

The Organizational Justice and Its Relationship with Psychological Resilience among the Professors of the Institute of Physical and Sports Activities Sciences and Technologies at the University of M'Sila

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Abstract:

The general aim of the study was to investigate the correlational relationship between organizational justice and psychological resilience among instructors at the Institute of Physical and Sports Activity Sciences and Technologies. The researcher employed a descriptive methodology, using a questionnaire as a tool for data collection. The study sample was selected using a survey method, with a total of 60 male and female instructors participating. The findings revealed significant positive correlations between distributive justice and psychological resilience, procedural justice and psychological resilience, as well as interactional justice and psychological resilience.

Keywords: Organizational justice, psychological resilience, instructors, Institute of Physical and Sports Activity Sciences and Technologies, University of M'Sila.

Introduction and Study Problem:

Higher education represents the pinnacle of the educational system in any country. Its importance lies in preparing and shaping individuals relied upon by society to advance its various institutions. This is crucial for the human, social, and economic development, providing a qualified workforce and leadership for the community. Therefore, the preparation and care of the human element by university institutions are essential in psychological and social aspects. Improving the quality and excellence of higher education has become an urgent need, influenced by various economic, technological, and educational factors.

The university, as an institution, remains the source of human thought and creativity at its highest scientific, literary, and artistic levels. It is responsible for developing human capital, and societies pin their hopes on being supplied with scientifically and technically competent cadres. The university encompasses material elements such as buildings, equipment, and libraries, as well as human elements such as administrators, students, and professors. However, the status of a university is closely

ties to the status of its professors. Today, universities are measured by the performance of their professors, and education can fulfill its role and evolve only if the necessary resources are provided for these professors. Professors are the active element in the university education process and are the only ones capable of compensating for any potential shortcomings in the technical and material resources of the university.

It is well known that university professors face various work-related, psychological, and social pressures in their professional lives. Some of these pressures may hinder the achievement of psychological well-being requirements. While some individuals can overcome these obstacles, others may find it challenging to confront them. Therefore, it is essential to encourage university professors to learn psychological defense mechanisms that can be employed in facing these crises and challenges.

Numerous studies and research have addressed individuals' behavior within institutions, considering it a fundamental element in the organizational process. The organizational justice axis is an important theory in studying individual behavior within the institution. This is due to its reflections on individuals' satisfaction with their needs and expectations, as well as its significant role in motivating individuals towards achievement, satisfaction, and stability. Ultimately, organizational justice influences an individual's orientation towards achieving the organization's goals.

The concept of organizational justice has received increasing attention in previous studies in the fields of management and organization. The perception of fair and equal treatment by superiors in the institution leads employees to positively adjust their attitudes towards the organization. It affects their behavior, actions, and consequently, their performance at work. Additionally, it enhances their trust in their management, encouraging collaboration and resulting in good organizational performance. In cases where employees perceive a lack of organizational justice, it can lead to negative consequences such as labor shortages, as the human resource is a crucial pillar for the organization's success in achieving its goals.

In recent years, psychologists have turned to investigate protective variables that can mitigate or modify the negative effects of stressful life events on professors within university institutions. These protective variables can be psychological or other types of variables. Psychological resilience is a vital and important factor in the field of psychology. It plays a crucial role in improving psychological performance, mental and physical health, and increasing psychological support for university professors.

Many researchers, in agreement with Kobasa, consider resilience a significant factor in explaining why some people can resist and not succumb to illness. Resilience provides several explanations for how psychological resilience can mitigate the severity of the pressures faced by individuals. The relationship can be understood by

examining the impact of stress on the individual, making psychological resilience a fertile area for ongoing research.

Research by **Jorson** (1998), titled "Psychological Resilience and its Relationship to Stress Coping Skills among Graduates of Psychology," found that those who scored high in resilience used coping skills more effectively and impact fully than those with low resilience. Similarly, **Kobasa's** study concluded that individuals with high psychological resilience have a strong self-focus, personal achievement, social adaptability, better initiative, and more activity, as well as a motivation toward work.

In the same context, a study by Philippe **Delmas** and others in 2004 found that psychological resilience serves as a protective factor for nurses' health at work. Nurses with high resilience perceive less severe pressure and use positive coping strategies to deal with stressors (**Delmas** 2004:16). Another study by **Gari Ruder** in 2003, titled "Organizational Justice, Trust, and the Role of High Self-Efficacy," found a relationship between procedural justice, trust in the organization, procedural justice, and the role of high self-efficacy. Additionally, **Kotraba's** study in 2003, titled "The Relationship between Justice, Employee Absence, and the Role of Work Pressures," found a negative relationship between organizational justice (distributional, procedural, and interactional) and levels of work pressure.

