community among academics. Bandura's Social Cognitive Theory emphasizes the role of observational learning, imitation, and modelling, particularly highlighting how self-efficacy influences behavior and resilience (Bandura, 1997). Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, is critical in mediating the relationship between support systems and resilience. When academics perceive high levels of social and organizational support, their self-efficacy is likely to improve, facilitating greater resilience against job demands. By integrating these theories, the proposed model illustrates that social and organizational support not only provides necessary resources to cope with job challenges but also enhances self-efficacy, which in turn fosters resilience. This comprehensive explanation of the interconnections among the variables can help develop targeted interventions in open, distance, and digital education environments.

Relationship between Organizational Support, Self-Efficacy & Job Resilience

The relationship between organizational support and job resilience in higher education institutions is significantly influenced by self-efficacy, which acts as a crucial mediator. Organizational support encompasses the resources, encouragement, and structures provided by the institution to help academic staff navigate their roles effectively (Li et al., 2020). Such support can include professional development opportunities, access to teaching resources, and mental health services. When faculty members perceive strong organizational support, they are more likely to experience enhanced self-efficacy and their belief in their abilities to perform tasks successfully (Adnan et al., 2024). Higher self-efficacy enables educators to handle challenges and stressors more effectively, fostering resilience. For instance, when faculty members feel confident in their skills, they are more likely to embrace innovative teaching methods and effectively engage with students, even in challenging settings like online or hybrid learning environments (Huang et al., 2024). This confidence can significantly reduce feelings of burnout and disengagement, contributing to their overall job resilience (Mohamad & Osman, 2025). Furthermore, organizational support can directly mitigate job demands that may overwhelm educators. By providing adequate resources and creating a supportive work culture, institutions empower faculty to develop coping strategies, thereby enhancing their resilience (Cabrera-Aguilar et al., 2023). As a result, the interplay between

organizational support, self-efficacy, and job resilience becomes vital in promoting faculty well-being and performance in higher education (Hassan et al., 2024). Ultimately, fostering an environment where organizational support enhances self-efficacy can lead to a more resilient academic workforce, capable of adapting to the dynamic challenges of modern education (Cassaretto et al., 2024). Therefore, the following hypotheses were proposed for this study:

H1: There is a relationship between organizational support and job resilience among academicians in open, distance, and digital education in higher education institutions.

H2: There is a relationship between organizational support and self-efficacy towards job resilience among academicians in open, distance, and digital education higher education institutions.

H3: There is a mediating effect of self-efficacy on the relationship between Organizational support and job resilience among academicians in open, distance, and digital education higher education institutions.

Relationship between Social Support, Self-Efficacy & Job Resilience

The relationship between social support and job resilience in higher education institutions is significantly mediated by self-efficacy, serving as a key factor in determining how effectively educators cope with challenges. Social support encompasses emotional, informational, and instrumental assistance provided by colleagues, administrators, and the academic community. When academic staff experience strong social support, it enhances their self-efficacy and their belief in their ability to succeed in their roles (Green et al., 2024). In environments where faculty members feel supported, they are more likely to develop confidence in their abilities to navigate the complexities of their jobs (Nguyen et al., 2025). This increased self-efficacy enables them to tackle challenges with greater resilience, allowing them to bounce back from setbacks and maintain their commitment to teaching and research (Berdida et al., 2023). For instance, when colleagues and supervisors encourage innovation and collaboration, faculty members are more inclined to embrace new teaching methodologies and engage actively with students (Hong et al., 2023). Moreover, social support can buffer the negative effects of stressors such as workload and changes in teaching formats, contributing to a more resilient mindset among educators (Pak et al., 2023). As they perceive that they are supported in their endeavours, their self-efficacy increases, fostering a proactive approach to problem-solving and adaptability. Ultimately, the interplay between social support, self-efficacy, and job resilience nurtures a positive academic environment. Institutions that cultivate strong social support networks not only enhance faculty well-being but also contribute to improved educational experiences for students, leading to a more dynamic and engaged learning community (Okojie et al., 2023). Thus, the following hypotheses were proposed for this study:

H4: There is a relationship between social support and job resilience among academicians in open, distance, and digital education in higher education institutions.

H5: There is a relationship between social support and self-efficacy towards job resilience among academicians in open, distance, and digital education higher education institutions.