The researcher, **BenReghem Idriss**, in his study titled "**Organizational Justice and its Relationship to Organizational Citizenship Behavior among Faculty Members of Physical Education and Sports Sciences at the University of Msila**" in 2019, concluded that there is a positive relationship between commitment to responsibility and organizational commitment. There is also a positive relationship between control and organizational commitment. However, there is no significant relationship between challenge and organizational commitment.

From previous studies, we can conclude that there are correlation relationships between organizational justice indicators, psychological health indicators, occupational stress, and organizational commitment. However, other studies have found no relationships between certain justice variables and psychological or administrative measures. Additionally, some studies have indicated that individuals with psychological resilience demonstrate a readiness to face work-related pressures.

Given the significance of organizational justice and psychological resilience, this study aims to explore the key organizational justice variables that may contribute to enhancing psychological resilience among faculty members of the Institute of Physical Education and Sports Sciences. The primary focus of the study is on the following problem statement:

Is there a correlation relationship between organizational justice and psychological resilience among the professors of the Institute of Physical and Sports Sciences at the University?

Partial Questions :

- Is there a correlation between distributive justice and psychological resilience among professors at the Institute of Physical Education and Sports Science?
- Is there a correlation between fairness in dealings and psychological resilience among professors at the Institute of Physical Education and Sports Science?
- Is there a correlation between procedural justice and psychological resilience among professors at the Institute of Physical Education and Sports Science?

■ **Study Goals :**

This study primarily aims to determine whether there are correlation relationships between indicators of organizational justice—distribution, dealings, procedures—and the variable of psychological resilience among professors at the Institute of Physical Education and Sports Science at the University of M'Sila.

■ **Study Importance :**

The study gains its significance through the researcher's intention to follow a scientific approach that enriches knowledge, aiming to understand the nature of the correlation relationship between indicators of organizational justice and psychological resilience among professors at the Institute of Physical Education and Sports Science at the University of M'Sila. It is also hoped that this study will contribute practical insights to assist researchers in this academic field, helping to identify key indicators of organizational justice that may contribute to increased psychological resilience, consequently enhancing efficiency, participation, and interaction within the university.

■ **Study Hypotheses :**

There is a correlational relationship between distributive justice and psychological resilience among professors at the Institute of Physical Education and Sports Science.

There is a correlational relationship between interactional justice and psychological resilience among professors at the Institute of Physical Education and Sports Science.

There is a correlational relationship between procedural justice and psychological resilience among professors at the Institute of Physical Education and Sports Science.

■ Concepts and Terms :

Organizational justice is the degree to which equality and fairness in rights and duties are achieved, reflecting the individual's relationship with the organization. The concept of justice embodies the principle of employees fulfilling their commitments to the organization in which they work (Al-Bashabsheh, 2008, p. 429). It reflects the way in which an individual judges the fairness of the approach used by the manager in dealing with both the functional and human aspects at organizational levels (Greenberg, 1990, p. 401). It involves giving each individual in the organization what they deserve (Hassanein, Jad, 2004, p. 73). It is the way in which an individual judges the fairness of the approach used by the manager in dealing with them on both the functional and human levels. It is a relative concept determined in light of the employee's perception of the fairness and objectivity of outputs and procedures within the organization (Sabreen Abu Jasser, 2010, p. 12).

Organizational Justice is the degree to which equality and integrity in rights and duties are achieved, reflecting the individual's relationship with the organization. The concept of justice embodies the principle of employees fulfilling their commitments to the organization in which they work, confirming the required organizational trust between the parties (Al-Atawi Amer, 2007, p. 149).

Distributive justice is defined as the justice of outcomes or returns that employees receive, which include wages, incentives, promotion opportunities, the number of working hours, job responsibilities, and functional benefits. It is the perceived justice of outcomes, results, or distributions that an individual receives in the organizational environment (Omar Mohammed Dara, 2008, p. 38).

Procedural justice is defined as those fair decisions and procedures that affect the affairs of individuals working in the internal business environment (Omar Mohammed Dara, 2008, p. 40)

Interactional justice is the employee's perception and understanding of official procedures and the extent to which they accept them after officials have explained and clarified these procedures, as well as justifying their purpose (Omar Mohammed Dara, 2008, p. 45).