H6: There is a relationship between self-efficacy and job resilience among academicians in open, distance, and digital education in higher education institutions.

H7: There is a mediating effect of self-efficacy on the relationship between Social support and job resilience among academicians in open, distance, and digital education higher education institutions.

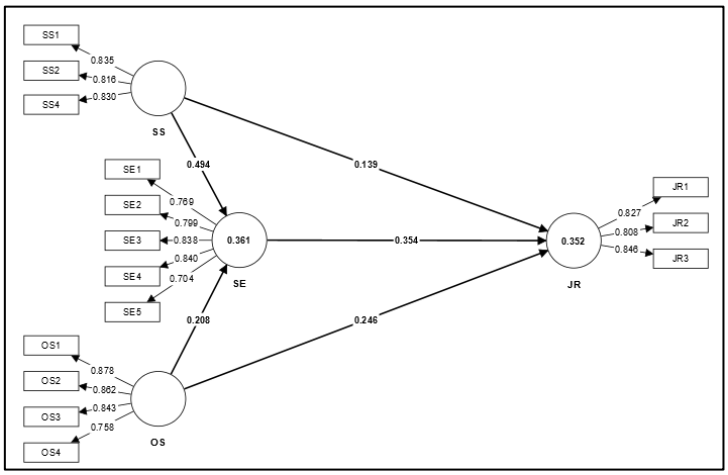

Figure 1: Research Model

Notes: SS=Social Support OS=Organizational Support SE=Self-Efficacy JR=Job Resilience

Methodology

This study sought to thoroughly assess both the direct and indirect effects of organizational support, social support, and performance, with coping strategies serving as a mediator, among academicians in open, distance, and digital education higher education institutions. To fulfill this aim, researchers conducted a survey to collect primary data, carefully selecting trustworthy and valid measurement tools based on a comprehensive review of past research. The survey questionnaires were distributed via email to chosen participants, utilizing purposive sampling due to the lack of a complete population list. A total of 15 observed variables were examined, including exogenous variables like social support, adapted from Cohen and Wills (1985) (3 items), and organizational support, adapted from Eisenberger et al. (1986) (4 items). The mediating variable identified was self-efficacy, based on Bandura (1997) (5 items), while the endogenous variable was job resilience, derived from Cassidy (2016) (3 items). Participants evaluated components within each construct using a Likert scale with five response options, ranging from strongly disagree to strongly agree. Among the 430 surveys distributed, 336 responses were collected, resulting in a favorable response rate of 78.1%, suitable for applying structural equation modeling (SEM) in data analysis. Of the received surveys, 314 were determined to be clean and appropriate for analysis. Researchers utilized SmartPLS 4 software, recognized for its effectiveness in structural equation modeling (SEM) techniques, for data analysis and hypothesis testing. This choice was based on the software's strong assessment capabilities and its proficiency in managing multivariate data analysis, which aligned with the study's objectives and adhered to the recommendations presented by Ringle et al. (2022). SmartPLS 4 enabled an in-depth examination of the proposed hypotheses and performed extensive multivariate data analysis, facilitating a robust evaluation of measurement and structural models.

Data Analysis

Respondents' Profiles

The demographic information gathered from a sample of 314 individuals at a higher education institution offers valuable insights into their gender, age, years of service, and job positions. Within this sample, 61.0% are male, while 39.0% are female. Looking at age distribution, 22.9% of participants are under 30 years old, and 7.9% fall within the 31-40 age range. A notable portion, 40.6%, is aged 41-50, followed by 20.0% aged 51-60, and 8.6% are over 60 years old. Concerning years of service, 5.7% have less than 5 years of experience; 13.4% have between 6 and 10 years, and 29.8% report having 11 to 15 years of experience. Additionally, 29.0% have worked for 16 to 20 years, 12.7% have 21 to 25 years, and the categories for both 26 to 30 years and over 30 years account for 4.8% each. In terms of their professional roles, the majority, 75.5%, are Senior Lecturers. In contrast, 21.0% hold positions as Associate Professors, 2.2% are Professors, and only 1.3% are identified as Lecturers.