The procedural definition of organizational justice is the degree of feeling equality and fairness in dealings, procedures, and the distribution process among the professors at the University of M'Sila.

Psychological Resilience :

The term "**Resilience**" in English refers to "hardness" or "firmness." It can describe something that is solid or tough, such as the hardness of wood, indicating strength and rigidity. It can also convey toughness or resistance, as in the hardness of clay, signifying toughness and resistance. Additionally, "**Resilience**" can denote the ability to endure and withstand, resistance to fatigue, and the capacity to endure hardships. It is used metaphorically to express steadfastness, determination, and an unyielding attitude in facing challenges or maintaining decisions. For example, enduring hardships with "**Resilience**" implies facing difficulties with courage and strength (Antoine Naima, 2000, p. 845).

The terminological definition of psychological resilience:

The text discusses the early contributions of Kopasa to the concept of psychological resilience. Kopasa was among the pioneers who laid the foundation for the term psychological resilience, defining it as a set of personality traits that collectively form the meaning of resilience. These traits contribute to limiting the unhealthy effects of stress. Kopasa derived the term psychological resilience influenced by existentialist philosophy, which views humans as in a constant state of becoming. This philosophy focuses on interpreting human behavior in terms of the future rather than the past, emphasizing that individual motivation primarily arises from the ongoing search for meaning and purpose in life (Madi, 1999, p. 279).

Madi and Kopasa defined psychological resilience as a set of personal traits that act as resistance to the challenges of life (Madi, 1999, p. 265). Lulwa and Abdul Latif defined it as one of the sources of personality to confront the negative effects of life problems, facilitating perception and evaluation leading to addressing these problems (Lulwa and Abdul Latif, 2001, p. 229).

The term "Engagement" in English. According to Novack and Lazarus (1990), engagement means the extent of an individual's desire for performance, achievement, striving, and determination in achieving their goals. It is a type of psychological commitment that an individual makes toward oneself, goals, values, and others (P. Delmas, 14).

The term "control" in English. It is the individual's belief that they can control what they face in terms of events and can bear personal responsibility for what happens to them. Some researchers refer to control as the ability of an individual to influence their environment or successfully deal with the demands of challenging conditions (P. Delmas, 15).

The term "Défi" in French and "Challenge" in English. It refers to an individual's belief that any changes occurring in their life are exciting and necessary for advancement and progress, rather than seeing them as a threat. This mindset helps the individual initiate and explore various aspects of their environment (P. Delmas, 15).

2-1 Survey Study :

We headed to the headquarters of the Institute of Physical Education and Sports Science at the University of M'Sila on October 10, 2023. The researchers utilized the interview technique with the head of the user service to determine the size and type of the study sample. Subsequently, the study questionnaire was distributed to a sample of 18 professors, male and female, in order to calculate the psychometric characteristics (reliability and validity) of the study tool. Among the most important results obtained are the following :

- Adjusting the study's population and sample and determining the most appropriate method for selecting that sample.
- The correlation coefficients for all statements are statistically significant, indicating that the questionnaire items are valid for measuring the constructs in this study. Refer to Table (4.3).
- The reliability coefficients are high and statistically significant, suggesting the potential stability of the results obtained using the questionnaire. Refer to Table (05).

2 -Data Collection Tools and Methods:

In this study, two questionnaires were employed. The first questionnaire pertains to the first variable of the study (Organizational Justice), while the second questionnaire relates to the second variable of the study (Psychological Resilience)

2-2 Steps in Designing the Organizational Justice and Psychological Resilience Questionnaires:

Organizational Justice Questionnaire :The Organizational Justice Questionnaire was initially designed by reviewing literature, research, and questionnaires presented in previous studies related to organizational justice. Among the studies used as a reference is the study conducted by 'Ratib Al-Saoud, Susan Sultan' titled 'The Degree of Organizational Justice among Heads of Academic Departments at the Official Jordanian University and its Relationship with Organizational Loyalty of Faculty Members' at the University of Jordan in 2009.

Psychological Resilience Questionnaire :The researcher utilized the scale developed by Sabry Ibrahim Atiya Imran in a study conducted in 2013 titled 'Constructing a Scale for Psychological Resilience among Administrators in the Sports Field.' The following table illustrates the dimensions and number of statements for both the Organizational Justice and Psychological Resilience questionnaires."

Table No. (01): Illustrates the dimensions and number of statements for the Organizational Justice and Psychological Resilience questionnaires.

Organizational Justice	Number of terms	Psychological Resilience	Number of terms
Distributive Justice	1 to 6	Commitment	1 to 5
Procedural Justice	07 to 12	Challenge	6 to 11
Interactional Justice	13 to 18	Control	12 to 15

The questionnaire for Organizational Justice and Psychological Resilience includes (05) five degrees. **Table No. (02):** Represents the degrees of the Organizational Justice and Psychological Resilience questionnaire

Answer	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Levels	1	2	3	4	5

The validity of the Organizational Justice and Psychological Resilience questionnaires :

The reliability of the organizational justice questionnaire and the resilience questionnaire has been estimated using the "reliability of internal consistency" coefficient. The internal consistency of the statements of the organizational justice questionnaire has been calculated on the sample of the survey study, which consists of 18 items. This was done by calculating the correlation coefficients between each statement and the total score for the corresponding dimension.

Table No. (03): Correlation coefficients between statements of organizational justice dimensions and the total score for the dimension.

M	Dimension	Context of terms	Correlation	Significance
01	Distributive Justice	The salary is proportional to the efforts I exert in my work.	0.834	0.001

02		The salary is commensurate with the academic qualifications I have obtained	0.952	0.001
03		The salary corresponds to your acquired experience in the job.	0.734	0.002
04		The requirements and tasks of your job align with your personal capabilities	0.648	0.009
05		You feel that the performance evaluation criteria are fair.	0.728	0.003
06		You feel that promotions in the management are done fairly.	0.699	0.004
07	Procedural Justice	Decisions are applied to professors after gathering sufficient information.	0.654	0.002
08		Administrative decisions are applied to everyone without exception.	0.755	0.005
09		Decisions are made based on the principle of non-discrimination.	0.887	0.045
10		Administrative penalties correspond to violations and transgressions in the administration.	0.678	0.043

11		You believe that your supervisor provides fair solutions to complaints and grievances.	0.671	0.023
12		You are consulted before the issuance of new procedures	0.723	0.033
13	justice in transactions	My social relationships with professors are characterized by kindness.	0.687	0.011
14		A spirit of teamwork and collaboration prevails among the professors.	0.777	0.023
15		The immediate supervisor understands and takes into consideration your specific circumstances, professor.	0.811	0.001
16		The treatment by the immediate supervisor is characterized by impartiality and fairness.	0.844	0.003
17		The immediate supervisor is characterized by an open-minded approach and allows for discussion and dialogue.	0.786	0.043
18		I feel the integrity and fairness of the immediate supervisor in resolving conflicts among colleague professors.	0.634	0.034

Looking at the previous table **number (03)**, it is evident that the correlation coefficients between each statement of the sub-dimensions (Distribution, Procedures, Transactions) and the total score of the questionnaire ranged between (**0.952-0.634**). These coefficients are significant at the level of (0.01-0.05), indicating that the statements of the organizational justice questionnaire are valid for the intended measurement.

Table number (04): Correlation coefficients between statements of psychological toughness and the total score of the questionnaire.

M	Dimension	Context of terms	Correlation	Significance
01	Commitment	If circumstances require, values and principles may change.	0.834	0.001
02		I stick to my goals and defend them.	0.952	0.001
03		"I help my colleagues teachers face their problems.	0.699	0.004
04		I care about university issues and seek to participate in them	0.544	0.002
05		I seek to participate in activities that serve the university	0.654	0.021
06	Control	I have the ability to control the aspects of my life.	0.654	0.002
07		I have the ability to implement my future plans.	0.755	0.005
08		My success at the university is reflected in work and struggle.	0.787	0.004
09		I control the events that happen to me within the university environment	0.747	0.003
10		I face difficulties in university with ease and smoothness.	0.822	0.044

11	Challenge	My success in solving problems increases my ability to solve other problems	0.687	0.011
12		The problem I face is an excitement and challenge.	0.777	0.023
13		My desire for work and development knows no bounds.	0.811	0.001
14		Facing problems represents a challenge to my abilities and accomplishments.	0.844	0.003
15		I approach problem-solving with confidence in my ability to solve them	0.786	0.043

In light of the previous **table number (04)**, it becomes clear that:

the correlation coefficients between each statement of the sub-dimensions (commitment, control, challenge) and the total score of the questionnaire ranged between **(0.952-0.544)**. These correlations are considered significant at a significance level of **(0.01-0.05)**. Thus, the statements of the psychological resilience questionnaire are considered valid for measurement, as they were placed for assessment.