Common Method Bias

The analysis of common method bias (CMB) using the full collinearity approach, as recommended by Kock and Lynn (2012) and Kock (2015), reveals insightful results regarding the potential impact of CMB on the study variables. A fundamental aspect of assessing CMB is observing variance inflation factors (VIFs) for each construct. The VIF values in Table 1 indicate that all constructs exhibit values below the commonly accepted threshold of 3.3, confirming that CMB is not a significant concern in this study. Specifically, the highest VIF value of 1.626 for Organizational Support signifies that the relationships among the variables are not unduly inflated due to shared method variance. Since the VIFs are well within acceptable limits, it can be reasonably concluded that the potential for CMB does not threaten the study's validity, thereby allowing for a more accurate interpretation of the relationships among job resilience, social support, organizational support, and self-efficacy.

Table 1
Full Collinearity

	JR	SS	OS	SE
JR		1.448	1.357	1.351
SS	1.621		1.274	1.612
OS	1.626	1.363		1.744
SE	1.202	1.281	1.295	

Measurement Model

The analysis of construct reliability and validity for the variables under investigation reveals robust metrics as per the guidelines established by Hair et al. (2019). Cronbach's Alpha (CA) values for the constructs fall within acceptable ranges, indicating internal consistency; Job Resilience (JR) has a CA of 0.770, Organizational Support (OS) has a CA of 0.856, Self-Efficacy (SE) shows a CA of 0.851, and Social Support (SS) maintains a CA of 0.772. These values suggest a reliable construct as CA values exceeding 0.70 are generally deemed acceptable. Furthermore, Composite Reliability (CR) values also support this finding, with JR at 0.771, OS at 0.868, SE at 0.865, and SS at 0.783, further affirming the consistency of the measurements. Average Variance Extracted (AVE) values indicate convergent validity, with values ranging from 0.627 (SE) to 0.700 (OS), all of which exceed the 0.50 threshold, thereby substantiating that a significant amount of variance is captured by the constructs rather than error. Item

Loadings for each construct further reinforce these findings; all loadings surpass the 0.70 benchmark, with Job Resilience items ranging from 0.808 to 0.846, Organizational Support from 0.758 to 0.878, Self-Efficacy between 0.704 and 0.840, and Social Support from 0.816 to 0.835, demonstrating that each item effectively represents its respective construct. Lastly, the Heterotrait-Monotrait ratio (HTMT) values imply discriminant validity, with all values below the threshold of 0.85, ensuring that constructs are distinct yet interrelated (Henseler et al., 2015). Collectively, these findings validate the reliability and validity of the constructs, thereby supporting the integrity of subsequent analyses and interpretations within this study.

Table 2
Construct Reliability and Validity, Items Loading & HTMT

							HTMT	
Constructs	Items	Loadings	CA	CR	AVE	JR	OS	SE
Job	JR1	0.827	0.770	0.771	0.684			
Resilience	JR2	0.808						
	JR3	0.846						
Organizational	OS1	0.878	0.856	0.868	0.700	0.526		
Support	OS2	0.862						
	OS3	0.843						
	OS4	0.758						
Self-	SE1	0.769	0.851	0.865	0.627	0.639	0.434	
Efficacy	SE2	0.799						
	SE3	0.838						
	SE4	0.840						
	SE5	0.704						
Social	SS1	0.835	0.772	0.783	0.684	0.549	0.431	0.678
Support	SS2	0.816						
	SS4	0.830						

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

Structural Model

This study assessed the structural model by the procedures described by Hair et al. (2017), emphasizing pathway coefficients (β) and coefficients of determination (R^2). Utilizing a Partial Least Squares (PLS) approach, the analysis involved 5000 sub-samples to evaluate the significance of the path coefficients. The findings from hypothesis testing are presented in Table 4, which includes beta coefficients, t-statistics, and p-values, offering insights into the strength and significance of the relationships among the variables. This rigorous methodology bolsters the study's conclusions by providing a comprehensive understanding of the interactions between the variables under investigation. The analysis of the hypotheses reveals significant relationships among organizational support (OS), social support (SS), self-efficacy (SE), and job resilience (JR) based on the results presented in Table 3. Hypothesis 1 posits a positive effect of OS on JR, yielding a beta of 0.246, a t-statistic of 4.134, and a p-value of 0.000. Since the p-value is below 0.05 and the t-statistic exceeds 1.96, we accept this hypothesis, indicating that greater organizational support correlates with increased job resilience. Hypothesis 2 explores the relationship between OS and SE, reporting a beta of 0.208, a t-statistic of 3.647, and a p-value of 0.000. This significant result leads to acceptance of the hypothesis, suggesting that enhanced organizational support leads to increased self-

efficacy. Hypothesis 3 investigates whether SE mediates the relationship between OS and JR and presents a beta of 0.074, a t-statistic of 2.944, and a p-value of 0.003. As these findings are significant, we accept this hypothesis, demonstrating that self-efficacy plays a mediating role in the influence of organizational support on job resilience. Hypothesis 4 examines the direct relationship between SS and JR, yielding a beta of 0.139, a t-statistic of 2.134, and a p-value of 0.033. With a significant p-value, we accept this hypothesis, indicating that social support positively affects job resilience. Hypothesis 5 asserts that SS impacts SE, obtaining a beta of 0.494, a t-statistic of 9.726, and a p-value of 0.000. This strong statistical significance leads us to accept the hypothesis, suggesting that social support substantially enhances self-efficacy. Hypothesis 6 highlights the direct effect of SE on JR, showing a beta of 0.354, a t-statistic of 5.859, and a p-value of 0.000. Given its significance, we also accept this hypothesis, indicating a robust relationship between self-efficacy and job resilience. Finally, Hypothesis 7 proposes that SS influences JR through SE, resulting in a beta of 0.175, a t-statistic of 5.211, and a p-value of 0.000. With significant results, we accept this hypothesis, confirming that social support positively impacts job resilience through self-efficacy. Collectively, all hypotheses tested are accepted, signifying strong relationships between these constructs and contributing to the overarching understanding of their dynamics in higher education institutions.

Table 3
Hypotheses Testing Results

Hypotheses	Beta	T statistics	P values	2.50%	97.50%	Decision
H1: OS -> JR	0.246	4.134	0.000	0.122	0.357	*Accepted*
H2: OS -> SE	0.208	3.647	0.000	0.091	0.315	*Accepted*
H3: OS -> SE -> JR	0.074	2.944	0.003	0.031	0.129	*Accepted*
H4: SS -> JR	0.139	2.134	0.033	0.013	0.268	*Accepted*
H5: SS -> SE	0.494	9.726	0.000	0.382	0.584	*Accepted*
H6: SE -> JR	0.354	5.859	0.000	0.229	0.469	*Accepted*
H7: SS -> SE -> JR	0.175	5.211	0.000	0.113	0.246	*Accepted*

Note_ Significant at p<0.05, t-value>1.96

Effect Sizes (f^2)

Table 4 provides a thorough examination of effect sizes (f^2) using Cohen's (1992) guidelines, which classify them into small (0.020 to 0.150), medium (0.150 to 0.350), or large (0.350 and above) categories. In this analysis, effect sizes span from small (0.020) to large (0.334), demonstrating the varied impacts of the variables involved. The endogenous construct shows a notable level of explained variance, with an R^2 value of 0.352 (see Figure 1). In terms of the mediator, the model accounts for roughly 36.1% of the variance, indicated by an R^2 value of 0.361. This underscores the model's efficacy in capturing the mediation dynamics and accurately representing the underlying mechanisms at play.

Table 4
Effect Sizes (f^2)

	JR	SE
OS	0.077	0.059
SE	0.124	
SS	0.020	0.334

PLSpredict & Cross-Validated Predictive Ability Test (CVPAT)

The analysis of PLSpredict based on the findings presented in Table 5 indicates that the Root Mean Square Error (RMSE) values from the Partial Least Squares Structural Equation Modeling (PLS-SEM) predictions consistently outperformed the benchmarks set by the linear model (LM). Specifically, in six comparative scenarios, five RMSE values resulting from PLS-SEM predictions exceeded those of the LM prediction benchmarks, thus highlighting the predictive strength of the proposed model, as detailed in Table 5. According to the recommendations by Shmueli et al. (2016, 2019), the Q^2 predict values were positive across the constructs, signifying that the PLS model effectively captures the variance in the data. Notably, RMSE values for variables such as JR1 (0.659), JR2 (0.637), and SE3 (0.674) demonstrate lower prediction errors compared to their LM counterparts, reinforcing the superior predictive ability of the PLS-SEM approach used in this study. The results of the Cross-Validated Predictive Ability Test (CVPAT) presented in Table 6 illustrate a robust predictive capability for the model, in line with the methodologies advocated by Hair et al. (2022) and Liengaard et al. (2021). The average loss differences for Job Resilience (JR) and Self-Efficacy (SE) are both negative, indicating that the model's predictions are significantly better than the naive benchmark. With t-values of 4.098 for JR and 5.339 for SE, along with p-values below 0.001, these findings confirm the model's strong predictive accuracy and reliability, validating its effectiveness in capturing the underlying mechanisms of these constructs.