2-3- Stability of the Organizational Justice and Psychological Resilience Questionnaire :

The researchers measured the stability of the tool using the "Cronbach's Alpha" method. It is worth noting that Cronbach's Alpha coefficient ranges from (0-1), and the closer it is to one, the higher the stability. Conversely, the closer it is to zero, the lower the stability. **Table number (05)** below illustrates the reliability coefficient values for the Organizational Justice and Psychological Resilience Questionnaire. **Table Number (05):** Displays the Cronbach's Alpha coefficient values for the reliability of the Organizational Justice and Psychological Resilience Questionnaire

Number	Questionnaire	Number of terms	Cronbach's Alpha coefficient
01	Organizational Justice	18	0.752

02	Psychological Resilience	15	0.858
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Considering the previous Table Number (05), it is evident that the Cronbach's Alpha coefficient for the Organizational Justice Questionnaire was 0.752, and for Psychological Resilience, it was 0.858. This indicates a high level of stability, suggesting that the study tool is highly reliable. This high reliability gives us full confidence in the accuracy of the "Organizational Justice, Psychological Resilience" questionnaire and its suitability for the analysis and interpretation of the study results and the testing of its hypotheses.

2-4 The researcher employed the descriptive method, specifically using the method of mutual correlations.

- Temporal Scope: The applied study was conducted on November 5, 2023.
- Spatial Scope: At the headquarters of the Institute of Physical Activity and Sports Sciences at the University of M'Sila.

2-5- Study Population and Sample: The study population consists of all the professors at the Institute of Physical Activity and Sports Sciences at the University of M'Sila, totaling 100 professors and instructors. As for the study sample, it is a survey sample and is a subset of the study population from which field data is collected. The sample was selected using the comprehensive survey method. Initially, 18 individuals were excluded from the original population who had participated in the pilot study. Subsequently, questionnaires were distributed to a group of professors, totaling 82 professors, and 60 valid questionnaires were collected for statistical analysis.

-2-6- Statistical Methods: The researcher utilized the statistical software called the Statistical Package for the Social Sciences (SPSS) and relied on the following statistical techniques:

- Cronbach's Alpha coefficient to assess the reliability of the questionnaire items.
- Pearson correlation coefficient to determine the correlation relationship between the research variables.

3-1- Presentation, Explanation, and Discussion of the Results of the First Hypothesis: There is a relationship between organizational justice and psychological resilience among the professors of the Institute of Physical Activity and Sports Sciences at the University of M'Sila.

Table Number (06): Pearson Correlation Coefficient between Distributive Justice and Psychological Resilience.

Variable	Sample Individuals	Pearson	significance level	Decision
Distributive Justice	60	0.591	0.000	significant
Psychological Resilience				

In light of the previous Table Number (06), it is evident that the Pearson correlation coefficient between the variable (Distributive Justice) and the questionnaire of (Psychological Resilience) was 0.591. The significance level for this coefficient was 0.000, which is less than our adopted level of 0.01. This indicates the presence of a positive correlation between the two variables.

The interpretation is that as professors' perception of distributive justice increases, their psychological resilience also increases. This suggests that when distributive justice is present among the professors at the Institute of Physical Activity and Sports Sciences, their sense and feeling of psychological resilience, considered a personal trait, increase. Psychological resilience acts as a source of resistance in facing stressful events.

The fairness in the distribution of monthly salaries, promotions, and evaluation criteria among professors enhances their abilities to withstand pressure, contribute effectively, accept distributional roles at work, make sound decisions, and solve problems that may arise in their performance standards. It also fosters their ability to confront and adapt to life's stressful events, inclining them towards leadership and control. They exhibit strength, motivation, wisdom, control, and patience.

Those with high psychological resilience are committed to values, principles, and sound beliefs, holding onto them and not abandoning them. Consequently, their lives have meaning, value, and positivity within the university environment.

The preceding results somewhat align with the findings of researcher Omar Mohamed Dara in 2008, who concluded that there are correlational relationships between organizational justice indicators and the management of work stress in university hospitals. Additionally, researcher Mokhtar Djabara and others in 2020 found correlational relationships between organizational justice indicators and the psychological health of teachers in Djelfa.

2- Presentation, explanation, and discussion of the results of the second hypothesis: which asserts the existence of a relationship between the fairness of transactions and psychological resilience among professors at the Institute of Physical and Sports Activities Sciences at the University of M'Sila.