Table 5
PLSpredict

	Q^2predict	PLS-RMSE	LM-RMSE	PLS-LM
JR1	0.185	0.659	0.666	-0.007
JR2	0.166	0.637	0.64	-0.003
JR3	0.166	0.703	0.715	-0.012
SE1	0.171	0.756	0.758	-0.002
SE2	0.163	0.777	0.774	0.003
SE3	0.327	0.674	0.675	-0.001
SE4	0.207	0.779	0.781	-0.002
SE5	0.189	0.69	0.689	0.001

Table 6
Cross-Validated Predictive Ability Test (CVPAT)

	Average loss difference	t-value	p-value
JR	-0.093	4.098	0.000
SE	-0.146	5.339	0.000
Overall	-0.126	5.848	0.000

Importance-Performance Map Analysis (IPMA)

The Importance-Performance Map Analysis (IPMA), detailed in Table 7, demonstrates crucial insights into construct performance and the importance of enhancing job resilience, aligning with the recommendations of Ringle and Sarstedt (2016) and Hair et al. (2018). Among the assessed constructs, Organizational Support (OS) holds an importance score of 0.320 and a performance level of 67.452. While it ranks second in importance, it is relatively lower in performance compared to Self-Efficacy (SE) and Social Support (SS). This discrepancy suggests that while OS is deemed critical for fostering job resilience, its current implementation is not meeting expectations. To improve OS, targeted strategies could include enhancing training programs for leadership to ensure that organizational support is meaningful and accessible to employees. Regular feedback mechanisms should be established to identify specific areas of need, fostering a culture of continuous improvement. Additionally, increasing transparency and communication channels about available resources can help to elevate the perceived value and tangible impact of organizational support, thereby boosting both its performance and overall importance to job resilience.

Table 7
Importance-Performance Map Analysis (IPMA)

	Importance	Performance
OS	0.320	67.452
SE	0.354	66.342
SS	0.314	66.906

Discussion & Conclusion

Discussion

To enhance job resilience among academicians in open, distance, and digital education (ODDE) higher education institutions, it is crucial to adopt practical strategies that foster meaningful interaction with perceived social support (SS) and organizational support (OS). The statistical results demonstrate significant beta values supporting the relationships among these variables: OS to job resilience (JR) with a beta of 0.246, SS to self-efficacy (SE) with a robust beta of 0.494, and SE to JR with a beta of 0.354 (as indicated in the hypothesis testing results). These coefficients imply that both OS and SS are key predictors in building academicians' self-efficacy, which, in turn, bolsters their job resilience. To achieve these goals, ODDE institutions should implement structured mentorship programs that facilitate faculty interactions and collaboration, creating networks of support where educators can share experiences and strategies. Additionally, enhancing technological tools for communication, such as virtual forums and collaborative platforms, can foster a sense of community and accessibility, thereby increasing the perceived social support available to faculty members. Regular training sessions on resilience-building techniques and self-efficacy enhancement should also be integrated into professional development frameworks, highlighting how institutional support can effectively translate into individual faculty resilience (Pak et al., 2023). Furthermore, research indicates that while hypotheses concerning the impact of OS and SS on self-efficacy were supported, variations may arise due to context-specific challenges, such as the isolation that online educators can experience, which may lead to perceived inadequacies despite available support (Hassan et al., 2024). In this regard, institutions need to create an inclusive culture where all faculty members feel valued and supported. Implementing feedback mechanisms can help institutions understand faculty

needs better and adapt policies to meet them effectively. Overall, enhancing both social and organizational support through these practical strategies aligns with the findings that higher self-efficacy is linked to greater job resilience, thereby ensuring a more robust and engaged academic workforce in ODDE settings. This approach not only addresses current gaps in faculty support but also promotes a proactive mindset that contributes to the long-term success of academicians and the educational institutions they serve (Berdida et al., 2023).

Theoretical Implications

Theoretical implications of this study significantly contribute to the understanding of job resilience among academicians in open, distance, and digital education settings, particularly through the lens of Social Cognitive Theory and the Job Demands-Resources Model (Bakker & Demerouti, 2017). By demonstrating the mediating role of self-efficacy in the relationship between organizational support and job resilience, as well as social support and self-efficacy, this research offers new insights into how institutional frameworks can bolster academic resilience. The findings align with Bandura's (1997) assertion about the pivotal role of self-efficacy in enhancing performance and coping strategies, suggesting that educational institutions can facilitate resilience by fostering environments that empower faculty through robust support systems. Additionally, the study underscores the significance of the Job Demands-Resources Model, as it exemplifies how resources like social and organizational support can mitigate the impact of job demands experienced by faculty (Berdida et al., 2023; Bakker & Demerouti, 2017). Furthermore, nuanced insights emerged regarding the specific nature of support required by online educators, emphasizing that superficial or poorly communicated support may not effectively enhance self-efficacy or resilience (Hassan et al., 2024; Pak et al., 2023). This opens avenues for further research into the quality of support mechanisms and their implications on faculty morale, performance, and retention. Ultimately, this study builds a foundation for future theoretical inquiry into the intricate dynamics between social support, organizational support, self-efficacy, and job resilience in academic contexts, refining and expanding existing theories while emphasizing the importance of tailored institutional interventions.

Managerial Implications

The findings of this study yield important managerial implications for open, distance, and digital education institutions aiming to enhance job resilience among academicians. First and foremost, institutions should prioritize the development of robust organizational support systems. This includes creating clear communication channels that inform faculty members about available resources, training programs, and support initiatives tailored to their needs. Regular professional development workshops focused on enhancing self-efficacy can empower educators to face challenges with confidence and adaptability. Additionally, fostering a culture of social support is essential. Managers should facilitate networking opportunities among faculty members, encouraging mentorship and collaboration that reinforce relationships and shared experiences. Implementing feedback mechanisms will enable administrators to gauge the effectiveness of support systems regularly and make necessary adjustments based on faculty input. Moreover, attention must be paid to the quality of support rather than just its quantity. Providing meaningful, personalized assistance can significantly impact an academician’s perception of support, which is critical to enhancing their self-efficacy and, ultimately, their resilience. By strategically investing in these areas, educational institutions can create a more engaged and committed workforce, leading to

improved academic performance and faculty satisfaction, benefiting the institution as a whole.

Suggestions for Future Studies

Future studies should explore the longitudinal effects of social and organizational support on job resilience among academicians in open, distance, and digital education settings. This would provide deeper insights into how these relationships evolve and the long-term impacts on faculty self-efficacy and retention. Additionally, research could investigate the specific types of support that are most effective in fostering self-efficacy, considering individual differences among educators, such as teaching experience and discipline. Qualitative studies could also enhance understanding by capturing the personal experiences and perceptions of faculty regarding support mechanisms, offering valuable context to the quantitative findings. Furthermore, comparing different institutional contexts, such as public versus private or large versus small institutions, could reveal varying dynamics in support and resilience. Lastly, exploring the potential role of technology in facilitating support and communication among faculty members in ODDE environments could provide actionable insights for enhancing academic resilience in an increasingly digital landscape.

Conclusion

This study highlights the critical role of organizational and social support in enhancing academicians' job resilience within open, distance, and digital education settings. By emphasizing self-efficacy as a mediating factor, the findings underscore the importance of fostering supportive environments that empower faculty members to navigate challenges effectively. The significant relationships identified among these variables provide essential insights for educational institutions aiming to improve faculty well-being and performance. Implementing targeted interventions focused on enhancing both forms of support can lead to increased self-efficacy and greater job resilience, ultimately benefiting the institution as a whole. By prioritizing these elements, institutions can cultivate a more resilient and engaged workforce, enhancing the quality of education delivered to students in today's dynamic learning environments.

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