Table No. (07): Pearson correlation coefficient between procedural justice and psychological resilience.

Variable	Sample individuals	Pearson	significance level	Decision
Procedural justice	60	0.421	0.001	significant 0.01at
Psychological resilience				

Considering the previous **Table No. (07)**, it becomes evident that the Pearson correlation coefficient between the variable of procedural justice and the questionnaire of psychological resilience is 0.421. The significance level for this coefficient is calculated to be 0.001, which is less than the 0.01 threshold set by us. This indicates the presence of a moderate positive correlation between the two variables. The interpretation is that as professors' perception of procedural justice increases, their sense of psychological resilience also increases. This resilience serves as a protective factor against the negative physical consequences of occupational stress. This aligns with the theory of justice and equality by Adams, which posits that the primary determinant of an individual's psychological efforts, satisfaction, and performance is the degree of justice or injustice perceived in their job. Justice is defined as the ratio of an individual's inputs to outputs compared to others. Justice occurs when an individual feels that the outcomes of this comparison are fair and just to them (**Hamza, Aisha, 2018, p. 345**).

The problems and difficulties that teachers may face in implementing and adopting administrative decisions, and providing fair solutions to all complaints that may arise at the institute level, push them to discover themselves, their abilities, and various aspects of their hidden personalities. All of these experiences benefit many teachers who have encountered difficulties and challenges in their lives, helping them establish successful relationships with others and feel a sense of self-strength and efficacy. Merely sensing the possibility of exposure to fair treatment increases teachers' self-worth and elevates their resilience in the face of challenging professional events, with minimal loss.

The previous result somewhat aligns with Kobasa's study, suggesting that individuals with high psychological resilience have a significant self-focus, enjoy personal accomplishment, possess the ability for social endurance, achieve better results, exhibit more initiative and activity, and have a motivation toward work.

3-3- Presentation, explanation, and discussion of the results of the third hypothesis: which asserts the existence of a correlation between procedural justice and psychological resilience among professors at the Institute of Physical and Sports Activities Sciences at the University of M'Sila.

Table No. (08): Pearson correlation coefficient between procedural justice and psychological resilience.

Variable	Sample individuals	Pearson	significance level	Decision
Procedural justice	60	0.647	0.000	Significant at 0.01
Psychological resilience				

Considering the previous **Table No. (08)**, it is evident that the Pearson correlation coefficient between the variable of procedural justice and the questionnaire of psychological resilience is 0.647. The significance level for this coefficient is calculated to be 0.001, which is less than the 0.01 threshold set by us. This indicates the presence of a moderate positive correlation between the two variables. The interpretation is that, as the social relationships among professors are characterized by kindness, collaboration, serious discussion, and honest dealings, and as there is an increased assistance among them when needed, and a heightened interest in university matters and active participation, this helps control unforeseen events, enhances excitement, and increases readiness to face professional pressures.

The social exchange theory suggests that the trust of subordinates in the fairness practiced by their immediate supervisors in dealings and matters related to their work generates a sense of responsibility and discipline, despite the scope of power, influence, and authority granted to the leader or manager. Following the respect and fairness shown by the supervisor in all matters affecting the employee's professional reality, this has an impact on the worker's psyche. It falls within the realm of psychological resilience behaviors as a reaction to the sense of justice and fairness (Al-Qahtani, 2014, p. 32).

The previous result aligns with the findings of the researcher Gari (2003), who concluded that organizational justice increases employees' feelings of trust, self-efficacy, and the ability to cope with work pressures.

3-4- Conclusions:

- There is a correlational relationship between distributive justice and psychological resilience among professors at the Institute of Physical and Sports Activities Sciences at the University of M'Sila.
- There is a correlational relationship between procedural justice and psychological resilience among professors at the Institute of Physical and Sports Activities Sciences at the University of M'Sila.
- There is a correlational relationship between interactional justice and psychological resilience among professors at the Institute of Physical and Sports Activities Sciences at the University of M'Sila.

3-5- Recommendations:

- Provide sufficient opportunities for professors to express their opinions on the evaluation of their work.
- Enhance professors' sense of justice by raising awareness of the criteria used for rewards and promotions.
- Facilitate opportunities for collaborative cooperation among professors and increase coordination between different administrative departments and offices.
- Identify the psychological and social needs of professors through conducting more scientific research.
- Activate the role of psychological counseling centers at the university to reduce the psychological and academic pressures faced by professors.

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